



**Province of the Eastern Cape  
DEPARTMENT OF EDUCATION  
ISEBE LEZEMFUNDO  
DEPARTMENT VAN ONDERWYS**

**LIFE ORIENTATION**

**TERM 2**

**INTERMEDIATE PHASE LESSON PLAN EXEMPLARS**

**2009**

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## INTRODUCTION

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

This document serves to assist teachers with daily teaching, learning and assessment in Life Orientation for grades 4-6. These are exemplars of lesson plans and this means that teachers can use, adapt and refine these. The resources that are indicated are a guide teachers are at liberty to use other relevant material. The worksheets that are provided are to be utilised as they are part of assessment.

Life Orientation is allocated two hours per week according to policy. One hour is for Learning Outcomes 1, 2&3 and one hour for Learning Outcome 4, Physical Movement. This time allocation for Life Orientation must be adhered to.

All the lesson plans have been designed to cover learning outcomes and assessment standards for the second term according to the work schedule. It is very crucial that the teacher informs the learners of assessment strategies and criteria for each activity so as to promote transparency of assessment. For all activities on religion, the teacher must emphasise the importance of cultural tolerance and the issue of human rights relating to social development.

All activities promote reading and writing and teachers are requested to encourage learners to read the scenarios and write what they have learned.

## GRADE 4 LESSON PLAN EXEMPLAR

**Duration: 11 hrs**

SELECTED LOs & ASs	CONTENT	ACTIVITIES	ASSESSMENT
<b>LO1: HEALTH PROMOTION</b> <b>AS1:</b> Investigates menus from various cultures and suggests plans for healthy meals <b>AS2:</b> Explores and reports on links between a healthy environment and personal health.	<b>HEALTHY LIFESTYLE-CULTURAL MENUS:</b> Own culture and other cultures: Staple food, Indigenous food, Healthy meals : Food Pyramid.	<b>Activity 1-5</b>	Informal assessment. The teacher assesses the activities in the learners' books.  The groups do a verbal presentation of their findings as informal assessment.  <b>Written report on at least 3 cultures assessed by means of a rubric.</b>
<b>Activity 1</b> Learners make use of a dictionary to find the meaning of the following concepts: menu and culture. They write this down in their work books. The teacher puts up various lists e.g. grocery list, a recipe and a menu. Learners choose which one is a menu and explain why. They identify different cultural groups in their societies and brainstorm on their cultural food. Learners, using magazines cut pictures of food that different cultures eats and paste these in their books. <b>ACTIVITY 2</b> Learners have to find out about menus of their own culture (indigenous food) and their nutritional value from their parents and grandparents. They write this in their workbooks in preparation of a verbal presentation in class. <b>ACTIVITY 3 Formal Assessment Task</b> Learners are divided into cultural groups and each group to investigate a typical cultural meal (indigenous foods) and also suggest plans for			

a healthy meal (Teacher to introduce the food pyramid).

#### **ACTIVITY 4**

Learners are requested to prepare dishes of different cultural groups with the assistance of parents. As each group presents its dish other groups evaluate the ingredients and suggest ways to improve the nutritional value of the dish.

This could be a cultural day for the Grade 4s where learners showcase different cultural lifestyles and how these groups dress up.

#### **ACTIVITY 5**

The learners take a walk around the school to look at the environment of their school to evaluate the state of their environment. They record their observations and recommendations.

Learners discuss their observations and what need to be improved. The teacher consolidates this by showing links between the environment and personal health e.g. swamps around the school could be a health hazard, poor sanitation, littering, dumping sites, air and water pollution, etc.

#### **SUGGESTED ACTIVITIES**

A clean up campaign

Greening of school

Water purification

( This project could take place over a period of time)

<b>LO 2 SOCIAL DEVELOPMENT</b>	<b>CONTENT</b>	<b>ACTIVITY</b>	<b>ASSESSMENT</b>
<b>AS 5:</b> Discusses significant places and buildings in a variety of religions	Religious places and buildings. Various religions e.g. Christianity, Judaism. Buddhism. Hinduism etc. Distinguish between religion and denominations		Informal assessment through observation.  Learners fill in the work sheet

**ACTIVITY 1**

Learners brainstorm different religions within their communities and try to distinguish between religion and denomination. The teacher consolidates this activity by mentioning other religions not mentioned.

**ACTIVITY 2**

Learners are divided into groups according to religions that exist in their communities. They investigate and discuss significant places and buildings from each religion e.g. Islam use mosque as a place of worship, African culture uses a kraal to worship ancestors, Christians worship in a church, etc. Each group does a write up on the discussion of the chosen religion.

**ACTIVITY 3**

Refer to Resources and activity worksheets.

**LO 3 PERSONAL DEVELOPMENT**

**AS 5:** Reflects on and learns from own personal experience of working in a group

**AS 6:** Applies appropriate study skills

Team work and study skills.  
Abilities and strengths  
cooperation and problem solving  
Reading ,mind map, note taking,  
summarising and memorising  
Study skills

**ACTIVITY**

Learners fill in the check list

Memo of the correct sequence of the story to assess the learners' work

**ACTIVITY 1****SCENARIO (The teacher lets the learners read the scenario to promote reading skills)**

The grade 4 class has been given a project. They work in groups of six. Malandi is the group leader and a bully and dominates the group. Nthabi does not contribute because she feels threatened by Malandi's attitude. Nthabi becomes withdrawn much as she has a lot to contribute. Malandi does not accommodate others opinions as a result their project is not good .Nelly feels that she cannot work within a group because she is afraid members of the group might laugh at her input. Daki is enjoying this exercise as she works well in a group and makes very useful contributions.

**ACTIVITY 2**

Each learner is requested to identify him / her with a character in the scenario and also tell experiences of working within a group.

**ACTIVITY 3**

Learners draw a table with two columns. In one column he writes five things he likes about working in a group. In the next column he writes down what he does not like about working in a group.

**ACTIVITY 4:** Individually learners are requested to fill in the checklist to indicate how well they work in a group.( See annexure)

**ACTIVITY 1**

Learners in pairs tell each other how they prepare for a test and how they learner best e.g. some read and write notes, others memorise, summarise do mind maps etc.

**ACTIVITY 2**

The teacher gives learners a paragraph to read in preparation for a verbal presentation. The learners have to show different study skills they have used to prepare for this exercise.

