
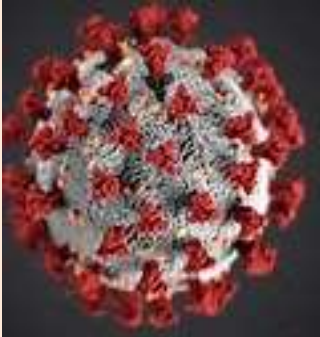




PLANNING & PREPARATION

| GRADE | 4 | 5 | 6 | 7 | 8 | X | 9 | TERM & SEE WCED TAP | 1 | X | 2 | 3 | 4 | Week | 1 & 2 | Time allocation | 1h 30 min | | | | | | | | | | |
|---|--|---|--|---|-------------------|---|---|---------------------|---|---|---|---|---|--|---|-----------------|--|---|---|---|--|---|--|--|--|---|--|
| TERM 1: WEEK 1 & 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Role Players (WHO is going to teach/ guide/ support...) | Aim/ Purpose/ Topic/ Content/ Concepts/ Skills (WHAT am I going to teach/ guide/ support...) | | Teaching Methodologies & Classroom Management Skills (HOW am I going to teach/ guide/ support...) | | | | | | | | | | | Resources/ LTSM (WHAT am I going to use to teach/ guide/ support...) | | | | | | | | | | | | | |
| | | | Paper-based Resources | | Digital Resources | | | | | | | | | | | | | | | | | | | | | | |
| <p>TEACHERS</p>  | <ul style="list-style-type: none"> Development of the self in society Self-concept and self-motivation Basic hygiene principles (issues of Covid 19)  | | <ul style="list-style-type: none"> Definition: COVID-19 is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV' The concepts: Self-concept formation and self-motivation Remember your self-concept means how you see yourself and the things you know about yourself, such as your strengths and weaknesses. <i>It is also how you think others see you.</i> Self-motivation is when you want to do or achieve things without being told to do so by someone else. <p>New words self-concept: how you see yourself and how you think others see you self-motivation: when you want to do or achieve things without being told to do so by someone else.</p> <table border="1" data-bbox="683 1184 1637 1481"> <thead> <tr> <th>Activity 1</th> <th>Why is it important to be educated about Covid-19</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>How can you get infected by: 1.1 COVID-19</td> </tr> <tr> <td>2</td> <td>Give reasons why it is important to: 2.1 wear a masks 2.2 to practice social distance</td> </tr> <tr> <td>3</td> <td>How can you protect yourself against Covid-19?</td> </tr> </tbody> </table> | | | | | | | | | | | Activity 1 | Why is it important to be educated about Covid-19 | 1 | How can you get infected by: 1.1 COVID-19 | 2 | Give reasons why it is important to: 2.1 wear a masks 2.2 to practice social distance | 3 | How can you protect yourself against Covid-19? | Textbook of choice; Internet: WHO; News articles; tv reports Via Afrika Life Orientation Gr 8 | | | | For more enriching online sources in all subjects: 1. Link in Afrikaans https://coronavirus.westerncape.gov.za/files/atoms/files/Covid-19%20home%20isolation%20AFR%20v1%202020-04-20%2012h25.pdf 2. https://coronavirus.westerncape.gov.za | |
| Activity 1 | Why is it important to be educated about Covid-19 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | How can you get infected by: 1.1 COVID-19 | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 3 | How can you protect yourself against Covid-19? | | | | | | | | | | | | | | | | | | | | | | | | | | |

4 What are the symptoms that someone develops where you urgently need to arrange health care?

Factors that influence self-concept formation and self-motivation

Different factors influence self-concept formation. Look at what these teens have to say:



Activity 2

Identify factors that influence self-concept formation

Work in pairs. Read and discuss what the teens above are saying.

