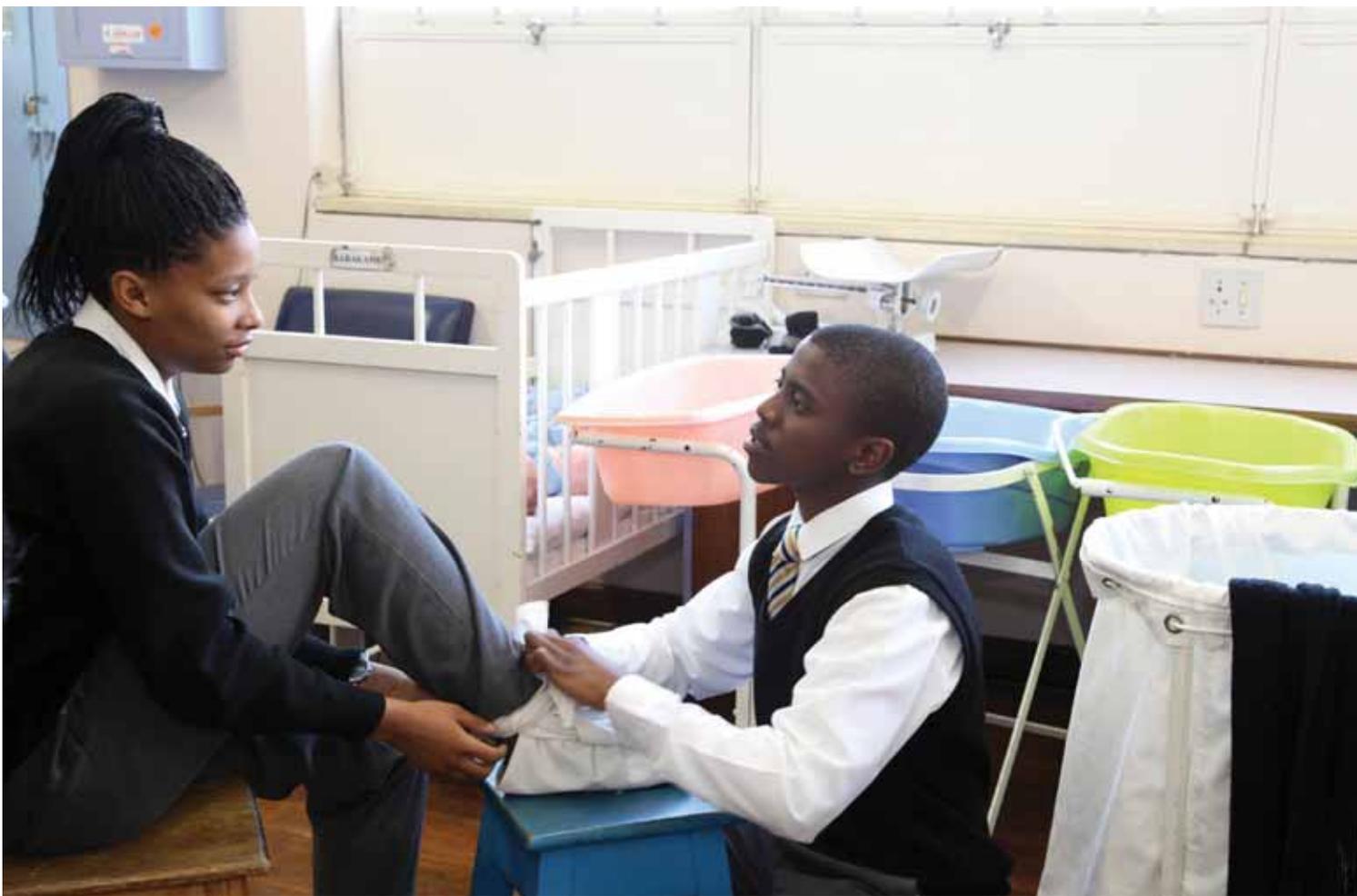




Western Cape
Government

Education

Annual Teaching Plan



Adapted Curriculum and Assessment Policy Statement
for Schools of Skills and Schools with Skills Units

Ancillary Health Care

Year 1, 2, 3 and 4

2013

PREFACE TO THE ANNUAL TEACHING PLAN FOR THE SKILLS CURRICULUM

The Curriculum and Assessment Policy Statement has been adapted to meet the needs of learners who experience barriers to learning and who have been placed in a School of Skills. It has been designed to enable learners who continue their schooling at a School of Skills to develop to their potential based on a curriculum that supports their cognitive ability. These learners are afforded the opportunity to achieve in areas where they can be successful, such as learning a skill.

