



Province of the
EASTERN CAPE
EDUCATION

LIFE SKILLS
LESSON PLAN EXEMPLARS
GRADE 2
TERM 3
2009

TABLE OF CONTENTS

CONTENT	PAGES
Introduction	3
Overview of a Learning Programme	4-7
Work Schedule	8-9
Lesson Plans Exemplars	10-25
Formal Assessment Task	26-27

INTRODUCTION

The Eastern Cape Department of Education, Curriculum Chief Directorate in collaboration with the District Curriculum Advisors developed this document to support teachers in planning for teaching, learning and assessment for effective implementation of the National Curriculum Statement in the Foundation Phase

Life Skills is one of the three Learning Programmes taught in the Foundation Phase. It deals with the holistic development of the child, socially, emotionally, personally and physically. It also provides inclusive topics or themes that are relevant to real life situation of a learner. These themes may promote literacy skills through role play drama and discussions. LO4 Physical Development will also consolidate some concepts in Mathematics and promote Numeracy skills

This document serves to assist teachers with daily teaching, learning and assessment in Life Skills for Grade 1-3. A Work Schedule for term 3 has been developed. Integration of Assessment Standard has been done for the teachers. Planning accommodates Formal Assessment Tasks (FATs) and Learner Attainment Targets as indicated in the Draft LAT document which will be finalised soon and sent to schools. Lesson plan exemplars can be adapted and refined so that they meet the needs and the context of the learner. The resources that are indicated are a guide. Teachers are at liberty to use other relevant material.

Teaching time for Life Skills is 1 hour 10 minutes daily, 2hours 50 minutes weekly in Grade1 and 2 according to National policy. This time allocation for Life Skills must be adhered to. All the lesson plans have been designed to cover Learning Outcomes and Assessment Standards for the third term according to the Work Schedule. Teachers are advised to use the Provincial Assessment Guidelines for exemplars of assessment tools.

GRADE 2

ANNUAL OVERVIEW OF A LEARNING PROGRAMME

LO1: HEALTH PROMOTION

ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS 1 – Describes sources of clean water and unclean water and simple water purification water	Sources of water	Uses of water	Purification of water	Different storage systems
AS 2 – Suggests and investigates actions to make the home and school environment healthier	Toilet routine and importance of keeping our surroundings clean	Identification of unsafe and poisonous products in the home	Basic safety related signs in their environments	Basic action in cases of emergency
AS 3 – Identifies communicable diseases and explains measures to protect self and others	Identify basic communicable diseases	Explain how diseases can be passed on from one person to another	Basic precautions against the spread of diseases	How communicable diseases be cured?
AS 4 – Identifies road signs relevant to pedestrians and explain their meanings.	Safety to road users (Recitation)	Naming of road signs	Rules for crossing the road	Explaining meaning of and importance of obeying road signs

LO2: SOCIAL DEVELOPMENT

ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS 1 – Discuss children’s rights and responsibility and participates in classroom voting.	Specific roles and responsibilities in the classroom and school	What children’s rights are and their responsibility	Cooperation with others	Participation in a classroom vote like for the class leader/president
AS 2 – Identifies national symbols and sings the National Anthem.	Drawing of South African flag	Recognises the S.A. National Anthem when it is played and sings most of the words	Understanding of different languages within the anthem. ▪ Explains some of the	Recognition of National symbols like the coat of arms

GRADE 2

ANNUAL OVERVIEW OF A LEARNING PROGRAMME

			messages in the anthem.	
AS 3 – Lists qualities of a good friend and gives reasons.	Importance of initiating friendship.	Understanding of individual uniqueness and friendship trends.	Understanding of conflict amongst friends and how to resolve it.	Same as in term3
AS 4 – Identifies values and morals from diverse south African cultures.	Understanding of own culture.	Understanding of different cultural beliefs systems.		Understanding different roles for different people amongst a variety of S.A. Cultures.
AS 5 – Describes important days from diverse religions.	Recognise some religious days like Diwali, Good Friday	Attire and diet	Understanding who celebrates these days and why.	
LO3: PERSONAL DEVELOPMENT				
AS 1 – Identifies positive aspects of self.	Positive aspects of who they are and what they can do	Recognise that they are unique and special and why.	Take pride in their achievement	Recognise and respect others
AS 2 – Describes what to do to treat own body well.	Understand why it is important to get enough sleep	Understand the need for a proper diet.	Understand the importance of exercise how it helps the body.	
AS 3 – Demonstrates and discusses emotions in various situations.	Explain what makes them happy or angry	Dealing with anger loss, sadness, etc.	Demonstration of emotional capability like kindness to others,	

