LESSON PLAN EXEMPLAR WEEK 1 &2

TERM 2 LEARNING PROGRAMME: LIFE SKILLS GRADE 2

DURATION: 2 WEEKS DAILY: 1HR 10MINS WEEKLY: 5HRS 5 MINS CONTEXT: THE WORLD AROUND ME

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources	Barriers to Learning
LO2: SOCIAL DEVELOPMENT AS 5 Describes important days from diverse religions. AS 4 Identifies values from diverse South African cultures. INTEGRATION ACROSS A&C LO2: REFLECTING AS 7 A&C LO1: Drama AS 2: HL LO1 AS 1 & 2 HL LO2 AS 4.3 HL LO 4 AS 2 MATHS LO1 AS 8.4	 Teacher asks questions on local religions e.g. naming of religions in the community. Picture discussion [learners pick up religions that are familiar to them from the picture]. Learners name important religious days on the calendar. Teacher introduces learners / adds to diverse religions in South .Africa .e.g. Hindus, Islam, Jewish festivals etc. Learners describe features of religious events they know Learners dramatise a religious event they know e.gthe death of Christ Individually they draw shapes from various church buildings on the picture. They match pictures with relevant names. Selecting and writing of their own religious festivals with dates from the calendar with holidays and religious festivals. 	INFORMAL Forms: Oral presentation Discussion Dramatisation Matching Drawing Method: Self Peer Group Teacher Tool: Checklist Observation sheet	Posters Pictures Flash cards Calendar with holidays and religious festivals	
				REFLECTIONS

LESSON PLAN EXEMPLAR WEEK 3 & 4

TERM 2 LEARNING PROGRAMME: LIFE SKILLS GRADE 2

DURATION: 2 WEEKS DAILY: 1HR 10MINS WEEKLY: 5HRS 50 MINS CONTEXT: MY FAMILY AND COMMUNITY

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources	Barriers to Learning
LO1: HEALTH PROMOTION AS3. Identifies communicable diseases	 Naming of diseases which they know in their community. Differentiating communicable diseases from common illnesses e.g. Flu, Stomach ache, Headache, Vomiting etc. Explanation on how communicable diseases can be spread 	INFORMAL Forms: Oral presentation	Posters Pictures Flash cards Stethoscopes	
and explains to protect self and others.	 e.g. TB, Polio, Smallpox, Chickenpox, Measles, Cholera including HIV & AIDS etc. 4. Importance of eating nutritious foods and exercises in order to stay healthy. 	Discussion Dramatisation Method:	Bottles of medicines Packets of tablets	
	 Discussion of precautionary measures against each communicable disease. 	Self Peer	Bed Chairs	
INTEGRATION WITHIN	6. Discuss a story with learners encouraging them to talk about their illnesses and to describe symptoms of each illness They	Group Teacher	Table	
LO3 AS 5 & AS2 LO4 AS 1	 also need to know that illnesses are caused by GERMS. 7. Divide class into groups of 5 – Germs, Parents, Nurse, Patients, Doctors and each group prepares and presents a 	Pairs Tool:		
ACROSS	role-play guided by the teacher. 8. Learners play familiar games – ask them to tell you rules, or	Checklist Observation		
SS GEO .LO 3 AS 1 HL LO 4 AS 2.1	help them make up simple rules. Observe how well they follow rules. Invite other classes to cheer them up.	sheet Rubric		

LESSON PLAN EXEMPLAR WEEK 5

TERM 2 LEARNING PROGRAMME: LIFE SKILLS GRADE 2

DURATION: 1 WEEK DAILY: 1HR 10MINS WEEKLY: 5HRS 50 MINS CONTEXT: THE WORLD AROUND ME

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources	Barriers to Learning
LO4 PHYSICAL	1. Warm up exercises e.g. Stretch, twist, stand up, twirl	INFORMAL	Posters	
DEVELOPMENT AND	roll or jump etc.	Forms:	Tins	
MOVEMENT	2. Naming of indigenous games e.g. Ugqaphu, Upuca,	Oral presentation	Stones	
AS 1 Participates in a	unocheyi, icekwa three tins etc	Discussion	Skipping	
variety of indigenous	3. Discuss the rules these games have and the reason	Practical	ropes	
games with simple rules,	why it is important to stick to the rules of the games.	Demonstration	Bottle	
individually and with a	4. Let the groups develop rules for various games.		bottoms	
partner.	5. Group activity: Learners are divided into Groups	Method:	Balls	
AS 4 Participates in	according to codes of the games and play .They	Self		
structured activities using	rotate at the blow of the whistle.	Peer		
equipment	6. Rules are written on the poster to reinforce reading	Group		
	and writing.	Teacher		
INTEGRATION				
WITHIN		Tool : Checklist		
		Memorandum		
LO3 PERSONAL		Observation sheet		
DEVELOPMENT				
AS5 Demonstrate				
appropriate classroom				
behaviour, including				
group work skills.				

