## 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

<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Standards</th>
<th>Learning Activities</th>
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<th>Resources</th>
<th>Barriers to Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO: LO 3 AS 1</strong> Describe own abilities interests and strengths</td>
<td>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?</td>
<td>INFORMAL</td>
<td>Picture, radio, music cassette, papers, magazines, puppets, worksheet</td>
<td>REFLECTIONS</td>
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<tr>
<td><strong>LO: LO 3 AS 2</strong> Explain why own body should be respected</td>
<td>2. Discuss more of such people</td>
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<tr>
<td><strong>LO: LO 3 AS 4</strong> Demonstrate assertiveness appropriate to a situation</td>
<td>3. The learners should draw themselves on a piece of paper.</td>
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<td><strong>INTEGRATION</strong></td>
<td>4. They write things that they can do below their pictures e.g. I can ..................</td>
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<td><strong>HL: LO 1 AS 6</strong> Listens to a speaker the learner cannot see and responds to questions and instructions</td>
<td>5. They should write sentences on what they are good at</td>
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<td><strong>HL LO 2 AS 5.7</strong> Contributes to group and class discussions: answers questions and gives reasons for answers</td>
<td>6. They draw/cut pictures of the things they are interested in</td>
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<td><strong>A &amp; C: LO 1 Visual Arts AS 2</strong> Shares and displays work</td>
<td>7. They should display their drawings</td>
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<td>8. What kind of exercise do they do and why?</td>
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<td>9. The learners should write sentences on incidents where they or/and their friends said ‘yes’ just because it was easier than saying ‘No’</td>
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<td>10. Discuss ‘good’ and ‘bad’ touching habits (Use puppets)</td>
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<td>11. Discuss correct actions when forced to do something against their will</td>
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## 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

| LO2: SOCIAL DEVELOPMENT  
- AS 1 – Explain Leadership qualities in the school context and participates in school voting  
- INTEGRATION  
- LO:LO4 AS 4  
  Participates in play and describes its effects on the body  
- HL LO1 AS 1  
  Listens attentively and respond to an extended sequence of instructions appropriate to the learners’ level  
- 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  
- HL :LO2 AS 5.4  
  Shows sensitivity to the rights and feelings of others  
- MATHS LO1 AS 8.4  
  Estimation |  
| 1. Listen and respond to **Leader Game**  
  - 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 | **INFORMAL**  
| Form : Worksheet  
| Method: Educator  
| Tool : Checklist  
| **REFLECTIONS**  
| Ballot paper, boxes, a piece of cloth, papers, crayons, pencils, posters |
### LESSON PLAN EXEMPLAR WEEK 3

**TERM 2**  
**LEARNING PROGRAMME:** LIFE SKILLS  
**GRADE 3**  
**DURATION:** 2 WEEKS  
**DAILY:** 1HR 10MINS  
**WEEKLY:** 6HRS 15MINS  
**CONTEXT:** MOVEMENTS

<table>
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<tr>
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</table>
| **LO: LO 4 AS 2** Performs basic movements in sequence and repetition with and without equipment  
**LO: LO 4 AS 1** Demonstrate a variety of perceptual motor skills in pairs and in teams using simple rules  
**LO: LO 4 AS 3** Explore expressive movements using contrast of speed, direction, body shape and position  
**LO:LO 4 AS 4** Participates in play and describe its effects on the body  
**INTEGRATION**  
**LO: LO 3 AS 5** Identifies group work skills and applies them consistently  
**HL: LO 1 AS 1** Listen attentively and responds to an extended sequence of instruction appropriate to the learners’ | 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 | **INFORMAL**  
**Form:** Practical  
**Method:** Educator Peers Group Self  
**Tool:** Checklist | Pictures, drum, chairs, bean bags, balls, different shapes, | REFLECTIONS |
<table>
<thead>
<tr>
<th>level instructions</th>
<th>shape etc should be expressed</th>
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</thead>
<tbody>
<tr>
<td>NS: LO 1 AS 2</td>
<td>8. Divide learners into groups</td>
<td>9. Each group plans their activity</td>
<td>10. They demonstrate their activities</td>
</tr>
</tbody>
</table>
### 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 DESEASES

