

**LIFE SKILLS: GRADE 3 WORK SCHEDULE TERM: 2**

LO 'S AND ASSESSMENT STANDARDS	WEEK 1	WEEK 2	WEEK 4	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	Assessment Strategy
<b>LO 1 HEALTH PROMOTION</b>											
AS 1:Compares healthy and poor dietary habits and describes the effects of such habits on personal health									Categorise food into groups <b>Integration</b> <b>Within</b> LO3 AS3 <b>Across</b> <b>MATHS</b> LO5 AS 1&2 <b>HL</b> LO5 AS 4.2 <b>Resources</b> <i>papers crayons, pencils, posters of healthy and unhealthy foods pritt, magazines scissors worksheet on eating habits</i>	<b>FAT:</b> LO4 AS2 AS3 LO3 AS5 LO4 AS1	<b>Form :</b> <i>Worksheet</i> <b>Method:</b> <i>Educator</i> <b>Tool :</b> <i>Checklist</i>

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AS 2: Participates in a recycling project and explains how recycling contributes to environmental health						Discussion on different types of waste and their possible uses <b>Integration Within</b> LO3 AS 5 <b>Across</b> <b>EMS</b> LO1 AS 1 <b>MATHS</b> LO 5 AS 1 <b>NS</b> LO1 AS 2.1 <b>TECH</b> LO1 AS 3.1 <b>Resources</b> <i>Posters</i> <i>waste material</i> <i>pictures of dumping place</i> <i>rubbish bins</i> <i>toilet plastic bags</i>					<b>Form :</b>  <i>Oral</i>  <i>Practical</i>  <b>Method:</b>  <i>Self/Peer assessment</i>  <b>Tool :</b>  <i>Checklist</i>

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AS3: Discusses myths surrounding communicable diseases and the cause and preventions of these				Myths surrounding some communicable diseases including HIV/AIDS ( witchcraft) <b>Integration Within</b> LO3 AS 3 LO3 AS 4 LO4 AS 4 <b>HL</b> LO1 AS 1 <b>Resources</b> <i>Worksheets</i> <i>pictures</i> <i>human resources</i> <i>learners' workbooks</i>		Same as in Week 5					<b>Form :</b> <i>Oral</i> <i>Written</i> <b>Method:</b> <i>Educator</i> <i>Peer</i> <b>Tool :</b> <i>Checklist</i> <i>Anecdotal notes</i>

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AS 4: Identifies relevant people and their contact					People in the health care and safety professions like: nurses policemen social workers traditional leaders they should know their role in the society <b>Integration and Resources Same as in Week 4</b>						<b>Form :</b>  <i>Oral</i>  <i>Written</i>  <b>Method:</b>  <i>Educator</i>  <i>Peer</i>  <b>Tool :</b>  <i>Checklist</i>  <i>Anecdotal notes</i>

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<b>LO 2 SOCIAL DEVELOPMENT</b>											
AS 1: Explain leadership qualities in the school context and participate in school voting		Explains leadership in school context Explain his/her school's leadership structure Characteristics of school leader they would vote for <b>Integration Within</b> LO4 AS4 <b>Across</b> <b>HL</b> LO1 AS1 <b>HL</b> LO1 AS2 <b>HL</b> LO2 AS 5.4 <b>MATHS</b> LO1 AS 8.4 <b>Resources</b> <i>Ballot paper boxes</i> <i>a piece of cloth papers</i> <i>crayon</i> <i>pencils</i> <i>posters</i>									Form: Worksheet Method: Educator Tool: Checklist

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AS 2: Explain the meaning of and sings the National Anthem										<p>The meaning of South African Flag</p> <p><b>Integration Across GEO</b> LO1 AS 2 HL LO2 AS 8</p> <p><b>Resources</b> Maps Poster with the National Anthem worksheet on words phrases' meanings' papers pencils pens</p>	<p><b>Form :</b></p> <p><i>Oral</i></p> <p><i>Written</i></p> <p><b>Method:</b></p> <p><i>Self</i></p> <p><b>Tool :</b></p> <p><i>Checklist</i></p>

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<p>AS 3: Discusses the role of acceptance, giving, forgiveness, sharing in healthy social relationships</p>						<p>Understand that people sometimes have a different opinions about something <b>Integration Across MATHS</b> LO 4 AS 3.1 <b>A &amp; C</b> LO 1 Visual Art AS 2 <b>Resources</b> <i>Calendar posters of different religions</i> <i>diets</i></p> <p><i>Clothing decorations and worksheets for matching activity</i></p>					<p><b>Form :</b> <i>Oral</i> <i>Written</i></p> <p><b>Method:</b> <i>Self</i></p> <p><b>Tool :</b> <i>Checklist</i></p>

