



Province of the  
**EASTERN CAPE**  
EDUCATION

**LIFE SKILLS  
LESSON PLAN EXEMPLARS  
GRADE 3  
TERM 4  
2009**

## TABLE OF CONTENTS

<b>CONTENT</b>	<b>PAGES</b>
Introduction	4
Overview of a Learning Programme	5-8
Work Schedule	9-11
Lesson Plans Exemplars	12-28
Formal Assessment Task	29-30

## NOTE TO SCHOOL MANAGEMENT TEAMS AND TEACHERS IN THE FOUNDATION PHASE

The exemplar Life Skills Lesson Plans for **Grade 3 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



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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 4 has been developed. Integration of Assessment Standards 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 15 minutes daily, 6 hours 15 minutes weekly in Grade 3 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 3**

**ANNUAL OVERVIEW OF A LEARNING PROGRAMME**

**LO1: HEALTH PROMOTION**

<b>ASSESSMENT STANDARD</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>AS 1</b> – Compares healthy and poor dietary habits and describes the effects of such habits on personal health.	Distinguish between healthy an unhealthy food	Categorise food into groups	Functions of different food groups on the body.	Importance of a balanced diet.
<b>AS 2</b> – Participates in a recycling project and explains how recycling contributes to environmental health.	Explanation of what Recycling is.  Pollution and how it Affects the environment.	Discussion of different types of waste and their possible uses.	Grouping of waste products for recycling.	Participation in a recycling project.
<b>AS 3</b> – Discusses myths surrounding communicable diseases and the causes and preventions of these.	Examples of communicable diseases and how they are passed on including HIV/AIDS.	Myths surrounding some communicable diseases including HIV/AIDS.  Witchcraft.	How to prevent isolation of infected and affected people through these myths.	Eating and living with somebody with TB/HIV/AIDS.  Hugging and kissing.
<b>AS 4</b> – Identifies relevant people and their contact details to report cases of accidents, abuse, crime, fire, illness and injury.	People in the health care and safety professions like nurses, policemen, social workers, traditional healers. Know them and their role in society.	People in the health care and safety professions like nurses, policemen, social workers, traditional healers. Know them and	Places to go to for help.	Knowledge of emergency numbers like the nearest police station, ambulance,

**GRADE 3**

**ANNUAL OVERVIEW OF A LEARNING PROGRAMME**

		their role in society.		etc.
<b>LO2: SOCIAL DEVELOPMENT</b>				
<b>AS 1</b> – Explain leadership qualities in the school context and participates in school voting.	What is a leader (qualities)	Explain terms associated with voting like :-Ballot paper Election, Nomination Secret Ballot Candidate, etc	Explain leadership in school context.. Characteristics of school leader they would vote for.	Participation in a school vote.
<b>AS 2</b> – Explains meaning of and sings the National Anthem.	What is a National Anthem?	List some of the messages in the anthem.	Recognise and appreciate it when it is sung.	Singing all the words of the National Anthem.
<b>AS 3</b> – Discusses the role of acceptance, giving, forgiveness, sharing in healthy social relationships.	Explain how people differ and how they can be similar.	Understand that people sometimes have a difference of opinion about something.	Importance of sharing with others and cooperating with people in celebrating the Heritage Day.	Importance of sharing with others and cooperating with people.
<b>AS 4</b> – Tells stories of female and male role models from a variety of local cultures.	Discuss male/female role models within communities.	Equality of the sexes.	State positive aspects about own role models. Women’s Day talk through	Same career choices for Both men and woman.
<b>AS 5</b> – Discuss diet, clothing and decorations in a variety of religions in S.A.	Identify prominent Religious celebration in their communities.	Name and describing clothes worn by different religious leaders.	Explain how food is used in certain religious ceremonies	Discuss similarities and differences in festival decorations used by different religions.