The skills curriculum document provides the content and skills to be taught across the four years. It is based on the curriculum as developed with teachers and is aligned to the SAQA qualifications used for skills development in South Africa. This document unpacks the curriculum as an Annual Teaching Plan (ATP) that will act as an exemplar for the sequencing and pacing of your teaching, learning and assessment per term across the four years.

Year One is an orientation year and learners must be exposed to a minimum of two vocational skills so that they can select a skill they will continue from Year Two. The content in Year One could be spread over one or two terms. This will differ from school to school depending on the programme for the year. Where content for Year One is based on one term only, schools must expand on the work to cover two term's workload. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in year one experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners in a School of Skills. It is important that learners are exposed to all the Exit Level Outcomes, Specific Outcomes and Assessment Criteria per selected vocational skill, acknowledging that not all learners will be successful in all of these. The certificate awarded in Year Four will indicate all Exit Level Outcomes and the learner's demonstrated level of competence.

It is envisaged that all learners in a School of Skills will exit the school with an appropriate Certificate of Attainment endorsed by the WCED. It is hoped that this certificate will enable them to access further or higher education or to be part of the world of work.

ACKNOWLEDGEMENT

A special word of appreciation and thanks go to all in the Western Cape Education Department and to the teaching staff in the Schools of Skills whose efforts made this document possible.

ANNUAL TEACHING PLAN FOR ANCILLARY HEALTH CARE

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YEAR 2 ATP5

YEAR 3 ATP13

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YEAR 1- ANNUAL TEACHING PLAN

**ORIENTATION YEAR
TERM 1**

WK	ELO:SO	CONTENT	ACTIVITY
1-4	ELO1 Engage in basic health promotion SO1 Explain health promotion	<i>The learner must be able to:</i> Assessment Criteria: 1. Explain health in terms of the WHO definition. 2. Identify factors that contribute to health in the community in terms of the impact of the health of the community. 3. Explain health promotion in terms of the local context.	<ul style="list-style-type: none"> • Oral discussions in pairs and in groups • Sort information • Written presentations • Present information visually • Practical demonstration
	SO2 Describe health status of the community	<i>The learner must be able to:</i> Assessment Criteria: 1. Explain the community entry process in terms of local protocol. 2. Identify the fundamental health needs in a participatory manner. 3. Explain the factors that could cause ill health within a community in terms of local circumstances and conditions.	<ul style="list-style-type: none"> • Discussion • Practical demonstration
5-8	SO3 Draft a community action plan	<i>The learner must be able to:</i> Assessment Criteria: 1. Prioritise needs of the community by means of a participatory process.	<ul style="list-style-type: none"> • Sort information

5-8 cont.	<p>ELO3 Engage in a range of speaking and listening interactions for a variety of purposes</p> <p>SO1 Use speaking and listening strategies</p>	<p><i>The learner must be able to</i></p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Communicate orally register, tone, body language, tempo, volume, stress.)so that the main message is successfully understood. 2. Use translations into other languages where helpful and appropriate. 	<ul style="list-style-type: none"> • Written presentations • Present information visually
	<p>SO2 Identify the purpose, audience and context of the communication</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Identify the purpose of oral communication. 2. Identify the audience of oral communication. 3. Describe features of the context in which communication happens. 	<ul style="list-style-type: none"> • Discussion • presentations
9-10		<p>Formal Assessment Tasks:</p> <p>Activity 1 Learners demonstrate skills: (75 %) Assess using a memorandum and rubric.</p> <p>Activity 2 Pen and Paper Test: (25 %) Assess using a memorandum.</p>	<ul style="list-style-type: none"> • Pen and paper test • Practical/oral demonstration