**ACTIVITY 3**

The teacher gives the learners a story written. The story is nine jumbled sentences. The learners are to re arrange the sentences and divide them into paragraphs following the sequence of events.

**Resources:** Posters on food pyramid, posters on religion, magazines and policy on religions.

**Teacher reflection:**

**EXAMPLERS OF ASSESSMENT TOOLS****QUESTIONNAIRE ON INVESTIGATION OF DIFFERENT CULTURAL MENUS( Activity 4)**

1. State the culture you are finding out about(investigating) -----
2. Does the food contain the following nutrients?

NUTRIENT	YES	NO
Carbohydrates		
Proteins		
Vitamins		
Fats		
Minerals		

3. How do the people eat their food? (Utensils) or what do they use to eat the food? -----
4. What are the implications on personal health? -----
5. Would you not use eating utensils even if using free hand is a health hazard?

### ASSESSMENT RUBRIC FOR ACTIVITY 3

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Learners have identified cultures</b>	Identified only one cultural group	Identified few cultural groups	Identified some cultural groups	Identify many cultural groups
<b>Learners are able to report on a healthy meal</b>	Unable to report on a healthy meal	Able to report inadequately on a healthy meal	Reported well on a healthy meal	Reported excellently on a healthy meal.
<b>Learners are able to report on the nutritional value of the menu</b>	Unable to report on the nutritional value of the meal.	Reports inadequately on the nutritional value of the meal.	Reported good on the nutritional value of the meal.	An excellent report on the nutritional value of the meal.
<b>Learners have suggested and reported on plans for healthy meals</b>	No suggestions on plans for a healthy meal.	Few suggestions on plans for a healthy meal.	Some suggestions on plans for a healthy meal.	Many suggestions on plans for a healthy meal.



### GROUP WORK

How well did I do each of these things	Excellent	Good	Can do better
1. Made sure I understood what I had to do			
2.Organised myself ad my work			
3.Co operated with others			
4.Expressed my ideas clearly			
5.Considered different points of views			
6.Was actively involved			

## **RESOURCES AND ACTIVITY WORKSHEETS (RELIGION)**

### **Resource 1**

#### **Information sheet1: Traditional African Belief System**

**In the traditional African Belief System people believe in God the Creator.**

**They also believe that God should not be approached by individuals, but can only be reached through the ancestors , the tribe ggroup or the extended family.**

**The traditional African Beliefs System do not have formal religious buildings , but often gather in groups at members' homes or pre-arranged areas.**

**Traditional African religion is mainly a family and group –based religion and is expressed in the concept of Ubuntu ,meaning : “A Person is only a person through interaction with other people.” Ubuntu means caring for others , being hospitable , compassionate and fair , above all , having sound morals.**

#### **Information Sheet 2 Islam**

**The place for worship for Muslim is called a “ mosque”. There are strict requirements about personal cleanliness before praying or entering a mosque..**

**Shoes are removed before entering the mosque. People face Mecca when praying. Mosques are also used for meetings , educational forums, and other functions.**

**Most mosques have domes with one or more small towers ( minaret) and are decorated with patterns and verses from the Koran or Arabic words.**

**The Ka’aba is a square building in the Great Mosque in Mecca where the Muslims pray to Muhammed. Jerusalem is a Holy City for the Muslims, because the Prophet Muhammed made his wonderous night journey.**

### **Information Sheet 3: Hinduism**

**Hindus worship in a temple. Temples are called “mandris” and are considered the houses of gods. Hindus meet at temples for festivals and celebrations. Statues of animal and human gods and altars with fruit and sweets on them are common features in temples and at homes.**

**For Hindus the Ganges River in India is a holy river. They believe that a drop of water from this river can wash away all sins. They bath in the river and throw the ashes of the cremated dead into the river.**

### **Information Sheet 4 : Judaism**

**Jews worship in a synagogue. Jewish people refer to a synagogue as a shul. A synagogue serves in the community as : a place of worship , a centre for learning and a place of meeting. In some synagogues the males and females are seated separately and in some together. Symbols common to a synagogue: menorah – a lamp stand holding seven candles. The Star of David. Jerusalem is a holy place for Jewish people, because it is the capital city of the Promised Land.**

### **Information Sheet 5 : Christianity**

**Christians worship in a church. Some church services are held outdoors, others in a private house. The concept of a church ( as well as being a physical place ) includes a group of people who come together to pray to God , through Jesus Christ. Church services are held weekly on Sundays. Some churches are very big and are called cathedrals. Some churches have lots of decorations and others are simple and ordinary. The floor plan of all Christian churches is in the form of a cross to symbolise the death of Jesus on the cross.**

**Symbols common to a church:**

**Stained glass windows normally showing pictures of saints holding seven candles;**

**A Cross , sometimes with a figure on it ;**

**A Steeple, a tall tower , normally with a bell in it.**

**For Christians, Bethlehem in Israel is a sacred place, because it is the place where Jesus was born. Jerusalem is also considered a Holy City, because it is the place where Jesus spent his last days on earth.**

## **Resource 2: Answer Sheet**

### **QUESTIONNAIRE ON RELIGIOUS SACRED PLACES**

#### **QUESTIONNAIRE**

<b>RELIGION</b>	<b>Name of Sacred Place</b>	<b>General Features</b>	<b>Holy cities/ places/rivers</b>
<b>African Belief system</b>			
<b>Judaism</b>			
<b>Hinduism</b>			
<b>Christianity</b>			
<b>Islam</b>			

