



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

GRADE 11

**LIFE ORIENTATION
RESEARCH PROJECT
TERM 3 2026**

MARKS: 90

DURATION: 5 WEEKS

DUE DATE: 14 AUGUST 2026

**This project consists of 15
pages including the cover page.**



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**LIFE ORIENTATION
LEARNER COVER PAGE
TERM 3 RESEARCH PROJECT**

NAME OF LEARNER	
GRADE	
NAME OF SCHOOL	
CIRCUIT	
DISTRICT	
NAME OF TASK	
TERM	
TOPIC	

**LIFE ORIENTATION GRADE 11
RESEARCH PROJECT TERM 3**

TABLE OF CONTENTS

ACTIVITY	SUB TOPIC	PAGE NO.
1.	INTRODUCTION/ PROBLEM STATEMENT	
2.	LITERATURE REVIEW	
3.	DATA GATHERING	
4.	ANALYSING AND REFLECTION	
5.	CONCLUSION	
6.	BIBLIOGRAPHY	



TASK 2: PROJECT

COVER PAGE TASK: PROJECT

NAME OF LEARNER	
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GRADE 11									
NAME OF SCHOOL									
Activity and Marks		Teacher's mark		HOD/School moderator		District Moderator		Provincial Moderator	
	Marks	Mark	Initial	Mark	Initial	Mark	Initial	Mark	Initial
Activity 1:	15								
Activity 2:	43								
Activity 3:	5								
Activity 4:	17								
Activity 5:	8								
Activity 6:	2								
Total:	90								
OVERALL FEEDBACK TO LEARNER:									
MODERATION:		NAME			SIGNATURE			DATE	
Teacher/Marker									
School Moderator									
District Moderator									
Provincial Moderator									

GRADE 11 2026 TASK 3: PROJECT

TOPIC	The Effect of Informed & Balanced Lifestyle Choices Among Grade 11 Learners. Impacts on Health and Career Preparedness
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PURPOSE	• Maintaining physical, psychological, social, emotional and spiritual health through informed and balanced lifestyle choices. • Investigate influences leading to risky decisions and situations among Grade 11 learners. • Analyse how smoking and vaping have a negatively impact on a healthy life style. • Assess the impact of risky behaviours and situations on future wellbeing
ASSESSMENT	Activities 1 – 6 will expect you to display knowledge, skills and values and certain competencies which are to be demonstrated. The project seeks to empower Grade 11 learners with the necessary skills, knowledge, and values to make informed decisions about balanced lifestyle choices, thereby enhancing their overall well-being so that they may effectively plan for their future career prospects. It will also strengthen a deeper understanding of the importance of consistently maintaining physical, psychological, social, emotional, and spiritual health for a better quality of life which could enable them to navigate the challenges brought about by the ongoing changes in socio-economic living conditions, challenges of peer pressure, and temptations to engage in risky behaviours All assessment criteria applicable to the project has to be discussed with the learners prior to the commencement of the project.
MARKS	Activity 1 = 15 marks Activity 2 = 43 marks Activity 3 = 5 marks Activity 4 = 17 marks Activity 5 = 8 marks Activity 6 = 2 marks TOTAL: = 90 marks
DURATION	Although you will spend time outside of contact time collecting resources and information, the completion of the task has to be facilitated by the teacher during class time. You will need adequate guidance at the outset of the project and progress should be monitored throughout.

DATE OF COMPLETION	14 August 2026

DECLARATION OF OWNERSHIP OF LEARNER COLLECTION OF EVIDENCE

Declaration by the Teacher:

I declare that all the work done in this project evidence is the sole work of this learner.

Signed: _____

Date: _____

Declaration by the Learner:

I declare that all the work done in this project is my own work. I _____ completed this project to the best of my ability.

Signed: _____

Date: _____

NB: This declaration form must be attached with the submission.