YEAR 1- ANNUAL TEACHING PLAN

**ORIENTATION YEAR
TERM 2**

WK	ELO:SO	CONTENT	ACTIVITY
1-2	<p>ELO2 Demonstrate an understanding of factors that contribute towards healthy living</p> <p>SO1 Explain basic principles of personal hygiene with examples</p>	<p><i>The learner must be able to</i></p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Explain the relationship between the basic functions of the human body and its organs, and personal hygiene with examples. 2. Identify clean and healthy lifestyle habits and indicate the consequences of poor hygiene and unhealthy habits. 	<ul style="list-style-type: none"> • Discussion • Practical demonstration • Research • Posters
3-6	<p>SO2 Demonstrate an understanding of healthy and nutritious eating habits</p>	<p><i>The learner must be able to</i></p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Identify the five main food groups and indicate how each contributes to good health. 2. Identify health needs and the importance of special dietary requirements. 3. Plan a balanced meal on health needs as well as special dietary requirements for the individual/ or family. 	<ul style="list-style-type: none"> • Sort information • Written presentations • Present information visually • Practical demonstration • Posters
	<p>ELO3 Engage in a range of speaking and listening interactions for variety of purposes</p> <p>SO3 Use strategies to engage with meaning and organization in communication</p>	<p><i>The learner must be able to</i></p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Identify main ideas, topics, messages in a received oral context. 	

7-8	SO4 Show a critical awareness of language use in oral context	<i>The learner must be able to</i> Assessment Criteria 1. Identify the speaker's opinion and emotions, and justify response given. 2. Identify fact, fiction and opinion.	<ul style="list-style-type: none"> • Discussion • Group work • presentations
	SO5 Use and respond to conventions and structures in communication	<i>The learner must be able to</i> Assessment Criteria 1. Use vocabulary that is relevant and appropriate.	
9-10		Formal Assessment Tasks: Activity 1 Learners demonstrate skills: (75 %) Assess using a memorandum and rubric. Activity 2 Pen and Paper Test: (25 %) Assess using a memorandum.	<ul style="list-style-type: none"> • Pen and paper test • Practical/oral demonstration

YEAR 2- ANNUAL TEACHING PLAN

TERM 1

WK	ELO:SO	CONTENT	ACTIVITY
1-2	<p>ELO4 Working with numbers in various contexts</p> <p>SO1 Express and interpret a range of contexts using mathematical symbols and find applications for numerical models</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Reflect the mathematical sentence in context completely and accurately. 2. Develop application for given numerical models clearly so that the meaning of symbols and relationships are clarified. 	<ul style="list-style-type: none"> • Oral discussions in pairs and in groups • Access information from reference books or suitable resources • Sort information
	<p>SO2 Solve a range of everyday problems using estimation and calculations</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Base problem solving strategies on the correct interpretation of problem situations. 2. Justify estimation within context. 3. Perform calculations accurately. 	<ul style="list-style-type: none"> • Report on what technique was used to solve problem demonstrations • Presentations
3-7	<p>ELO5 Identify security, safety and environmental risk in the local environment</p> <p>SO1 Identify potential exposure to personal safety risk</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Identify risk related to water, sanitation and indicate the dangers of each related. 2. Identify environmentally unsafe areas. 3. Ensure that individuals take responsibility for a safe environment. 4. Discuss the issues of personal safety with reference to personal. 5. Behaviour that could have a negative impact on own safety 	<ul style="list-style-type: none"> • Oral discussions in pairs and in groups • Access information from reference books or suitable resources • Sort information

