



Province of the
EASTERN CAPE
EDUCATION

LIFE SKILLS
LESSON PLAN EXEMPLARS
GRADE 2
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 2 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, 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 fourth 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	Different storage systems	Purification of water
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 emergent
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 messages in the anthem.	Recognition of National symbols like the coat of arms
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 and how
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	Things that they are good at (Hobbies)

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,	
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	Following instructions on how to use the equipment.	Following instructions on how to use the equipment.

		activities.		
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LIFE SKILLS: GRADE 2 WORK SCHEDULE TERM: 4

WEEK 1	WEEK 2 (Different Culture)	WEEK 3 & 4(Pollution)	WEEK 5 (Annual National Assessment)
<p>CONSOLIDATION OF TERM 3 WORK</p> <p>AS 2 – Identifies national symbols and sings the National Anthem.</p> <p>Concept Recognition of National symbols like the coat of arms</p>	<p>LO 2 Social Development AS 4 Identifies values and morals from diverse South African Cultures AS 4 Describes important days from diverse religions</p> <p>Concept Understanding different roles for different people amongst a variety of S.A Cultures</p> <p>Integration Within LO 4 AS Across Social Sciences History LO 3 AS1 Retells a story about people and events in the past Art & Culture LO3 Participating and Collaborating AS Listen and shares different and similar cultural experiences HL LO1 Listening AS Demonstrate appropriate listening behaviour by showing respect for the speaker LO2 Speaking AS Uses appropriate language for different purposes and with different people(e.g. interviews people, role play)</p>	<p>LO 1 Health Promotion AS 2 Suggests and investigates action to make the home and the school environment healthier Concept: basic safety signs in their environment</p> <p>Integration Within AS1 Describes sources of clean and unclean water and simple water purification Across Art & culture LO 2 Reflecting Visual Art AS 1 Discusses and offers opinions on own and other's artwork, artefacts and craft found in the immediate environment Social Sciences GEO LO3 Exploring Issues AS1 Identifies and describes environmental issues in the place where the learner lives or goes to school AS 2 Describes the factors leading to the problem or issue AS 4 suggest things that could be done to solve the problem and improve the place in which learners live Technology LO 1 MAKES AS1 Expresses how products are going to be made AS2 makes products safely from different material following different steps</p>	<p>Annual National Assessment FFL LITERACY AND NUMERACY</p>

WEEK 6 (Hobbies)	WEEK 7 People in our Community	WEEK 8 (Celebrations)	WEEK 9
<p>LO3 AS1 Identifies positive aspects of self</p> <p>Concept Positive aspect of who they are and what they can do</p> <p>Integration WITHIN</p> <p>LO4 PHYSICAL DEVELOPMENT AN MOVEMENT</p> <p>AS1 Participates in a variety of indigenous outdoor games with simple rules, individually and with a partner</p> <p>Concept Designing own game to be played alone or with a partner</p> <p>LO 3 AS5 Demonstrates appropriate classroom behaviour including group work skills</p> <p>Across</p>	<p>LO2 SOCIAL DEVELOPMENT</p> <p>AS4 Identifies values and morals from diverse South African cultures</p> <p>Concept Understanding different roles for different people amongst a variety of S.A Cultures</p> <p>Integration Across</p> <p>HL LO2 Speaking</p> <p>AS2 Contributes to class and group discussions: ask questions for clarity and information</p> <p>FAL LO2 Speaking AS asks for clarification (e.g. I don't understand. Please say it again)</p> <p>SS GEO LO1: GEOGRAPHIC ENQUIRY AS 1 observes and records what people do at various places</p>	<p>LO 2 Social Development</p> <p>AS 5 Describes important days from diverse religions</p> <p>Concept Understand who celebrates these days and how they are celebrated</p> <p>Integration Art & Culture</p> <p>LO2</p> <p>Composite</p> <p>AS1 Describes some features of an event, celebrations or festivals in the immediate environment</p> <p>LO3</p> <p>Drama AS1 Uses events and experiences from own life as a basis for dramatic play</p> <p>Music AS1 Echoes a rhythm by body percussion instrument to accompany songs sung together</p> <p>Social Sciences</p> <p>History</p> <p>LO 3 AS3 Chooses and talks about an object that represents the past</p> <p>LANG</p> <p>LO1 AS5 Shows respect for classmates by giving them a chance to speak, listening to them and encouraging their attempts to speak</p>	<p>REVISION</p> <p>MARK SCHEDULES</p> <p>REPORTS</p>

