



Province of the
EASTERN CAPE
EDUCATION

LIFE SKILLS
LESSON PLAN EXEMPLARS
GRADE 1
TERM 4
2009

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NOTE TO SCHOOL MANAGEMENT TEAMS AND TEACHERS IN THE FOUNDATION PHASE

The exemplar Life Skills Lesson Plans for **Grade 1 teachers** were developed by the Provincial Foundation Phase Curriculum Advisors and Foundation Phase teachers. This is intended to support teachers in the Planning, Teaching and Assessment process for Term 4.

We trust that these support materials will provide the necessary clarity and guidance for teachers to manage the NCS implementation process successfully and confidently.

It is the responsibility of the School Management Team to monitor and support teachers in the use of these resources. The teachers are responsible for using these resources to manage the Planning, Teaching and Assessment process successfully in the classroom. These are **exemplars** that are aligned to National Policies and prescripts and teachers are encouraged to use and adapt these lessons to suit the needs and context of the learners and their school.

If schools need more clarity and guidance on the use of these Resource Materials, the District and Provincial Offices can be contacted.

We trust that every school will now be better equipped to improve learner performance in the Foundation Phase.

Yours in Quality Education



Dr T Reddy
CES: ECD/Foundation Phase
Head Office

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, 5 hours 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 fourth term according to the Work Schedule. Teachers are advised to use the Provincial Assessment Guidelines for exemplars of assessment tools.

GRADE 1				
ANNUAL OVERVIEW OF A LEARNING PROGRAMME				
LO 1: HEALTH PROMOTION				
ASSESSMENT STANDARD	TERM 1	TERM 2	TERM 3	TERM 4
AS 1 – Identifies nutritious sources from range of foods and drinks.	Recognise good food.	Nice food but not really good.	Develop good nutrition habits.	Food groups categorise and classify.
AS 2 - Personal hygiene and steps to link to Environmental. Health.	Keeping hands clean. Proper use of toilets	Link: habits – using dustbin and cleanliness. ENVIRONMENTAL WEEK	Health habits and behaviours – affects on environment.	Health habits and behaviours – affects on environment.
AS 3 – Communicable diseases: Safety and precautions.	Basic safety habits. Sneezing – cover mouth and coughing Sick friend – stay away	Importance of keeping away from dirt. Continue basic safety habits.	Basic knowledge and skills about communicable diseases	Same as in Term 3
AS 4 – Route to school : Dangers and Precautions.	Crossing the road. Looking left, right and left again and also ask Adult for direction	Colours of the robot.	Taking care of themselves wherever they go e.g. getting out of a transport to school and reaching home early and safe.	Not talking and riding with strangers
AS 5 – Sexual abuse and reporting.	What is sexual abuse and recognise sexual abuse and what to do	Activities accompanying sexual abuse: - bribery and threats	Who to ask for help (talk or call)	Where and how to report sexual abuse cases
LO 2: SOCIAL DEVELOPMENT				
AS 1 – Classroom rules and school rules and	Saying why school	Mentioning 3 school	Listing class rules.	Class and school rules

GRADE 1				
ANNUAL OVERVIEW OF A LEARNING PROGRAMME				
importance.	rules are important to obey/disobey	rules. Obey/disobey (affect).	Obey/disobey	(Remind) Consequences of obeying and disobeying.
AS 2 – Identifies, draws and colours the S.A. Flag.	Counting the number of colours on flag and listing colours	Identify and drawing of the S A flag with free hand	Identifying shapes in the flag. Colour.	Identifying shapes in the flag Colours continue.
AS 3 – Relationships: family, extended family, school and broader community.	Explore a variety of family living conditions and draw and count family members	Mention family, like cousins and explain relationships with them	Identifying different people in the school environment.	Identifying different Members of the community and explain where they live.
AS 4 – Sequencing pictures of stories with a moral value (S.A. Cultures).	Give examples of S.A. Stories	Identify stories from a range of cultures. Africa Day Celebrations	Identify different and similarities between stories from different cultures.	Identify differences and similarities between stories from different cultures continued.
AS 5 – Matches symbols associated with a range of religions in S.A.	Respecting other people's religious beliefs	Identify holidays celebrated by different religions and cultures	Match some cultural behaviours to specific religious beliefs	Continue same as Third Term.
LO 3: PERSONAL DEVELOPMENT				
AS 1 – States personal details.	Respond when own name is called. Recognises own name in written form. Describe the meaning of their names.	Say where he or she lives (Street house number). Describe where they live (landmarks).	Describe different houses and homes.	Third Term Continued.