**FOOTNOTES: Teacher need to do thorough preparation and consult Departmental Organizations.**

**Clean up campaign: focus on sustainable project.**

**Consult Municipalities for gloves, plastic bags, Dust bins, rakes.**

**Link environmental problem with their personal health and the teacher to discuss the spread of diseases.**

## GRADE 5 LESSON PLAN EXAMPLAR

Duration 11hrs

SELECTED LOs& ASs	CONTENT	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT
<b>LO1: HEALTH PROMOTION</b> <b>AS1:</b> Explores and reports on ways to protect the quality of food and water in various contexts. <b>AS2:</b> Investigates a local environmental health problem using different data sources, and plans a strategy to address the problem	Context: Healthy lifestyle Protecting quality of food: Boiling / steaming , limited use of spices, salt ,sugar , fat, etc. avoid overcooking , handling and covering of food , refrigeration procedure, note expiry dates.  Water: Purification, covering, uses clean utensils. Local environmental health problems e.g. pollution, socio-economic (poverty, overcrowding, shelter, etc.) crime.	<b>Activities 1 to 7</b>	Peer assessment on write up and Teacher observation
<b>Activity 1</b> Teacher displays different food stuffs e.g. fruit, vegetables and meat. Learners in groups have to suggest ways of protecting the quality of the food in different contexts over a period of time. They have to consider different contexts. Learners have to find out from their parents how they used to preserve food. This information is also dealt with in Technology (processing). <b>Activity 2</b> The learners do a write up on protecting the quality of food. This could be one or two paragraphs. Learners also do an oral presentation. <b>Activity 3</b> Teacher consolidates this activity by indicating different ways of food protection e.g. canning, drying, refrigeration, pre cooking, and digging and putting under the soil, cool room etc.  <b>Activity 4</b>			

**Water Sources**

Each learner in the class identifies his source of water e.g. from taps, dams, rivers, water tanks and fountains. They indicate the safety of their source of water. Learners cut out pictures of water sources and paste on their work books and write one paragraph on sources of water and how safe each source is.

**Activity 5**

Teacher explains the need to protect the quality of water.

Learner do a presentation/ report on how to protect the quality of food and water.

Based on the previous grade learners work on a long term project of water purification.

**Activity 6**

The teacher organizes a trip to a local water sanitation plant. The learners have to prepare two (2) questions (with the guidance of the teacher) they would ask there. They will need to find out if their water board offers guided tours of their water processing plant. If they do, ask them to focus on sanitation and how and why water is cleaned before it reaches our taps. This will help learners understand how and why water is treated before we can use it in our homes and at school. The teacher can work with DWAF and the local municipality to make this trip a success.

**Activity 7**

Using their context, learners are requested to go and find out how they would ensure that the water is safe to drink, wash and cook using the information gathered from the visit to the water and

Sanitation plant.

Teacher consolidates by indicating a few methods used to protect the quality of water e.g. boiling water, the use of chemicals, adding jik to water.

**Activity 8**

The teacher uses an extract from any local newspaper or a case study where people died of cholera because of contaminated water. Learners visit the local clinic to find out about the symptoms and causes of other locally occurring diseases. They also need to find out from the nurses the prevention strategies.

**Activity 9**

Learners design a poster that will show case the causes, symptoms, and prevention strategies of locally occurring diseases due to an

environmental health issue.			
<b>LO 2 SOCIAL DEVELOPMENT</b> <b>AS 5:</b> Discusses festivals and customs from a variety of religions in South Africa	Context: Religious Festivals & Customs: Understanding of festivals & customs of various religions.	<b>Activities 1 and 2</b>	<b>ASSESSMENT</b> Home work on written work on different religions Learners complete the work sheet.
<b>Activity 1</b> Teacher reminds learners about grade 4 work on different religions and their significant buildings and places of worship.(importance of places of worship). Learners are requested to list the religions in their work books.			
<b>Activity 2</b> With the assistance of the teacher the learners look up for the meaning of festivals and customs in their dictionaries. Learners mention customary festivals they know e.g. imbeleko for a new born baby in the Xhosa custom, circumcision, etc. Learners to investigate other festivals from different cultures. (Learners to research at least 3 cultures). As homework or class work learners complete work sheet (See annexure)			
<b>LO 3 PERSONAL DEVELOPMENT</b> <b>AS 5:</b> Reflect on how feedback can be given and received	<b>CONTENT</b> What is feedback? Differentiate between positive and negative feedback and its implications for the learners.	<b>ACTIVITIES</b> <b>Activity 1-2</b>	<b>ASSESSMENT</b> Written work on the difference on positive and negative feedback.  Observation of learners' role plays using an observation sheet.
<b>Activity 1</b> Teacher asks learners to give synonyms of feedback. The teacher responds to their answers and explains that what he or she is doing is giving feedback.			

Learners explain the meaning of feedback when and how feedback is given e.g. when teacher gives a constructive report on the performance of the learners, when someone compliments you on an achievement, when you have not done your daily chores at home, etc. Feedback can be positive and negative.

Learners are encouraged to show positive response to feedback and to accept constructive criticism.

Learners are divided into three groups. They have to role play scenarios e.g.

- You have prepared a meal at home but the meat is not well cooked and mom is giving feedback on this.
- You have lost a rugby match; your coach is talking to your team.
- Your June report is not very good your parents are giving you feedback.

In each scenario the learners have to show positive and negative feedback.

<b>LO 3 PERSONAL DEVELOPMENT</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>	<b>ASSESSMENT</b>
<b>AS6:</b> Develops and implements a personalised study method	Time management & study time table Self management Strengths & weaknesses	<b>Activity 1-2</b>	Design and make a study time table Learners write a reflective paragraph that the teacher assesses periodically.

### **Activity1**

The teacher to talk about her own study methods, strengths and weaknesses. Learners have to describe their own study methods strengths and weaknesses.

### **Activity 2**

Each learner draws up a balanced study time table to be used at home and at school .i.e. to cater for all the LAs. Write it in pencil first so that you can make changes if you need to. Learners are asked to implement this time table. After two weeks they report on the success or failure of the programme as a form of reflection. They write a reflective paragraph.

**Resources:** Posters on issues of water purification, LTSM from Department of Water Affairs and Forestry, print media, library and internet

**Teacher Reflection:**

**EXEMPLARS OF ASSESSMENT TOOLS**



**CHECKLIST FOR ACTIVITY 2**

<b>CRITERIA</b>	<b>YES</b>	<b>NO</b>
The learner has identified different foods		
The learner has stated the method of preservation		
The learner has indicated the advantages of preserving		
The learner has stated the method of purifying water		

**RUBRIC FOR ACTIVITY 5**

<b>CRITERIA</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
Identified locally occurring diseases(as caption in the poster)	Learner has not identified the disease	Learner has identified the disease but it is not occurring locally	Learner has identified a locally occurring disease	Learner has identified a locally occurring disease and given statistics of prevalence.
Listed causes and symptoms of the mentioned disease	Learner has listed only the causes and not the symptoms	Learner has listed a few causes and symptoms of the disease mentioned	Learner has listed some causes and symptoms of the disease mentioned	Learner has mentioned all causes and symptoms of the disease mentioned
Mentioned prevention	Learner has not mentioned any	Learner has mentioned a	Learner has mentioned	Learner has mentioned all

strategies	prevention strategies	few prevention strategies	some prevention strategies	prevention strategies
Layout and creativity	Learner has shown no creativity as there is no logic	Learner has shown some colour and logic	Learner has shown good logic and good use of colour	Learner has shown excellent logic and use of colour

## WORK SHEET ON RELIGIOUS FESTIVITIES AND CELEBRITIES

Rewrite the following paragraph in your book and fill in the missing words. Make use of the words provided below.