LESSON PLAN EXEMPLAR WEEK 2

TERM 4

LEARNING PROGRAMME: LIFE SKILLS

GRADE 2

DURATION: 2 WEEKS

DAILY: 1HR 10MINS

WEEKLY: 5HRS 5 MINS

CONTEXT: DIFFERENT CULTURES

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment
<p>LO 2 Social Development AS 4 Identifies values and morals from diverse South African Cultures AS 4 Describes important days from diverse religions</p> <p>Concept Understanding different roles for different people amongst a variety of S.A Cultures</p> <p>Integration Within LO 4 AS Across Social Sciences History</p> <p>LO 3 AS1 Retells a story about people and events in the past</p> <p>Art & Culture LO 3 Participating and Collaborating AS Listens and shares different and similar cultural experiences</p> <p>Social sciences Hist LO1 Historical Enquiry Describes orally and in short sentences aspects of the past that have been learnt from sources, makes models, creates drawings, acts and dances</p> <p>HL LO1 Listening AS Demonstrate appropriate listening behaviour by showing respect for the speaker</p> <p>LO2 Speaking AS Uses appropriate language for different purposes and with different people(e.g. interviews people, role play)</p>	<p>Activity 1 Learners are divided in groups, they are asked to go and do research on different cultures in the society .e.g. language(greetings, farewell), past or history, food (traditional food) clothes(what they wear and in some occasions) Ask them to report about the information they gathered to the broader class</p> <p>Activity 2 Let them collect pictures of cultural groups , traditional food, clothes etc. Assist the learners in putting up their pictures for exhibition. Invite other classes to enjoy the exhibition</p> <p>Activity 3 Let learners share their cultural practices e.g. male initiation in the form of circumcision that is practised among most Xhosa group. Weddings include the lobola, traditional rituals sacrifices of animals, Ask leading questions How are they called? “abakweta”. Where do they live? Special hut isolated from villages. What do they wear? A loincloth and a blanket. What do they smear on their bodies? White clay how long do they stay away? 4-6 weeks</p> <p>Activity 4 Refer the learners to the exhibition and ask them to name the different cultural groups and ask which group they think is the best. Listen to the answers , from there explain to them that we are all equal in the eyes of the lord. Discuss on values and morals, how one should behave. Further emphasize that we should treat others with respect. Let learners realise that respect, honesty, and trust support the relationship between people of different cultures. Talk</p>	<p>INFORMAL</p> <p>Method Teacher Observation Peer</p> <p>Form Demonstration Written</p> <p>Tool Checklist Rubric</p>

	<p><i>about values and morals. Give them a scenario that will violate the ones rights ,and ask questions about it</i></p>	
<p>Resources : Portfolios of pictures, large variety of pictures showing people of different ethics, cultural and religious groups in traditional attire that reflects their cultural heritage and in ordinary modern clothing, sheets of papers writing and drawing tools</p>		
<p>Reflection & Barriers :</p>		

