



Province of the  
**EASTERN CAPE**  
EDUCATION

LIFE SKILLS  
LESSON PLAN EXEMPLARS  
GRADE 1  
TERM 3  
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 to support teachers in planning for teaching, learning and assessment for effective implementation of the National Curriculum Statement in the Foundation Phase

Life Skills is one of the three Learning Programmes taught in the Foundation Phase. It deals with the holistic development of the child, socially, emotionally, personally and physically. It also provides inclusive topics or themes that are relevant to real life situation of a learner. These themes may promote literacy skills through role play drama and discussions. LO4 Physical Development will also consolidate some concepts in Mathematics and promote Numeracy skills

This document serves to assist teachers with daily teaching, learning and assessment in Life Skills for Grade 1-3. A Work Schedule for term 3 has been developed. Integration of Assessment Standard has been done for the teachers. Planning accommodates Formal Assessment Tasks (FATs) and Learner Attainment Targets as indicated in the Draft LAT document which will be finalised soon and sent to schools Lesson plan exemplars can be adapted and refined so that they meet the needs and the context of the learner. The resources that are indicated are a guide teachers are at liberty to use other relevant material.

Teaching time for Life Skills is 1 hour 10 minutes daily, 5 hours 50 minutes weekly in Grade1 and 2 according to National policy. This time allocation for Life Skills must be adhered to.

All the lesson plans have been designed to cover Learning Outcomes and Assessment Standards for the third term according to the Work Schedule. Teachers are advised to use the Provincial Assessment Guidelines for exemplars of assessment tools.

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

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

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

<b>GRADE 1</b>			
<b>ANNUAL OVERVIEW OF A LEARNING PROGRAMME</b>			
	supervision).		equipment.

**GRADE 1 WORK SCHEDULE TERM: 3 LIFE SKILLS**

WEEK 1 ME AND MY ENVIRONMENT	WEEK 2 OUR COUNTRY	WEEK 3 BEING OUR BEST	WEEK 4 COMMUNICABLE DISEASES	WEEK 5 SAFETY
<p><b>CONSOLIDATION OF TERM 2 WORK</b>  <b>LO1 AS2</b> Identifies ,draws and colours the S.A flag  <b>CONCEPT</b>            Counting the number of colours on flag and listing the colours</p>	<p>LO2: AS 2 Identifies, draws and colours the S.A Flag.  <b>CONCEPT</b>            Identifying the shapes in the flag and colour the flag    <b>Integration Within</b>  <b>LO 3 AS 1-</b>            Describes the different houses and homes  <b>Across</b>  <b>HL</b>            LO1 AS1            LO2 AS 8            LO3 AS 1.2  <b>SS Hist</b>            LO3 AS3  <b>Resources</b>            Pencils            Crayons            Scissors            Glue            A4 paper</p>	<p>LO 2: AS 1 Classroom rules and school rules and their importance.    <b>CONCEPT</b>            Mentioning 3 school rule. Obey /disobey (affect)    <b>Integration Within</b>            LO4 AS 1,2,3&amp;4  <b>Across</b>  <b>HL</b> LO1 AS 1            LO2 AS 8            LO3 AS 1.2  <b>A/C</b> LO1 AS (Music)            EMS            LO2 AS2  <b>Resources</b>            Peace train            Pencils            Crayons            Scissors            Balls            Skipping ropes</p>	<p>LO1 AS3 Distinguishes between situations that are safe and those that requires precautions against communicable diseases  <b>CONCEPT</b>            Basic knowledge and skills about communicable diseases            Integration            Across  <b>A/C</b> LO3 DRAMA            Tech            AS1,2,3 and 4  <b>Resources</b>            Poster            Magazines            Glue            A4 Paper            Scissors            Paint            crayons</p>	<p>LO 1: AS 4 Identifies dangers and appropriate precautions on route to school    <b>CONCEPT</b>            Taking care of themselves whenever they go e.g. when crossing the road, getting home safely and on time    <b>Integration Across</b>  <b>Maths</b>  <b>LO3 AS4</b>            Tech            LO1 AS 1,2 &amp;4  <b>A/C</b> LO3 AS 4&amp;5    <b>Resources</b>            Crayons            Pencils            Arrive alive poster            scissors</p>