To the ----- Islam is life. Religious festivals are very important to them. They pray----- times everyday and adult males pray every----- in the mosque.

During the month of ----- Muslims do not eat or drink between----- and----- . Fasting teaches them the value of self discipline and to experience how the ----- feels. At the end of the month friends and family exchange good----- . They eat special----- before going to the central----- of the city to praise----- . After the service they greet each other by saying: ----- and then they hug each other and shake ----- . They have to give part of their income to charity. This is called ----- or almsgiving. Hajj means that everyone has to go to ----- once in his lifetime. They confess regularly.

Ramadan Mosque hands wishes Friday breakfast dusk sunset Allah poor Eid Mubarak Muslims five zakat Mecca new moon Muhammed

### CHECKLIST FOR TIME MANAGEMENT

CRITERIA	YES	NO
1. Does the learner have a time table?		
2. Does the time table reflect times?		
3. Is there a balance between work and Play?		

## GRADE 6 LESSON PLAN EXEMPLAR

### GRADE 6 LIFE ORIENTATION LESSON PLAN EXEMPLAR

**Duration : 11hrs**

<b>SELECTED LOs &amp; ASs LO 1 HEALTH PROMOTION</b>	<b>CONTENT</b> Explain the value of preserved food	<b>LEARNING ACTIVITIES</b> Activity 1-4	<b>ASSESSMENT DETAILS</b>
<b>AS 1:</b> Interprets food labels and critically discusses health effects of listed ingredients	Knows the ways to keep food healthy and nutritious, e.g. processing methods, freezing of food, cooking, preservation in bottles or dehydration Knows what circumstances and organisms can impact negatively on the value of food e.g. constant reheating, not cooling down food properly before freezing, high temperatures, flies and insects, germs and rotting		Learners answer questions asked by teacher as revision
<p><b>Activity 1</b> The teacher establishes prior knowledge by asking learners to discuss protection of the quality of food that was done in grade 5.</p> <p><b>Activity 2</b> Learners are asked to bring food labels that are found on packages of food items. The teacher also brings as much of these to be resourceful. Some of the stuff found in these items could have a negative effect on the health of the consumer. The teacher consults other material and Learning Area teachers to get the meaning of the nutrition information in each item.</p>			

<p><b>Activity 3</b> Learners interpret the food labels e.g. how much fat, carbohydrates, proteins and vitamins and minerals found in each item. They also identify colourants, additives, flavourants and preservatives and how these can affect personal health e.g. Hypertension, Diabetes, Ulcers Cancer etc.</p> <p><b>Activity 4</b> Each learner makes use of 3 labels on packages and identifies harmful substances. He writes this information in his book</p>			
<p><b>AS2:</b> Participates in a problem-solving activity to address an environmental health issue to formulate environmentally sound choices and/ or actions</p>	<p><b>CONTENT</b> Knows steps to solve problems, e.g. formulate problem Identify sources of information Gathering of relevant information Suggest possible solutions for the problem Evaluate solutions and choose the best Implement and monitor implementation of solution</p>	<p><b>ACTIVITIES</b> <b>Activity 1-6</b></p>	<p><b>ASSESSMENT</b> Home work to cut and paste food labels and attach nutritional value. Continuous assessment of project(could take a quarter to complete and participation is important)</p>
<p><b>Activity 1</b> Learners take a walk around the school with the intention of identifying an environmental health issue e.g. Poor sanitation, dumping sites, littering, and air and water pollution. On reporting back a number of issues would be identified. The teacher helps the learners to prioritise which issue to address. The learners record their observations.</p> <p>The class may decide on any environmental health problem The issue will depend on the context of the school and community.</p> <p><b>Activity 2</b> The following activity is an example of a project on littering as an environmental health issue.</p>			

## **SUGGESTED ACTIVITIES**

Collecting cans

Collecting bottles

Collecting plastics

These could be activities of recycling.

Learners have to work on delegation of duties in preparation of the “Stop Littering Day”. These duties are outlined below activity 3&4

### **Activity 3**

Learners engage in the actual cleaning of the identified area.

### **Activity 4**

Learners are back in class after the clean up campaign and reflect and plan way forward on how to sustain what they have started.

## **POSSIBILITIES TO EXPLORE**

Transforming the area into a park

Sporting area

Starting a botanical garden

Fencing the area

(Inter departmental links will be encouraged  
For the above activities.)

**Activity 6** Teacher works with the learners to set up committees to draw up a rooster or programme on follow up activities. This rooster will include time frames, activities and responsible persons.

### **Learners can also**

Place litter bins in demarcated areas at school. They will label these bins indicating plastic, paper and food.

They can also start a compost to dispose of food litter.

<p><b>LO 2 SOCIAL DEVELOPMENT</b></p> <p><b>AS 3:</b>Discusses the effects of gender stereotyping, sexism and abuse on personal and social relationships</p> <p><b>AS 5:</b> Discusses the dignity of the person in a variety of religions in South Africa words in their books. The teacher consolidates this by giving examples.</p>	<p><b>CONTENT</b></p> <p>Identify examples of stereotyping, discrimination and bias</p> <p>Plan how to deal with stereotyping, discrimination and bias</p> <p>Guide learners on how to deal with instances of stereotyping, discrimination and bias</p> <p>The meaning of human dignity from ones religion</p>	<p><b>ACTIVITIES</b></p> <p>Activity 1-7</p>	<p><b>ASSESSMENT</b></p> <p>Self and Peer assessment of written work</p> <p>Teacher observation while learners take the walk so that they actually do what they are supposed to do.</p>
<p><b>Activity 1</b></p> <p>The teacher facilitates this session by asking learners to distinguish between gender and sexism using a dictionary. Learners write the meaning of these</p> <p><b>Activity 2</b></p> <p>The learners in groups identify examples of gender stereotyping, sexism and abuse at home, at school and in the community. The contexts will differ here.</p> <p><b>Activity 3</b></p> <p>Learners discuss effects of gender stereotyping, sexism and abuse on personal and social relationships. Learners make use of examples that learners have already mentioned in Activity 2.</p> <p><b>Activity 4</b></p> <p>See annexure on Case Study.</p> <p><b>Activity 5</b></p> <p>Teacher explains meaning of dignity and indicates how this is related to religion. Some authors say dignity is a state of being worthy of honour and respect. All religions have a code of conduct that tells people how they should live their lives.</p> <p><b>Activity 6</b></p>			

The teacher teaches explains the relationship between religion and dignity and how each religion measures dignity. The teacher gives the learners a list of religions and jumbled code of conduct for each religion. Learners match the columns. The example below is not jumbled.