LESSON PLAN EXEMPLAR WEEK 3&4

TERM 2

LEARNING PROGRAMME: LIFE SKILLS

GRADE 2

DURATION: 2 WEEKS

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

CONTEXT: POLLUTION

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment										
<p>LO 1 Health Promotion AS 2 Suggests and investigates action to make the home and the school environment healthier Concept: basic safety signs in their environment Integration Within AS1 Describes sources of clean and unclean water and simple water purification Across Art & culture LO 2 Reflecting Visual Art AS 1 Discusses and offers opinions on own and other’s artwork, artefacts and craft found in the immediate environment Social Sciences GEO LO3 Exploring Issues AS1 Identifies and describes environmental issues in the</p>	<p>Activity 1 Take your learners for a walk around school neighbourhood. Ask them to identify good and bad points in the neighbourhood. Let them come back and discuss their findings. Make two columns and write Good points and Bad points E.g.</p> <table border="1" data-bbox="640 754 1476 1034"> <thead> <tr> <th>Good points</th> <th>Bad points</th> </tr> </thead> <tbody> <tr> <td>Pretty gardens</td> <td>Potholes in roads</td> </tr> <tr> <td>Large park</td> <td>Flower beds filled with weeds and papers</td> </tr> <tr> <td>New beautiful homes</td> <td>Rubbish dump on near the park</td> </tr> <tr> <td>Trees</td> <td>Road signs vandalised</td> </tr> </tbody> </table> <p>They discuss the need to take care for their neighbourhood and how to do it. In groups they clean the neighbourhood collecting the rubbish using plastic bags</p> <p>Activity 2 Introduce the concept ‘recycling and discuss how this helps to prevent waste to sustain nature. Ask them what they do with old newspapers. Discuss what paper is made of how recycling will prevent more trees being cut down Brainstorm the concept ‘Litter’ write down all the words learners mention and then use coloured chalk to circle item that go together.</p>	Good points	Bad points	Pretty gardens	Potholes in roads	Large park	Flower beds filled with weeds and papers	New beautiful homes	Rubbish dump on near the park	Trees	Road signs vandalised	<p>INFORMAL</p> <p>Method Teacher Observation Peer</p> <p>Form Demonstration Written</p> <p>Tool Checklist Rubric</p>
Good points	Bad points											
Pretty gardens	Potholes in roads											
Large park	Flower beds filled with weeds and papers											
New beautiful homes	Rubbish dump on near the park											
Trees	Road signs vandalised											

<p>place where the learner lives or goes to school</p> <p>AS 2 Describes the factors leading to the problem or issue</p> <p>AS 4 suggest things that could be done to solve the problem and improve the place in which learners live</p> <p>Technology</p> <p>LO 1</p> <p>MAKES</p> <p>AS1 Expresses how products are going to be made</p> <p>AS2 makes products safely from different material following different steps</p> <p>EMS</p> <p>LO1 <i>The economic cycle</i></p> <p>AS1 <i>Expresses the importance and ways of saving and not wasting money and other resources such as water and electricity</i></p>	<p><i>Lead them with questions to determine these categories, for example, paper and cardboard, tins, glass, plastic items, peels and leftovers foods, bones, scraps metal, and old tyres</i></p> <p><i>Ask learners if they know of any innovative products made from waste products and then move through each category asking learners for suggestions of how the items can be used again to prevent littering and to save the environment. For example:</i></p> <ul style="list-style-type: none"> • <i>Paper and cardboard: recycled and sold for making of egg boxes etc</i> • <i>Tins : recycled to use the metal again, some creative artists use them to make sculptures</i> • <i>Glass : recycled and melted again</i> • <i>Crumbs: for feeding birds</i> • <i>Plastic : bottles recycled, some people crochet mats, bags and hats from old plastic bags</i> • <i>Peels and leftover foods: used to feed pigs, peels can be used to make compost</i> • <i>Bones : recycled to make bone meal for plants</i> • <i>Scrap metal : melted again and recycled: sometimes used in artworks</i> • <i>Old tyres : used in play parks, made into swings, to hold folder for cattle, put around plants to protect them</i> <p>Activity 3</p> <p><i>They sort the waste material they have collected according to the above categories</i></p> <p><i>In groups they are asked to make products from the waste material collected.</i></p> <p>Formal assessment Task Activity 1</p> <p><i>Let the learners use papier mache (old newspapers, flour and water to make glue) to make innovative objects that can be painted, decorated and perhaps sold. They can also give these as presents to their families</i></p> <p>Activity 3</p> <p><i>Provide learners with sample of clean and polluted water to compare. Ask some questions e.g. which water can you or can't</i></p>	
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	<p><i>drink why? What causes the pollution?(Dirt, Objects soil, chemicals etc,) Is it safe to drink polluted water? Talk about diseases that may be cause by polluted water such as cholera</i></p> <p><i>Ask for suggestion as how polluted water can be cleaned and made drinkable e.g. decantation, boiling, filtration</i></p> <p><i>Divide the learners into groups. Each group should be given polluted water to clean using different methods</i></p> <p>Activity 4</p> <p><i>Guide learners to talk about the smell and smoke coming from big lorries, fires, car, etc. Discuss air pollution and whether it is safe to breathe polluted air. Talk about diseases that are aggravated by polluted air, such as asthma, tuberculosis, colds and flu. Ask for any suggestions about how polluted air can be cleaned. Talk about how people in very polluted cities wear masks over their mouths to filter the pollutants from the air or you can have pictures of mine workers with masks over their mouth, discuss about that picture.</i></p> <p><i>Draw out conclusion that polluted air and water are bad and unhealthy</i></p>	
<p>RESOURCES: Paper, stationery, containers with clean and polluted water. Funnels and filters</p>		
<p>REFLECTIONS AND BARRIERS:</p>		

