

LESSON PLAN EXEMPLAR WEEK 1

TERM 2

LEARNING PROGRAMME: LIFE SKILLS

GRADE 3

DURATION: 2 WEEKS

DAILY: 1HR 10MINS

WEEKLY: 6HRS 15MINS

CONTEXT: THE WORLD AROUND ME

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources	Barriers to Learning
<p>LO: LO 3 AS 1 Describe own abilities interests and strengths</p> <p>LO: LO 3 AS 2 Explain why own body should be respected</p> <p>LO: LO 3 AS 4 Demonstrate assertiveness appropriate to a situation</p> <p>INTEGRATION</p> <p>HL: LO1 AS 6 Listens to a speaker the learner cannot see and responds to questions and instructions</p> <p>HL LO 2 AS 5.7 Contributes to group and class discussions: answers questions and gives reasons for answers</p> <p>A & C: LO 1 Visual Arts AS 2 Shares and displays work</p>	<ol style="list-style-type: none"> 1. Picture or a radio cassette discussion e.g. a well known singer: Who is he/she? What does she/he do for living? What is he/she good at? What kind of a person is he/she? 2. Discuss more of such people 3. The learners should draw themselves on a piece of paper. 4. They write things that they can do below their pictures e.g. I can 5. They should write sentences on what they are good at 6. They draw/cut pictures of the things they are interested in 7. They should display their drawings 8. What kind of exercise do they do and why? 9. The learners should write sentences on incidents where they or/and their friends said 'yes' just because it was easier than saying 'No' 10. Discuss 'good' and 'bad' touching habits (Use puppets) 11. Discuss correct actions when forced to do something against their will 	<p>INFORMAL</p> <p>Form : Written</p> <p>Method: Teacher, Peers, Self Assessment</p> <p>Tool : Rating Scale</p>	<p>Picture, radio, music cassette, papers, magazines, puppets, worksheet</p>	<p align="center">REFLECTIONS</p>

LESSON PLAN EXEMPLAR WEEK 2

TERM 2

LEARNING PROGRAMME: LIFE SKILLS

GRADE 3

DURATION: 2 WEEKS

DAILY: 1HR 10MINS WEEKLY: 6HRS 15MINS

CONTEXT: THE WORLD AROUND US

<p>LO2: SOCIAL DEVELOPMENT AS 1 – Explain Leadership qualities in the school context and participates in school voting</p> <p>INTEGRATION LO:LO4 AS 4 Participates in play and describes its effects on the body</p> <p>HL LO1 AS 1 Listens attentively and respond to an extended sequence of instructions appropriate to the learners' level</p> <p>HL: LO 1 AS 2 Demonstrates appropriate listening behaviour by showing respect for the speaker, taking turns to speak, asking questions for clarification and summarising or commenting on what has been heard</p> <p>HL :LO2 AS 5.4 Shows sensitivity to the rights and feelings of others</p> <p>MATHS LO1 AS 8.4 Estimation</p>	<ol style="list-style-type: none"> 1. Listen and respond to Leader Game <ul style="list-style-type: none"> • Choose a leader • Others are blindfolded • Leader gives routes to be followed • Others respond • Leader is exchanged • More guidance/instructions are given 2. Teacher asks questions e.g. What does one need in order to respond to the instructions? ; Who was the best Leader and why? 3. Learners discuss and jot down characteristics of a good Leader (Small group) 4. Individually they draw a person who might be their Leader 5. They write the person's leadership qualities they have observed 6. The class decides on 4 candidates to be nominated as Class Leaders 7. They make and put the posters for each candidate up in their classroom 8. Discuss and develop ballot papers and boxes 9. Elect and count votes 10. A leader gives a speech 	<p>INFORMAL</p> <p>Form : Worksheet Method: Educator Tool : Checklist</p>	<p>Ballot paper, boxes, a piece of cloth, papers crayons, pencils, posters</p>	<p>REFLECTIONS</p>
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LESSON PLAN EXEMPLAR WEEK 3