GRADE 2

ANNUAL OVERVIEW OF A LEARNING PROGRAMME

AS 4 – Demonstrates appropriate behaviour in conflict situations.	Listening and respecting other people's views.	Ability to negotiate with others.	Accepting conflict as part of life and learning to deal with it.	Ability to compromise.
AS 5 – Demonstrates appropriate classroom behaviour including group work skills.	Describing own role in the classroom.	Listening to others during group in activities.	Understanding of rules like taking turns in group work.	Individual responsibility and contribution to a group activity.

LO4: PHYSICAL DEVELOPMENT AND MOVEMENT

AS 1 – Participates in a variety of indigenous outdoor games with simple rules, individually and with a partner.	Naming indigenous games they know and explaining who they played alone or with a partner.	Demonstration of various skills acquired whilst playing these games.	Designing own game to be played alone or with a partner.	Designing own game to be played alone or with a partner.
AS 2 – Participates in activities developing control, coordination and balance, actions of locomotion with equipment.	Demonstration of what own body can do.	Identification of specific areas of success in different physical activities.	Using given equipment appropriately and safely.	Using given equipment appropriately and safely.
AS 3 – Performs expressive movement/ patterns, rhythmically using various stimuli.	Uses whole body or parts of the body to express feelings.	Uses body actions to convey the mood of a song or poem.	Uses body actions to convey the mood of a song or poem.	Uses body actions to convey the mood of a song or poem.
AS 4 – Participates in structured activities using equipment.	Ability to explain rules on how to use each piece of equipment.	Selecting equipment that they are comfortable with and demonstrating how they can safely use it in activities.	Following instructions on how to use the equipment.	Following instructions on how to use the equipment.

GRADE 2 WORK SCHEDULE TERM: 3 LIFE SKILLS

WEEK 1 ME AND MY ENVIRONMENT	WEEK 2 OUR COUNTRY	WEEK 3 HEALTHY LIVING	WEEK 4 COMMUNICABLE DISEASES	WEEK 5 SAFETY
<p>LO2 SOCIAL DEVELOPMENT AS1 Discuss children’s rights and responsibilities and participates in classroom voting. CONCEPTS: Explanation of need for specific roles and responsibilities in the classroom and the school. INTEGRATION ACROSS HL LO2 AS 4.4 A&C DRAMA AS1 Resources Chart with children’s rights and responsibilities</p>	<p>LO 2 SOCIAL DEVELOPMENT. AS 2: Identifies national symbols and sings the National Anthem. CONCEPTS: Recognise the SA National Anthem when it is played and sings most of the words of the Anthem. INTEGRATION WITHIN LO3 AS5 ACROSS A&C LO2 MUSIC AS1 GEO: LO 2 AS1 HL: LO1 AS1 LO1 AS2 Resources Charts, pictures, flash cards, crayons, Map of S.A, News papers</p>	<p>LO 3 PERSONAL DEVELOPMENT. AS 1 Identify positive aspect about self Recognise that they are unique Talk through activity on women’s day. CONCEPTS: Take pride in their achievements INTEGRATION WITHIN LO4 PHYSICAL DEVELOPMENT AS2: Resources Magazines flash cards pictures of important people(Women) learners book</p>	<p>LO1 HEALTH PROMOTION AS3 Identifies communicable diseases and explains measures to protect self and others. CONCEPTS Explain how diseases can be passed on from one person to another. INTEGRATION WITHIN LO 3 PERSONAL DEVELOPMENT AS3: Demonstrate and discusses emotions in various situations. AS 4: Demonstrate appropriate behaviour in conflict situations. ACROSS SS Geo LO3 AS1 HL LO4 AS 2.1 Resources Posters, pictures, flash cards, paints, brushes and paper</p>	<p>LO1 HEALTH PROMOTION AS 4: Identifies road signs relevant to pedestrians and explains their meaning. CONCEPTS Rules for crossing the road(robots , pedestrian crossing) and also naming of the road signs that are relevant to the community. Integration Within LO3 AS5 ACROSS SS GEO LO2 AS3 A&C LO3 Visual Arts AS 1 HL LO1 AS3.2 LO4 A5, 5.4,5.5 MATHS LO3 AS5 Resources Posters, basic road signs Flash cards, crayons and pencils</p>