**GRADE 3**

**ANNUAL OVERVIEW OF A LEARNING PROGRAMME**

**LO3: PERSONAL DEVELOPMENT**

<b>AS 1</b> – Describes own abilities, interests and strengths.	Identification of own  Personal interests.  Explaining why one likes/ does not like certain things	Understanding of what  they can or cannot do  (weakness vs strength).  Self-assessment in terms of what one can/cannot do.	Identification of one's strong points.	
<b>AS 2</b> – Explains why own body should be respected.	Understands different internal and external parts of the body and how they work.	Ability to look after own body well, what to do, not to do.	Identify forms of abuse and how they can happen.	Understanding of what one could do in cases of abuse (who to tell, contact person, etc).
<b>AS 3</b> – Explains how she/he copes with challenging emotions including dealing with living with diseases and illness.	Understanding of life's challenging situations like death, terminal illness, etc.	What to do/not to do when living with someone with a terminal illness like HIV/ AIDS	Places to go to for help and support when dealing with sadness.	Coping skills to help in times of loss of sadness.
<b>AS 4</b> – Demonstrates assertiveness appropriate to a situation.	Knowledge of what actions to take when faced with different situations.	People and places of help when needed.	Decision making.	Action plan for different situations.
<b>AS 5</b> – Identifies group work skills and applies them consistently.	Identify own role in class.	Adhering to group rules.	Listening attentively to others point of view e.g. when planting trees celebrating Arbor Week	Taking responsibility and accountability in own group.

**LO 4: PHYSICAL DEVELOPMENT AND MOVEMENT**

<b>AS.1</b> – Demonstrates a variety of perceptual motor skills, in	Follows simple movement	Performs movement	Performs movement to a sound in sequence	Remembers patterns of movement and performs
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**GRADE 3**

**ANNUAL OVERVIEW OF A LEARNING PROGRAMME**

pairs and in teams, using simple rules.	rules.	cooperatively.	(alone, in pairs or in groups.	them.
<b>AS 2</b> – Performs basic movements in sequence and with repetition, with and without equipment.	Uses different body parts to make rhythmic movements.	Uses different body parts to make rhythmic movements.	Appropriate use of equipment with body movements in sequence.	Appropriate use of equipment with body movements in sequence.
<b>ASS 3</b> – Explores expressive movements using contrasts of speed, direction, body shape and position.	Follows the rhythm and speed of music whilst performing different movements.	Follows the rhythm and speed of music whilst performing different movements.	Follows movements and sequencing focusing on speed, rhythm direction and position.	Follows movements and sequencing focusing on speed, rhythm direction and position.
<b>ASS 4</b> – Participates in play and describes its effects on the body.	Identify and play games they enjoy playing and explain why they like them.	Play and explain importance of participating in play.	Play and explain effects of physical activity on the body.	Play a variety of games with rhythm, speed etc. Linking it to AS 1, 2 AND 3 (ABOVE)