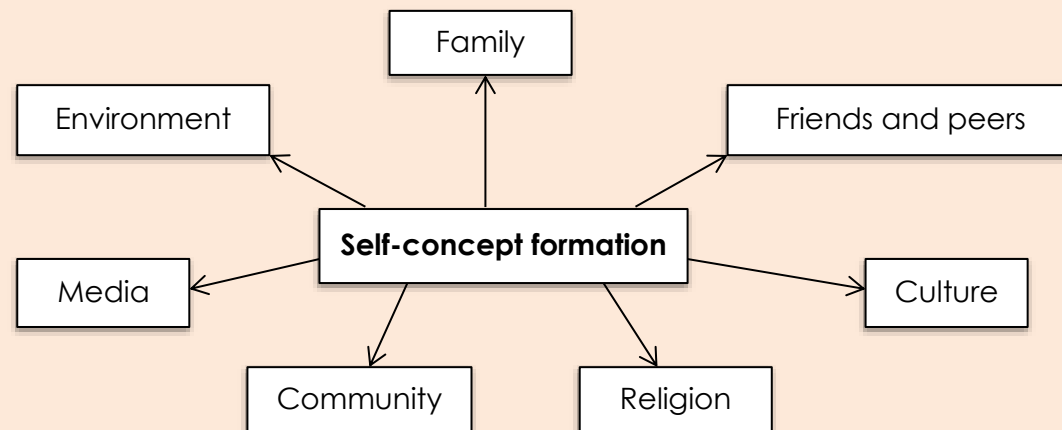
- 1 What factors influence the way they feel and think about themselves?
- 2 What factors influence the way you feel and think about yourself? Identify any factors, other than ones you identified in Question 1, that could influence your self-concept.

The teens in the pictures above identified the role of friends and family, successes and failures, helping others and the way they look as factors that affect their self-concept. The mind map below shows the factors that influence self-concept formation.

[a/frequently-asked-questions/about-covid-19/frequently-asked-questions-about-covid-19](#)



The media often show pictures successful celebrities, creating an image of somebody who leads a very glamorous life.



Media

Movies, TV shows, magazines and advertisements all show images of good-looking people who are famous or successful. This give us an impression of the “ideal” person and plays a role in shaping our ideas about what we should look like, what we should be doing, how we must dress and how to be successful.

Friends and peers

As teenagers, our friends and peers have a big influence on us. We want their approval. Their criticism or praise influences our actions and how we see ourselves. We try to be like our friends so that we will fit in. When our peers accept us it makes us feel important and good about ourselves.

Family

As young children, our parents or guardians are the most important people in our lives. When they show us love and praise us we start to develop a positive self-concept. We learn from then which of our actions are right. This self-awareness leads to formation of our self-concept. As we get older we might ask older brothers or sisters for feedback and advice on things or use them as role models.

Culture and religion

Our culture and religion provide us a set of beliefs, moral values and guidelines to live by. These guidelines give us a culture identity because we share our beliefs and values with other members of our culture or religion. We also share language and certain behaviours with other members of our culture. For example, in traditional Zulu culture it is a sign of disrespect for a child to look an adult in the eye. This behaviour influences children's self-concept as they understand that they are less important than adults and must show respect.

Environment and community

Our environment includes our homes, schools and broader community. Our experiences in our environment affect the development of our self-concept.

If we experience acceptance and success we will develop a positive self-concept. For example, when teachers reward us with praise or get good marks it makes us feel confident about our abilities. On the other hand, failure can lead to development of a negative self-concept. But sometimes failure can motivate us to improve. For example, if you are not chosen for the athletics team, it could motivate you to train harder.

Self-motivation

Self-motivation is linked to self-concept. If you have a positive self-concept you will be more motivated to achieve the things that are important to you. When you achieve the things you set out to do, you feel good about yourself and this improves your self-concept. Self-motivation starts with wanting to do something and believing that you can do it. But that is not enough. You also have to have a plan that will help you achieve your aims.



Self-motivated learners work hard to achieve their goals.

Activity 3

Find out how self-motivated you are

Work on your own to do the following quiz. Look at each question and decide which of the three answers best describe you. Is it something you do often, only sometimes, or seldom? Then tick the box that best described you next to each question.

Once the whole class has completed all questions, you will look at which column you have chosen most, and your teacher will explain to you what that means.

| Question | 1. Yes, often | 2. Sometimes | 3. Seldom |
|---|------------------|-----------------|--------------|
| 1. Do you have a plan of action for every day? | | | |
| 2. If you do make a plan, do you stick to it? | | | |
| 3. Do you aim to achieve certain results in test and exams? | | | |
| 4. Are you not easily distracted when working towards your aim? | | | |
| 5. Do you never put off doing tasks so that you can take part in other activities instead? | | | |
| 6. Do you find it easy to work on things you do not like or that are difficult in order to achieve your goal? | | | |

PARENTS



- Parents must always check if the schoolwork has been done.
- The must motivate their children to read and
- Parents must regularly sign the note books as to see that school work has been done.
- They must make time to sit and monitor their children when they do school.

LEARNER



1. Make notes in your school note book.
2. Listen tentatively and ask questions if you don't understand.
3. Answer all the activities in this lesson.

Informal / Formal Assessments

Click on the links to open about Covid-19 and then answer the questions in activity 1.
Link nr. 1 is in Afrikaans.

Values Taught

Respect; Creativity; Dedication; Integrity; Responsibility; Vision.