<table>
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<tr>
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</table>
| **LO: LO 1 AS 3** Discusses myths surrounding communicable diseases and cause and prevention of these communicable diseases. | 12. Invite relevant people like; nurses, policeman, social workers traditional healers etc. to come and address the learners on communicable diseases. 13. They write what they have learnt from either the story told or the addresses. 14. Discuss immunisation e.g. | **INFORMAL**  
**Form:** Oral Written  
**Method:** Educator Peer  
**Tool:** Checklist Anecdotal notes | Worksheets, pictures, human resources, learners’ workbooks | **REFLECTIONS** |
| **LO: LO 1 AS 4** Identifies relevant people and their contact details to report cases of accidents, abuse, crime, fire, illness and injury. | **INTEGRATION**  
**LO: LO3 AS 3** Explains how she/he copes with challenging emotions, including dealing with people leaving with diseases and illness.  
**LO: LO3 AS 4** Demonstrates assertiveness appropriate to a situation.  
**LO: LO4 AS 4** Participates in play and describes its effects on the body.  
**HL: LO1 AS 1** Listens attentively and responds to an extended | | |
<p>| <strong>codes</strong> | <strong>Birth 6 wks</strong> | <strong>10 wks</strong> | <strong>14 wks</strong> | <strong>9 months</strong> | <strong>18 months</strong> |
| BCG (TB) | 1 | | | | |
| BPT | 3 | 3 | 3 | 3 |
| MMR | | | | 3 | 3 |
| POLIO | 2 | 2 | 2 | | 2 |
| Learners research from parents which diseases were they immunised for (issue a relevant worksheets). |  |  |  |  |
| Tell a story on how germs are spread. | | | | |  |
| Learners answer questions based on the story. | | | | | |
| Discuss preventative measures: | | | | | |
| • 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 | | | | | |</p>
<table>
<thead>
<tr>
<th>Sequence of instructions appropriate to the learners’ level</th>
<th>hands after using the toilet</th>
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</thead>
<tbody>
<tr>
<td><strong>HL: LO2 AS 1</strong> Recounts personal experience and more general news events, and expresses feelings and opinions about them</td>
<td>19. Discuss myths by telling a story where they (myths) are evident include diseases such as HIV/AIDS, TB,</td>
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<tr>
<td><strong>HL: LO 2 AS 2</strong> Uses language imaginatively for fun and fantasy</td>
<td>20. Learners are divided into groups</td>
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<td>21. They discuss and dramatise how they would take care of sick people</td>
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<td>22. Individually they draw themselves next to a patient in bed</td>
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<td>23. They write their feelings below the picture</td>
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<td>24. They discuss ways of keeping their bodies healthy and strong</td>
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</tbody>
</table>
## 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**

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</table>
| **LO: LO 1 AS 2**                         | 25. Bring and discuss pictures such as: dirty toilet, overflowing rubbish bins, dumping place, mice, waste material etc.  
   Participates in a recycling project and explains how recycling contributes to environmental health | INFORMAL  
   Form: Oral  
   Practical  
   Method: Self/Peer assessment  
   Tool: Checklist | Posters, waste material, pictures of dumping place, rubbish bins, toilet, rubbish bins, plastic bags |  |
| **INTEGRATION**  
**LO: LO 3 AS 5**                         | 26. Divide them into specialist groups  
27. Give each group a different picture to discuss and come up with a solution on it. |  |
| **EMS: LO 1 AS 1**                         | 28. The members go back to report to their home groups  
29. Teacher asks solutions from any member of the home group |  |
| **MATHS: LO 5 AS 1**                       | 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) |  |
| **NS: LO 1 AS 2.1**                       | 31. Can we reuse the above mentioned waste? If so how?  
32. They are instructed to collect, bring and sort different waste items |  |
| **TECH: LO 1 AS 3.1**                     | 33. The learners are divided into groups  
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 |  |

### Reflections

- **Form:** Oral  
- **Practical:** Self/Peer assessment  
- **Tool:** Checklist

- **Resources:** Posters, waste material, pictures of dumping place, rubbish bins, toilet, rubbish bins, plastic bags

- **Barriers to Learning:**
making compost with vegetables’ peels etc
## 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