3-7 cont.	SO2 Identify potential exposure to fire risks	<i>The learner must be able to:</i> Assessment Criteria 1. Explain the fire triangle with reference to key elements of fire. 2. Explain principles of extinguishing a fire and how to remove one of the fire elements in a particular situation. 3. Identify sources of fuel, how to use and store it.	<ul style="list-style-type: none"> • Discussion • Poster • Practical Demonstration
	SO3 Identify potential exposures and ways of responding to security related risks	<i>The learner must be able to:</i> Assessment Criteria 1. Discuss security and protection measures that could help to ensure individual, community and public safety.	<ul style="list-style-type: none"> • Written presentations • Present information visually
8	SO4 Identify ways of responding to community and environmental risks	<i>The learner must be able to:</i> Assessment Criteria 1. Identify risk related to water, sanitation and indicate the dangers of each related. 2. Identify environmentally unsafe areas.	<ul style="list-style-type: none"> • Practical Demonstration
9-10		Formal Assessment Tasks: Activity 1 Learners demonstrate skills: (75 %) Assess using a memorandum and rubric. Activity 2 Pen and Paper Test: (25 %) Assess using a memorandum.	<ul style="list-style-type: none"> • Pen and paper test • Practical/oral demonstration

YEAR 2- ANNUAL TEACHING PLAN

TERM 2

WK	ELO:SO	CONTENT	ACTIVITY
1-2	<p>ELO4 Working with numbers in various contexts</p> <p>SO3 Verify and justify solutions within different context</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria 1. Justify solutions in terms of the context.</p>	<ul style="list-style-type: none"> • Oral discussions in pairs and in groups • Access information from reference books or suitable resources • Sort information • Talk about solutions to problems • Report on strategy used • presentations
	<p>SO4 Perform operations on simple and complex numerical expressions</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria 1. Perform operations according to the conventions governing the order of operations. 2. Correct solutions.</p>	
3-5	<p>ELO5 Identify security, safety and environmental risk in the local environment</p> <p>SO1 Identify potential exposure to personal safety risk</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria 1. Identify risk related to water, sanitation and indicate the dangers of each related. 2. Identify environmentally unsafe areas. 3. Ensure that individuals take responsibility for a safe environment. 4. Discuss the issues of personal safety with reference to personal behaviour that could have a negative impact on own safety.</p>	<ul style="list-style-type: none"> • Oral discussions in pairs and in groups • Access information from reference books or suitable resources • Sort information • Written presentations • Present information visually • Practical demonstration

6-8	SO2 Identify potential exposure to fire risks	<i>The learner must be able to:</i> Assessment Criteria 1. Explain the fire triangle with reference to key elements of fire. 2. Explain principles of extinguishing a fire and how to remove one of the fire elements in a particular situation. 3. Identify sources of fuel, how to use and store it.	<ul style="list-style-type: none"> • Oral discussions • Research • Design poster • Written activity • Excursion to a special needs facility
	SO3 Identify potential exposures and ways of responding to security related risks	<i>The learner must be able to:</i> Assessment Criteria 1. Discuss security and protection measures that could help to ensure individual, community and public safety.	
9-10		Formal Assessment Tasks: Activity 1 Learners demonstrate skills: (75 %) Assess using a memorandum and rubric. Activity 2 Pen and Paper Test: (25 %) Assess using a memorandum.	<ul style="list-style-type: none"> • Pen and paper test • Practical/oral demonstration

YEAR 2- ANNUAL TEACHING PLAN

TERM 3

WK	ELO:SO	CONTENT	ACTIVITY
1-4	<p>ELO5 Identify security, safety and environmental risk in the local environment</p> <p>SO3 Identify potential exposures and ways of responding to security related risks</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria</p> <p>1. Discuss security and protection measures that could help to ensure individual, community and public safety.</p>	<ul style="list-style-type: none"> • Discussion • Research • Practical Demonstration • Written presentations • Present information visually • Poster • Excursion to
	<p>SO4 Identify ways of responding to community and environmental risks</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria</p> <p>1. Identify risk related to water, sanitation and indicate the dangers of each related.</p> <p>2. Identify environmentally unsafe areas.</p>	
5-8	<p>ELO6 Perform basic life support first aid and procedures</p> <p>SO1 Demonstrate an understanding of emergency scene management</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria</p> <p>1. Explain methods of safeguarding the emergency scene in accordance with relevant practices and legislation.</p>	<ul style="list-style-type: none"> • Discussion • Research • Identify, record, memorise emergency numbers Complete and maintain records
	<p>SO2 Assess an emergency situation</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria:</p> <p>1. Assess emergency in terms of priority treatments.</p> <p>2. Assess situation in terms of the type of injury and assistance required.</p>	