INSTRUCTIONS AND INFORMATION

LEARNERS

- Brainstorm the topic. - Draw a mind map outlining the project.
- Familiarise yourself with the questionnaire.
- Research the content thoroughly.
- Analyses and collate data/information.
- The findings should be structured in the form of paragraphs. Number the answers correctly according to the numbering system used in this project.
- The project **may be** supplemented with the following: - brochures, magazine articles, advertisements, pictures/photos or drawings.
- A conclusion and/ or recommendations/ suggestions / solutions / advice / practical strategies should be provided.
- **Reflection:** How did the project affect your thinking, attitude or behaviour regarding the issue under discussion?
- Bibliography/references where the titles of books, articles, websites, and other sources of information consulted, must be listed.
- Use cover page, index and declaration and staple them on your project

PLEASE NOTE:

Plagiarism (to pass off someone else's work as your own) is an act of fraud involving stealing someone else's hard work and lying about it afterwards. Plagiarism is a serious and illegal offence. The following constitutes plagiarism:

- Copying from a friend
- Copy-pasting from a website, GPT Apps or other source and Apps. All work **MUST** be in your own words.
- Using a source without crediting (referencing) the source • Friends and teachers are not considered sources

PLAGIARISM WILL NOT BE TOLERATED

I, (Name and surname) _____, hereby acknowledge that I understand the definition of plagiarism and to the best of my knowledge have not plagiarised any part of this project. I declare that all work contained in this project is my own work and I have acknowledged all sources that I used through the Harvard Referencing system.

Sign: _____ Date: _____

PROBLEM STATEMENT: HEALTHY CHOICES – VAPING AND SMOKING AMONG YOUTH

Background/Scenario

At many schools, an increasing number of young people are becoming involved in vaping and smoking. Some learners believe that vaping is safer than smoking cigarettes, while others start because of peer pressure, stress, curiosity, social media influence, or the desire to fit in with friends. Despite warnings about health risks, many teenagers continue to experiment with nicotine products.

Teachers and parents are concerned because vaping and smoking may negatively affect learners' physical health, emotional well-being, academic performance, and decision-making abilities. Nicotine addiction can develop at a young age and may lead to long-term health problems.

As a Grade 11 learner, you are required to investigate how unhealthy lifestyle choices such as vaping and smoking affect young people and explore ways to encourage healthier decisionmaking among the youth.

Conduct research and discuss:

- Why young people engage in vaping and smoking.
- The dangers of nicotine addiction.
- Healthy alternatives to cope with stress and peer pressure.
- Recommendations on how schools can reduce vaping and smoking among learners

ACTIVITY 1: BACKGROUND INFORMATION

Read the article and answer the questions that follow.

TEEN VAPERS RISK HARM TO THEIR MENTAL HEALTH



ACTIVITY 1: in “fun flavors **INTRODUCTION** ” and seen as socially **BACKGROUND** acceptable and less harmful than tobacco,

vaping is rising at an alarming rate among South African teenagers, putting them at risk of addiction and harm to their developing brains and mental health.

In a survey conducted in 52 high schools across South Africa, 17.82% of the learners between grades 8 and 12 reported currently using vaping products with 47% vaping within the first hour of waking, suggesting high nicotine addiction. In addition to this 36.7%

reported having tried vaping previously.

As with the nicotine in conventional cigarettes, research has shown that the nicotine in vapes or e-cigarettes can cause severe impairment to the growing teenage brain, leading to cognitive difficulties, mental health issues including depression and anxiety, and increased risk of violent behaviour, other substance use, and suicidal thoughts and attempts.

According to a South African study, at least a quarter of South African Grade 12 learners admit to vaping regularly, both as a social activity and stress-coping mechanism, and usage filters down through all high school grades to primary school learners.

“The brain is still developing up until the age of about 25. The adolescent brain is particularly susceptible to nicotine, which not only ‘primes’ the brain for addiction but also harms the areas of the brain involved in attention and learning, mood regulation and impulse control.”