LESSON PLAN EXEMPLAR WEEK 6

TERM 2

LEARNING PROGRAMME: LIFE SKILLS

GRADE 2

DURATION: 2 WEEKS

DAILY: 1HR 10MINS

WEEKLY: 5HRS 5 MINS

CONTEXT: HOBBIES

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment
<p>LO4 Physical Development and Movement AS1 Participates in a variety of indigenous outdoor games with simple rules, individually and with a partner Concept Designing own game to be played alone or with a partner</p> <p>Integration WITHIN LO3 AS1 Identifies positive aspects of self Concept Positive aspect of who they are and what they can do</p> <p>LO 3 AS5 Demonstrates appropriate classroom behaviour including group work skills Across Art & culture LO 4 Expressing ad communicating AS Imitating everyday activities in simple mime</p>	<p>Activity 1 <i>Remind the learners about the fingerprints they did in the 1st term showing that they are special and unique. Let each child say something positive about himself/herself. Give them magazines to cut out their celebrates ,paste them on their books and write two sentences about them .e.g. Rebecca Molepe because she sings beautiful and she can also dance</i></p> <p>Activity 2 <i>Divide the class into groups of eight learners. Try to have learners with different abilities in each group. Remind them again that they are unique and that they may be good at different things ask them to discuss things that they are good at. Let the learners share their ideas during class discussion. Expect answers such as, I'm good at: reading, doing sums drawing, sport, ball games, sewing, cooking ,making friends etc</i> <i>Write all the answers on pieces of papers. Fold the papers and put them in the hat. One person from each group draws a paper show it to the group and the group mimes the action. The rest of the class should guess what is it. They should plan this game carefully and do it in detail</i></p> <p>Activity 3 <i>Ask them what does the word Hobbies means. They can use their dictionaries to look for the meaning of</i></p>	<p>INFORMAL Method Teacher Observation Peer</p> <p>Form Demonstration Written</p> <p>Tool Checklist Rubric</p>

	<p><i>the word , (thing that you like to do or enjoy doing them. Give each learner a piece of paper , let him/her write their hobbies</i></p> <p>Formal Assessment Task Activity 2</p> <p><i>Take them outside, have different station with different activities to be done. Let each learner choose where to go and what to play</i></p>	
<p>RESOURCES: <i>pieces of papers, dictionaries, hoola hoops. Wooden rackets, skipping ropes, balls, bean bags</i></p>		
<p>REFLECTION AND BARRIERS:</p>		