TERM 2

LEARNING PROGRAMME: LIFE SKILLS

GRADE 3

DURATION: 2 WEEKS

DAILY: 1HR 10MINS WEEKLY: 6HRS 15MINS

CONTEXT: MOVEMENTS

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources	Barriers to Learning
<p>LO: LO 4 AS 2 Performs basic movements in sequence and repetition with and without equipment</p> <p>LO: LO 4 AS 1 Demonstrate a variety of perceptual motor skills in pairs and in teams using simple rules</p> <p>LO: LO 4 AS 3 Explore expressive movements using contrast of speed, direction, body shape and position</p> <p>LO: LO 4 AS 4 Participates in play and describe its effects on the body</p> <p>INTEGRATION LO: LO 3 AS 5 Identifies group work skills and applies them consistently</p> <p>HL: LO 1 AS 1 Listen attentively and responds to an extended sequence of instruction appropriate to the learners'</p>	<ol style="list-style-type: none"> 1. Show pictures of people involved in various activities requiring movement e.g. swimming, running, walking, jumping etc 2. Discuss the pictures e.g. Name the body parts used to do the different movements i.e. when swimming we use legs, arms, head, eyes: What effects could the movement have on the body? 3. The learners to be divided into groups and led outside 4. They walk, run, crawl, skip etc to the rhythm of the drum 5. Vary actions by forming different patterns e.g. whilst walking form a circle, , take big steps, take small steps, form letters of alphabet and numbers etc 6. Walk, run, skip etc around objects e.g chairs, bean bags, balls etc or/and around different shapes e.g triangles, squares, rectangles etc and mention the shape 7. Discuss rules for what to be done e.g. they are to perform basic movements, these should be in sequence and be a repetition, they may or may not use equipment, a variety of perceptual motor skills should be evident, nobody should be doing anything on her/his own, contrast of speed, direction body 	<p>INFORMAL</p> <p>Form : Practical</p> <p>Method: Educator Peers Group Self</p> <p>Tool : Checklist</p>	<p>Pictures, drum, chairs, bean bags, balls, different shapes,</p>	<p align="center">REFLECTIONS</p>

<p><i>level instructions</i> NS: LO 1 AS 2 <i>Participates constructively in the activity with understanding of its purpose</i></p>	<p><i>shape etc should be expressed</i></p> <ol style="list-style-type: none"><i>8. Divide learners into groups</i><i>9. Each group plans their activity</i><i>10. They demonstrate their activities</i>			
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LESSON PLAN EXEMPLAR WEEK 4 & 5

TERM 2

LEARNING PROGRAMME: LIFE SKILLS

GRADE 3

DURATION: 2 WEEKS

DAILY: 1HR 10MINS WEEKLY: 6HRS 15MINS

CONTEXT: COMMUNICABLE DISEASES

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources	Barriers to Learning																																			
<p>LO: LO 1 AS 3 Discusses myths surrounding communicable diseases and cause and prevention of these communicable diseases</p> <p>LO: LO 1 AS 4 Identifies relevant people and their contact details to report cases of accidents, abuse, crime, fire, illness and injury</p> <p>INTEGRATION</p> <p>LO: LO3 AS 3 Explains how she/he copes with challenging emotions, including dealing with people leaving with diseases and illness</p> <p>LO: LO3 AS 4 Demonstrates assertiveness appropriate to a situation</p> <p>LO: LO4 AS 4 Participates in play and describes its effects on the body</p> <p>HL: LO1 AS 1 Listens attentively and responds to an extended</p>	<p>12. Invite relevant people like; nurses, policeman, social workers traditional healers etc. to come and address the learners on communicable diseases</p> <p>13. They write what they have learnt from either the story told or the addresses</p> <p>14. Discuss immunisation e.g.</p> <table border="1" data-bbox="600 770 1339 1034"> <thead> <tr> <th>codes</th> <th>Birth</th> <th>6 wks</th> <th>10 wks</th> <th>14 wks</th> <th>9 months</th> <th>18 months</th> </tr> </thead> <tbody> <tr> <td>BCG (TB)</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>BPT</td> <td></td> <td>3</td> <td>3</td> <td>3</td> <td></td> <td>3</td> </tr> <tr> <td>MMR</td> <td></td> <td></td> <td></td> <td></td> <td>3</td> <td>3</td> </tr> <tr> <td>POLIO</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td></td> <td>2</td> </tr> </tbody> </table> <p>15. Learners research from parents which diseases were they immunised for (issue a relevant worksheets)</p> <p>16. Tell a story on how germs are spread</p> <p>17. Learners answer questions based on the story</p> <p>18. Discuss preventative measures:</p> <ul style="list-style-type: none"> • Give them pictures such as: toilet, coughing person, dirty bins, syringe, food, blood etc • The learners write sentences describing preventative measures from spreading of diseases using the pictures e.g. toilet – wash 	codes	Birth	6 wks	10 wks	14 wks	9 months	18 months	BCG (TB)	1						BPT		3	3	3		3	MMR					3	3	POLIO	2	2	2	2		2	<p>INFORMAL</p> <p>Form : Oral Written</p> <p>Method: Educator Peer</p> <p>Tool : Checklist Anecdotal notes</p>	<p>Worksheets, pictures, human resources, learners' workbooks</p>	<p align="center">REFLECTIONS</p>
codes	Birth	6 wks	10 wks	14 wks	9 months	18 months																																	
BCG (TB)	1																																						
BPT		3	3	3		3																																	
MMR					3	3																																	
POLIO	2	2	2	2		2																																	