WEEK 6 KEEPING HEALTHY	WEEK 7 WORLD AROUND ME	WEEK 8 ENVIRONMENT	WEEK 9 HERITAGE	WEEK 10 HERITAGE
<p>LO1: AS1: Identifies nutritious sources from range of foods and drinks.  <b>CONCEPT</b>            Develop good nutrition habits.  <b>Integration Within</b>            :LO 3 AS 2 Describes own body in a positive way            LO4 AS1 Demonstrate ways of throwing, striking, rolling, bouncing, receiving and moving with a ball or similar equipment  <b>Across</b>            HL LO1 AS1            LO2 AS1            LO3 AS1.2            A&amp;C            LO 1AS Music            EMS            LO1 AS4            Maths            LO 1 AS1            LO 5 AS 2  <b>RESOURCES</b>            Magazines            Posters            Charts            crayons            Glue            Pencils</p>	<p>LO 3 AS 1 State personal details  <b>CONCEPTS</b>            Say where they live(address)            Describes different homes and houses  <b>Integration Within</b>  <b>LO4 AS1 ACROSS</b>  <b>SS: GEO LO1 AS1</b>  <b>HL LO1 AS1</b>  <b>HL LO2 AS 8</b>  <b>MATHS</b>  <b>LO1 AS1</b>  <b>ART &amp; CULTURE</b>  <b>LO1 AS4</b>  <b>Resources</b>            Pictures of different homes            Worksheets            Strips of papers            Crayons            Pencils            A4paper            Scissors            Glue            Magazines</p>	<p>LO 1 AS2 Explains steps to ensure personal hygiene and link these steps to environmental health  <b>CONCEPT</b>            Health Habits and behaviours effects on environment    <b>Integration Across</b>  <b>SS GEO</b>            LO3 AS2  <b>ART &amp; CULTURE</b>            LO2 AS4  <b>VISUAL ARTS</b>  <b>Resources</b>            Logs            Tree seeds            Spade            Carving knife            Compost            Watering can            Glue            String</p>	<p>LO 2 : AS 4-Sequencing pictures of stories with a moral value [ S.A. Cultures]              LO2 AS5 Matches symbols associated with a range of religions in S.A  <b>CONCEPT</b>            Identify similarities and differences between stories from different cultures  <b>INTEGRATION ACROSS</b>            LO3 AS 3 Chooses and talks about an object that represents the past Art &amp; Culture            LO3 AS 2            Participates in drama exercises that focuses on safety, trust and acceptance of others            LO 2 : AS 4-Sequencing pictures of stories with a moral value [ S.A. Cultures]            LO2 AS5 Matches symbols associated with a range of religions in S.A  <b>Resources</b>            Variety of objects            Photographs            Food from different cultures            Clothes from different cultures            Posters            Drums</p>	<p>LO 2 : AS 4-Sequencing pictures of stories with a moral value [ S.A. Cultures]              LO2 AS5 Matches symbols associated with a range of religions in S.A  <b>CONCEPT</b>            Identify similarities and differences between stories from different cultures  <b>INTEGRATION ACROSS</b>            LO3 AS 3 Chooses and talks about an object that represents the past <b>Art &amp; Culture</b>            LO3 AS 2            Participates in drama exercises that focuses on safety, trust and acceptance of others  <b>FORMAL ASSESSMENT TASKS</b></p>



## LESSON PLAN EXEMPLAR WEEK 1

**TERM 3**

**LEARNING PROGRAMME: LIFESKILLS**

**GRADE 1**

**DURATION : 1 WEEK**

**DAILY : 1Hour 10 min WEEKLY: 5 Hours 50 min**

**CONTEXT: OUR COUNTRY**

LO s & ASs	Learning Activities.	Details of assessment.	Resources.
<p>LO 2 AS : 2- Identifies,draws and colours the S. A flag. LO 3 : AS 1 – States personal details. <b>Integration Across.</b> HL LO 1 AS:1. HL LO 2 AS; 2. HL LO 3 AS; 1.2. Art &amp; Culture LO1 ( Visual Art) AS2 Discover simple geometric shapes such as lines, triangle and circles Maths.LO 3 AS;1.2</p>	<p><b>Introduction</b> <b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• The teacher asks some questions e.g. Who knows what South African Flag looks like?</li> <li>• Can you remember what the colours of the S A Flag are? If so what they are?</li> <li>• In groups the learners should identify all the colours in the SA flag</li> <li>• As they mention the colours they identify and put a shape e.g circle, triangle etc that will correspond with the colour mentioned</li> <li>• Put the flash cards with the names of the colours beside the shapes</li> <li>• Read the names of the different colours to the learners and with the learners</li> <li>• Divide the class into groups of three, let them use their bodies to build a triangle lying down</li> <li>• Learners are told to form lines to form colours of the flag They switch colours. Those who were red form the blue and green go to black etc</li> <li>• The teacher tells the learners that the sleeping “y” in the flag shows that 2 groups of people black and white came together to form one nation</li> <li>• They identify shapes in the S.A Flag e.g triangle, and rectangle</li> <li>• They mention and discuss the features of the S.A flag</li> <li>• A poster with different flags is shown to the learners e.g. ANC, Police, Zimbabwean, S.A , Lesotho. Learners identify the S.A flag from the</li> </ul>	<p>Informal. FORM. Oral. Practical. Written(Formal)  METHOD Teacher. Self Assessment. Peer Assessment.  TOOL. Checklist. Observation sheet. Rubric..</p>	<p>Poster with S.A flag, coloured shapes, poster with different flags Pencils Crayons Glue. Scissors. Paint. A4 Papers. Worksheet Stones.</p>

	<p>poster</p> <ul style="list-style-type: none"><li>• Using paper/stones they build or draw a S.A .Flag</li></ul> <p><b>FORMAL ASSESSMENT TASK ACTIVITY 1</b></p> <ul style="list-style-type: none"><li>• They colour their flags using crayons or paint</li></ul>		
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**BARRIERS:**