WEEK 6 NUTRITIOUS FOODS	WEEK 7 WORLD AROUND ME	WEEK 8 ENVIRONMENT	WEEK 9 HERITAGE	WEEK 10 HERITAGE
<p>LO 3 PERSONAL DEVELOPMENT AS 2 Describes what to do to treat own body well. CONCEPTS Understand the need for a proper diet and the importance of exercise and how it helps the body. Understand why it is important to get enough sleep. INTEGRATION WITHIN LO4 PHYSICAL DEVELOPMENT & MOVEMENT. AS 4: Participates in structured activities using equipment. Resources Magazines , scissors, glue, flash cards, ropes, bean bags, hoola hoops, radio cassette</p>	<p>LO 2 SOCIAL DEVELOPMENT AS 3 List qualities of a good friend and give reasons CONCEPTS Understanding of individual uniqueness and friendship trends INTEGRATION WITHIN LO3 AS3 Demonstrate and discusses emotions in various situations AS 4 Demonstrates appropriate behaviour in conflict situations LO4 AS1 Across ART & CULTURE LO3 DRAMA AS2 Resources Charts, flash cards, drums, shakers</p>	<p>LO1 HEALTH PROMOTION AS 2: Explains steps to ensure personal hygiene and link these steps to environmental health. CONCEPTS Identification of unsafe and poisonous products in the home INTEGRATION WITHIN LO3 PERSONAL DEVELOPMENT AS 5: Demonstrates appropriate behaviour in conflict situations. LO4 PHYSICAL DEVELOPMENT & MOVEMENT AS 2 ACROSS NS LO1 AS1 SS GEO LO3 AS1 Resources Story book, garden tool, trees posters</p>	<p>LO 2 SOCIAL DEVELOPMENT AS4 Identifies values and morals from diverse S.A cultures CONCEPTS Understanding of different cultural belief systems. Understanding of different roles for different people amongst a variety of SA cultures INTEGRATION WITHIN LO4 PHYSICAL DEVELOPMENT AND MOVEMENT AS 3; Performs expressive movements or patterns rhythmically, using various stimuli. LO3 AS5 ACROSS ART & CULTURE MUSIC AS1 HL LO1 AS1 HL LO2 AS1 Resources Charts, pictures, flash cards, Map of S.A News papers, photographs, objects used in the past Clothes worn by different cultures Food from different cultures .</p>	<p>LO 2 SOCIAL DEVELOPMENT AS 2: Identifies national symbols and sings the National Anthem. CONCEPTS Same as week 9</p>

LESSON PLAN EXEMPLAR WEEK2

TERM 3

LEARNING PROGRAMME: LIFE SKILLS

GRADE 2

DURATION: 1 WEEK 2

DAILY: 1HR 10MINS

WEEKLY: 5HRS 50 MINS

CONTEXT: OUR COUNTRY

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources
<p>LO 2 SOCIAL DEVELOPMENT AS 2 Identifies national Symbols and sings The National Anthem.</p> <p>INTEGRATION WITHIN LO 3 AS 5 ACROSS A & C LO 2 Music AS1</p>	<ul style="list-style-type: none"> ❖ Learners identify different ethnic groups in their local environment e.g. coloureds, amaXhosa, Sotho's, Zulus etc. They also name neighbouring towns in their locality. ❖ Learners name the range of religious symbols they know. Teacher tells learners that Eastern Cape is one of the 9 Provinces of South Africa with the assistance of the map. ❖ Poster presentation and discussion containing South African national symbols like: the Springbok, Blue Crane, Real Yellow wood King Protea , Galjoen fish and the South African Flag. ❖ Learners can draw the national symbols on their books. They can look at the picture of these national symbols on the worksheet. They identify and name each symbol by filling in the missing words. They can then colour the pictures. ❖ Group Activity: explain to the learners that, just as a new flag was needed for the new democratic South Africa, it was also necessary to find a National Anthem that all the population groups could 	<p>Forms : Oral presentation Discussion Written Response Project</p> <p>Method: Self Peer Group Teacher Pairs</p> <p>Tool : Checklist Observation sheet Rubric</p>	<p>Chart Pictures Flash cards Crayon Map of South Africa News papers</p>

identify with. Nkosi Sikelel'iAfrika was originally written as a prayer for all the black nations of Africa, We show our respect for, and love of our country when we sing the National Anthem. The National Anthem is always sung when visiting sports teams compete against our National teams. The National Anthem is sung in 5 languages i.e. Xhosa, Zulu, Sotho, Afrikaans and English. Learners are divided into 4. Groups each group sings its own verse then they rotate until they all know the National Anthem.