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AS 4: Tells stories of female and male role models from a variety of local cultures							Equality of the sexes <b>Integration</b> MATHS LO 4 AS 3.1 <b>A&amp;C</b> LO 1 Visual Art AS 1.2 <b>A&amp;C</b> LO 1 Visual Art AS2 <b>SS GEO</b> LO1 AS1 <b>FAL</b> LO2 AS 10 HL LO4 AS 4.2 <b>Resources</b> <i>Story of a prominent figure</i>  <i>calendar</i>  <i>Posters</i> <i>Crayons</i> <i>paints</i> <i>scissors</i> <i>waste material</i> <i>papers and pens</i>				<b>Form :</b>  <i>Oral</i>  <i>Practical</i>  <b>Method:</b>  <i>Self/Peer assessment</i>  <b>Tool :</b>  <i>Checklist</i>

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AS 5: Discuss diet, clothing and decorations in a variety of religious in S.A								<p>Name and describes clothes worn by different religions</p> <p><b>Integration Across MATHS</b> LO4 AS 3.1</p> <p><b>A&amp;C</b> LO1 Visual Art AS 2</p> <p><b>Resources</b> <i>Calendar posters of different religions diets</i></p> <p><i>Clothing decorations and worksheets for matching activity</i></p>			<p><b>Form :</b></p> <p><i>Oral</i></p> <p><i>Written</i></p> <p><b>Method:</b></p> <p><i>Self assessment</i></p> <p><b>Tool :</b></p> <p><i>Rating scale</i></p>

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<b>LO 3 PERSONAL DEVELOPMENT</b>											
<p>AS 1: Describes own abilities, interests and strengths</p>	<p>Understanding of what they can or cannot do(weaknesses and strengths)self assessment on what can/cannot do  <b>Integration</b>  Across  HL  LO1 AS 6  LO 2 AS 5.7  A&amp;C  LO1 Visual Art  AS 2  <b>Resources</b>  <i>Picture</i>   <i>Radio</i>   <i>music cassette</i>  <i>papers</i>   <i>magazines</i>  <i>puppets</i>  <i>worksheet</i></p>										<p><b>Form :</b>  <i>Written</i></p> <p><b>Method:</b>  <i>Teacher, Peers, Self Assessment</i></p> <p><b>Tool :</b>  <i>Rating Scale</i></p>

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AS 2: Explains why own body should be respected			<p>Ability to look after own body well, well what to do and not to do</p> <p><b>Integration</b> Same as in Week 1</p> <p><b>Resources</b> <i>Picture</i>  <i>Radio</i>  <i>music</i> <i>cassette</i> <i>papers</i>  <i>magazines</i> <i>puppets</i> <i>worksheet</i></p>								<p><b>Form :</b>  <i>Written</i>   <i>Teacher</i>  <i>Peers</i>  <i>Self Assessment</i></p> <p><b>Tool :</b>  <i>Checklist</i></p>
AS 3: Explains how he/she copes with challenging emotions including dealing with living with diseases/illness				Things to do and don't when living with a terminal illness like HIV/AIDS or cancer							<p>Forms: Oral, Written Methods: Educator / Peer Tools: Checklist</p>

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AS 4: Demonstrates assertiveness appropriate to a situation					People and places of safety when needed <b>Integration</b> Same as in Week 1 <b>Resources</b> <i>Picture</i> <i>radio</i>  <i>music</i> <i>cassette</i> <i>papers</i>  <i>magazines</i> <i>puppets</i> <i>worksheet</i>						<b>Form :</b>  <i>Written</i>  <b>Method:</b>  <i>Teacher,</i> <i>Peers, Self</i> <i>Assessment</i>  <b>Tool :</b>  <i>Rating Scale</i>

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LO 4 PHYSICAL DEVELOPMENT AND MOVEMENT											
AS 1; Demonstrates a variety of perceptual motor skills, in pairs and in team, using simple rules		Performs movement co-operatively  <b>Integration</b>  <b>Within</b>  LO 3 AS 3  Across  HL  LO 1 AS 1  NS  LO1 AS 2  <b>Resources</b>  <i>Pictures</i>  <i>Drum</i>  <i>Chairs</i>									<b>Form :</b>  <i>Practical</i>  <b>Method:</b>  <i>Educator</i>  <i>Peers</i>  <i>Group</i>  <i>Self</i>  <b>Tool :</b>  <i>Checklist</i>

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AS 2: Performs basic movements i sequence and with repetition, with and without equipment			Uses different body parts to make rhythmic movements  <b>Integration</b>  <b>Within</b>  LO 3 AS 3  Across  HL  LO 1 AS 1  NS  LO1 AS 2  <b>Resources</b>  <i>Pictures</i>  <i>Drum</i>  <i>Chairs</i>								<b>Form :</b>  <i>Practical</i>  <b>Method:</b>  <i>Educator</i>  <i>Peers</i>  <i>Group</i>  <i>Self</i>  <b>Tool :</b>  <i>Checklist</i>

			<i>Bean bags</i>								
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AS 3: Explores expressive movements using contrasts of speed, direction, body shape and position								Follow the rhythm and speed of music whilst performing different movements  <b>Refer to Week 2</b>			<b>Form :</b> <i>Practical</i> <b>Method:</b> <i>Educator</i> <i>Peers</i> <i>Group</i> <i>Self</i> <b>Tool :</b> <i>Checklist</i>