<p><i>sequence of instructions appropriate to the learners' level</i></p> <p>HL: LO2 AS 1</p> <p><i>Recounts personal experience and more general news events, and expresses feelings and opinions about them</i></p> <p>HL:LO 2 AS 2</p> <p><i>Uses language imaginatively for fun and fantasy</i></p>	<p><i>hands after using the toilet</i></p> <p><i>19. Discuss myths by telling a story where they (myths) are evident include diseases such as HIV/AIDS, TB,</i></p> <p><i>20. Learners are divided into groups</i></p> <p><i>21. They discuss and dramatise how they would take care of sick people</i></p> <p><i>22. Individually they draw themselves next to a patient in bed</i></p> <p><i>23. They write their feelings below the picture</i></p> <p><i>24. They discuss ways of keeping their bodies healthy and strong</i></p>			
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LESSON PLAN EXEMPLAR WEEK 6

TERM 2

LEARNING PROGRAMME: LIFE SKILLS

GRADE 3

DURATION: 1 WEEK

DAILY: 1HR 10MINS

WEEKLY: 6HRS 15MINS

CONTEXT: HEALTHY ENVIRONMENT

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources	Barriers to Learning
<p>LO: LO 1 AS 2 Participates in a recycling project and explains how recycling contributes to environmental health</p> <p>INTEGRATION LO: LO 3 AS 5 Identifies group work skills and applies them consistency</p> <p>EMS: LO 1 AS 1 Describes ways in which the household or school can generate an income from waste materials. Paper, glass, tin or save money by recycling</p> <p>MATHS: LO 5 AS 1 Collects data in the classroom and school environment to answer questions posed by the teacher in class</p> <p>NS: LO 1 AS 2.1 Participates constructively in the activity with understanding of its purpose and explains the purpose of the activity</p> <p>TECH: LO 1 AS 3.1 Express how products are going to be made and what will be used to make them</p>	<p>25. Bring and discuss pictures such as: dirty toilet, overflowing rubbish bins, dumping place, mice, waste material etc.</p> <ul style="list-style-type: none"> • They tell what is happening in each picture • Which are dangerous and which are not? • Do you usually see this in your area? • Who is responsible for that? <p>26. Divide them into specialist groups</p> <p>27. Give each group a different picture to discuss and come up with a solution on it.</p> <p>28. The members go back to report to their home groups</p> <p>29. Teacher asks solutions from any member of the home group</p> <p>30. Discuss about dumping places found in their area e.g. what things are thrown in a dumping place on daily basis (bottles, papers, tins, plastic bags, peels of vegetables etc)</p> <p>31. Can we reuse the above mentioned waste? If so how?</p> <p>32. They are instructed to collect, bring and sort different waste items</p> <p>33. The learners are divided into groups</p> <p>34. They use their creativity in reusing the items collected e.g. plastic bags – reusing, hats, mats etc, bottles – pot plant holders, scoops, sell etc. tins – ornaments,</p>	<p>INFORMAL</p> <p>Form : Oral Practical</p> <p>Method: Self/Peer assessment</p> <p>Tool : Checklist</p>	<p>Posters, waste material, pictures of dumping place, rubbish bins, toilet, rubbish bins, plastic bags</p>	<p align="center">REFLECTIONS</p>