Christianity Ten commandments

Jews Mitzvoth

Islam tarteeb

Buddhist Nirvana

Hindus Samsara

Muslims Five pillars

African religion Ubuntu

### Activity 7

Learners in groups choose a religion that they know and do the exercise below:

a. Talk about the code of conduct of a religion you have chosen.

b. How easy or difficult is it for people to follow this code of conduct?

c. Does following the code of conduct give people dignity?

d. How else can people achieve dignity in the religion you have chosen?

<p><b>LO 3 PERSONAL DEVELOPMENT</b></p> <p><b>AS 5:</b> Explains what has been learned by reflecting on an experience related to self management skills</p> <p><b>AS 6:</b> Describes and selects a range of problem solving skills for different contexts</p>	<p><b>CONTENT</b></p> <p>Self management</p> <p>Determine own level of self management e.g. do I waste time, do I miss important dates to submit work ?</p> <p>Know how to keep a diary</p> <p>Organising own life by determining what is most important and what can wait</p> <p>Steps to solve a problem</p> <p>Identify a problem and its causes</p>	<p><b>ACTIVITIES</b></p> <p><b>Activity 1-6</b></p>	<p><b>ASSESSMENT</b></p> <p>Written work on the difference between gender and sexism.</p> <p>Written work on jumbled religions</p> <p>Memo</p> <p>Teacher observation</p> <p>Written work a reflection on what</p>
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	Determine problem solving skills Consult for assistance Apply solution		went wrong  Teacher observes while learners are discussing.  Written work on problem solving skills assessed by means of a rubric Learners answer questions based on the case study
<p><b>Activity 1</b>  Learners in pairs think and talk about an experience where everything went wrong e.g. you forgot to do maths homework, failed a test, and forgot rugby kit for match.  Now learners must use these experiences to correct what went wrong. How would they reverse all that went wrong.</p> <p><b>Activity 2</b>  Learners, individually write the reflection on what went wrong and how to correct that.</p> <p><b>Activity 3</b>  Learners fill in the check list to determine how organised they are. See annexure.</p> <p><b>Activity 4</b>  Learners in groups of five talk about problems they encounter at home and at school. They also discuss how they went about solving these problems.</p> <p><b>Activity 5</b>  The teacher writes on the board the steps of problem solving. The learners write this in their books.  The teacher gives a scenario that is problematic in nature. The entire class applies the steps to solve the problem.</p>			

**Activity 6**

Learners individually identify a problem and try to solve it applying problem solving skills.

**Resources:** DWAF, Local Municipality, Resource book on religions and print media

**Teacher Reflection:**

**PROJECT ON LITTERING**

**REMEMBER** - a clean up is a starting point but only if the litter-free area stays that way. In the local environment, the clean up activity should be followed by other activities like fencing it, creating a sport area and even creating a park. This is done to improve the beauty of the area; otherwise the area will be littered again.

Decide what your clean up will include:

- Simple collection of small to medium items of litter
- Collection and separation of recyclable material
- Types of waste found in that area

**DECIDE ON THE FOLLOWING**

- How long will the clean up take
- Will it be a once off or a series of actions
- How many people will you need
- Consider the likely weather of the day
- Set a date and an alternative date in case of bad weather
- Arrange for measurement of litter cleaned up and record for any future comparison
- Draw a map of the area
- Visit the area
- Any special equipment required e.g. nets for water, litter bags, gloves, gumboots, spades, notices and markers to indicate boundaries, refreshments and first aid box

- Divide the area into sections
- Identify clean up routes identify starting points
- Will you need any transportation facilities and extra man power

## **WHO CAN WE WORK WITH**

- Department of Agriculture for equipment like spades, fork spades and rakes
- Department of Water Affairs and Forestry to plant trees after clean up so as to sustain the cleaned environment
- Department of transport to assist with transportation of litter
- Local municipality for litter bags
- Department of Health for First Aid kit
- NGOs like Food and Trees to provide trees

## **ACTIVITY ON GENDER STEREOTYPES**

**Read the following statement and discuss the questions that follow.**

**In general , the world expects men to be strong , aggressive and better at Maths and Science. Men should have good job and should be in control of their feelings , never showing any signs of weakness.**

**Women , on the other hand, should be kind, gentle and caring . They should be good at languages and humanities and must not be afraid to show their feelings. They should marry a man who can look after them. They should want to have their own family and a home that they can look after.**

**Questions :**

- 1. Give a brief outline of what this statement says men are expected to be like**
- 2. Give a brief outline of what this statement says women are expected to be like.**
- 3. Do you agree with what this statement says about men and women? Why?**
- 4. What effects could this point of view have on people in our society?**
- 5. Who do you think decides what girls and boys should and should not be doing?**

Footnote on exemplar on littering: Choose an issue that is relevant to your own environment.

## CHECKLIST FOR ACTIVITY 2

Tick 'YES or NO' in the following checklist to find out how organised you are.