**LIFE SKILLS: GRADE 3 WORK SCHEDULE TERM: 4**

WEEK 1	WEEK 2 (DIFFERENT CULTURES )	WEEK 3 (POLLUTION)	WEEK 4(POLLUTION CONT.)	WEEK 5 (ANA)
<p>REVISION TERM 3 WORK</p>	<p><b>LO 2 AS 5</b> Discuss diet , clothing and decorations in a variety of religions in South Africa. Pg 115 119 SPOT ON <b>WITHIN</b> <b>LO 4 AS 1</b> Demonstrate a variety of perceptual motor skills, in pairs and teams, using simple rules <b>CONCEPT</b> Remembers patterns of movement and performs them. <b>LO 3 AS 4</b> Demonstrate assertiveness appropriate to a situation <b>CONCEPT</b> Action Plan for different situations <b>LO 2 AS 4</b> Tells stories of female and male role models from a variety of local cultures <b>CONCEPT</b> Some career choices for both men and women. <b>LO 3 AS 3</b> Explains how she /he copes with challenging emotions including dealing with living with diseases and illness. <b>ACROSS</b> <b>SS HIST. LO3 AS 1, 2 &amp; 3</b> <b>NS LO 1 AS 1.1</b></p>	<p><b>LO 1 AS 2</b> Participates in a recycling project and explain how recycling contributes to environmental health. <b>CONCEPT</b> Participation in a recycling project <b>WITHIN</b> <b>LO 4 AS 2 lo 4 as 1 Pg 115 sport on</b> Performs basic movements in sequence and with repetition, with and without equipment. <b>LO 3 AS 5</b> Identifies group work skills and applies them consistently <b>CONCEPTS</b> Taking responsibility and accountability in own group <b>ACROSS</b> EMS LO 1 AS 2, FAL LO 1 AS 6, MATHS LO 5 AS 1, NS LO 1 AS 2.1, GEO LO 3 AS 1, 2, 3, 4 &amp; 5: LO 1 AS 3: TECH LO 1 MAKES AS 1 &amp; 2 ( MY CLEVER pg 71 - 75) <b>RESOURCES</b> Money, pictures, photos, waste materials, containers (big), refreshments <b>ASSESSMENT STRATEGIES</b> <b>FORM</b>  <b>TOOLS</b>  <b>METHODS</b></p>	<p><b>LO 1 AS 2</b> Participates in a recycling project and explain how recycling contributes to environmental health. <b>CONCEPT</b> Participation in a recycling project <b>WITHIN</b> <b>LO 4 AS 2 lo 4 as 1 Pg 115 sport on</b> Performs basic movements in sequence and with repetition, with and without equipment. <b>LO 3 AS 5</b> Identifies group work skills and applies them consistently <b>CONCEPTS</b> Taking responsibility and accountability in own group <b>ACROSS</b> EMS LO 1 AS 2, FAL LO 1 AS 6, MATHS LO 5 AS 1, NS LO 1 AS 2.1, GEO LO 3 AS 1, 2, 3, 4 &amp; 5: LO 1 AS 3: TECH LO 1 MAKES AS 1 &amp; 2 ( MY CLEVER pg 71 - 75) <b>RESOURCES</b> Money, pictures, photos, waste materials, containers (big), refreshments <b>ASSESSMENT STRATEGIES</b> <b>FORM</b>  <b>TOOLS</b>  <b>METHODS</b></p>	<p><b>ANUAL NATIONAL ASSESSMENT</b> <b>FFL</b> <b>LITERACY AND NUMERACY</b></p>

WEEK 6 (HOBBIES)	WEEK 7 ( PEOPLE IN OUR COMMUNITY)	WEEK 8 ( CELEBRATIONS)
<p><b>LO 3 AS 1</b> Describes own abilities, interests and strengths.</p> <p><b>CONCEPTS</b> Identification of one's strong points.</p> <p><b>LO 4 AS 4</b> Participates in play and describes its effects on the body</p> <p><b>CONCEPT</b> Explains effects of the physical activity on the body</p> <p><b>LO 3 AS 5</b> Identifies group work skills and applies them consistently</p> <p><b>CONCEPT</b> Taking responsibility and accountability in own group</p> <p><b>LO 1 AS 1</b> Compares healthy and poor dietary habits and describes the effects of such habits on personal health</p> <p><b>CONCEPT</b> Importance of a healthy diet</p>	<p><b>LO 1 AS 4</b> Identifies relevant people and their contact details to report cases of accidents, abuse, crime, fire, illness and injury.</p> <p><b>CONCEPT</b> People in the health care and safety professions like nurses, policemen, social workers, traditional healers. Know them and their role in society</p> <p><b>WITHIN</b> <b>LO 3 AS 2</b> Explains why on body should be respected</p> <p><b>CONCEPTS</b> Understanding of what one could do in cases of abuse (who to tell, contact person)</p>	<p><b>LO 2 AS 5 pg 131 sport on</b> Discuss diet, clothing and decorations in a variety of religions in South Africa.</p> <p><b>CONCEPT</b> Discuss similarities and differences in festival decorations used by different religions.</p> <p><b>WITHIN</b> <b>LO 3 AS 4</b> Demonstrate assertiveness appropriate to situation</p> <p><b>CONCEPT</b> Action plan for different situation</p> <p><b>LO 2 AS 3</b> Discusses the role of acceptance, giving, forgiveness, sharing in healthy social relationship.</p> <p><b>CONCEPT</b> Importance of sharing with others and co operating with people</p>

