



EXAMINATION PRACTICE FOR GRADE 10 FOR 2021 EXCELLENT QUALITY FOR PRACTICE

Life Orientation (Coastal KZN TVET College)



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2021 Grade 8 Life Orientation learner activities

TERM 1

Topic : Development of the self in society

ACTIVITY 1

Sub-topic : Concepts: self-concept formation and self-motivation

1.1. List 3 (three) hygiene principles you would use to prevent contracting COVID-19.

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1.2. Define the concepts self-concept and self-motivation

Self-concept is:

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Self-motivation is:

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1.3. Discuss **how** the following factors influence your self-concept formation and self-motivation.

Media

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Environment

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Friends and peers

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Family

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Culture

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Religion

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Community

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1.4. Critically discuss how you would counter the influence of the above factors using positive self-talk.

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1.5. What do you understand by personal potential?

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1.6. Examine strategies and skills to extend personal potential

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ACTIVITY 2

Sub-topic : Concept: sexuality

2.1. What strategies will you use to manage COVID-19 at home?

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2.2. What do you understand by the concept “sexuality”?

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2.3. How does your personal feelings impact on your sexuality?

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2.4. Discuss critically how the following factors influence and impact on your sexuality.

Friends and peers

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Family and community norms

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Cultural values

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Social pressures including media

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2.5. How will you apply problem-solving skills in terms of your identity formation and development to counter the influence of the factors you discussed above.

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ACTIVITY 3

Sub-topic : Relationships and friendships: relationships at home, school and in the community.

Relationships are connections between people. Some relationships are automatic, meaning that they are not initiated, for example, your relationship with your family. Other relationships start naturally in your community because you need each other's services.

3.1. Discuss how you protect yourself from the coronavirus.

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3.2. Examine the qualities you look for in relationships and friendships.

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3.3 What would be the appropriate ways to initiate a relationship.

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3.4. How can relationships be sustained?

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3.5. How do people in a relationship expected to behave? Discuss critically.

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3.6. If a relationship is no longer working, how would you apply communication skills to end it appropriately?

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ACTIVITY 4

Topic : World of work

Sub-topic : Different learning styles: visual, aural, kinaesthetic, reading and writing

4.1. What is the name of the virus variant that was discovered in South Africa that is easily transmitted.

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4.2. Describe the characteristics of each learning style.

Visual learning style

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Aural learning style

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Kinaesthetic learning style

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Reading and writing

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4.3. Discuss the tips you would give a person on how to use the different learning styles effectively.

Visual learning style

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Aural learning style

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Kinaesthetic learning style

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Reading and writing

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ACTIVITY 5

5.1. List seven (7) common diseases that you know.

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Causes of diseases: social, economic and environmental factors including use of alcohol and tobacco, poor eating habits and physical inability.

5.2. Define the following diseases:

- Tuberculosis:
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- Diabetes:
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- Epilepsy:
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- Obesity:
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- Anorexia:
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- COVID-19:
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5.3. Why do we call the novel corona virus COVID 19?

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5.4. In the table below, indicate the factors that cause common diseases and elaborate your answer.

Common diseases	Causal factors	Reason for your answer
Tuberculosis		
Diabetes		
Epilepsy		
Obesity		
Anorexia		

HIV and AIDS		
COVID 19		

ACTIVITY 6

Treatment options, care and support (coping with emotions: trauma, grief, loss and anxiety)

6.1. For each of the common diseases in the table below, write the treatment options, care and support

Common diseases	Treatment options	Care and support
Tuberculosis		
Diabetes		
Epilepsy		
Obesity		
Anorexia		
HIV and AIDS		
COVID-19		

6.2. List resources on health information and health services in your community.

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ACTIVITY 7

Strategies for living with tuberculosis, diabetes, epilepsy, HIV and AIDS including COVID-19

7.1. Discuss strategies for living with the following diseases:

7.1.1. Tuberculosis:

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7.1.2. Diabetes:

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7.1.3. Epilepsy:

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7.1.4. HIV and AIDS:

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7.1.5. COVID-19:

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7.2. Describe how you will manage the following diseases:

7.2.1. Tuberculosis:

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7.2.2. Diabetes:

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7.2.3. Epilepsy:

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7.2.4. HIV and AIDS:

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7.2.5. COVID-19:

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Term 2

Topic : World of work

Sub-topic : Learning styles

ACTIVITY 1

In term 1, you learned about the learning styles as the different ways in which people’s brain take in, absorb, comprehend, understand, process, retain, stores and remember skills and information to learn.

1.1. Write down the four different learning styles and their distinguishing features.

Learning style	Distinguishing features
a.	
b.	
c.	
d.	

1.2. Identify your dominant learning style and describe how you will apply it in your school work.

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1.3. What do you understand by “self-management skills”?

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1.4. In everyday life you use time to do everything. This progress into a week, month and into a year. You need to manage your time for studying for different assessments including doing a project.

- You must know how much time you will use to complete the activity in a task
- How you deal with obstructions
- Let’s check if you know your steps for effective time management.