	<p>SO3 Apply First Aid procedures to the life – threatening situation</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria Apply appropriate First Aid procedures in accordance with current practice.</p>	<ul style="list-style-type: none"> • Oral discussions in pairs and in groups • Access information from reference books or suitable resources
9-10		<p>Formal Assessment Tasks:</p> <p>Activity 1 Learners demonstrate skills: (75 %) Assess using a memorandum and rubric.</p> <p>Activity 2 Pen and Paper Test: (25 %) Assess using a memorandum.</p>	<ul style="list-style-type: none"> • Pen and paper test • Practical/oral demonstration

YEAR 2- ANNUAL TEACHING PLAN

TERM 4

WK	ELO:SO	CONTENT	ACTIVITY
1-2	<p>ELO7 Collect information to support a community needs assessment</p> <p>SO1 Understand the different forms for the collection of information in communities</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Explain and describe the purpose and reasons for using different needs assessment forms. 2. Explain the use of the different forms of assessment. 	<ul style="list-style-type: none"> • Research • Access information from reference books or suitable resources • Sort information • Interviews • Written presentations • Present information visually • Practical demonstration • Discussion
3-4	<p>SO2 Identify individuals in a community for interviewing purposes</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Explain and describe the interview steps. 2. Describe key persons in community according their roles and interview forms are related to description of key persons in terms of their roles. 3. Identify and describe all relevant stakeholders. 	<ul style="list-style-type: none"> • Sort information • Interviews • Written presentations • Present information visually • Practical demonstration • Discussion
5-6	<p>SO3 Interview and collect information from individuals in a community</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Demonstrate interviews in a practical way under supervision. 2. Collect data in a practical manner in accordance with the prescribed instructions of each form. 	<ul style="list-style-type: none"> • Sort information • Interviews • Written presentations • Present information visually • Practical demonstration • Discussion

7-8	SO4 Present data to senior practitioner	<i>The learner must be able to:</i> Assessment Criteria 1. Prepare the collected data in accordance with the prescribed instructions of the development task. 2. Present data via explanation and description to a senior practitioner. 3. Report on the experiences in carrying out the task is presented.	
9-10		Formal Assessment Tasks: Activity 1 Learners demonstrate skills: (75 %) Assess using a memorandum and rubric. Activity 2 Pen and Paper Test: (25 %) Assess using a memorandum.	<ul style="list-style-type: none"> • Pen and paper test • Practical/oral demonstration

YEAR 3- ANNUAL TEACHING PLAN

TERM 1

WK	ELO:SO	CONTENT	ACTIVITY
1-2	<p>ELO3 Engage in a range of speaking and listening interactions for a variety of purposes</p> <p>SO1 Use speaking and listening strategies</p>	<p><i>The learner must be able to;</i></p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Communicate orally register, tone, body language, tempo, volume, stress) so that the main message is successfully understood. 2. Use translations into other languages where helpful and appropriate. 	<ul style="list-style-type: none"> • Develop own and others' creative potential. • Presentations • Demonstration • Research • Poster • Practical demonstration • Written activity
	<p>SO2 Identify the purpose, audience and context of the communication</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Identify the purpose of oral communication. 2. Identify the audience of oral communication. 3. Describe features of the context in which communication happens. 	
3-4	<p>ELO8 Provide care to the frail person</p> <p>SO1 Demonstrate a fundamental understanding of the normal function of the body systems</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Describe the basic structure of each body system and how it fits in with the entire body. 2. Describe the normal function of the body system in terms of optimal function of the body. 3. Explain each of the body systems in terms of optimal function of the body. 	