**LESSON PLAN EXEMPLAR WEEK 2**

**TERM 4**

**LEARNING PROGRAMME: LIFE SKILLS**

**GRADE 3**

**DURATION: WEEKS**

**CONTEXT: DIFFERENT CULTURES**

<b>Learning Outcomes and Assessment Standards</b>	<b>Learning Activities</b>	<b>Details of Assessment</b>
<p><b>LO 2 AS 5</b>  <i>Discuss diet, clothing and decorations in a variety of religions in South Africa</i>  <b>LO 2 AS 4</b>  <b>WITHIN</b>  <b>LO 4 AS 1</b>  <b>LO 3 AS 4</b>  <b>LO 3 AS 3</b></p> <p><b>INTEGRATION</b>  <b>SS HIST. LO 3</b>  <b>AS 1, 2 &amp; 3</b>  <b>NS LO 1 AS 1.1</b></p>	<p><b>Activity 1</b>  <i>Baseline Activity – ask learners to name different religions and cultures they know in South Africa, What differences and similarities do these have, Do they have any symbols, When do these attend their services., What uniforms do they wear if they have it, what cultural activities are there in their community etc</i></p> <p><b>Activity 2</b>  <i>Discuss different religions in South Africa such as Christianity, Islam, Judaism, Buddhism, African Tribal Religions etc.</i></p> <p><b>Activity 3</b>  <i>Learners should be given a work sheet to match symbols, names, clothing and days of different religions</i></p> <p><b>Activity 4</b>  <i>Invite different church leaders to come and address the learners on their church proceedings</i></p> <p><b>Activity 5</b>  <i>Parents should also be invited to come and address the learners on cultural activities in their community. The parents should be invited to teach learners about the different cultural dances, clothing, music and diet preparing for a Cultural Day.</i></p> <p><b>Activity 6</b>  <i>Learners should be divided into smaller groups. Each group to be allocated a</i></p>	<p><b>INFORMAL</b></p> <p><b>Method</b>            Teacher observation            Peer assessment</p> <p><b>Form</b>            Demonstration            Written</p> <p><b>Tool :</b>  <b>CHECKLIST</b>  <b>RUBRIC</b></p>

*different cultural group to go and research. They give feed back to the whole class. Everyone should practice the different situations*

**Activity 7**

*Cultural Day – Each group to present starting it from the attire, diet, dance, songs and days put aside for different cultural and/ or religious activities.*

**Activity 8**

*The learners should work in different groups answering work sheets*

**Group 1.** – *Talk about the following: What similarities can they find among the different religious and cultural celebrations. Do they think that people with different beliefs can live and work together in the same community? Why or Why not? They should write their answers down*

**Group 2** – *Have you done or said something in the past that was unkind or hurtful? What was the reason for you to say that? Write your own prayer asking for forgiveness.*

**Group 3** – *Why is it important for us to remember and celebrate our heritage? Is it good to have many different cultures living together in South Africa? Give reason for your answer. What can we learn from each other*

**Group 4** – *Give them a picture with a story of any role model. Each member to have a chance to read. They discuss their feelings about the story and the role model. They can start discussing about their own role models. They write few sentences on what they think a role model should be like*

**Activity 9**

*The learners should study pictures of the clothes worn by different religions.*

**Formal Assessment Task Activity 1**

*They should write the name of the religion and write few sentences to describe their clothing. They must do some research.*

**RESOURCES:** *Worksheets, parents, different church and cultural leaders, posters with different church and cultural symbols, different music instruments. Group tasks*