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ANNUAL OVERVIEW OF A LEARNING PROGRAMME				
	Likes and dislikes			
AS 2 – Describe own body in a positive way.	Names different parts of the body.	Say what different parts can do.	Name and describe 5 senses and body parts.	Explain work together.
AS 3 – Shows and identifies different emotions and respect for living things.	Identify different emotions.	Describe features related to each emotion.	Demonstrate physically what is involved in each emotion.	Understand the concept of self-discipline.
AS 4 – Copes with anger and disagreement in a non-destructive way.	Different techniques of coping with anger.	Identifies different options to deal with anger and frustration.	Explain the negative effects of acting out of anger.	Third Term Continued.
AS 5 – Manages the changed environment of class and the school.	Understand that the school is a community of learners, teachers and other adults.	Understanding classroom routine.	Identify and participate in different roles in classroom activities.	List things they learn and how they learn them in class and school.
LO4: PHYSICAL DEVELOPMENT				
AS 1 – Demonstrate ways of throwing, striking, rolling, bouncing – moving with a ball.	Ability to throw, strike, roll, bounce or catch a ball.	Individual capability in given physical activities.	Individual style and skills in physical activities.	Term 3 Continued.
AS 2 – Uses combination of body parts to locomote, rotate, elevate and balance with or without equipment.	Use the body or parts of the whole body.	Individual capability in given physical activities.	Judging and space aligned with body movements.	Term 3 Continued.
AS 3 – Responds to a variety of stimuli and express a range of different moods and feelings through movement.	Use of whole body parts of the body to express feelings.	Term 1 Continued.	Use of body actions to convey the mood of a song/poem or music.	Term 3 Continued.
AS 4 – Participate in free play activities using a variety of equipment.	Independent use of equipment (with	Sharing and taking turns with equipment.	Caution whilst using various	Term 3 Continued.

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ANNUAL OVERVIEW OF A LEARNING PROGRAMME			
	supervision).		equipment.

Work Schedule Grade 1 Term 4

WEEK 1	WEEK 2	WEEK 3	WEEK 4
	DIFFERENT CULTURES	POLLUTION	POLLUTION (CONTINUED)
Consolidation of previous term's work	<p>LO 2: As. 2. Identifies, draws and colours the S A Flag.</p> <p>As 3: Explains relationship with members of the family, extended families, school and broader community.</p> <p>As 4: Sequences pictures of stories with a moral value from a range of S A cultures, including own culture.</p> <p>As 5: Matches symbols associated with a range of religions in S A.</p> <p>CONCEPTS: Identifies shapes in the flag, colours -----.</p> <p>INTERGRATION :</p> <p>WITH IN LO3 As 3 Copes with anger and disagreement in non-destructive ways.</p> <p>SS HIS. : LO-2 As 1</p> <p>HL LO5 As 3 & 3.1</p> <p>ASSESSMENT STRATEGIES : FORMS</p> <p>TOOLS</p> <p>METHODS</p>	<p>LO 1 As 2: Explains steps to ensure personal hygiene and links these steps to environmental health.</p> <p>As 3: Distinguishes between situations that are safe and those that require precautions against communicable diseases.</p> <p>CONCEPTS: Basic knowledge and skills about communicable diseases.</p> <p>INTEGRATION:</p> <p>WITH IN : LO4 As 2</p> <p>ACROSS :EMS LO1 As 6</p> <p>HL LO1 As 1 & 2</p> <p>MATHS LO 5 As 5</p> <p>SS GEO .LO 3 As 1, 2 & 3</p> <p>TECH.MAKE LO 1 As 1</p> <p>ASSESSMENT STRATEGIES: FORMS</p> <p>TOOLS</p> <p>METHODS</p>	<p>LO 1 As 2: Explains steps to ensure personal hygiene and links these steps to environmental health.</p> <p>As 3: Distinguishes between situations that are safe and those that require precautions against communicable diseases.</p> <p>CONCEPTS: Basic knowledge and skills about communicable diseases.</p> <p>INTEGRATION:</p> <p>WITH IN : LO4 As 2</p> <p>ACROSS :EMS LO1 As 6</p> <p>HL LO1 As 1 & 2</p> <p>MATHS LO 5 As 5</p> <p>SS GEO .LO 3 As 1, 2 & 3</p> <p>TECH.MAKE LO 1 As 1</p> <p>ASSESSMENT STRATEGIES: FORMS</p> <p>TOOLS</p> <p>METHODS</p>