	<i>making compost with vegetables' peels etc</i>			
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LESSON PLAN EXEMPLAR WEEK 7

TERM 2

LEARNING PROGRAMME: LIFE SKILLS

GRADE 3

DURATION: 1 WEEK

DAILY: 1HR 10MINS WEEKLY: 6HRS 15MINS

CONTEXT: SPECIAL PEOPLE

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources	Barriers to Learning
<p>LO: LO 2 AS 4 Tell stories of female and males role models from a variety of local cultures</p> <p>INTEGRATION</p> <p>MATHS: LO4 AS 3.1 Identifies important dates on Calendars including dates of Religious festivals, historical events</p> <p>A &C: LO 1 Visual Arts AS 1.2 Mixing of primary and secondary colours</p> <p>A&C: LO 1 Visual Arts AS 2 Shares and displays work</p> <p>SS GEO: LO 1 AS 1 Finds information on people and places using a range of sources</p> <p>HL: LO 4 AS 4.2 Shares writing with intended audience such as family or friends</p> <p>FAL: LO 2 AS 10 Participates in a conversation on a familiar topic</p>	<p>35. Learners should come up with names of people they would love to be like when they are adults</p> <p>36. Probe them with leading questions until they name the person you want to talk about e.g. Nelson Mandela</p> <p>37. Read a prepared story of that prominent figure</p> <p>38. Discuss the story and ask questions such as;</p> <ul style="list-style-type: none"> • Why do you think that, that person is a role model for many people? • To which cultural group does he/she belong? • If it happens that you meet that person, what would you tell him/her? <p>39. Talk about people the learners stay with at home e.g.</p> <ul style="list-style-type: none"> • Whom are you staying with at home? • What do they do for you? • What can you do for them on special days like Christmas, Mothers', Fathers' and Valentine's days? <p>40. Learners tell the class about a special person in his/her life and explain the reason for that.</p> <p>41. Learners should make cards for people special to them.</p> <p>42. They display their cards.</p> <p>43. They write poems on their special people</p>	<p>INFORMAL</p> <p>Form : Oral Practical</p> <p>Method: Self/Peer assessment</p> <p>Tool : Checklist</p>	<p>Story of a prominent figure, calendar, Posters, crayons, paints scissors, waste material, papers and pens</p>	<p align="center">REFLECTIONS</p>

LESSON PLAN EXEMPLAR WEEKS 8

TERM 2

LEARNING PROGRAMME: LIFE SKILLS

GRADE 3

DURATION: 1 WEEKS

DAILY: 1HR 10MINS

WEEKLY: 6HRS 15MINS

CONTEXT: RELIGIONS

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources	Barriers to Learning
<p>LO: LO 2 AS 5 Discuss diet, clothing and decorations in a variety of religions in South Africa</p> <p>LO: LO 2 AS 3 Discusses the role of acceptance, giving, forgiving and sharing in a healthy social relationships</p> <p>INTEGRATION</p> <p>MATHS: LO4 AS 3.1 Identify important dates on calendars including dates of religious festivals and historical events</p> <p>A & C: LO 1 Visual Arts AS 2 Shares and displays work</p>	<ol style="list-style-type: none"> 1. Discuss different types of religions, beliefs, customs and tradition that are in your area e.g clothing, diet, decorations. (acceptance and tolerance should be emphasised) 2. Discuss the religious days of each religion 3. Learners match diet, clothing and decorations with the relevant religion (small group) 4. Research on other religions that are not in their area 5. The learners are given pictures of clothes, diet or decorations of different religions 6. They write the name of a relevant religion and sentences to describe the clothes.(Individual) 7. They make decorations of 2 different religions 8. They display their decorations 	<p>INFORMAL</p> <p>Form : Oral Written</p> <p>Method: Self assessment</p> <p>Tool : Rating scale</p>	<p>Calendar, posters of different religions, diets, Clothing, decorations, and worksheets for matching activity</p>	<p>REFLECTIONS</p>