FORMAL ASSESSMENT TASK ACTIVITY 1

- ❖ *Let the learners in groups develop a collage on National symbols.*

BARRIERS:

REFLECTIONS:

LESSON PLAN EXEMPLAR WEEK 3

TERM 3

LEARNING PROGRAMME: LIFE SKILLS

GRADE 2

DURATION: 1 WEEK

DAILY: 1HR 10MINS

WEEKLY: 5HRS 50 MINS

CONTEXT: HEALTHY LIVING

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources
<p>LO3 PERSONAL DEVELOPMENT AS1 Identify positive aspects about self</p> <p>INTERGRATION WITHIN</p> <p>ACROSS A & C LO 1 Composite AS1 HL LO3 AS 5 SSHIS.LO 3 AS3</p>	<ul style="list-style-type: none"> ❖ Learners are divided into groups, each group is to discuss about themselves i.e. their clan names, things that they like and dislike, and also talk about their dress codes, facial features the colour of their hair and eyes as well as how their fingerprints differ. ❖ Introduction of new words like unique, rights, identity, self image etc using the flash cards ❖ Each learner tells each other what she's good at e.g. I can draw. I can run etc ❖ The teacher explains to the learners that every child has a right to understand that he / she is unique with own identity and that no else looks or is the same as the other one. Remind them that they may be good at different things. ❖ Teachers ask learners to each identify their role models and give reasons for their choices. 	<p>Forms : Oral presentation Discussion Practical Demonstration</p> <p>Method: Self Peer Group Teacher</p> <p>Tool : Checklist Memorandum Observation sheet</p>	<p>Magazines Flashcards Pictures of important people (Winnie Madikizela-Mandela etc) Learners books</p>

	<ul style="list-style-type: none"> ❖ <i>Pick out women from their role models and talk about the importance of women at home and how they should be treated. They must also know that women are to be respected in the same way as their men counter parts at home and in the community.</i> ❖ <i>Let learners role-play different behaviours of people it must be good or bad behaviour like sharing with each other , looking after each other, laughing together, fighting with each other, hurting each other, stealing from each other etc.</i> ❖ <i>List & write 5 things that they can do for their friend</i> 		
<p>BARRIERS:</p> <p>REFLECTIONS:</p>			

LESSON PLAN EXEMPLAR WEEK 4

TERM 3

LEARNING PROGRAMME: LIFE SKILLS

GRADE 2

DURATION: 1 WEEK

DAILY: 1HR 10MINS

WEEKLY: 5HRS 50 MINS

CONTEXT: COMMUNICABLE DISEASES

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources
<p>LO3: PPERSONAL DEVELOPMENT AS 2 Identifies communicable disease and explain measures to protect self and others.</p> <p>INTEGRATION WITHIN</p> <p>LO4 AS 1 LO 3 AS 5</p> <p>ACROSS HL LO 5 AS 1 & AS2.2 NS LO 1 AS 2.1</p>	<ul style="list-style-type: none"> ❖ .Teacher displays pictures of sick people and tells them that some illness are caused by germs (germs are tiny living things that we cannot see them with our naked eyes and can make us sick. ❖ Germs can be transmitted through different ways e.g. spitting, blood , our body waste etc ❖ Introduction of microscopes and electron micrographs as the instrument to see the germs and how to use them. ❖ Let learners draw their own germs. This is a fun activity, learners do not have real germs they should try to imagine funny, ugly little creatures. ❖ Learners role-play being ‘germs’ and ‘patients’ in groups. One can be the patient attacked by germs. The germs should all make funny noises and look bad and ugly. Learners could make masks of germ faces for this role play. As the learners share their ideas, ask them more questions so that you can guide them to give answers and find out things for themselves. For example, if a learner says, ‘Germs make you sick’ Then ask, What are germs? Why can’t we see germs? ❖ Talk about precautions 	<p>INFORMAL Forms : Oral presentation Discussion Dramatisation Matching Drawing Debate Painting</p> <p>Method: Self Peer Group Teacher Pairs</p> <p>Tool : Checklist Observation sheet</p>	<p>Posters Pictures Flash cards Paints Brushes Pieces of papers Comic strips Books</p>