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| **LO: LO 2 AS 4**
Tell stories of female and males role models from a variety of local cultures | 35. Learners should come up with names of people they would love to be like when they are adults | INFORMAL | Story of a prominent figure, calendar, posters, crayons, paints, scissors, waste material, papers and pens |
| **INTEGRATION**
MATHS: LO4 AS 3.1
Identifies important dates on Calendars including dates of Religious festivals, historical events | 36. Probe them with leading questions until they name the person you want to talk about e.g. Nelson Mandela | | |
| **A &C: LO 1 Visual Arts AS 1.2**
Mixing of primary and secondary colours | 37. Read a prepared story of that prominent figure | | |
| **A&C: LO 1 Visual Arts AS 2**
Shares and displays work | 38. Discuss the story and ask questions such as; | | |
| **SS GEO: LO 1 AS 1**
Finds information on people and places using a range of sources | - Why do you think that, that person is a role model for many people? | | |
| **HL: LO 4 AS 4.2**
Shares writing with intended audience such as family or friends | - To which cultural group does he/she belong? | | |
| **FAL: LO 2 AS 10**
Participates in a conversation on a familiar topic | - If it happens that you meet that person, what would you tell him/her? | | |
| | 39. Talk about people the learners stay with at home e.g. | | |
| | - 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? | | |
| | 40. Learners tell the class about a special person in his/her life and explain the reason for that. | | |
| | 41. Learners should make cards for people special to them. | | |
| | 42. They display their cards. | | |
| | 43. They write poems on their special people | | |

**REFLECTIONS**
# LESSON PLAN EXEMPLAR WEEKS 8

**TERM 2**

**LEARNING PROGRAMME:** LIFE SKILLS

**GRADE 3**

**DURATION:** 1 WEEKS  **DAILY:** 1HR 10MINS  **WEEKLY:** 6HRS 15MINS  **CONTEXT:** RELIGIONS

<table>
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</thead>
</table>
| **LO:** LO 2 AS 5  
Discuss diet, clothing and decorations in a variety of religions in South Africa  
**LO:** LO 2 AS 3  
Discusses the role of acceptance, giving, forgiving and sharing in a healthy social relationships  
**INTEGRATION**  
**MATHS:** LO4 AS 3.1  
Identify important dates on calendars including dates of religious festivals and historical events  
**A & C:** LO 1 Visual Arts AS 2  
Shares and displays work | 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 | **INFORMAL**  
**Form:**  
Oral  
Written  
**Method:**  
Self assessment  
**Tool:**  
Rating scale | Calendar, posters of different religions, diets, Clothing, decorations, and worksheets for matching activity | REFLECTIONS |
### LESSON PLAN EXEMPLAR WEEK 9

**TERM 2**

**LEARNING PROGRAMME:** LIFE SKILLS

**GRADE 3**

**DURATION:** 2 WEEKS

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

**CONTEXT:** NUTRITION

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</table>
| **LO: LO 1 AS 1**
  Compares healthy and poor dietary habits and describes the effects of such habits on personal health |
| **INTEGRATION**
  **LO: LO3 AS 3**
  Explains how she/he copes with challenging emotions including dealing with people leaving with diseases and illnesses |
| **MATHS LO 5 AS 1**
  Collects data in the classroom and school environment to answer questions posed by the teacher and class |
| **MATHS LO 5 AS 2**
  Sorts, orders and organises own and supplied data by one or more attributes for a particular reason |
| **HL LO 5 AS 4.2**
  Sequences information and puts it under headings |
| 1. Discussion on a healthy diet and its effects
  - 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) |
| 8. Paste the above on a food pyramid |
| 9. Learners eating habits’ worksheet: |
| **INFORMAL**
  **Form:** Worksheet
  **Method:** Educator
  **Tool:** Checklist |
| papers, crayons, pencils, posters of healthy and unhealthy foods, pritt, magazines, scissors, worksheet on eating habits |

**REFLECTIONS**
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<tbody>
<tr>
<td>1.</td>
<td><em>At breakfast</em></td>
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<td>2.</td>
<td><em>At school</em></td>
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<td>3.</td>
<td><em>At supper</em></td>
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</table>
### Learning Outcomes and Assessment Standards

**LO: LO 2 AS 2**
Explains the meaning of and sings the South African National Anthems.

**INTEGRATION**
**SS:GEO: LO1 AS 2**
Links information to places on simple maps, globes, drawings, photographs and charts.

**HL: LO 2 AS 8**
Engages in conversation as a social skill.

### Learning Activities

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</table>
| 44. Discuss our Country starting from:  
  - 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  
  45. Discuss the racial groups that we have in South Africa  
  46. Discuss the different songs for different activities that we sing  
  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?  
  48. Read the Anthem  
  49. Discuss the meaning of the words and phrases in the National Anthem  
  50. Sing the National Anthem  
  51. Worksheet on the meaning of Anthem’s words and phrases  
  52. Learners write own poems about their location/village | **INFORMAL**  
**Form:**  
Worksheet on the meaning of the Anthem’s words or phrases  
**Method:**  
Educator  
**Tool:**  
Rubric | Map, Poster with the National Anthem, worksheet on words/phrases’ meanings, papers and pencils/pens | **REFLECTIONS** |