LESSON PLAN EXEMPLAR WEEK 9

TERM 2

LEARNING PROGRAMME: LIFE SKILLS

GRADE 3

DURATION: 2 WEEKS

DAILY: 1HR 10MINS WEEKLY: 6HRS 15MINS

CONTEXT: NUTRITION

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources	Barriers to Learning
<p>LO: LO 1 AS 1 Compares healthy and poor dietary habits and describes the effects of such habits on personal health</p> <p>INTEGRATION LO: LO3 AS 3 Explains how she/he copes with challenging emotions including dealing with people leaving with diseases and illnesses</p> <p>MATHS LO 5 AS 1 Collects data in the classroom and school environment to answer questions posed by the teacher and class</p> <p>MATHS LO 5 AS 2 Sorts, orders and organises own and supplied data by one or more attributes for a particular reason</p> <p>HL LO 5 AS 4.2 Sequences information and puts it under headings</p>	<ol style="list-style-type: none"> 1. Discussion on a healthy diet and its effects <ul style="list-style-type: none"> • The importance of diet variety • Foods groups and their effects on the body • Food pyramid • Effects of poor and healthy dietary habits 2. Differentiate between healthy and unhealthy foods and drinks from a given poster (Small groups) 3. The learners develop posters on healthy foods. (Small groups) 4. Draw/cut and paste pictures of starchy foods, (Individual task) 5. Draw/cut and paste pictures of fruit and vegetables (Individual Task) 6. Draw/cut and paste pictures of proteins (Individual Task) 7. Draw/cut and paste pictures of fat and sugar (Individual Task) <p>(Act.4 – 7 will rotate)</p> <ol style="list-style-type: none"> 8. Paste the above on a food pyramid 9. Learners eating habits' worksheet: 	<p>INFORMAL</p> <p>Form : Worksheet</p> <p>Method: Educator</p> <p>Tool : Checklist</p>	<p>papers crayons, pencils, posters of healthy and unhealthy foods, pritt, magazines, scissors, worksheet on eating habits</p>	<p align="center">REFLECTIONS</p>
	When?	What?		

	<i>1. At breakfast</i>				
	<i>2. At school</i>				
	<i>3. At supper</i>				

LESSON PLAN EXEMPLAR WEEK 10

TERM 2

LEARNING PROGRAMME: LIFE SKILLS

GRADE 3

DURATION: 1 WEEK

DAILY: 1HR 10MINS WEEKLY: 6HRS 15MINS

CONTEXT: MY COUNTRY

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources	Barriers to Learning
<p>LO: LO 2 AS 2 Explains the meaning of and sings the South African National Anthems</p> <p>INTEGRATION SS:GEO: LO1 AS 2 Links information to places on simple maps, globes, drawings, photographs and charts</p> <p>HL: LO 2 AS 8 Engages in conversation as a social skill.</p>	<p>44. Discuss our Country starting from:</p> <ul style="list-style-type: none"> • Where they are e.g classroom, school premises, location/village, neighbouring towns, provinces • They draw simple maps on where their classroom is in the school yard <p>45. Discuss the racial groups that we have in South Africa</p> <p>46. Discuss the different songs for different activities that we sing</p> <p>47. Introduce the South African National Anthem e.g. What is it all about?, Who composed it? (Enoch Sontonga and C.J. Langehoven), What languages are used in the Anthem? When should this Anthem be sung? What should be done to show respect when singing the Anthem?</p> <p>48. Read the Anthem</p> <p>49. Discuss the meaning of the words and phrases in the National Anthem</p> <p>50. Sing the National Anthem</p> <p>51. Worksheet on the meaning of Anthem's words and phrases</p> <p>52. Learners write own poems about their location/village</p>	<p>INFORMAL</p> <p>Form : Worksheet on the meaning of the Anthem's words or phrases</p> <p>Method: Educator</p> <p>Tool : Rubric</p>	<p>Map, Poster with the National Anthem, worksheet on words/phrases' meanings, papers and pencils/pens</p>	<p align="center">REFLECTIONS</p>