	<ul style="list-style-type: none"> ❖ <i>Do's and dont's when handling the blood and HIV people</i> ❖ <i>Talk about measures to be taken to prevent the spread of diseases</i> <p>FORMAL ASSESSMENT TASK ACTIVITY 2</p> <ul style="list-style-type: none"> ❖ <i>Draw different flow diagrams with different illnesses, let learners fill in symptoms for each illness.</i> 		
<p>BARRIERS:</p> <p>REFLECTIONS:</p>			

LESSON PLAN EXEMPLAR WEEK 5

TERM 3

LEARNING PROGRAMME: LIFE SKILLS

GRADE 2

DURATION: 1 WEEK

DAILY: 1HR 10MINS

WEEKLY: 5HRS 5 MINS

CONTEXT: SAFETY

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources
<p>LO1 HEALTH PROMOTION AS 4: Identifies road signs relevant to pedestrians and explain their meaning.</p> <p>INTEGRATION:</p> <p>WITHIN LO3 AS 5</p> <p>ACROSS SS GEO. LO2 AS 3</p> <p>A & C LO3 Visual Arts AS 1</p> <p>HL LO 1 AS 3.2 LO4 AS5, 5.4 & 5.5</p> <p>MATHS LO3 AS 5</p>	<ul style="list-style-type: none"> ❖ Learners brainstorm as many road signs they come across with on their way to school. ❖ Presentation of the poster and ask them questions about the poster e.g <ul style="list-style-type: none"> • . What shapes do you see? (triangles, circles ,rectangles and octagon) • What colours are the signs? • What pictures can you see on the signs? (scholar patrol, bicycles pedestrian crossing etc) • Have you seen these road signs before? If so where? • What do you think each road sign mean? Why is it important to obey road signs? ❖ Teach the learners the road safety song with the tune “Twinkle, twinkle little star.” With actions ❖ Design a safe crossing poster (Group activity)In their groups learners should plan and produce a poster to show other learners a safer place to cross a road e.g. a scholar patrol, pedestrian crossing, traffic lights & stop sign.) ❖ Their posters must show at least one road sign. Encourage learners to be creative and have fun. 	<p>METHODS</p> <p>Teacher Groups Peer Individual</p> <p>FORMS</p> <p>Oral Presentation Practical Demonstration Written Response</p> <p>TOOLS</p> <p>Rubric Checklist Observation Sheet Memorandum</p>	<p>Posters Basic Road Signs Flash cards Crayons Pencils Workbooks</p>

	<ul style="list-style-type: none">❖ <i>Learners go on excursion where they will be practising practical road safety rules & signs outside.</i>❖ <i>Complete sentences about road safety</i>		
BARRIERS:			
REFLECTIONS:			

LESSON PLAN EXEMPLAR: WEEK 6

TERM 3

LEARNING PROGRAMME: LIFE SKILLS

GRADE 2

DURATION: 1 WEEK

DAILY: 1HR 10MINS WEEKLY: 5HRS 50 MINS

CONTEXT: KEEPING HEALTHY

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources
<p>LO 3 AS2 : Describe what to do to treat own body well.</p> <p>INTEGRATION WITH INLO4 AS 3 & 4 ACROSS</p>	<ul style="list-style-type: none"> ❖ Talks about caring for you, what can you do for yourself? ❖ Learners are made aware of the need for a proper diet. (balanced meals for the whole day.) ❖ Learners are given magazines to cut and categorise types of nutritious foods eg proteins, carbohydrates, vitamins etc.in a separate poster and label the pictures. They display the posters on the wall and allow the learners to walk around the room and look at all of them ❖ Let learners understand the importance of body exercise and its effects on our health and well being. ❖ Learners will now be engaged on practical body exercise outside using equipment and without equipment. ❖ Awareness of children getting enough sleep ie benefits of sleeping in time and getting up at a reasonable time <ul style="list-style-type: none"> ❖ Make learners aware of dangers of junk food and smoking. 	<p>INFORMAL</p> <p>Forms : Practical & Oral presentation Discussion</p> <p>Method: Self Peer Group Teacher</p> <p>Tool : Checklist Observation sheet Rubric</p>	<p>Magazines Scissors Glue Flash cards Ropes Beanbags Hoola hoops Radio cassette Drums</p>
<p>BARRIERS: REFLECTIONS:</p>			