<p>5-6</p>	<p>SO2 Identify the common degenerative, disease and trauma processes and their effect on the systems on the body of the frail person</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Identify the degenerative common diseases and trauma processes that may affect a frail person in terms of effect on the body. 2. Describe the causes of common diseases and trauma processes on the body systems of the frail person in terms of extend factors and lifestyle. 3. Explain the prevention of common disease and trauma processes in terms of action that can be taken. 	<ul style="list-style-type: none"> • Research • Group work • Posters • Reports • Presentation • Analysis • Draft a care plan for the frail.
<p>7-8</p>	<p>SO3 Assess the condition and environment with reference to the specific needs of the frail person</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Assess the client's current health status in terms of specific care needs. 2. Draw up a care plan of the identified needs. 3. Assess environment in terms of factors contributing to risk of frail person. 	
<p>9-10</p>		<p>Formal Assessment Tasks:</p> <p>Activity 1 Learners demonstrate skills: (75 %) Assess using a memorandum and rubric.</p> <p>Activity 2 Pen and Paper Test: (25 %) Assess using a memorandum.</p>	<ul style="list-style-type: none"> • Pen and paper test • Practical/oral demonstration

YEAR 3- ANNUAL TEACHING PLAN

TERM 2

WK	ELO:SO	CONTENT	ACTIVITY
1-4	<p>ELO8 Provide care to the frail person</p> <p>SO4 Provide for the needs of the frail person</p>	<p><i>The learner must be able to;</i></p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Demonstrate activities of daily routine to the client in accordance with his/her specific needs. 2. Administer the relevant treatment in accordance with treatment plan and medical code of conduct. 3. Perform procedures to the relevant needs of the client and in accordance with medical code of conduct. 4. Keep accurate records of monitoring the client's condition in accordance with agreed procedures. 5. Identify negative changes and refer to the relevant people in accordance with codes of conduct. 6. Assist with rehabilitation and restoration of normal function in accordance to the client's specific. 	<ul style="list-style-type: none"> • Oral discussions in pairs and in groups • Access information from reference books or suitable resources • Posters • Written presentations (Show and tell)
5-6	<p>SO5 Demonstrate the use of a variety of basic frail care equipment</p>	<p><i>The learner must be able to;</i></p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Identify basic frail care equipment in terms of purpose and function. 2. Operate the equipment according to manufacturing specifications. 3. Care of the equipment must be maintained in accordance with manufacture specifications. 4. Identify alternatives in terms of functions performed and equipment used. 	

7-8	SO6 Demonstrate knowledge of the human rights of the frail person	<i>The learner must be able to;</i> Assessment Criteria: <ol style="list-style-type: none"> 1. Describe the rights of the frail care person in accordance with the relevant health legislation and South African Constitution. 2. Explain the prevention of infringement of human rights in terms of potential abuse and preventative measures. 3. Explain the abuse of the elderly in terms of the National strategy on 'Elder Abuse.' 	
9- 10		Formal Assessment Tasks: Activity 1 Learners demonstrate skills: (75 %) Assess using a memorandum and rubric. Activity 2 Pen and Paper Test: (25 %) Assess using a memorandum.	<ul style="list-style-type: none"> • Pen and paper test • Practical/oral demonstration

YEAR 3- ANNUAL TEACHING PLAN

TERM 3

WK	ELO:SO	CONTENT	ACTIVITY
1-2	<p>ELO9 Apply accurate information about HIV& AIDS in everyday life</p> <p>SO1 Define HIV and the ways in which it is prevented and spread</p>	<p><i>The learner must be able to;</i></p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Identify alternatives in terms of functions performed and equipment used. 2. Explain the prevention of infringement of human rights in terms of potential abuse and preventative measures. 3. Explain the abuse of the elderly in terms of the National strategy on 'Elder Abuse.' 	<ul style="list-style-type: none"> • Research • Oral discussions in pairs and in groups • Access information from reference books or suitable resources • Posters • Written presentations
3-5	<p>SO2 Demonstrate knowledge of the impact of Sexually transmitted infections on HIV</p>	<p><i>The learner must be able to;</i></p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Explain STIs In terms of signs and symptoms. 2. Explain the problems associated with untreated STIs. 3. Explain the problems associated with untreated STIs. 4. Explain the effect of untreated STIs in terms of increased risk of HIV. 	<ul style="list-style-type: none"> • Oral discussions • Written reports • Posters • Presentations
6-8	<p>SO3 Explain the results of the HIV infection</p>	<p><i>The learner must be able to;</i></p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Explain how the immune systems protect the body from disease. 2. Explain the effects of HIV on the immune system. 3. Explain the four stages of the HIV disease in terms of the WHO classification. 4. Describe the link between HIV infections and AIDS illness in terms of the progressive weakening of the immune system. 	

