# LESSON PLAN EXEMPLAR WEEK 1 & 2

**TERM 2**  
**LEARNING PROGRAMME: LIFE SKILLS**  
**GRADE 2**  
**DURATION:** 2 WEEKS  
**DAILY:** 1HR 10MINS  
**WEEKLY:** 5HRS 5 MINS  
**CONTEXT:** THE WORLD AROUND ME

## Learning Outcomes and Assessment Standards

**LO2: SOCIAL DEVELOPMENT**  
AS 5 Describes important days from diverse religions.  
AS 4 Identifies values from diverse South African cultures.

**INTEGRATION ACROSS A&C LO2: REFLECTING**  
AS 7 A&C LO1: Drama  
AS 2:  
HL LO1 AS 1 & 2  
HL LO2 AS 4.3  
HL LO 4 AS 2  
MATHS LO1 AS 8.4

## Learning Activities

1. Teacher asks questions on local religions e.g. naming of religions in the community.  
2. Picture discussion [learners pick up religions that are familiar to them from the picture].  
3. Learners name important religious days on the calendar.  
4. Teacher introduces learners / adds to diverse religions in South Africa e.g. Hindus, Islam, Jewish festivals etc.  
5. Learners describe features of religious events they know.  
6. Learners dramatise a religious event they know e.g. the death of Christ.  
7. Individually they draw shapes from various church buildings on the picture.  
8. They match pictures with relevant names. Selecting and writing of their own religious festivals with dates from the calendar with holidays and religious festivals.

## Details of Assessment

**INFORMAL**  
Forms:  
Oral presentation  
Discussion  
Dramatisation  
Matching  
Drawing

**Method:**  
Self  
Peer  
Group  
Teacher

**Tool:** Checklist  
Observation sheet

## Resources

- Posters  
- Pictures  
- Flash cards  
- Calendar with holidays and religious festivals

## Barriers to Learning

<table>
<thead>
<tr>
<th>Resource</th>
<th>Barriers to Learning</th>
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## REFLECTIONS
## LESSON PLAN EXEMPLAR WEEK 3 & 4

**TERM 2**  
**LEARNING PROGRAMME: LIFE SKILLS**  
**GRADE 2**

**DURATION:** 2 WEEKS  
**DAILY:** 1HR 10MINS  
**WEEKLY:** 5HRS 50 MINS  
**CONTEXT:** MY FAMILY AND COMMUNITY

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</table>
| **LO1: HEALTH PROMOTION**  
AS3. Identifies communicable diseases and explains to protect self and others. | 1. Naming of diseases which they know in their community.  
2. Differentiating communicable diseases from common illnesses e.g. Flu, Stomach ache, Headache, Vomiting etc.  
3. Explanation on how communicable diseases can be spread e.g. TB, Polio, Smallpox, Chickenpox, Measles, Cholera including HIV & AIDS etc.  
4. Importance of eating nutritious foods and exercises in order to stay healthy.  
5. Discussion of precautionary measures against each communicable disease.  
6. Discuss a story with learners encouraging them to talk about their illnesses and to describe symptoms of each illness They also need to know that illnesses are caused by GERMS.  
7. Divide class into groups of 5 – Germs, Parents, Nurse, Patients, Doctors and each group prepares and presents a role-play guided by the teacher.  
8. Learners play familiar games – ask them to tell you rules, or help them make up simple rules. Observe how well they follow rules. Invite other classes to cheer them up. | **INFORMAL**  
**Forms:**  
Oral presentation  
Discussion  
Dramatisation  
**Method:**  
Self  
Peer  
Group  
Teacher  
**Pairs**  
**Tool:**  
Checklist  
Observation sheet  
Rubric | Posters  
Pictures  
Flash cards  
Stethoscopes  
Bottles of medicines  
Packets of tablets  
Bed  
Chairs  
Table |
### LESSON PLAN EXEMPLAR WEEK 5

**TERM 2**  
**LEARNING PROGRAMME: LIFE SKILLS**  
**GRADE 2**  
**DURATION:** 1 WEEK  
**DAILY:** 1HR 10MINS  
**WEEKLY:** 5HRS 50 MINS  
**CONTEXT:** THE WORLD AROUND ME

<table>
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| **LO4 PHYSICAL DEVELOPMENT AND MOVEMENT** | 1. Warm up exercises e.g. Stretch, twist, stand up, twirl roll or jump etc.  
2. Naming of indigenous games e.g. Uqqaphu, Upuca, unocheyi, icekwa three tins etc  
3. Discuss the rules these games have and the reason why it is important to stick to the rules of the games.  
4. Let the groups develop rules for various games.  
5. Group activity: Learners are divided into Groups according to codes of the games and play .They rotate at the blow of the whistle.  
6. Rules are written on the poster to reinforce reading and writing. | **INFORMAL**  
Forms : Oral presentation Discussion Practical Demonstration  
Method: Self Peer Group Teacher  
Tool : Checklist Memorandum Observation sheet | Posters  
Tins  
Stones  
Skipping ropes  
Bottle bottoms  
Balls |  |
| **INTEGRATION WITHIN** | | | | |
| **LO3 PERSONAL DEVELOPMENT** | AS 1 Participates in a variety of indigenous games with simple rules, individually and with a partner.  
AS 4 Participates in structured activities using equipment | | | |
<p>| AS5 Demonstrate appropriate classroom behaviour, including group work skills. | | | | |</p>
<table>
<thead>
<tr>
<th>INTERGRATION ACROSS</th>
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<th>REFLECTIONS</th>
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<tbody>
<tr>
<td>HL LO1 AS1</td>
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<tr>
<td>HL LO4 AS2</td>
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<tr>
<td>A&amp;C LO1 Dance AS 1</td>
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# LESSON PLAN EXEMPLAR (1) WEEK 6, 7 & 8