INTERGRATION ACROSS HL LO1 AS1 HL LO4 AS2 A&C LO1 Dance AS 1		
7100 207 20700 710 7		REFLECTIONS

LESSON PLAN EXEMPLAR (1) WEEK 6 7 & 8

TERM 2 LEARNING PROGRAMME: LIFE SKILLS GRADE 2

DURATION: 3 WEEKS DAILY: 1HR 10MINS WEEKLY: 5HRS 50 MINS CONTEXT:MY FAMILY AND COMMUNITY

Learning Outcomes	Learning Activities	Details of	Resources	Barriers to
and Assessment Standards		Assessment		Learning
LO3: PPERSONAL	1. Teacher tells a story of two characters one nasty and the	INFORMAL	Posters	
DEVELOPMENT	other one loving using posters.	Forms :	Pictures	
	2. Learners draw a loving and a nasty face on pieces of	Oral presentation	Flash cards	
AS3. Demonstrates and	paper and write words describing each character from the	Discussion	Paints	
discusses emotions in	contents of the story.	Dramatisation	Brushes	
various situations.	3. Learners match different pictures with words depicting	Matching	Pieces of	
	each picture.	Drawing	papers	
AS4: Demonstrates	4. In pairs learners discuss how they treat their friends.	Debate	Comic strips	
appropriate behaviour in	5. Teacher writes words that express feelings that learners	Painting	Books	
conflict situations.	can use as a resource on the board eg. Caring, selfish,			
	helpful, kind, mocking, sharing etc.	Method:		
AS 5 Demonstrate	6. Draw 4 columns on the board with the headings "Friendly	Self		
appropriate classroom	behaviour," " Unfriendly behaviour," Consequences"	Peer		
behaviour, including	Acceptable" and" Unacceptable" Consequences.	Group		
group work skills.	7. In groups learners discuss the consequences of listed	Teacher		
	behaviour and share their responses with the class.	Pairs		
	8. Give each learner a strip of paper on which they can write			
INTEGRATION WITHIN	a letter and give them a model of a simple friendly letter	Tool : Checklist		
	on the board. Ask Learners what positive, friendly things	Observation sheet		
LO4 AS 3	they could say about each other, eg happy, kind, caring,			
	clever, fast runner, etc and write these on the board.			
	9. Create scenarios of possible conflict situations and allow			
ACROSS	learners to debate but lead leaders in the right direction.			
	10. In groups they can role-play the situation and present their			
HL LO2AS4.4	stories to the class.			

HL LO1 AS3 HL LO4 AS4 A&C LO2 Reflecting AS2 Drama EMS LO1 AS2	 11. Learners choose one of the other conflict situations, and draw their own comic strip of this situation with speech bubbles. 12. Ask learners to draw or paint a picture of an experience they have found difficult or which made them unhappy 13. Help learners to dramatise how people cope with difficult social situations (from personal experience or the story you have read for them. 14. Give learners a simple explanation about "wants" and "needs" e.g. food vs toys. And talk to them about household expenditures eg food, water rent, school fees, medical expenses etc. 15. Wrap up by summarising the various factors affecting our family lifestyles. 			
			REFLECTIONS	

LESSON PLAN EXEMPLAR WEEK 8 & 9

TERM 1 LEARNING PROGRAMME: LIFE SKILLS GRADE 2

DURATION: 2 WEEKS DAILY: 1HR 10MINS WEEKLY: 5HRS 50 MINS CONTEXT: ME AND MY ENVIRONMENT

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources	Barriers to Learning
Standards LO2: SOCIAL DEVELOPMENT AS1 Discuss children's rights and responsibilities and participates in classroom voting INTEGRATION WITHIN LO3 AS 5 LO4 AS 3 ACROSS HL LO2 AS4.4 A&C Drama AS1	 Ask learners if they can remember from Grade R what rights children have. Remind learners that a right is something that all children should have assets to, it describes fairly treatment of children. Ask the learners if they know the word "responsibilities." Explain to them that children do not have rights only but responsibility to use or act on these rights. Discuss around rights and responsibilities. Learners compare the rights and responsibilities Design a scene where children's right is violated. Let learners sing songs that are sung to celebrate human rights day. The teacher narrates the event which occurred during 21 March hence it was named Human Right's day. Learners role play the events of Human Right's Day holding posters with their own rights on them. The teacher directs learners to the process of voting, 	INFORMAL Forms: Oral presentation Discussion Dramatisation Written work Method: Self Peer Group Teacher Tool: Checklist Observation sheet Rubric	Posters Flash cards Ballot box Calendar Stationery Furniture(tables, desks, chairs) Cardboard boxes	
	(Class Leader) during the process new vocabulary like ballot papers, ballot box, voting station, candidates etc. is introduced.			

Week 10

FORMAL ASSESSMENT TASK

TERM 2

GRADE 2

LO"S & AS"S	ACTIVTIES	TOOL
LO 2 AS 4 & 5	Look at the picture below and match them with relevant names. e.g. food according to cultures, attire according to religions, buildings according to denominations.	Checklist
LO2 AS 3	Let learners fill in the worksheet which is about the qualities of a good friend.	Memorandum
LO3 AS 3, 4 & 5	Let learners debate about the scenario depicting conflict situation .The other group role play the same scenario.	Rubrics
LO1 AS 3	Tabulate the communicable diseases and the common illnesses on the appropriate columns.	Memorandum
LO4 AS 1	5. Learners must participate in the indigenous games. They must stick to the set rules for each game.	Observation sheet