LESSON PLAN EXAMPLER WEEK 7

TERM 3

LEARNING PROGRAMME: LIFE SKILLS

GRADE 2

DURATION: 1 WEEK

DAILY: 1 HOUR 10 MINS

WEEKLY 5 HOURS 5 MINS

CONTEXT: WORLD AROUND ME

LEARNING OUTCOMES and Assessment Standards	Learning Activities	Details of Assessment	Resources
<p>LO 2 SOCIAL DEVELOPMENT</p> <p>AS 3 List qualities of a good friend and give reasons</p> <p>INTEGRATION WITHIN:</p> <p>LO 3</p> <p>AS 3 Demonstrates and discusses emotions in various situations.</p> <p>AS 4 Demonstrates appropriate behaviour in</p>	<ul style="list-style-type: none"> ❖ Brainstorm what children consider as characteristics of a good friend and what they like doing with their friends. ❖ Learners write sentences on what they like doing with their friends ❖ Group activity learners are divided into groups where each group will highlight how they perceive as characteristics of a good friend. ❖ Peer pressure is addressed in each group. ❖ A song or a rhyme on friends. ❖ Engage learners on how to treat their friends in a nasty & loving ways. 	<p>FORMS</p> <p>Oral Response</p> <p>Written Work</p> <p>Discussion</p> <p>Dramatisation</p> <p>METHODS</p> <p>Teacher</p> <p>Group</p> <p>Peer</p>	<p>Charts</p> <p>Flash cards</p> <p>Drums</p> <p>Shakers</p>

<p>conflict situations.</p> <p>LO 4</p> <p>AS 1 Participates in a variety of indigenous outdoor games with simple rules, individually and with a partner.</p> <p>Across:</p> <p>A & C</p> <p>LO3 DRAMA</p> <p>AS. 2: Uses events and experiences from own life as a basis for dramatic play</p>	<p>FORMAL ASSESSMENT TASK ACTIVITY 3</p> <ul style="list-style-type: none"> ❖ Divide the class into groups and give them enough cards written the following feelings: happy, cross, hating, loving, scared, sad, bored, worried, tired, excited etc. To discuss and even dramatise (using different facial expressions) in the end learners must be taught to be able to tell when things aren't well <p>FORMAL ASSESSMENT TASK ACTIVITY4.</p> <ul style="list-style-type: none"> ❖ Learners are engaged in activities for body movement they move rhythmically in time to the beat of a percussion instrument or the clapping of your hands. 	<p>Individual</p> <p>TOOLS</p> <p>Observation Sheet</p> <p>Checklist</p> <p>Rubric.</p>	
<p>BARRIERS:</p> <p>REFLECTIONS:</p>			

LESSON PLAN EXEMPLAR WEEK 8

TERM 3

LEARNING PROGRAMME: LIFE SKILLS

GRADE 2

DURATION: 1 WEEK

DAILY: 1 HOUR 10 MINS

WEEKLY 5 HOURS 5 MINS

CONTEXT: ENVIRONMENT

LEARNING OUTCOMES and Assessment Standards	Learning Activities	Details of Assessment	Resources
<p>LO 1 AS2 Suggests and investigates actions to make the home and school environment healthier.</p> <p>INTEGRATION:</p> <p>Within:</p> <p>LO 4 AS 2</p> <p>Across:</p> <p>SS Geo LO 3 AS 1</p>	<ul style="list-style-type: none"> ❖ Teacher ask learners on how to keep the school and their homes healthy e.g. collecting waste material like tins, papers ,plastics, bottles etc and make use of them. ❖ Learners are taken outside the classroom to observe nature, and discuss trees, grass, Mountains Rivers etc and state their findings. ❖ Teacher reads a story about caring for our soil. Learners answer questions from the story. ❖ Learners are taken through the importance of having plants and trees both at school and at home ❖ Identification & description of environmental issues in the place where learners live. ❖ Describe factors leading to the problems encountered in the environment.ie (the school and home) 	<p align="center">FORMS</p> <p>Oral & Practical Response Discussion Observation Project</p> <p align="center">METHODS</p> <p>Teacher Group Peer</p>	<p align="center">Trees</p> <p align="center">Story book</p> <p align="center">Garden tools</p> <p align="center">Waste material</p> <p align="center">Posters</p>