HOW ORGANISED ARE YOU	YES	NO
You waste time		
You never write down the things you need to do		
You miss important dates for handing in work		
You forget about meetings and appointments you have		
You always put things back in their place		
You do easy but unimportant things first		
You tell your mother at the last minute that you need money for school		

## RUBRIC FOR PROBLEM SOLVING ACTIVITY

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Learners have identified a problem	Learners have not identified a problem	Learners have identified a problem but it is vague	Learners have identified a problem	Learners have identified a problem and clearly explained it
Learners are able to list problem solving skills	Learners are unable to list problem solving skills	Learners are able to list unclear problem solving skills	Learners are able to list problem solving skills	Learners are able to list and explain problem solving skills
Learners have applied problem solving skills	Learners have not applied problem solving skills	Learners have applied problem solving skills but are not relevant	Learners have applied problem solving skills	Learners have applied problem solving skills and explained the outcome of each step

# PHYSICAL DEVELOPMENT AND MOVEMENT FOR GRADE 4-6

## Physical Development and Movement Grade 4 - 6

Content: Invasion Games

Grade 4

**Duration** 2 hours (2 week)

LOs and ASs	Content	Activities	Assessment
<p>LO 4: Physical Development and Movement.</p> <p>AS 1 Participates in a variety of Simplified Invasion Games</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Invasion Games are games where one team/player has to invade (cross) the others' territory to score points. The player that has invaded is penalized.</li> <li>• Working in teams.</li> <li>• Basic rules of invasion games</li> <li>• Defending own territory</li> </ul> <p>Skill :</p> <ul style="list-style-type: none"> <li>• Defence</li> <li>• Intercepting</li> <li>• Passing and catching</li> <li>• Sudden stopping</li> </ul> <p>Values</p> <ul style="list-style-type: none"> <li>• Tolerance towards self and</li> </ul>	<p><b>HOT BOX</b></p> <p><b>Activity 1.</b> Explain how the game is played. Divide the class into smaller groups of 8-10 players in a group. Two groups to play against each other. Use different colours to distinguish the teams e.g. different colours of hat bands. One group will be the throwers and other one will be interceptors.</p> <p><b>Activity 2.</b> Explain the rules of the game. The throwers make a circle around the interceptors and throw the object to the other throwers and interceptors will try to intercept the ball. The person who successfully intercepts a ball changes position with the thrower who threw the ball</p> <p><b>Activity 3.</b> Warming up activity The teacher demonstrates throwing movements using two hands one hand, catching ball using both hands and one hand, moving on toes sideways, forwards and backwards</p>	<p>Teacher observes learners playing using an observation sheet</p>

	others <ul style="list-style-type: none"> <li>• Appreciate own abilities</li> <li>• Positive team spirit</li> </ul>	<b>Activity 4.</b> The learners play the game.  <b>Activity 5.</b> Cooling down. Learners sit down with legs slightly apart and moving the hands from stretch position slowly up breathing in when the hands move up, and slowly moving the hands down while breathing out..	
Resources: any object that does not pose danger e.g. ball, empty milk, juice container etc.			
Expanded Opportunities Explore other invasion games that will use other skill			
Teacher reflection			

### Observation Sheet

Name	Defence Skill	Throwing	Interception	Foot work and balancing	Team work	Catching	Rules	participation	Enjoyment	Total	%	Level
	3	3	3	2	3	3	3	3	2	25		

**CONTENT:** Movement-locomote, rotates, elevate, balance rhythm and posture

LOs and ASs	Content	Activities	Assessment
<p>LO 4. The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical development.</p> <p>AS 2. Demonstrate different ways to locomote, rotate, elevate and balance using different parts of the body.</p> <p>AS 4. Performs rhythmic movements with awareness of posture</p>	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> How to locomote, rotate, elevate, balance rhythmic movements and posture.</li> <li>• <b>Skills:</b> movements, walking running, skipping in different directions. Rotation using different parts of the body.</li> <li>• Moving according to rhythm</li> </ul> <p>Values:</p> <ul style="list-style-type: none"> <li>• Appreciation of body functions</li> <li>• Respect common code of behaviour.</li> </ul>	<p><b>Activity 1.</b> The teacher explains with demonstration the terms: Locomotion, elevation, rotation, balancing, rhythm; and posture. The learners imitate the teacher as s/he is demonstrating. This serves as a warm up exercise.</p> <p><b>Activity 2.</b> The learners are divided into 4 groups of 8-10 Group 1. Locomote Group 2. Elevate Group 3. Rotate Group 4. Balance There will be 4 stations of doing the activities. At each station there will be a leader learner who will remain at the same station to explain to each group coming to that station. The teacher gives the leaders instruction cards.</p> <p><b>Group 1.</b> Locomotion: They imitate animal movements e.g. Crab walk, dog walk, cat walk etc. The Learners combine walking, running, skipping, sliding, flying to different sides,</p> <p><b>Group 2.</b></p>	<p>Teacher observes learners as they demonstrate the different movements using an observation sheet</p> <p>Rubric for formal assessment of all the movements.</p>



		<p>Rotation. The learners turn the arms around i.e. full circle, half circle using different parts of the body</p> <p><b>Group 3</b> Elevation Using arms they lift them sideways, forwards backwards and above the head. They do the same with legs, forward, sideways and back wards alternating legs. At sitting position, they lift both their legs.</p> <p><b>Group 4.</b> Balance standing on one leg and the other leg is bent, stretched forwards and back, sideways and back, backwards and back with the arms on the hips and stretched out sideways, forwards and upwards. Each group has to perform according to rhythm played on musical instruments or clapping hands. They should keep correct posture at all times.</p>	
Resources Safe area and surface, non melodic instruments e.g. drum, shaken rattles, clap of hands, whistle/ hand bell			
Extended Opportunities: The learners are given more complex activities like balancing on one hand and one leg doing the with rhythm and alternating legs and hands, balancing on hands, etc			
Teacher reflection:			

### Assessment Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Locomotion	The learner can imitate one animal with some difficult. He cannot demonstrate and combine the expected skills	The learner is able to imitate some few animals but has difficulty	The learner can imitate animal movements e.g. Crab walk, dog walk, cat walk etc. The Learners combine	The learner can imitate all animals with ease and can imitate other animals that have not been mentioned by the teacher

	in his imitation.	in combining the expected skills that are demonstrated by the imitated animal	walking, running, skipping, sliding, flying to different sides, with rhythm and correct posture	
Rotation	The learner cannot turn around with combination and co-ordination and in the process loses rhythm and posture.	The learner turns around with combination but staggers and loses rhythm and posture.	The learners turn the arms around i.e. full circle, half circle using different parts of the body, keeping rhythm with correct posture	The learners turn the arms around i.e. full circle, half circle using different parts of the body, keeping rhythm with correct posture and rhythm showing signs of agility and accuracy
Elevation	The learner elevates arms but are slightly bent and cannot follow does not keep rhythm and loses posture.	The learner is able to elevate arms and legs but cannot keep rhythm and posture.	The learner is able to elevate arms and legs sideways, forwards backwards and above the head with rhythm and correct posture.	The learner can elevate all parts of the body in all directions keeping correct posture and posture of feet and hands
Balancing	The learner is falling and staggering when doing the activities. He cannot balance and does not perform according to rhythm. He is not mindful about the posture.	The learner has problems in combining hand arm and leg movement and does not always keep correct posture. He sometimes staggers and loses balance.	The learner can balance standing on one leg the other one bent, stretched forwards and back, sideways and back, backwards and back with the arms on the hips and stretched out sideways, forwards and upwards, and is doing this according to rhythm and keeping correct posture	. The learner can balance standing on one leg the other one bent, stretched forwards and back, sideways and back, backwards and back with the arms on the hips and stretched out sideways, forwards and upwards. The learner is accurate to the rhythm and body posture, changes smoothly from one activity to the other.

