



2026 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 8 (TERM 1)

TERM 1	WEEK 1 14 - 16/01/2026	WEEK 2 19 - 23/01/2026	WEEK 3 26 - 30/01/2026	WEEK 4 02 - 6/02/2026	WEEK 5 09 - 13/02/2026	WEEK 6 16 - 20/02/2026	WEEK 7 23 - 27/02/2026	WEEK 8 02 - 06/03/2026	WEEK 9 09 - 13/03/2026	WEEK 10-11 16 - 27/03/2026		
<b>CAPS TOPIC</b>	<b>Development of the self in society</b>									<b>World of work</b>		
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<b>Basic hygiene principles</b> Concepts: Self-concept and self-motivation <ul style="list-style-type: none"> <li>Factors that influence self-concept formation and self-motivation:                             <ul style="list-style-type: none"> <li>Media</li> <li>Environment</li> <li>Friends and peers</li> <li>Family</li> <li>Culture</li> <li>Religion</li> <li>Community</li> </ul> </li> <li>Positive self-talk: Individuality and uniqueness and personal achievements</li> <li>Strategies and skills to extend personal potential</li> </ul>			Concepts: Sexuality <ul style="list-style-type: none"> <li>Understanding one's sexuality: Personal feelings that impact sexuality</li> <li>The influence on friends and peers on one's sexuality</li> <li>Family and community norms that impact sexuality</li> <li>Social pressures, including media, that impact sexuality</li> <li>Problem-solving skills: Identity formation and development</li> </ul>			Relationships and friendships: Relationship at home, school and in the community <ul style="list-style-type: none"> <li>Appropriate ways to initiate a relationship</li> <li>Appropriate ways to sustain a relationship</li> <li>Problem-solving skills: Appropriate behaviour in a relationship</li> <li>Communication skills: Ability to disagree in constructive ways and appropriate ways to end a relationship</li> </ul>			Different learning styles: <ul style="list-style-type: none"> <li>Visual</li> <li>Aural</li> <li>Kinaesthetic</li> <li>reading and writing</li> </ul>		
	<b>Physical Education</b>											
	<ul style="list-style-type: none"> <li>Participation in physical activities that promote components of fitness</li> <li>Safety issues relating to fitness</li> </ul>			<ul style="list-style-type: none"> <li>Participation in physical activities that promote components of fitness</li> <li>Participation and movement performance in physical activities that promote components of fitness</li> </ul>			Participation in physical activities that promote components of fitness			<ul style="list-style-type: none"> <li>Participation in physical activities that promote components of fitness</li> <li>Participation and movement performance in physical activities that promote components of fitness</li> </ul>		
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Resources on study skills</li> <li>COVID-19 e-booklet and posters</li> <li>Resources on fitness</li> <li>Physical Education guidelines</li> </ul>											
<b>INFORMAL ASSESSMENT</b>	Homework/classwork/worksheets											
<b>SBA (FORMAL ASSESSMENT)</b>	Written task: 70 marks Physical Education task: 30 marks											



2026 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 8 (TERM 2)

TERM 2	WEEK 1 08 - 10/04/2026	WEEK 2 13 - 17/04/2026	WEEK 3 20 - 24/04/2026	WEEK 4 28 - 30/05/2026	WEEK 5 04 - 08/05/2026	WEEK 6 11 - 15/05/2026	WEEK 7 18 - 22/05/2026	WEEK 8 25 - 29/05/2026	WEEK 9 01 - 05/06/2026	WEEK 10 08 - 12/06/2026	WEEK 11-12 17 - 26/06/2026	
<b>CAPS TOPIC</b>	<b>World of work</b>						<b>Health and social and environmental responsibility</b>				<b>Formal assessment</b>	
											<ul style="list-style-type: none"> <li>The form of assessment at the end of Term 2 will be a controlled test based on Term 1 and Term 2's work and a Physical Education task.</li> <li>Notes and guidelines for the controlled test are as follows:</li> </ul>	
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<b>Basic hygiene principles</b> Identify and apply own learning style (self-management skills)	<ul style="list-style-type: none"> <li>Six career categories (identify category of essential workers):</li> <li>Investigative</li> <li>Enterprising</li> <li>Realistic</li> <li>Artistic</li> <li>Conventional</li> <li>Social</li> <li>Interests and abilities related to each career category</li> <li>Thinking and learning skills required by each career category</li> <li>School subjects related to each career category</li> <li>The role of work in relation to South Africa's social and economic needs</li> <li>Identify needs in the community and country</li> <li>How work can meet social and economic needs in South Africa</li> </ul>				<ul style="list-style-type: none"> <li>Social factors that contribute to substance abuse, including community and media</li> <li>Appropriate behaviour to stop and avoid substance abuse: Refusal and decision-making skills</li> <li>Long and short-term consequences of substance abuse: Link to crime, violence and educational outcomes</li> <li>Rehabilitation options: Where to find help and care and support</li> </ul>				<b>Section A: 25 marks</b>	<b>Section B: 25 marks</b>	<b>Section C: 20 marks</b>
	<b>Physical Education</b>											
	Participation in target games	<ul style="list-style-type: none"> <li>Participation in target games</li> <li>Participation and movement performance in target games</li> </ul>									<b>All questions are compulsory</b> A source or case study may be used to contextualise the questions The questions should be a combination of three or more types of questions: List, what, why, multiple choice, matching columns and missing words Questions will test understanding and factual knowledge Responses should be short and direct and range from one word to a phrase or a full sentence	
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Resources on careers and study skills</li> <li>Internet: VARK test</li> <li>COVID-19 e-booklet and posters</li> <li>Resources on target games</li> <li>Physical Education guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Resources on substance abuse</li> <li>Newspaper articles and magazines</li> <li>COVID-19 e-booklet and posters</li> <li>Resources on target games</li> <li>Physical Education guidelines</li> </ul>				<ul style="list-style-type: none"> <li>Resources on human rights</li> <li>South African Constitution</li> <li>Bill of Rights</li> <li>Resources on target games</li> <li>Physical Education guidelines</li> </ul>				Questions will display an understanding of real-life issues affecting the youth and society at large and advise on possible solutions and demonstrate goal-setting and decision-making skills Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs		
<b>INFORMAL ASSESSMENT</b>	Homework/classwork/worksheets											
<b>SBA (FORMAL ASSESSMENT)</b>	Controlled test: 70 marks (Terms 1 and 2 content) Physical Education task: 30 marks											