WEEK 5	WEEK 6	WEEK 7	WEEK 8
ANNUAL NATIONAL ASSESSMENT	HOBBIES	PEOPLE IN OUR COMMUNITY	CELEBRATIONS
	<p>LO 4 PHYSICAL DEVELOPMENT</p> <p>As 4: Participates in free play activities using a variety of equipment.</p> <p>CONCEPTS: Caution whilst using various equipment.</p> <p>INTEGRATION</p> <p>WITHIN:</p> <p>LO 1 As 1 Identifies nutritious choices from a range of commonly foods and drinks.</p> <p>LO 3 As 1 States personal details.</p> <p>ACROSS :</p> <p>A & C MUSIC LO 3 As 1</p> <p>HL LO 1 As 1</p> <p>EMS LO 2 As 5</p> <p>HL LO 1 As 1</p> <p>NS LO1 REVIEWS As 1</p> <p>ASSESSMENT STRATEGIES</p> <p>FORMS</p> <p>TOOLS</p> <p>METHODS</p>	<p>LO 1 HEALTH PROMOTION</p> <p>As 5: Recognises situations that may be, or may lead to , sexual abuse, and names a person to whom this can be reported.</p> <p>CONCEPTS: Where and how to report sexual abuse cases.</p> <p>INTEGRATION :</p> <p>WITHIN : LO 4 As 3</p> <p>ACROSS :</p> <p>HL LO4 As 3</p> <p>HL LO 1 As 3</p> <p>ASSESSMENT STRATEGIES :</p> <p>FORMS</p> <p>TOOLS</p> <p>METHODS</p>	<p>LO 2 SOCIAL DEVELOPMENT</p> <p>As 5 Matches symbols associated with a range of Religions in S A.</p> <p>CONCEPTS: Match some cultural behaviour to specific religious beliefs.</p> <p>INTEGRATION</p> <p>WITH IN : LO4 AS 4</p> <p>LO 3 As 1 & 4</p> <p>ACROSS :</p> <p>A & C DRAMA LO 3 As 1</p> <p>MUSIC LO3 As 1 & 2</p> <p>S S HIIS. LO 3 As 1 , 2 & 3</p> <p>ASSESSMENT STRATEGIES</p> <p>FORMS</p> <p>TOOLS</p> <p>METHODS</p>

LESSON PLAN EXEMPLAR WEEK 2
LEARNING PROGRAMME: LIFE SKILLS

TERM 4
GRADE 1

DURATION: 1 WEEKDAILY: 1HOUR 10MINS WEEKLY: 5HRS 5MINS CONTEXT: DIFFERENT CULTURES

Learning Outcomes & Assessment Standards	Learning Activities	Details of Assessment
<p>LO2Social Development AS2: Identifies draws and colours the South African flag. AS 3: Explains relationships with members of the families, extended family, school and broader community. AS 4: Sequences pictures of stories with a moral value from a range of South African cultures, including own culture. AS 5: Matches symbols associated with a range of religions in South Africa.</p> <p>INTEGRATION: ACROSS: MATHS : LO 3: AS1 LO 5 AS 2 SS. History LO 3 AS 1 HL LO1 AS 2</p>	<ul style="list-style-type: none"> ❖ Tell learners that all countries have a national flags and explain that this is a symbol (or sign) for a country. ❖ Show them flags of different countries. ❖ Talk about colours and shapes used on the flag. ❖ Look at the SA flag: <ol style="list-style-type: none"> 1 The colours of the flag. 2 Finding colours 3 the triangles in the flag. 4 Making triangles with our hands and bodies 5 Colouring in ❖ Show the learners the pictures of different families each learner must say the number of their family members. ❖ Learners discuss their position and their duties in the family ❖ They draw pictures of their families. ❖ Let them talk about their own lives. What they can remember of their experiences. ❖ They can draw their family trees. ❖ Let them retell the stories they have been told by their grandmothers or grandfathers. 	<p>FORMS: Oral Discussion Singing Project</p> <p>METHODS: Group Teacher self</p> <p>TOOLS: Observation sheet Checklist.</p>