- Provide answers for the following questions:
- What is your long term vision?
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 - What are your priorities?
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 - How do you schedule your activities?
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- How do you delegate your activities?
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- How do you improve your concentration?
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- How do you organise yourself for the day, week and a month?
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- How do you avoid procrastination?
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- How do you reduce interruptions?
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- How do you communicate your activities to other people around you?
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- How do you practice assertive skills to people around you?
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1.5. What is COVID-19?

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1.6. What causes COVID-19?

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1.7. How can the spread of COVID-19 be managed?

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ACTIVITY 2

Sub-topic : Six career categories: investigative, enterprising, realistic, artistic, conventional and social.

Career categories are a group of jobs. Careers can be grouped in a number of ways according to what they have in common. All careers need the individual strength, ability, interests, passion, thinking and learning skills There are six career categories.

Interests are things you like to do. Abilities are natural talents or the things you are able to do easily. Learning and thinking skills are often called the 4Cs: Critical thinking (the careful study of something to better understand it); Creative thinking (looking at things in a different way from others); communicating (the sharing of ideas) and collaborating (working together with others to achieve something). These skills help people to learn and they also relate to the skills needed for each category.

2.1. Copy the table below in your activity book; and write the different career categories, interests and abilities related to each category, thinking and learning skills required for each category, and subjects related to each category. Be as elaborate as possible.

Career category	Interests	Abilities	Thinking and learning skills	Subjects

2.2. Identify the career categories for essential workers and provide reasons why you regard these career categories related to essential workers.

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ACTIVITY 3

Sub-topic : Social factors that contribute to substance abuse including community and media.

3.1. Discuss the social factors that contribute to substance abuse including the family, community and media.

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3.2. Write strategies you would use to use avoid using substances when offered by your friends.

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3.3. How do you support your friends or family member for rehabilitation programme?

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3.4. Why do you think support is important for a person who went for rehabilitation?

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3.5 Provide places where to find help for people in substance abuse and the contacts thereof.

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3.6. What type of substances are abused by people in your community and why?

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3.7. Explain how did you get to know about them.

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3.8. In your way/approach how do you think they can be assisted to do away with substance abuse.

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3.9. Critically evaluate the short and long consequences of substance abuse; refer to its link to crime, violence and educational outcomes.

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ACTIIVITY 4

Topic : Constitutional rights and responsibilities

Sub-topic : Human rights as stipulated in the South African Constitution

4.1. Define human rights.

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4.2. Discuss how the following rights are applied in South Africa

- The right to free basic education

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- Access to adequate housing

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- Right to life

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- Right to equality

- Right to clean environment

- Right to clean water

- Right to proper nutrition

- Right to freedom and security

4.3. Discuss application of responsibilities with regard to rights above.

- The right to free basic education

- Access to adequate housing

- Right to life

- Right to equality

- Right to clean environment

- Right to clean water

- Right to proper nutrition

- Right to freedom and security

ACTIVITY 5

Fair play in a variety of athletic and sport activities: role of values, trust and respect for difference.

5.1. What is fair play?

5.2 Why do we need fair play in athletic and sport activities?

5.3. One of the most important values in sport is honesty. How will you apply honesty in any sport that you engage in, for example, soccer, netball, hockey etc

5.4. Discuss the following with regard to athletic and sports.

- Trust:

- Respect

- Tolerance

- Team work

TERM 3

Topic : World of work

Sub-topic : Relationship between performance in school subjects and interests and abilities.

ACTIVITY 1

1.1. Discuss the different learning activities, showing their different features.

- Theoretical learning:

- Practical learning:

- Individual learning:

- Group learning:

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1.2. Identify instances where thinking and learning skills need to be applied.

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1.3. Discuss steps of the decision-making process in choosing career category.

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ACTIVITY 2

Sub- topic : Concept: environmental health

Local environmental health problems.

2.1. Describe how are you protecting yourself from COVID-19.

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2.2. Identify and discuss three (3) environmental health problems that people face nowadays.

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2.3. Define the word pandemic.

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2.4. Why do people suffer from anxiety during this COVID-19 pandemic?

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2.5. How can you assist or advise to manage anxiety in times of challenges including the one of COVID-19. Write four (4) sentences).

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2.6. Where can you access information on COVID-19?

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ACTIVITY 3

Community and individual projects and strategies to prevent and deal with environmental health problems.

3.1. Describe strategies to deal with environmental health problems.

- Recycling:

- Reduce:

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- Re use:

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3.2. Identify community and individual projects that deal with environmental health problems

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3.3. Develop an action plan to address an environmental health problem using the following guide:

- Define the problem
- Brainstorm solutions to solve the problem
- Collect all the information so that you can consider all options available
- Analyze the information
- Come up with a plan to solve the problem
- Put your plan into action

Activity 4

Topic : Health, social and environmental responsibility

Sub-topic : Environmental health issues

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The South African Bill of Rights states that everyone has a right to an environment that is not harmful to their health or well-being; and also to have the environment protected, for the benefit of present and future generations, through reasonable legislative and other measures that:

- Prevent pollution and ecological degradation
- Promote conservation; and
- Secure ecologically sustainable development and use of natural resources while promoting justifiable economic and social development.