LESSON PLAN EXEMPLAR WEEK 7

TERM 2

LEARNING PROGRAMME: LIFE SKILLS

GRADE 2

DURATION: 2 WEEKS

DAILY: 1HR 10MINS

WEEKLY: 5HRS 5 MINS

CONTEXT: PEOPLE IN THE COMMUNITY

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment
<p>L02 SOCIAL DEVELOPMENT AS4 Identifies values and morals from diverse South African cultures Concept Understanding different roles for different people amongst a variety of S.A Cultures</p> <p>Integration Across HL LO2 Speaking AS2 Contributes to class and group discussions: ask questions for clarity and information FAL LO2 Speaking AS8 asks for clarification (e.g. I don't understand. Please say it again SS GEO LO1: GEOGRAPHIC ENQUIRY AS 1 observes and records what people do at various places Identifies and describes significant features of places in the local context</p>	<p>Activity 1 <i>Create a story on someone who was saved by a policeman or have a cut out story from a newspaper about someone who was arrested by the police while he was trying to rob an old man in the community. Have discussion around this issue. Asks learners to relate incidents of this sort ,how they were resolved</i> <i>Ask learners to discuss and name other people in the community who render services to the community (traffic officers, garbage collectors, police, teachers, etc. Lead them with suggestions</i></p> <p>Activity 2 <i>Invite a guest to the school(someone from the community) Help the learners to prepare possible questions to ask e.g. what kind of work do you do? What does he/she likes about his/her job? How does he/she help the community? How can the class also help the community? They prepare the questions for the interview. When the guest comes, let one of the learner welcome him/her.</i> <i>Learners asks the questions in turns and they fill the questionnaires during the interview encourage every learner to fill the questionnaires and also ask questions for clarity if there's something they don't understand</i> <i>Asks another learner to thank the guest at the end of the interview</i></p> <p>Activity 3 <i>Learners make puppets or paper doll and dress them to represent different people in the community</i></p> <p>Activity 4</p>	<p>INFORMAL Method Teacher Observation Peer</p> <p>Form Demonstration Written</p> <p>Tool Checklist Rubric</p>

In groups they role play appropriate situations with their dolls or puppets or you can give them different scenarios to role play

Activity 5

Talk about places that render services to the community. Asks learners some leading questions e.g. where do you report a crime, answer : police station

Discuss on special features of these places e.g. a post office with a post box next to it

Activity 6

Ask them to suggest why these places are important and why it is important to know where they are. Include places that are important to religious or other cultural group in the community.

They can draw up map to locate some of these places in the area

Formal assessment Task Activity 4

Match A with B

<i>Job</i>	<i>Person</i>
<i>Nurse</i>	<i>Teaches learners</i>
<i>Policeman</i>	<i>Looks after sick people</i>
<i>Doctor</i>	<i>Sells goods</i>
<i>Teacher</i>	<i>Examines sick people</i>
<i>Shopkeeper</i>	<i>Keeps law and order</i>
<i>Fire fighters</i>	<i>Collects garbage</i>
<i>Garbage collectors</i>	<i>Set out fire</i>

Resources :worksheets, questionnaires, poster with people and places

Reflections and Barriers:

LESSON PLAN EXEMPLAR WEEK 8

TERM 2

LEARNING PROGRAMME: LIFE SKILLS

GRADE 2

DURATION: 2 WEEKS

DAILY: 1HR 10MINS

WEEKLY: 5HRS 5 MINS

CONTEXT: CELEBRATIONS/FESTIVALS

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment
<p>LO 2 Social Development AS 5 Describes important days from diverse religions Concept Understand who celebrates these days and how they are celebrated Integration Art & Culture LO2 Composite AS1 Describes some features of an event, celebrations or festivals in the immediate environment LO3 Drama AS1 Uses events and experiences from own life as a basis for dramatic play Music AS1 Echoes a rhythm by body percussion instrument to accompany songs sung together Social Sciences History</p>	<p>Activity 1 (Teacher’s preparation) <i>Invite to a session a person from a certain religion not represented in the composition of the learner in the class. Arrange time and place to meet the guest, give her/him an understanding of what to expect from the class and ask him/her to bring photos, pictures, clothes and anything of interest about his/her religion</i> <i>Ask the learners to stand up one by one and introduce themselves, stating from which cultural group they come encourage them to express pride in their cultural heritage and religion</i></p> <p>Activity 2 <i>Invite suggestion why South Africa is called Rainbow Nation. Let them talk about the diversity of people forming this Rainbow Nation, how and when the term originated and what was the position before. Talk about apartheid regime .Encourage them to express their views concerning the apartheid regime Provide an opportunity whereby learners can find out more about one’s religion and also share their cultural practices eg. Imbeleko, umgidi, etc. Ensure that the discussion is inclusive of all cultures and religions in order to cultivate respect for the different groups in the country</i></p> <p>Activity 3 <i>Assist the learners to prepare for the visit of their “guest”. Explain to them that</i></p>	<p>INFORMAL</p> <p>Method</p> <p>Teacher</p> <p>Observation</p> <p>Peer</p> <p>Form</p> <p>Demonstration</p> <p>Written</p> <p>Tool</p> <p>Checklist</p> <p>Rubric</p>