RESOURCES: flags of different countries, worksheets, pictures of different families, family tree		
REFLECTIONS AND BARRIERS:		

LESSON PLAN EXEMPLAR WEEK 3 & 4
LEARNING PROGRAMME: LIFE SKILLS

TERM 4
GRADE 1

DURATION: 2 WEEKS DAILY: 1 HOUR 10 MINS WEEKLY: 5 HRS 5 MINS

CONTEXT: POLLUTION

Learning Outcomes & Assessment Standards	Learning Activities	Details of Assessment
<p>LO1 HEALTH PROMOTION AS 2: Explains steps to ensure personal hygiene and links these steps to environmental health AS 3: Distinguishes between situations that are safe and those that require precautions against communicable diseases.</p> <p>INTEGRATION: ACROSS: SS Geo. LO 3 AS 1 & 3 HL LO 1 AS 1 MATHS LO 5 AS 1</p>	<ul style="list-style-type: none"> ❖ Create a scenario where paper plates are left with different leftovers over the weekend e.g. apple, chicken, meat, milk, bread and stamped mealies with beans (Air Pollution) ❖ Also if they are thrown in the grounds they will cause the land pollution. ❖ If we burn them they will cause air pollution , so the best way is to make a compost in our school garden. <p>Formal Assessment Task Activity 1</p> <ul style="list-style-type: none"> ❖ Ask the following questions:- <ol style="list-style-type: none"> 1. Are there ants and flies? 2. How many? 3. Has anything changed colour? 4. What has happened to the milk? 5. Does anything have a bad smell? 6. Learners in groups discuss what they observe in each plate with leftovers. 7. Is it safe to eat food that has a bad smell? Why? 8. Why is it not good for us to sleep in an overcrowded room? 9. Why do we put a hand or handkerchief on our mouths when we cough or sneeze? 	<p>FORMS: Oral Discussion Singing Project</p> <p>METHODS: Group Teacher self</p> <p>TOOLS: Observation sheet Checklist.</p>

RESOURCES: paper plates, food, flash cards, pictures		
REFLECTION:		

LESSON PLAN EXEMPLAR WEEK 5
LEARNING PROGRAMME: LIFE SKILLS

TERM 4
GRADE 1

DURATION: 1 WEEK DAILY: 1 HOUR 10 MINS WEEKLY: 5 HRS 5 MINS

CONTEXT: CELEBRATIONS

Learning Outcomes & Assessment Standards	Learning Activities	Details of Assessment
<p>LO2 Social Development AS2: Identifies draws and colours the South African flag. AS 3: Explains relationships with members of the families, extended family, school and broader community. AS 4: Sequences pictures of stories with a moral value from a range of South African cultures, including own culture. AS 5: Matches symbols associated with a range of religions in South Africa.</p> <p>INTEGRATION: ACROSS: MATHS : LO 3: AS1 LO 5 AS 2 SS. History LO 3 AS 1 HL LO1 AS 2</p>	<ul style="list-style-type: none"> ❖ Make learners aware of the different national flags and explain that this is a symbol (or sign) for countries. They must look at flags for different countries they discuss colours and shapes used on different flags. ❖ Let them look at the S A flag i.e. colours, shapes, and dominating colours. ❖ They can even use stones to model the S A flag on the ground. ❖ Show learners the pictures of different families. ❖ Each learner to say the number of members of their families. <ul style="list-style-type: none"> ❖ Learners discuss their position and their duties in the family ❖ They draw pictures of their families. ❖ Let them talk about their own lives. What they can remember of their experiences. ❖ They can draw their family trees. ❖ Let them retell the stories they have been told by their grandmothers or grandfathers 	<p>FORMS: Oral Discussion Singing Project</p> <p>METHODS: Group Teacher self</p> <p>TOOLS: Observation sheet Checklist.</p>
<p>RESOURCES: stones, pictures of different families, S.A flag</p>		
<p>REFLECTION AND BARRIERS:</p>		