## TERM 2

**LEARNING PROGRAMME: LIFE SKILLS**  
**GRADE 2**  
**DURATION:** 3 WEEKS  
**DAILY:** 1HR 10MINS  
**WEEKLY:** 5HRS 50 MINS  
**CONTEXT:** MY FAMILY AND COMMUNITY

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</thead>
</table>
| **LO3: PERSONAL DEVELOPMENT**             | 1. Teacher tells a story of two characters one nasty and the other one loving using posters.  
2. Learners draw a loving and a nasty face on pieces of paper and write words describing each character from the contents of the story.  
3. Learners match different pictures with words depicting each picture.  
4. In pairs learners discuss how they treat their friends.  
5. Teacher writes words that express feelings that learners can use as a resource on the board eg. Caring, selfish, helpful, kind, mocking, sharing etc.  
6. Draw 4 columns on the board with the headings “Friendly behaviour,” “Unfriendly behaviour,” ”Consequences” Acceptable” and ”Unacceptable” Consequences.  
7. In groups learners discuss the consequences of listed behaviour and share their responses with the class.  
8. Give each learner a strip of paper on which they can write a letter and give them a model of a simple friendly letter on the board. Ask Learners what positive, friendly things they could say about each other, eg happy, kind, caring, clever, fast runner, etc and write these on the board.  
9. Create scenarios of possible conflict situations and allow learners to debate but lead learners in the right direction.  
10. In groups they can role-play the situation and present their stories to the class. | **INFORMAL Forms:**  
Oral presentation  
Discussion  
Dramatisation  
Matching  
Drawing  
Debate  
Painting  
**Method:**  
Self  
Peer  
Group  
Teacher  
Pairs  
**Tool:** Checklist  
Observation sheet | Posters  
Pictures  
Flash cards  
Paints  
Brushes  
Pieces of papers  
Comic strips  
Books |
<p>| | |</p>
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| **11.** Learners choose one of the other conflict situations, and draw their own comic strip of this situation with speech bubbles.  
**12.** Ask learners to draw or paint a picture of an experience they have found difficult or which made them unhappy.  
**13.** Help learners to dramatise how people cope with difficult social situations (from personal experience or the story you have read for them).  
**14.** Give learners a simple explanation about “wants” and “needs” e.g. food vs toys. And talk to them about household expenditures eg food, water rent, school fees, medical expenses etc.  
**15.** Wrap up by summarising the various factors affecting our family lifestyles. |
## LESSON PLAN EXEMPLAR WEEK 8 & 9

**TERM 1**

**LEARNING PROGRAMME: LIFE SKILLS**

**GRADE 2**

**DURATION:** 2 WEEKS  
**DAILY:** 1HR 10MINS  
**WEEKLY:** 5HRS 50 MINS  
**CONTEXT:** ME AND MY ENVIRONMENT

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
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<th>Resources</th>
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</table>
| **LO2: SOCIAL DEVELOPMENT** | 1. Ask learners if they can remember from Grade R what rights children have. Remind learners that a right is something that all children should have assets to, it describes fairly treatment of children.  
2. Ask the learners if they know the word “responsibilities.” Explain to them that children do not have rights only but responsibility to use or act on these rights.  
3. Discuss around rights and responsibilities.  
4. Learners compare the rights and responsibilities  
5. Design a scene where children’s right is violated.  
6. Let learners sing songs that are sung to celebrate human rights day.  
7. The teacher narrates the event which occurred during 21 March hence it was named Human Right’s day.  
8. Learners role play the events of Human Right’s Day holding posters with their own rights on them.  
9. The teacher directs learners to the process of voting, (Class Leader ) during the process new vocabulary like ballot papers, ballot box, voting station, candidates etc. is introduced. | **INFORMAL**  
**Forms :**  
Oral presentation  
Discussion  
Dramatisation  
Written work  
**Method:**  
Self  
Peer  
Group  
Teacher  
**Tool :** Checklist  
Observation sheet  
Rubric | Posters  
Flash cards  
Ballot box  
Calendar  
Stationery  
Furniture(tables, desks, chairs)  
Cardboard boxes | |
Week 10

### FORMAL ASSESSMENT TASK

**TERM 2**  
**GRADE 2**

<table>
<thead>
<tr>
<th>LO’S &amp; AS’S</th>
<th>ACTIVITIES</th>
<th>TOOL</th>
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<tbody>
<tr>
<td>LO 2 AS 4 &amp; 5</td>
<td>1. Look at the picture below and match them with relevant names. e.g. food according to cultures, attire according to religions, buildings according to denominations.</td>
<td>Checklist</td>
</tr>
<tr>
<td>LO2 AS 3</td>
<td>2. Let learners fill in the worksheet which is about the qualities of a good friend.</td>
<td>Memorandum</td>
</tr>
<tr>
<td>LO3 AS 3, 4 &amp; 5</td>
<td>3. Let learners debate about the scenario depicting conflict situation. The other group role-play the same scenario.</td>
<td>Rubrics</td>
</tr>
<tr>
<td>LO1 AS 3</td>
<td>4. Tabulate the communicable diseases and the common illnesses on the appropriate columns.</td>
<td>Memorandum</td>
</tr>
<tr>
<td>LO4 AS 1</td>
<td>5. Learners must participate in the indigenous games. They must stick to the set rules for each game.</td>
<td>Observation sheet</td>
</tr>
</tbody>
</table>