2026 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 8 (TERM 3)

TERM 3	WEEK 1 21 - 24 /07/2026	WEEK 2 27 - 31/07/20 26	WEEK 3 03 - 07/08/20 26	WEEK 4 11 - 14/08/2026	WEEK 5 17 - 21/08/2026	WEEK 6 24 - 28/08/2026	WEEK 7 31/08 – 04/09/2026	WEEK 8 07 - 11/09/2026	WEEK 9 – 10 14 - 23/09/2026	
	World of work			Health and social and environmental responsibility				Constitutional rights and responsibilities		
CORE CONCEPTS, SKILLS AND VALUES	<b>Basic hygiene principles</b> <ul style="list-style-type: none"> <li>Relationships between performance in school subjects and interests and abilities: Types of learning activities related to different subjects:                             <ul style="list-style-type: none"> <li>Practical activities</li> <li>Theoretical activities</li> <li>Individual activities</li> <li>Group activities</li> </ul> </li> <li>Demands of each subject: Thinking and learning skills required</li> <li>Decision-making process: steps in choosing career category relating to individual strength, ability, interest and passion</li> </ul>			<ul style="list-style-type: none"> <li>Environmental health issues:</li> <li>Application of laws and policies to protect environmental health: Address an environmental issue</li> <li>Earth Day and preservation of the environment – honouring Earth Day: Ways of being kinder to the earth</li> <li>Develop and implement an environmental health programme</li> </ul>		<ul style="list-style-type: none"> <li>Informed, responsible decision-making about health and safety: HIV/AIDS and COVID-19</li> <li>Management with medication, diet, healthy living and positive attitude</li> <li>Prevention and safety issues relating to HIV/AIDS and COVID-19</li> <li>Caring for people living with HIV/AIDS and COVID-19</li> <li>Coping with grief, trauma, loss and crises</li> </ul>			<ul style="list-style-type: none"> <li>Nation-building: Definition</li> <li>Different ways to promote nation-building in different contexts: Community, school and home</li> <li>Contributions of women and men towards nation-building: Individuals and groups</li> </ul>	
	<b>Physical Education</b>									
	<ul style="list-style-type: none"> <li>Participation in a programme that improves movement techniques</li> <li>Safety issues relating to movement activities</li> </ul>			<ul style="list-style-type: none"> <li>Participation in a programme that improves movement techniques</li> <li>Participation and movement performance in a programme that improves movement techniques</li> </ul>						
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> <li>Resources on the world of work</li> <li>Resources on careers, career guidance and counselling</li> <li>COVID-19 e-booklet and posters</li> <li>Resources on movement techniques</li> <li>Physical Education guidelines</li> </ul> 			<ul style="list-style-type: none"> <li>Resources on environmental health</li> <li>COVID-19 e-booklet and posters</li> <li>Resources on movement techniques</li> <li>Physical Education guidelines</li> </ul>		<ul style="list-style-type: none"> <li>Resources on nation-building</li> <li>Newspapers and magazine articles</li> <li>COVID-19 e-booklet and posters</li> <li>Resources on movement techniques</li> <li>Physical Education guidelines</li> </ul>		<ul style="list-style-type: none"> <li>Resources on health and safety</li> <li>Health books, magazines and brochures</li> <li>Department of Health brochures</li> <li>COVID-19 e-booklet and posters</li> <li>Resources on movement techniques</li> <li>Physical Education guidelines</li> </ul>		<ul style="list-style-type: none"> <li>Resources on health and safety</li> <li>Health books, magazines and brochures</li> <li>Department of Health brochures</li> <li>COVID-19 e-booklet and posters</li> <li>Resources on movement techniques</li> <li>Physical Education guidelines</li> </ul>
INFORMAL ASSESSMENT	Homework/classwork/worksheets									
SBA (FORMAL ASSESSMENT)	Project Task: 70 marks Physical Education task: 30 marks									