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**CONTENT:** Safety in and around water.

**Grade 4**

**Duration** 2 hours (2 week

LOs and ASs	Content	Activities	Assessment
<p>The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical development</p> <p>AS 5. Demonstrates knowledge of safety measures in and around water</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Dangers of water</li> <li>• Safety measures in and around water</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Identifying safety and dangers in and around water</li> <li>• Surviving skills</li> <li>• Rescuing someone else.</li> <li>• Carrying for your own safety and that of others</li> <li>• Respect for human life and safety measures in and around water.</li> </ul>	<p><b>Activity 1.</b> The learners relate own experiences of swimming in various water environments. They identify techniques of safety and surviving in water.</p> <p><b>Activity 2.</b> Identify different swimming techniques in water or simulate swimming in the classroom e.g. correct breathing, correct use of arms and legs, gliding in the water.</p> <p><b>Activity 3.</b> They identify different saving techniques e.g. using a rope, forming human chain, throwing something that can float e.g. inflated tube. <b>NB.</b> Teachers who have never been trained in swimming must ask for help from a trained person.</p>	<p>Assignment</p>
Resources: Pictures of dangers in and around water, DVD, books on swimming instructions and water safety			
Extended Opportunities: Where there is a swimming pool the learners may be taken for swimming.			
Teacher Reflection:			

**Grade Duration** 8 hours **CONTENT:** Target games

LOs and ASs	Content	Activities	Assessment
<p>The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical development</p> <p>AS 1 explores a range of target games</p>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Different types of target games.</li> <li>• Striking and fielding games e.g. bowling, batting, fielding, throwing,( Cricket, bowling, basket ball, baseball netball, paint ball, snooker, darts, etc)</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Bowling, catching, throwing, hitting, and handling of equipment.</li> <li>• Skills of throwing the ball, hitting, handling the bat, swinging of the arms and the body jumping, landing on one foot and on both feet</li> </ul> <p>Values: appreciation of their body, respecting self and others, positive team spirit.</p>	<p><b>Activity 1.</b> <b>Warming –up</b> moving in different directions at different speeds running, stopping suddenly walking, jumping, skipping in sequence.</p> <p><b>Activity 2.</b> Demonstrate throwing and catching techniques. The learners practice the techniques in groups.( Throwing the ball up, sideways, down, low, using one hand, two hands, on one foot and on both feet. Throwing and catching the ball on the palm of the hand and on the finger tips of one hand and of both hands,</p> <p><b>Activity 3.</b> Learners practise the skills in groups and exchange the roles. How to catch the ball standing on one foot, jumping and with both feet in the air, from sides running, etc.</p> <p><b>Activity 4 Cooling down</b> Learners walk three paces and jump clapping the hands above their heads and three paces and clap their hands under their legs walking slowly. Breathing slowly they lift their arms up, moving one shoulder and both shoulder forwards and backwards and in circular movements.</p>	<p>Observation sheet.</p>
Resources: balls, bats, nets, rings, stumps, handling gloves			
Teacher Reflection:-			
Expanded Opportunities			

Name	Standing	Handling the bat	Striking	Throwing	Catching	Participation	Enjoyment	Total	%	Level
	3	2	3	3	3	3	3	20		

**CONTENT:** Safety in and around water

**Grade 5**

**Duration** 2 hours (2 week)

LOs and ASs	Content	Activities	Assessment
<p>The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical development</p> <p>AS 5. Demonstrates knowledge of safety measures in and around water</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>• Dangers of water</li><li>• Safety measures in and around water</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• Identifying safety and dangers in and around water</li><li>• Surviving skills</li><li>• Rescuing someone else.</li><li>• Carrying for your own safety and that of others</li><li>• Respect for human life and safety measures in and around water.</li></ul>	<p><b>Activity 1.</b> The learners relate own experiences of swimming in various water environments. They demonstrate techniques of safety and surviving in water.</p> <p><b>Activity 2.</b> Demonstrate different swimming techniques in water or simulate swimming in the classroom e.g. correct breathing, correct use of the arms with legs gliding in the water.</p> <p><b>Activity 3.</b> They demonstrate different saving techniques e.g. using a rope, forming human chain, throwing something that can float e.g. inflated tube.</p> <p><b>NB.</b> Teachers who have never been trained in swimming must ask for help from a trained person.</p>	<p>Assignment Test Observation sheet.</p>
Resources: Books, pictures, DVD, people doing demonstration.			
Teacher Reflection:			



**CONTENT:** Concepts of Striking and Fielding Games

**Grade 6**

**Duration** 5 hours (5 weeks)

LOs and ASs	Content	Activities	Assessment
<p>The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical</p> <p>AS 3. Applies relevant concepts in a variety of striking and fielding games..</p> <p>AS 4 Performs rhythmic patterns of movement with coordination and control</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Concepts of striking and fielding games.</li> <li>• Different types of fielding games</li> <li>• Rules</li> <li>• Comparison of games from various cultures.</li> <li>• Maintaining equipment</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Techniques involved</li> <li>• Use of equipment</li> <li>• Safety measures</li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Fair play</li> <li>• Co-operation</li> <li>• Respect for games from other cultures</li> <li>• enjoyment</li> </ul>	<p><b>Activity 1.</b> Warm up. Swinging arms, backwards, circular movements while running jumping.</p> <p><b>Activity 2.</b> Learners are taught the following concepts</p> <ul style="list-style-type: none"> <li>• Concepts of throwing in cricket, volley ball, soccer, rugby, soft ball,</li> <li>• Concept of catching using the above examples,</li> <li>• Concept of handling the bat if it is used,</li> <li>• Concept of aiming.</li> <li>• Concept of footwork</li> </ul> <p><b>Activity 3.</b> Learners practise the above concepts in groups.</p> <p><b>Activity 4</b> Cooling down. Stretching their hands out and breathing in as their hands are lowered down. This should be done slowly</p> <p><b>NB</b> equipment should be collected, checked, packed and taken to its safe place.</p>	<p><b>Observation</b></p>