LO 3 AS3
Chooses and talks about an object that represents the past

LANG

LO1 AS5 Shows respect for classmates by giving them a chance to speak, listening to them and encouraging their attempts to speak

they are going to meet someone from different culture and religion. They prepare questions they are going to ask from the guest .e.g. the guest should talk about his/her origin, how their festivals are celebrated, what food is eaten during the celebrations , clothes that are also worn during these celebrations, dances done etc

Activity 4

Learners mention days or occasions they need not to come to school, namely weekends, school holidays and other days that are proclaimed as National Holidays. They look at the calendars for these days. They write down all the holidays in papers(group activity)

Arouse discussion on these dates and let the learners distinguish between National holidays and religious holidays. Encourage them as much possible in these discussions from their own experience and knowledge of their own or other religions

Activity 5

Learners read stories on different festival. This is done in groups and each group relate the story to others

Some information about religions

Religion	Event	Dates	How is celebrated
Christianity	Christmas	25 th December	These celebrations are accompanied by giving and receiving present. Some churches have an advent wreath with candles. Some families gathered together and eat special meal
Judaism	Hanukkah	12 th December	It is an eight day holiday starting on the 25 th night of the Jewish month of Kisley. They light a candle on the

				<p><i>Hanukiah each day and sing a hymn of praise to God after each night. It is like Christmas .It is a special time for children. Gifts and money are exchanged. Some families give a small present on each of eight days</i></p>	
	<i>Hinduism</i>	<i>Diwali</i>	<i>17th October</i>	<p><i>It is a five day celebration occurs on the 15th day of the Hindu month. The word Diwali means 'rows of lighted lamps' and is often referred to as the festival of lights because of the common practice of lighting small oil lamps and placing them around the home, in courtyards and in gardens. During this time homes are thoroughly cleaned, windows are opened. The celebration means as much to Hindus as Christmas in Christians. The</i></p>	

				<i>festival is often celebrated with huge firework displays and exchange of sweets</i>	
	<i>Islams</i>	<i>The Hajj</i>	<i>28th November to 1st December</i>	<i>They wear white clothes on these celebrations. It is a 13 day celebrations and in Muslim countries is public holiday. They go to Mosque to pray dressed in their best clothes, and thanking Allah for all the blessings they have received</i>	
<p>For more information visit the website :mhtml://G:/Festivals/ BBC-Schools</p> <p>Activity 5 Formal assessment Task Activity 4(practical)</p> <p><i>Learners make celebration cards</i></p>					
<p>RESOURCES :paper, crayons, stories from different religions</p>					
<p>REFLECTIONS AND BARRIERS:</p>					

Weeks	LO	AS	FAT	ACTIVITY	FORM	TOOL
3&4	1	2	1	FAT 1 :Activity 1 <i>Let the learners use papier mache (old newspapers, flour and water to make glue) to make innovative objects that can be painted, decorated and perhaps sold</i>	Project	Rubric
6	4	1	1	FAT 1: Activity 2 <i>Take them outside, have different station with different activities to be done. Let each learner choose where to go and what to play</i>	Demonstration	Checklist/rating scale
7	2	4	1	FAT 1: Activity 3l Learners are given a worksheet with two columns one with people in the community another with jobs done by the people. They match the two columns	Written	Rubric
8	2	5	1	FAT 1: Activity 4 Make celebration cards	Practical	Rubric