9-10		<p>Formal Assessment Tasks:</p> <p>Activity 1 Learners demonstrate skills: (75 %) Assess using a memorandum and rubric.</p> <p>Activity 2 Pen and Paper Test: (25 %) Assess using a memorandum.</p>	<ul style="list-style-type: none"> • Pen and paper test • Practical/oral demonstration
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YEAR 3- ANNUAL TEACHING PLAN

TERM 4

WK	ELO:SO	CONTENT	ACTIVITY
1-3	<p>ELO10 Provide information about Tuberculosis (TB) and Directly Observed Treatment (DOTS)</p> <p>SO1 Demonstrate a basic knowledge of risk factors, manifestation and treatment of TB</p>	<p><i>The learner must be able to;</i></p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Explain TB in terms of risk factors and ways in which it is transmitted. 2. Describe the signs and symptoms of TB. 3. Describe the prevention of TB. 4. Explain the method of collecting sputum and demonstrate it. 5. Explain the treatment and the importance of adherence. 	<ul style="list-style-type: none"> • Oral discussions in pairs and in groups • Access information from reference books or suitable resources • Sort information • Written presentations • Present information visually • Practical demonstration
4-8	<p>SO2 Explain the factors that have effect on the person with TB the family and the community</p>	<p><i>The learner must be able to;</i></p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Explain the link between TB and a weak immune system in terms of the high risk of infection. 2. Explain the difference between negative and positive results. 3. Explain the importance of treatment as it would be given to individuals in the administration and compliance process. 	
9-10		<p>Formal Assessment Tasks:</p> <p>Activity 1 Learners demonstrate skills: (75 %) Assess using a memorandum and rubric.</p> <p>Activity 2 Pen and Paper Test: (25 %) Assess using a memorandum.</p>	<ul style="list-style-type: none"> • Pen and paper test • Practical/oral demonstration

YEAR 4- ANNUAL TEACHING PLAN

TERM 1

WK	ELO:SO	CONTENT	ACTIVITY
	<p>ELO8 Provide care to the frail person</p> <p>SO3 Assess the condition and environment with reference to the specific needs of the frail person</p>	<p><i>The learner must be able to;</i></p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Assess the client's current health status in terms of specific care needs. 2. Draw up a care plan of the identified needs. 3. Assess environment in terms of factors contributing to risk of frail person. 	<ul style="list-style-type: none"> • Practical experience at a school or with children.
1-4	<p>ELO11 Demonstrate knowledge of the provision and implementation of primary health care</p> <p>SO1 Describe primary health care</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Explain health in terms of the WHO definition. 2. Explain promotive, preventive and rehabilitative measures in terms of local context. 	<ul style="list-style-type: none"> • Research all relevant health care issues in community. • Group work • Discussion • Demonstrations • Posters • Presentations • Practical work • Oral discussions in pairs and in groups • Access information from reference books or suitable resources • Sort information • Written presentations
	<p>SO2 Conduct a basic health session</p>	<p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Provide basic education to the target audience. 	
5-8	<p>SO4 Provide for the needs of the frail person</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Demonstrate activities of daily routine to the client in accordance with his/her specific needs. 2. Administer the relevant treatment in accordance with treatment plan and medical code of conduct. 3. Perform procedures to the relevant needs of the client and in accordance with medical code of conduct. 4. Keep accurate records of monitoring the client's condition in accordance with agreed procedures. 5. Identify negative changes and refer to the relevant people in accordance with codes of conduct. 	