**REFLECTIONS AND BARRIERS:**

**LESSON PLAN EXEMPLAR WEEK 3 & 4**

**TERM 4**

**LEARNING PROGRAMME: LIFE SKILLS**

**GRADE 3**

**DURATION: WEEKS**

**CONTEXT: POLLUTION**

<b>Learning Outcomes and Assessment Standards</b>	<b>Learning Activities</b>	<b>Details of Assessment</b>				
<p><b>LO 1 AS 1</b> <b>Participates in a recycling project and explain how recycling contributes to environmental health.</b></p> <p><b>WITHIN</b> <b>LO 1 AS 2</b> <b>LO 4 AS</b></p> <p><b>INTEGRATION</b> <b>TECH : LO 1</b> <b>AS 2, 4 &amp; 5</b> <b>EMS : LO 1</b> <b>AS 2 &amp; 3</b> <b>MATHS: LO5</b></p>	<p><b>Activity 1</b> <i>The learners should think of all the ways of using</i></p> <ul style="list-style-type: none"> <li>○ Left – over food</li> <li>○ Animal dung</li> <li>○ Vegetable peelings</li> <li>○ Old clothes</li> </ul> <p><i>Introduce learners to the idea that there are many types of pollution and littering is one of them. Hand out copies of a worksheet with the following columns.</i></p> <table border="1" data-bbox="528 951 1328 1394"> <tr> <td data-bbox="528 951 920 1211"><i>Drawing of a bin</i></td> <td data-bbox="920 951 1328 1211"><i>Drawing of a bin</i></td> </tr> <tr> <td data-bbox="528 1211 920 1394"><i>Drawing of a bin</i></td> <td data-bbox="920 1211 1328 1394"><i>Drawing of a bin</i></td> </tr> </table>	<i>Drawing of a bin</i>	<i>Drawing of a bin</i>	<i>Drawing of a bin</i>	<i>Drawing of a bin</i>	<p><b>INFORMAL</b></p> <p><b>Method</b> Teacher observation Peer assessment</p> <p><b>Tool :</b> <b>CHECKLIST</b></p>
<i>Drawing of a bin</i>	<i>Drawing of a bin</i>					
<i>Drawing of a bin</i>	<i>Drawing of a bin</i>					

**AS 1**  
**GEO: LO 3 AS**  
**1, 2, 3, 4 & 5**  
**FAL: LO 1 AS**  
**6**

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*Discuss the kinds of waste that one finds at home e.g. Milk bottles, sweet papers, plastic bags, cardboard rolls, newspapers etc. Let them sort the waste and put it in the columns above*

**Activity 2**

*Give them a picture with different kinds of waste material. They should answer the following questions*

- *What sort of litter can you see?*
- *Where does it come from?*
- *What can be done about it?*
- *What effect do you think it has on the environment?*

**Activity 3**

- *Draw four bins per group with the following labels: Paper, glass, plastic and metal.*
- *Learners sort and cut out pictures of litter and glue them into the correct bin.*
- *Organise four bins with the following labels: Paper, glass, plastic and metal.*
- *The learners go to the nearest area to collect waste.*
- *They should sort and put the waste into relevant different bins.*

**Formal Assessment Task Activity 2**

*Learners use waste materials to make balls, rackets, dust pans, skipping robes etc. Using those they perform basic movements e.g. play tennis, throw and catch balls in pairs*

**Activity 4**

*Give them a worksheet with a problem to be solved e.g. If people could sell waste material, would there still be litter? A recycling company pays: R1.30 for a drink can. 80c for a plastic bag, 15c for a sweet paper, R2.10 for a drink bottle and 50c for a newspaper and 20c for a chip packet. How much money would you get if you picked up*

- 2 newspapers + 2 cans =
- 12 chips packets =
- 4 cold drink bottles + 1 newspaper =
- 4 sweet papers + 6 cans =
- 3 plastic packets + 3 cold drink bottles + 3 newspapers =

Now make up your own sums.

They discuss how waste materials can be sold to recycling companies to raise funds.

Visit a place where waste materials are recycled.

Conduct a survey as follows:

- ✓ Collect a bag of at least 5 items of litter found on the playground.
- ✓ List the items your group has found and their total number.
- ✓ Report back to the class.
- ✓ Write down the common items found.

The learners should draw a bar graph showing the above results.

#### **Activity 5**

They should write down 3 things that could pollute our water and give reason for their answer.