9 | people, and adults as well, have the misconception that vaping is less harmful than “Young tobacco use and underestimate the risks. There is a cloud of misinformation around the health impacts of vaping, which leads people to believe it is harmless, or even ‘beneficial’, to the **Objective of this task is to** help learners understand the dangers of vaping and smoking, encourage critical thinking about healthy choices, and empower youth to make informed decisions that improve their well-being and future health.

- 1.1 Define the concept ‘*healthy and balanced lifestyle*’ and state TWO reasons why young people engage in vaping and smoking (1+2) (3)
- 1.2 List FOUR dangers of nicotine addiction. (4x1) (4)
- 1.3 List TWO healthy alternatives that learners can do to cope with stress and peer pressure. (2x2) (4)
- 1.4 Discuss TWO recommendations how schools can reduce vaping and smoking among learners. (2x2) (4)

TOTAL ACTIVITY 1: 15

ACTIVITY 2 LITERATURE REVIEW ON EXTENT OF THE PROBLEM.

- 2.1 Identify THREE reasons why adolescents may not seek support to help them change their risky behaviours. (3x1) (3)
- 2.2 Discuss the impact of vaping on the developing brain of a teenager as compared to an adult brain. (2x2) (4)
- 2.3 Explain THREE reasons how vaping may lead to poor lifestyle choices such as unhealthy eating. (3x2) (6)
- 2.4 Evaluate the role of social media to normalise vaping as-a-norm in society. ??? (2x4) (8)

- 2.5 Advise your peers on how to reduce risk behaviour when they socialise with their friends. (2x3) (6)
- 2.6 Analyse the statement whether “vaping should be considered a safer alternative for smoking” among the youth. (3x2) (6)
- 2.7 Critically discuss the legal and educational consequences for a minor caught in possession of drugs or vaping products on school premises.” (2x3) (6)
- 2.8 List TWO structures that are available in your community for families struggling with addicted teenagers. (2x2) (4)

Scaffolding not considered- start from easy to difficult questions. ?????

TOTAL ACTIVITY 2: 43

ACTIVITY 3 DATA GATHERING

3.1 Use questionnaires to record responses on to gather information/data to understand the social pressure and perceptions of vaping and drugs. Your teacher will provide you with FIVE copies of which:

- You are required to request FIVE Grade 10 learners from your school to complete the questionnaire as **respondents**.
- Each of the FIVE learners should answer the five (5) questions asked.
- The FIVE completed questionnaires must be attached to your Research Project as evidence of data gathering.

NB: You must assure the respondents that the questionnaires remain anonymous.

Excellent (5)	Good (4-3)	Poor (2-0)
The learner has made an effort to collect the data from FIVE peers related to ALL of the questions. The answers provided are clear	The learner has made an adequate attempt to collect the data from FOUR peers related to ALL of the questions. Some answers could have been clearer	The learner has made a poor attempt to collect data. ONE or MORE of the interviews have not been conducted. The answers are unclear and
and accurately reflect their peers' knowledge of the topic.	to accurately reflect their peers' knowledge of the topic.	inaccurate. No effort was made to draw out further

		answers from their peers.
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TOTAL ACTIVITY 3: 05

WRITING REPORT ON FINDINGS AND RECOMMENDATIONS.

ACTIVITY 4 ANALYSE AND COLLATE DATA FROM THE COMPLETED QUESTIONNAIRES

- After administration of questionnaires, you are required to interpret and summarise all the responses by the FIVE respondents. Pay attention to the rubric.