		6. Assist with rehabilitation and restoration of normal function in accordance to the client's specific needs.	
9-10		<p>Formal Assessment Tasks:</p> <p>Activity 1 Learners demonstrate skills: (75 %) Assess using a memorandum and rubric.</p> <p>Activity 2 Pen and Paper Test: (25 %) Assess using a memorandum.</p>	<ul style="list-style-type: none"> • Pen and paper test • Practical/oral demonstration

YEAR 4- ANNUAL TEACHING PLAN

TERM 2

WK	ELO:SO	CONTENT	ACTIVITY
1-8	<p>ELO12 Assess the client's situation and assist and support both client and family to manage home based health care</p> <p>SO1 Demonstrate a basic knowledge of disease and disability</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Identify correctly and describe appropriately to the level of knowledge potentially harmful diseases and conditions in the home and community. 2. Draw up a plan with members of the community to make the environment safer. 3. Describe the principles of hygiene and safe handling and disposal of waste in accordance with universal precautions. 4. Draw up a plan with members of the community to make the environment safer. 5. Devise a plan to identify health hazards in accordance with prescribed level knowledge. 	<ul style="list-style-type: none"> • Research • Posters • Presentations • Group work • Possible visit to a local facility that caters for e.g. aids victims. • Interviews
	<p>SO2 Assist in the management of the client's condition and treatment</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Explain correctly the reasons for prescribed regimes of treatment and care within the required levels of knowledge Describe and explain appropriate assistance of client with activities of daily living. 2. Explain correctly the reasons for prescribed regimes of treatment and care within the required levels of knowledge. 	

	<p>SO3 Assist with mobility and the prevention of complications</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Identify correctly the appropriate solutions to problems relating to immobility and aging or disease. 	
	<p>SO4 Identify when to refer the client or family</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Identify accurately situations where the need for a referral is necessary. 2. Identify the correct sources of referral for various conditions. 	
9-10		<p>Formal Assessment Tasks</p> <p>Activity 1 Learners demonstrate skills; (75%) Assess using a memorandum and rubric.</p> <p>Activity 2 (25%) Assess using a memorandum.</p>	<ul style="list-style-type: none"> • Demonstration • Pen and Paper Test

YEAR 4- ANNUAL TEACHING PLAN

TERM 3

WK	ELO:SO	CONTENT	ACTIVITY
1-4	ELO6 Perform basic life support first aid and procedures SO1 Demonstrate an understanding of emergency scene management	<i>The learner must be able to:</i> Assessment Criteria 1. Explain methods of safeguarding the emergency scene in accordance with relevant practices and legislation.	<ul style="list-style-type: none"> • Demonstrations • Group work • Practical work • Posters • Discussions
	SO2 Assess an emergency situation	<i>The learner must be able to:</i> Assessment Criteria: 1. Assess emergency in terms of priority treatments. 2. Assess situation in terms of the type of injury and assistance required.	
	SO3 Apply First Aid procedures to the life – threatening situation	<i>The learner must be able to:</i> Assessment Criteria 1. Apply appropriate First Aid procedures in accordance with current practice.	
4-8		<i>The learner must be able to:</i> Have the opportunity to do an internship at a reputable, centre for the frail, old age home, etc. The teacher must look into possible places for placement of the learners.	<ul style="list-style-type: none"> • Internships
9-10		Formal Assessment Tasks: Activity 1 Learners demonstrate skills: (75 %) Assess using a memorandum and rubric. Activity 2 Pen and Paper Test: (25 %) Assess using a memorandum.	<ul style="list-style-type: none"> • Pen and paper test • Practical/oral demonstration

YEAR 4- ANNUAL TEACHING PLAN

TERM 4

WK	ELO:SO	CONTENT	ACTIVITY
1-3		<p><i>The learner must be able to:</i></p> <p>Have the opportunity to do an internship at a reputable, centre for the frail, old age home, etc.</p> <p>The teacher must look into possible places for placement of the learners.</p>	<ul style="list-style-type: none"> • Internships
4- 8	<p>ELO6 Perform basic life support first aid and procedures</p> <p>SO1 Demonstrate an understanding of emergency scene management</p>	<p><i>The learner must be able to:</i></p> <p>Assessment Criteria Explain methods of safeguarding the emergency scene in accordance with relevant practices and legislation.</p>	<ul style="list-style-type: none"> • Discussion • Group work • Presentation
9-10		<p>Formal Assessment Tasks:</p> <p>Activity 1 Learners demonstrate skills: (75 %) Assess using a memorandum and rubric.</p> <p>Activity 2 Pen and Paper Test: (25 %) Assess using a memorandum.</p>	<ul style="list-style-type: none"> • Pen and paper test • Practical/oral demonstration