**RESOURCES:** waste material, graphs, worksheets

**REFLECTIONS AND BARRIERS:**

**LESSON PLAN EXEMPLAR WEEK 6**

**TERM 4**

**LEARNING PROGRAMME: LIFE SKILLS**

**GRADE 3**

**DURATION: WEEKS**

**DAILY: 1 Hour 15 min Daily**

**WEEKLY: 6 Hours 15 min**

**CONTEXT: HOBBIES**

<b>Learning Outcomes and Assessment Standards</b>	<b>Learning Activities</b>	<b>Details of Assessment</b>
<p><b>LO 4 AS 4</b> <i>Participates in play and describes its effects on the body.</i></p> <p><b>LO 4 AS 2</b> <i>Performs basic movements in sequence and with repetition, with and without equipment.</i></p> <p><b>LO 4 AS 3</b> <i>Explores expressive movements using contrast of speed, direction, body, shape and position</i></p> <p><b>LO 4 AS 1</b> <i>Demonstrates a variety of perceptual motor skills, in pairs and in teams using simple rules.</i></p>	<p><b>Activity 1</b> <i>Divide the class into groups. Give each group a picture cut of a healthy looking person from magazines</i></p> <ul style="list-style-type: none"> <li>✓ <i>They discuss the picture by answering the following questions: (a) What does a fit and a healthy person look like? (b) What do people do to stay fit and healthy?</i></li> <li>✓ <i>Give groups time to think of suggestions about the questions and to write their ideas in their books.</i></li> <li>✓ <i>Discuss their ideas</i></li> <li>✓ <i>Ask the learners about what they understand of exercise.</i></li> <li>✓ <i>Let them have a discussion on the importance of exercising.</i></li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>✓ <i>Ask the learners to take note of how they are feeling today</i></li> <li>✓ <i>Let them discuss their findings in groups.</i></li> <li>✓ <i>Learners should take turns pretending to play a sport or a game.</i></li> <li>✓ <i>The rest of the group should guess what sport or game is being demonstrated.</i></li> </ul> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>✓ <i>Discuss what the learners have had for breakfast and how important this meal is to their wellbeing</i></li> <li>✓ <i>Ask what they have brought for lunch, they need some sort of starch and some protein at each meal to keep them going, fruit gives them energy</i></li> <li>✓ <i>Give the learners magazines where they are going to cut different types of healthy food</i></li> </ul>	<p><b>INFORMAL</b></p> <p><b>FORMS</b> <i>Demonstration Presentation Written oral</i></p> <p><b>METHODS</b> <i>Teacher Peer Group Self</i></p> <p><b>TOOLS</b> <i>Checklist Rating scale</i></p>

<p><b>INTEGRATION</b>  <b>LO 1 AS 1</b>  <b>Compares healthy and poor dietary habits and describes the effects of such habits on personal health.</b>  <b>A/C LO 1 AS 5</b>  <b>Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercise</b>  <b>FAL LO 1 AS 4</b>  <b>Shows understanding of a sequence of instructions by following them correctly</b></p>	<p>✓ <i>Let them paste these on their paper plates and present them to the group.</i></p> <p><b>FORMAL ASSESSMENT TASK ACTIVITY 3</b></p> <ul style="list-style-type: none"> <li>✓ <i>Let them listen to the music of your choice.</i></li> <li>✓ <i>Allow them to move creatively and freely in pairs to the music creating their own movements, steps and sequences.</i></li> <li>✓ <i>Join two pairs together so that there are 4 learners in a group.</i></li> <li>✓ <i>One pair to teach the other their movements and vice versa.</i></li> <li>✓ <i>Allow join other groups together to have more learners and more movements.</i></li> <li>✓ <i>Learners should now create own sequence in groups</i></li> <li>✓ <i>Allow the learners to move freely for 5 minutes per groups doing different movements in sequence.</i></li> <li>✓ <i>Other groups should assess and evaluate the movements of the group on stage</i></li> <li>✓ <i>Allow them to stop the movement and discuss how they feel e.g. tired, thirsty, legs with cramps, breathless, enjoying the activity etc</i></li> <li>✓ <i>Let them settle down.</i></li> </ul>	
<p><b>RESOURCES:</b> <i>Magazines, picture cuts, tape recorder, paper plates, scissors, pritt/glue</i></p>		
<p><b>REFLECTIONS AND BARRIERS:</b></p>		