2026 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 8 (TERM 4)

TERM 4	WEEK 1 06 - 09/10/2025	WEEK 2 12 - 16/10/2025	WEEK 3 19 - 23/10/2025	WEEK 4 26 - 30/11/2025	WEEK 5 02 - 06/11/20 25	WEEK 6 - 7 09 - 13/11/2025	WEEK 8 -10 23/11 - 09/12/2025					
<b>CAPS TOPIC</b>	<b>Constitutional rights and responsibilities</b>						<b>Formal assessment</b>					
							<ul style="list-style-type: none"> <li>The form of assessment at the end of Term 4 will be an examination and will be based on Term 3 and Term 4's work and a Physical Education task</li> <li>Notes and guidelines for the controlled test are as follows:</li> </ul>					
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<b>Basic hygiene principles</b> Concept: Human rights violations <ul style="list-style-type: none"> <li>Types of violations</li> <li>Counterstrategies to violations of human rights</li> </ul> Concept: Gender equity <ul style="list-style-type: none"> <li>Gender equity issues in a variety of athletic and sport activities</li> </ul> Defining gender-based violence <ul style="list-style-type: none"> <li>Emotional, health and social impact of rape and gender-based violence</li> <li>Prevention of violence against women: Law on sexual offences</li> <li>Sources of help for victims: Safety for girls and women</li> </ul>			Concept: Cultural diversity in South Africa - Diverse cultural norms and values in relation to personal and community issues <ul style="list-style-type: none"> <li>Influence of cultural norms and values on individual behaviour, attitude and choices: Cultural expectations, practices and traditions</li> <li>Understanding diverse cultures: Recognition of diverse cultures to enrich South African society</li> <li>Respect difference: Culture, religion and gender</li> <li>Celebrate unity in diversity: Respect difference and celebrate similarity</li> </ul>			<b>Section A: 25 marks</b>		<b>Section B: 25 marks</b>		<b>Section C: 20 marks</b>	
	<b>Physical Education</b> <ul style="list-style-type: none"> <li>Participation in an outdoor recreational activity</li> <li>Participation and movement performance in an outdoor recreational activity</li> <li>Safety issues relating to participation in recreational activities</li> </ul>			<ul style="list-style-type: none"> <li>Participation in an outdoor recreational activity</li> <li>Participation and movement performance in an outdoor recreational activity</li> </ul>			<b>All questions are compulsory</b> A source or case study may be used to contextualise the questions. The questions should be a combination of three or more types of questions: List, what, why, multiple choice, matching columns and missing words. Questions will test understanding and factual knowledge. Responses should be short and direct and range from one word to a phrase or a full sentence.		<b>All questions are compulsory</b> Questions may be short and open-ended, scenario-based, source-based or case study questions. Questions should be knowledge based, i.e. include information that learners have acquired from the Life Orientation class. Learners should display, present and apply knowledge and skills gained. Learners will display an understanding of real-life issues affecting the youth and society at large and advise on possible solutions and demonstrate goal-setting and decision-making skills. Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs.		<b>Three 10-mark questions will be set, of which learners will be expected to answer TWO</b> Questions will predominantly focus on the application of knowledge and skills. Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue. Each question will focus on the specific information or the integration of content. A short text/diagram/data/graph/cartoon can be provided as a stimulus.	
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Resources on human rights violations</li> <li>Resources on gender-based violence</li> <li>South African Constitution</li> <li>Bill of Rights</li> <li>COVID-19 e-booklets</li> <li>Resources on recreational activities</li> <li>Physical Education guidelines</li> </ul>			<ul style="list-style-type: none"> <li>Resources on diversity</li> <li>South African Constitution</li> <li>Bill of Rights</li> <li>COVID-19 e-booklets</li> <li>Resources on</li> </ul>		<ul style="list-style-type: none"> <li>Resources on personal diet and nutrition</li> <li>COVID-19 e-booklets</li> <li>Resources on recreational activities</li> <li>Physical Education guidelines</li> </ul>						
<b>INFORMAL ASSESSMENT</b>	Homework/classwork/worksheets											
<b>SBA (FORMAL ASSESSMENT)</b>	Examination: 70 marks (Terms 3 and 4) Physical Education task: 30 marks											