LESSON PLAN EXEMPLAR WEEK 6
LEARNING PROGRAMME: LIFE SKILLS

TERM 4
GRADE 1

DURATION: 1 WEEK DAILY: 1 HOUR 10 MINS WEEKLY: 5 HRS 5 MINS

CONTEXT: HOBBIES

Learning Outcomes & Assessment Standards	Learning Activities	Details of Assessment
<p>LO 4: Physical Development AS 4: Participates in free play activities using a variety of equipment. CONCEPTS: Caution whilst using various equipment.</p> <p>INTEGRATION WITHIN: LO 1 As 1 Identifies nutritious choices from a range of commonly foods and drinks. LO 3 As 1 States personal details.</p> <p>ACROSS : A & C MUSIC LO 3 As 1 HL LO 1 As 1 EMS LO 2 As 5 HL LO 1 As 1 NS LO1 REVIEWS As 1</p>	<ul style="list-style-type: none"> ❖ Make learners know that they are special; each individual has a different gifts and likes. ❖ Highlight the importance of play or exercise for our bodies i.e. effects and body development ❖ Divide learners into groups and give them different equipment. ❖ Give each group instructions on what to do in each group, they must rotate at intervals. ❖ Make them aware of good eating habits as it goes hand in glove with exercise. ❖ Stress the importance of drinking water instead of juice & fizzy drinks. ❖ Let them sing songs whilst participating in free play. <p>Formal Assessment Task Activity 2</p> <ul style="list-style-type: none"> ❖ Talk about the word “ Hobbies” things one enjoys doing e.g. swimming, cooking, playing soccer, watching TV etc. Let learners write or draw their hobbies in their books 	<p>FORMS: Oral Practical</p> <p>METHODS: Group Teacher</p> <p>TOOLS: Observation sheet Checklist.</p>
<p>RESOURCES: bean bags, hoola hoops, skipping ropes, balls</p>		
<p>REFLECTIONS AND BARRIERS:</p>		

LESSON PLAN EXEMPLAR WEEK 7
LEARNING PROGRAMME: LIFE SKILLS

TERM 4
GRADE 1

DURATION: 1 WEEK DAILY: 1 HOUR 10 MINS WEEKLY: 5 HRS 5 MINS CONTEXT: PEOPLE IN OUR COMMUNITY

Learning Outcomes & Assessment Standards	Learning Activities	Details of Assessment
<p>LO 1 HEALTH PROMOTION As 5: Recognises situations that may be, or may lead to, sexual abuse, and names a person to whom this can be reported. CONCEPTS: Where and how to report sexual abuse cases. INTEGRATION : WITHIN : LO 4 As 3</p> <p>ACROSS : HL LO4 As 3 HL LO 1 As 3</p>	<ul style="list-style-type: none"> ❖ Make learners free to talk about their feelings a teacher can use pictures of different facial expressions. ❖ They can match feelings with pictures, e.g. said, happy, scared etc. ❖ A song will be sung about my body ,must be made aware of the fact they that his /her body belongs to her , and no one must touch it accept the medical doctor. Their private parts must not be touched. ❖ Write telephone numbers that the learner will need to know on the board and let them copy the numbers into their books. Talk about the people who you can report any kind of abuse ❖ The Rhyme Don't touch me here and here I will call the police the number is 10111 when singing they do actions. ❖ The chart with pictures of Police man , Nurse, Doctor, etc. will be brought to class.The learners will answer questions on the pictures. ❖ Organise a Social worker and a Policeman to educate young learners on abuse and its implications. ❖ Give them a project to collect pictures of important people of their environment. 	<p>FORMS: Oral Discussion Singing Project</p> <p>METHODS: Group Teacher self</p> <p>TOOLS: Observation sheet Checklist.</p>

	<ul style="list-style-type: none"> ❖ Formal Assessment Task Activity 3 ❖ Each group is given one emergency number. They need to copy the name of the service and the number on their posters. They also need to draw a picture or find pictures in magazines about people who render services to people: <ul style="list-style-type: none"> -the number must be big and easy to see and to read -the numbers must be correct. Each member of the group should check this The name of the service must be big and clear so that everyone can read it even from far away ❖ 	
<p>RESOURCES: posters, pictures of important people, magazines</p>		
<p>REFLECTIONS AND BARRIERS:</p>		

Weeks	LO	AS	FAT	ACTIVITY	FORM	TOOL
3&4	1	2	1	FAT 1 :Activity 1 They answer questions on Pollution	Oral	checklist
6	4	4	1	FAT 1: Activity 2 Learners draw their hobbies	written	Checklist/rating scale
7	1	5	1	FAT 1: Activity 3 They make a poster of emergency numbers and people who render services	Poster	Rubric
8	2	5	1	FAT 1: Activity 4 Make celebration cards	Practical	Rubric