**LESSON PLAN EXEMPLAR WEEK 7**

**TERM 4**

**LEARNING PROGRAMME: LIFE SKILLS**

**GRADE 3**

**DURATION: WEEK**

**DAILY: 1 Hour 15 min Daily**

**WEEKLY: 6 Hours 15 min**

**CONTEXT: PEOPLE IN THE COMMUNITY**

<b>Learning Outcomes and Assessment Standards</b>	<b>Learning Activities</b>	<b>Details of Assessment</b>				
<p><b>LO1: AS 4 – Identifies relevant people and their contact details to report cases of accidents, abuse, crime, fire, illness and injury.</b></p> <p><b>INTEGRATION HL</b></p> <p><b>LO1 AS1 Listen attentively and respond s to extended sequence of instructions appropriate to the learners level</b></p> <p><b>LO2 AS5 Contributes to group and class</b></p>	<p><b>Activity 1</b>  <i>Divide your learners into groups</i>  <i>Groups are given different situations to discuss about e.g.an accident</i></p> <ul style="list-style-type: none"> <li>✓ <i>A house on fire</i></li> <li>✓ <i>A sick person/a child</i></li> <li>✓ <i>An old woman who is living alone</i></li> <li>✓ <i>Someone who is robbed</i></li> <li>✓ <i>An abused person</i></li> </ul> <p><i>Give them leading questions if necessary e.g.</i></p> <ul style="list-style-type: none"> <li>✓ <i>What can you do to assist that person?</i></li> <li>✓ <i>To whom can you report the case?</i></li> <li>✓ <i>Where can you report the case?</i></li> </ul> <p><i>Let them report back to the class</i></p> <p><b>Activity 2</b>  <i>Draw a blank table on the board( write only headings) ask the learners to help you fill the table</i></p> <table border="1" data-bbox="568 1278 1361 1390"> <tr> <td><i>People who help us</i></td> <td><i>How do they help us</i></td> <td><i>Where do they work</i></td> <td><i>What do they drive</i></td> </tr> </table>	<i>People who help us</i>	<i>How do they help us</i>	<i>Where do they work</i>	<i>What do they drive</i>	<p><b>INFORMAL</b></p> <p><i>Form</i></p> <p><i>Oral practical</i></p> <p><i>Written</i></p> <p><i>Method: Educator</i></p> <p><i>Tool :</i></p> <p><i>Rubric</i></p> <p><i>Checklist</i></p>
<i>People who help us</i>	<i>How do they help us</i>	<i>Where do they work</i>	<i>What do they drive</i>			

<p><i>discussions</i>  <b>LO3 AS1 Reads for information</b>  <b>LO4 AS7.2</b>  <b>Completes a writing task within a set time</b>  <b>Art &amp; Culture</b>  <b>LO2 Drama</b>  <b>Works with others when exploring situations in role</b></p>	<table border="1" data-bbox="571 191 1361 268"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Activity 3</b>  <i>Explain to the learners the importance of having an emergency telephone number list ready at school and at home in the case of emergency</i></p> <ul style="list-style-type: none"> <li>✓ <i>Divide the learners into groups of 4, give each group a local telephone directory</i></li> <li>✓ <i>Show them the emergency pages in front of the telephone directory</i></li> <li>✓ <i>Each group member should then compile his or her own emergency telephone list to take home</i></li> <li>✓ <i>Make sure learners include their personal numbers on the list for example: mother's cell phone number</i></li> <li>✓ <i>Get learners to memorise the <b>10111</b> emergency telephone number</i></li> <li>✓ <i>Group of learners act different scenarios e.g. a girl who is been robbed coming from school, an accident on the way to school</i></li> </ul>									
<p><b>RESOURCES:</b> Telephone Directory, Pictures of accidents, crime, Small books with emergency list, Pictures with people: Policeman, Nurses Traffic officer, Fire fighters, Doctors , Social workers</p>										
<p><b>REFLECTIONS AND BARRIERS:</b></p>										