(12)

Limited	Adequate	Good	Excellent
Learner could interpret and summarise 1-2 questionnaire. Demonstrates limited use of paraphrasing and quoting.	Learner could interpret and summarise 3 questionnaires. Developing pattern of paraphrasing and quoting.	Learner could moderately interpret and summarise 4 questionnaires. Average ability of paraphrasing and quoting	Learner could clearly interpret and summarise all 5 questionnaires. Use of paraphrasing and quoting is accomplished.
0-1	1-2	2-3	3-4
Learner has included limited supporting evidence such as photos and pictures of	Learner has included limited supporting evidence such	Learner has included some supporting evidence such as photos and pictures of	Learner has included excellent supporting evidence such as photos and pictures

vaping and dangers of smoking.	as photos and of vaping and dangers of smoking.	vaping and dangers of smoking.	of vaping and dangers of smoking.
0-1	1-2	2-3	3-4
Learner has a limited ability to organise the responses in a logical manner.	Learner's ability to organise the responses in a logical manner shows evidence that it is developing	Learner shows a substantial ability to organise the responses in a logical manner.	Learner has properly organised the responses in a logical manner.
0-1	1-2	2-3	3-4

[12]

TOTAL ACTIVITY 4: 17

ACTIVITY 5: CONCLUSION

- 5.1 Discuss whether social media should be more regulated to reduce risk factors for youth. (2x2) (4)
- 5.2 Propose ways families and communities can reduce vaping and smoking among young people. (2x2) (4)

TOTAL ACTIVITY 5: [8]

ACTIVITY 6: BIBLIOGRAPHY/ REFERENCES

Acknowledge all resources used for the completion of the project as follows: (2x1) (2)

- Indicate all the sources you have used to complete the project.
- Arrange them alphabetically
- Arrange them chronologically based on the year they were published or released.
- Using additional sources to ensure that your project is more comprehensive. - Use the guide on the following page to reference correctly.

TOTAL ACTIVITY 6: [2]

GRAND TOTAL: 90

(ANNEXURE A) QUESTIONNAIRE

Use the following questions to conduct your interviews. The questionnaires remain anonymous.

1. How does peer pressure influence young people to vape?

2. How do social media "influencers" make drug use or vaping look more attractive or "safe"?

3. Why do some learners believe vaping makes them look "cool" or accepted?

4. If a friend wanted to stop vaping, what is the biggest challenge he/she might experience? Do you know where to seek help to stop the addiction?

5. Do you believe vaping is safer than smoking cigarettes? Why or why not? Give a reason for your answer.

ANNEXURE B

Harvard Referencing Style

Referencing means that you credit the various sources you used when writing your project. Sources should be arranged alphabetically according to the surname of the first author.

1. Books Author's surname and initials, year of publication, title (underlined), edition, place of publication, publisher. Example: Marais, B.V.C. and Horne, K.W.W. 2011. <u>The influence of the media on public opinion</u> , Pretoria: Juta
2. Journals Author's surname and initials, year of publication of the journal, title of article, title of journal (underlines), volume, pages. Example: Wobbe, T. 2001. How to organise the unorganised, <u>Human Resource Management</u> , 12(8), 8-9.
3. Chapters in books Author's surname and initials, title of the chapter, title of the book (underlined), editor of book, place of publication, publisher, pages. Example: Gericke, H.B. The place democracy has in our country, in <u>South Africa, the democratic ideal</u> edited by J.J. Matthews. London: Benton: 44-45.
4. Newspaper articles Author surname and initials, year, title, newspaper (underlined), date and month, page. Example: Louw, S.2002. Water crisis, what's next. <u>Daily news</u> . 29 January: 7
5. Internet Referencing Author surname and initials, year, title (on-line) Available: (full web address) Date accessed: Example: Unknown (2004) Sentient microfilaments: A tempest in a tubule (On-line). Available: http://somecomputer.printer.edu/pub/harnad/psyc.95.3.26/consciousness/11/bixley Date accessed: 5 May 2025.
6. Personal Interview Surname and initials. Year. Personal Interview. Date, Place. Example: Malan, B.D. 2011. Personal Interview. 5 May, Stellenbosch.

Suggestions

Red means information to be removed

Blue means the changes to be effected

Be consistent on the use of certain words throughout the paper e.g adolescents/teenagers,

Thank you for the feedback

1. Some changes have been effected as suggested.
2. I don't understand as to what is the problem of 2.4 by saying social media normalises vaping as a norm???

Thank you