Resources:- Bat, balls, gloves'
Expanded Opportunities: Learners explore as many fielding games as possible games e.g. netball, volley ball, soft ball
Teacher Reflections:

Name	Arm movement	Handling bats	Throwing	Foot work	Rhythm	Participation	Enjoyment	Tot	%	Level
	3	3	3	2	3	3	3	20		

**CONTENT:** Gymnastics

**Grade 6**

**Duration** 3 hours (3 weeks)

LOs and ASs	Content	Activities	Assessment
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<p>The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical</p> <p>AS 2. Demonstrate refined sequences emphasizing changes, speed and direction through gymnastic actions</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Body actions</li> <li>• Change of shape</li> <li>• body posture</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Flexibility</li> <li>• Rhythm</li> <li>• Balance</li> <li>• Style</li> <li>• Visualization</li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Appreciate body's ability</li> <li>• Exploring ideas</li> <li>• Fun</li> </ul>	<p><b>Activity 1.</b> Warm-up. Running, on toes, sliding with arms stretched up, sideways, in front and backwards, lying on the back with hands under the head and lifting up the torso according to rhythm.</p> <p><b>Activity 2.</b>Steps and techniques of forward roll. With support.</p> <p><b>Activity 3.</b> Steps and techniques of forward roll without support.</p> <p><b>Activity 4.</b> Steps and techniques of backward roll with support</p> <p><b>Activity 5.</b> Steps and techniques of backward roll without support. Other activities can be:- Cartwheel, head stand, hand stand, arab spring etc</p> <p><b>Activity 6.</b> Cooling down. Lying down on stomachs and lifting up the upper body with rhythm. Standing up and bending to touch toes, arms hanging loose. Pushing elbow backwards with one arm and changing arms. The learners must do this according to rhythm and keeping correct posture.</p>	<p><b>Observation Sheet</b></p>
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<b>Resources:</b> benches, safety mats, cushions, whistle			
<b>Expanded Opportunities:</b> Join Gymnastic clubs, partner activities, do pyramids,			
<b>Teacher reflections</b>			

**Observation Sheet**

<b>Names</b>	<b>Shape</b>	<b>Speed</b>	<b>Direction</b>	<b>Rhythm</b>	<b>Co-ordination</b>	<b>Control</b>	<b>Participation</b>	<b>Enjoyment</b>	<b>Tot</b>	<b>%</b>	<b>Level</b>
	3	2	5	3	4	3	3	2	25		

**Content:** Fitness Programme

Grade 6

**Duration** 5 hours (5 weeks)

LOs and ASs	Content	Activities	Assessment
<p>The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical</p> <p><b>AS 3</b> Participate in a physical fitness programme designed to develop a particular aspect of fitness.</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>• Understanding of fitness programme</li><li>• Increase fitness level</li><li>• Intensity of fitness</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>• To show movement sequences that is controlled, smooth, and continuous</li></ul>	<p><b>Activity 1</b> Learners identify particular aspects of fitness. Learners are advised on warm up activities according to their chosen programmes of fitness and participate in warm up activities.</p> <p><b>Activity 2.</b> Each Learner measures his/her fitness level at the beginning of the programme, during the programme</p>	<p>Observation sheet.</p>

	co-ordination <ul style="list-style-type: none"> <li>• Perseverance to master the required movement.</li> <li>• Working in a group</li> </ul> <b>Values</b> <ul style="list-style-type: none"> <li>• Recognition of ones abilities</li> <li>• Enjoyment</li> <li>• Accepting others</li> <li>• Respect other group members</li> </ul>	and at the end of the programme. They keep the records and assess themselves and each other.  The teacher monitors, motivates and assess the progress of fitness programme.  NB the learners may choose any of these: - <ul style="list-style-type: none"> <li>• cardio-</li> <li>• respiratory,</li> <li>• strength,</li> <li>• Flexibility,</li> <li>• Body composition,</li> <li>• Speed etc.</li> </ul> The programme should be measurable.	
Resources: tapes, mats, whistles stop watches these will be chosen according to choices of the learners			
Learners explore other aspects of fitness programmes			
Teacher Reflection::			

**Content:** First Aid

**Grade 6**

**Duration** 5 hours (5 weeks)

LOs and ASs	Content	Activities	Assessment
<p>The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical</p> <p><b>AS 5. Applies basic first aid in different situations</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of first aid</li> <li>• Knowing relevant equipment that can be used different injuries</li> <li>• Knowledge of first aid kit and its contents.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• How to bandage a sprained person and other equipment</li> </ul> <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Care</li> <li>• sympathy</li> <li>• empathy</li> <li>• respect</li> <li>• co-operation</li> <li>• Love, etc</li> </ul>	<p><b>Activity 1.</b> Brain storm about common injuries and treatment thereof</p> <p><b>Activity 2.</b> Learners simulate a situation where one of them has sprained a finger.</p> <p>Learner one holds hand with sprained finger</p> <p>Learner two comforts the injured one and calls for help.</p> <p>Learner three brings first aid kit and uses pieces of cloth/ bandages. Gently keep injured finger close to 2 others and gently bind with cloth/bandage. The bandage should be firm but not tight. If ice is available, place ice tube on the injured part to reduce swelling. Call for help.</p> <p>Keep the patient calm and relaxed.</p> <p>Give instructions to the one calling for help.</p> <p>When the help arrives, give account of injury, condition and procedures done by you.</p>	<p><b>Assignment</b></p> <p>Practical demonstration / observation sheet</p> <p>Oral presentation</p>
Resources: First Aid Kit with all its contents			
Extended Opportunities: Learners can be given other scenarios e.g. nose bleeding, fainting, cut, fracture, burns, bruises, epileptic cases etc.			
Teacher Reflection:			