**LESSON PLAN EXEMPLAR WEEK 8**

**TERM 4**

**LEARNING PROGRAMME: LIFE SKILLS**

**GRADE 3**

**DURATION: WEEK**

**CONTEXT: CELEBRATIONS**

<b>Learning Outcomes and Assessment Standards</b>	<b>Learning Activities</b>	<b>Details of Assessment</b>
<p><b>LO2 AS5 Discuss diet, clothing and decorations in a variety of local cultures</b></p> <p><b>Integration Within:</b> <b>LO3 AS5 Identifies group work skills and applies them consistently Across</b></p> <p><b>Across HI LO1 AS2 Demonstrate appropriate listening behaviour</b></p>	<p><b>Activity 1</b> <i>Ask learners to bring a photo of their parents and share with the class things about their parents e.g. where they were born, how they grew up, their religion and their jobs</i></p> <p><b>Activity 2</b> <i>Learners are requested to bring an item and if possible an example of food and clothing linked to their culture and or religion. Divide the class into groups according to a particular culture or religion. Each group is required to prepare a presentation on the dress and diet of their religion. Allow them time to plan NB: When dealing with learners from rural areas, the teacher must provide the learners with information of different cultures. Then they present to the rest of the class</i></p> <p><b>Activity 3</b> <i>Discuss different religions in South Africa such as Christianity, Islam, Judaism, Buddhism, African Tribal Religions etc. Learners discuss the differences between ordinary holidays and religious festivals</i></p> <p><b>Activity 4</b> <i>Build up a chart or timeline to show holidays and festivals throughout the year. Ask questions like: when do you go on holiday? How do you celebrate well known festival, refer to all religions. Talk about how often these celebrations take place, talk about food eaten at these festivals</i></p> <p><b>Activity 5</b> <i>Allow the learners to dress up and set the sample food on the table for all to taste</i></p>	<p><b>Forms</b> <i>Oral/practical</i></p> <p><b>Methods</b> <i>Teacher Self</i></p> <p><b>Tools:</b> <i>Checklist Observation sheet</i></p>

<p><i>by showing respect for the speaker, taking turns to speak, asking questions for clarification</i></p> <p><i>AS3Recognises and shows respect for different varieties of language</i></p> <p><i>L02 AS5Contribites to group discussion</i></p> <p><i>LO3 AS2.6</i></p> <p><i>Discusses in own home language social and ethical issues</i></p>	<p><i>For more information visit website: <a href="mhtml:file:///festivals/BBC-School-Hanukkah.mht">mhtml:file:///festivals/BBC-School-Hanukkah.mht</a></i></p> <p><i><a href="mhtml:file:///festivals/BBC-School-Christmas.mht">mhtml:file:///festivals/BBC-School-Christmas.mht</a></i></p> <p><i><a href="mhtml:file:///festivals/BBC-School-Diwali.mht">mhtml:file:///festivals/BBC-School-Diwali.mht</a></i></p> <p><i><a href="mhtml:file:///festivals/BBC-School-Hajj and Eid-ul-Adha.mht">mhtml:file:///festivals/BBC-School-Hajj and Eid-ul-Adha.mht</a></i></p>	
<p><b>RESOURCES:</b> <i>Magazines, News paper, Food from different cultures, Clothes from different cultures</i></p>		
<p><b>REFLECTIONS AND BARRIERS:</b></p>		

<b>Weeks</b>	<b>LO</b>	<b>AS</b>	<b>FAT</b>	<b>ACTIVITY</b>	<b>FORM</b>	<b>TOOL</b>
2	2	5	1	<b>FAT 1</b> :Activity 1 <i>They should write the name of the religion and write few sentences to describe their clothing.</i>	Written	Rubric
3 & 4	1	1	1	<b>FAT 1:</b> Activity 2 <i>Learners use waste materials to make balls, rackets, dust pans, skipping robes etc.</i>	practical	Rubric
6	4	4	1	<b>FAT 1:</b> Activity 3 <i>Let them listen to the music of your choice. Allow them to move creatively and freely in pairs to the music creating their own movements, steps and sequences. Join two pairs together so that there are 4 learners in a group. One pair to teach the other their movements and vice versa. Allow join other groups together to have more learners and more movements</i>	Demonstration	Checklist/rating scale