NS LO1 AS1	❖ Learners participate in the tree planting ceremony.	Individual TOOLS Checklist Observation Sheet	
BARRIERS: REFLECTIONS:			

LESSON PLAN EXEMPLAR WEEK 9& 10

TERM 3 LEARNING PROGRAMME: LIFE SKILLS

GRADE 2

DURATION: 2 WEEKS

DAILY: 1HR 10MINS WEEKLY: 5HRS 50 MINS

CONTEXT: HERITAGE

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources
<p>LO 2 SOCIAL DEVELOPMENT AS 4 Identify values and morals from diverse S A cultures</p> <p>AS 2 Identifies national Symbols and sings The National Anthem.</p> <p>AS 5 Describe important days from diverse religions.</p> <p>INTEGRATION WITHIN ACROSS LO 3 AS 5 A & C LO 2 Music AS1 LO4 AS1,2,3 &4</p> <p>ACROSS</p>	<ul style="list-style-type: none"> ❖ Recognition of the national symbols like the coat of arms ❖ Drawing of the SA flag ❖ Recognizing the SA national anthem when it is played. ❖ Sing most of the words of the anthem ❖ Understanding of different languages within the anthem ❖ Understanding of different. cultural belief systems ❖ Understanding different roles for different people amongst a variety of SA cultures. ❖ Recognize some religious days like Diwali, Good Friday etc 	<p>Forms : Oral presentation Discussion Written Response Project</p> <p>Method: Self Peer Group Teacher Pairs</p> <p>Tool : Checklist Observation sheet Rubric</p>	<p>Chart Pictures Flash cards Crayon Map of South Africa News papers</p>

<p>ART & CULTURE LO3 AS2</p>	<ul style="list-style-type: none"> ❖ <i>Discuss attires worn by different people e.g. Xhosa people</i> ❖ <i>Divide the class into groups and they dance according to different cultures e.g. Zulus, Xhosas, Indians etc</i> ❖ <i>Talk about initiation ceremonies</i> ❖ <i>Understand who celebrates these days and why.</i> ❖ <i>Bring to school objects or photographs that were used in olden days and talk about them e.g. calabash, three legged pot etc.</i> ❖ <i>Displaying objects that represent your family's past.</i> ❖ <i>Let learners dramatise xenophobia with the aim of educating them on tolerance.</i> ❖ <i>Cultural Day where learners & educators will celebrate the cultural day i.e. dress code & different cultural dishes and dances.</i> 		
<p>BARRIERS:</p> <p>REFLECTIONS:</p>			

FORMAL ASSESSMENT TASK

TERM 3

GRADE 2

WEEK	LO'S &	AS'S	FAT	ATTAINMENT TARGETS	ACTIVITIES	FORM	TOOL
2	LO 3	AS 5	1	Understanding of different languages within the Anthem Identifies national symbols and signs	FAT1: Activity 1 Group activity Learners in groups develop a collage n National Symbols	Project	Rubrics
4	LO3	AS 2	1	Basic precautions against the spread of diseases	FAT1: Activity 2 Draw different flow diagrams with different illnesses , learners fill in symptoms for each disease indicated on their books ((Mind Maps)	Written	Memorandum
7	LO 2	AS 3	1	Demonstrates and discusses emotions in various situations	FAT1: Activity 3 Divide the class into groups and give them enough cards written the following feelings: happy, cross, hating, loving, scared, sad, bored, worried, tired, excited etc. To discuss and even dramatise (using different	Oral /dramatisation	Checklist / Rubric

					facial expressions) in the end learners must be taught to be able to tell when things aren't well.		
7	LO4	AS1		Participate in a variety of indigenous outdoor games with simple rules, individually and with a partner	FAT1: Activity 4 Learners are engaged in activities for body movement they move rhythmically in time to the beat of a percussion instrument or the clapping of your hands	Demonstration	Observation Sheet