4.1. List 4 (four) hygiene principles you would use to prevent contracting COVID-19.

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4.2. The National Environmental Management Act (NEMA) was introduced to look after environmental health matters. Briefly discuss how the following Acts can be applied to protect the environment.

- The Air Quality Act:

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- The Waste Act:

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- The Biodiversity Act:

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- The Coastal Management Act:

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- The Protected Areas Act (eco-systems):

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- The Environment Conservation Act:

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- The Marine Living Resources Act:

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ACTIVITY 5

Earth Day: preservation of the environment

5.1. When is Earth Day celebrated?

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5.2. How can people be kinder to Earth as community, at home and at school?

- At home:

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- At school:

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- At community level:

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ACTIVITY 6

There are many ways in which we can help our environment. This can be as individuals, families, schools or communities.

6.1. Develop and implement an environmental health programme using the following guide:

- Stage 1: Identify the issue on which you will base your programme or project and establish your goals and measures.

- Stage 2: Develop your plan of action
- Stage 3: Assign exact roles or tasks and time-frames
- Stage 4: Implement the programme
- Stage 5: Revise activity milestones
- Stage 6: Evaluate the project.

ACTIVITY 7

Sub-topic : Informed, responsible decision-making about health and safety: HIV & AIDS and COVID-19

7.1. Write four basic hygiene principles of dealing with COVID-19.

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7.2. Critically describe how to manage HIV/AIDS and COVID-19 using the following.

- Medication:

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- Diet:

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- Healthy living:

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- Positive attitude:

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ACTIVITY 8

Prevention and safety issues relating to HIV/AIDS and COVID-19.

8.1. Discuss prevention and safety issues relating to HIV/AIDS and COVID-19.

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8.2. How can we take care of people living with HIV/AIDS and COVID?

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8.3. What coping skills would you give to a person who is going through challenging times like the following?

- Grief:

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- Trauma:

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- Loss:

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- Crisis:

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ACTIVITY 9

Topic : Constitutional rights and responsibilities

Sub-topic : Nation building

9.1. How can you protect yourself from contracting COVID-19?

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9.2. What do you understand by the concept “nation building”?

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9.3. How can we promote nation building?

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9.4. Identify men and women who contributed towards nation building; and discuss how their contributions made a difference to a truly united, democratic and prosperous South Africa.

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TERM 4

ACTIVITY 1

Topic : Constitutional rights and responsibilities

Sub-topic : Human rights violations

1.1. Write 4 basic hygiene principles of COVID-19.

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1.2. Define what human rights violations are.

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1.3. Discuss types of violations.

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1.4. Critically discuss counter-strategies to violations of human rights.

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1.5. Discuss what you understand by the term gender equity.

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1.6. Define gender-based violence.

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1.7. Examine the emotional, health and social impact of rape and gender-based violence.

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1.8. Discuss ways of preventing violence against women.

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1.9. Identify sources of help for victims.

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ACTIVITY 2

Topic : Constitutional rights and responsibilities

Sub-topic : Cultural diversity in South Africa

Culture may be defined as the values, beliefs, traditions, customs, attitudes and behaviour created and shared by a particular social, ethnic or age group that are bound together by factors such as common history, where they live, language, social class or religion. It is what makes one group of people different from another.

2.1. Write cultural norms and values of your culture focusing on the following:

- Clothing and make up
- Food
- Religion
- Family life and children
- Etiquette

2.2. Discuss the influence of your own cultural norms and values on your behaviour, attitude and choices: cultural expectations, practices and traditions.

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2.3. How can the recognition of diverse cultures enrich the South African society?

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2.4. What would be the outcome of respecting differences?

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ACTIVITY 3

Contributions to social development by organizations from various religions.

3.1. Discuss how organizations from various religions contribute to social development.

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ACTIVITY 4

Topic : Development of the self in society

Sub-topic : Concepts: personal diet and nutrition

4.1. Write down four (4) COVID-19 principles

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4.2. Define the factors that influence your choice of diet and discuss the way in which they influence your diet. Do these factors make up for a healthy diet or not? Elaborate

- Ecological factors

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- Social factors

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- Economic factors

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- Cultural factors

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- Political factors

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4.3. Who is most at risk of contracting COVID-19?

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ACTIVITY 5

Ways to improve nutritional value of own personal diet: a plan for healthy eating habits

5.1. Look at the five ways to improve the nutritional value of your personal diet and answer those questions relating to diet.

5.1.1. What nutrients does your body need to be healthy?

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5.1.2. What foods give you the nutrients you need?

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5.1.3. How much of each food makes a balanced diet? You can draw the food pyramid to help.

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5.1.4. How can you use nutrition labels to improve your diet?

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5.1.5. How can you develop a plan for healthy eating habits?

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