**REFLECTIONS:**

### LESSON PLAN EXEMPLAR WEEK 3

**TERM 3**

**LEARNING PROGRAMME: LIFESKILLS**

**GRADE 1**

**DURATION: 1 WEEK**

**DAILY : 1Hour 10 min WEEKLY: 5 Hours 50 min**

**CONTEXT: BEING OUR BEST**

LO s & ASs	Learning Activities.	Details of assessment.	Resources.
<p>LO2 AS :1 Draws up classroom rules and explains school rules and why they should be followed.</p> <p>LO 3 AS: Manages the changed environment of the class and school</p> <p>Integration WITHIN LO4 AS2 Across. HL LO1 AS1 HL LO 2 AS: 1.9. SS [ Geo]: AS: 1&amp;2. A/C LO 1 AS: 7. EMS LO 2- AS 2.Describes tasks and responsibilities at school and why they</p>	<ul style="list-style-type: none"> <li>• Whole class activity: Talk about –To be at our best we must..... Let the learners generate ideas</li> <li>• Learners build a peace train with ideas the class generated:               <ul style="list-style-type: none"> <li>- Share , wait for our turn, be polite, be friendly, do not shout, etc.</li> <li>- Engine = the class</li> <li>- Carriages = the behaviour/rules we embrace in order to ride on this class peace train.</li> </ul> </li> <li>• Allow learners to add to the carriages as the year progresses.</li> <li>• Reinforce these behaviour/rules on a daily.</li> <li>• Introduce learners to the basic rules of the school. Use a poster with pictures to illustrate these rules to the learners.</li> <li>• Allow learners to explain how <b>their peace train rules</b> are the same or different to that of the school rules.</li> <li>• Talk about why rules are important.</li> <li>• Individual activity: To stay on the Class Peace Train I will .....</li> </ul> <p>Learners draw and write, match pictures to words .... This is their “contract” to stay on the class peace train.</p> <ul style="list-style-type: none"> <li>• Talk about the different games the learners play at school and at home.</li> <li>• Discuss the rules these games have and the reason why it is important to stick to the rules of a game.</li> </ul>	<p>Informal..</p> <p>Form : Oral Response. Practical . Written.</p> <p>Method. Peer Assessment. Group Assessment Teacher Assessment.</p> <p>TOOL. Checklist. Observation sheet. Rubric.</p>	<p>Peace Train Poster with pictures to illustrate School Rules Worksheet for individual activity : match pictures with words 4 games : one for each station with equipment</p>

<p>need to be done.</p>	<ul style="list-style-type: none"> <li>• Group Activity: Prepare 4 stations each with one game. Learners rotate to each station on a signal and play the game. Learners must be encouraged to stick to the rules. <ul style="list-style-type: none"> <li>- Body Awareness Travel Map (Super Start Book)</li> <li>- Station 1 : Hop Scotch or foot steps</li> <li>- Station 2 : Move through obstacle</li> <li>- Station 3 : Identify body parts and move rhythmically to music</li> <li>- Station 4 : Balance bean bag and move along straight line</li> </ul> </li> <li>• Group or Whole class activity: Talk about what we learnt about ourselves. Learners can do an individual activity or self assessment</li> </ul>		
<p><b>BARRIERS:</b></p> <p><b>REFLECTIONS:</b></p>			

### LESSON PLAN EXEMPLAR WEEK 4

**TERM 3**

**LEARNING PROGRAMME: LIFESKILLS**

**GRADE 1**

**DURATION: 1 WEEK    DAILY : 1Hour 10 min    WEEKLY: 5 Hours 50 min    CONTEXT: COMMUNICABLE    DISEASES**

LO s & ASs	Learning Activities.	Details of assessment.	Resources.
<p>LO 1AS;3- Distinguishes between situations that are safe and those that require precautions against communicable diseases LO1 AS4: Identifies dangers and appropriate precautions on the route to school LO 1 AS5 Recognises situations that maybe, or may lead to, sexual abuse, and names a person to whom</p>	<p>1. Basic knowledge and skills about communicable diseases. Talk about what would happen if one of the learners in class fell and hurt himself or herself. Make sure children know that if the injury is serious, professional medical attention would be needed. But if injury is not too serious, you may take out the first –aid kit and treat the child</p> <p>2. Discuss with them what is first aid kit, what is in it and what each item in it is used for The teacher asks the learners if they know blood, what is the colour of blood, where does blood come from The learners mention anything related to blood e.g. injury, nosebleed, accident.</p> <p>3. The teacher explains ways to protect them against touching blood e.g. wearing gloves, plastic bags, calling the teacher, don't touch.</p> <p>4. Let them mention different diseases they know e.g TB, HIV/Aids 5. Discussion around these diseases should be done</p> <p>Learners need to be aware when they can be at risk from serious diseases like TB and HIV/ AIDS.</p>	<p>Informal..</p> <p>FORM: Oral. Practical.[Formal] Written.</p> <p>METHOD: Peer assessment. Teacher Assessment.</p> <p>TOOLS: Checklist. Observation Sheet. Rubric.</p>	<p>Poster. Magazines.</p> <p>Glue.</p> <p>A4 Papers</p> <p>Scissors.</p> <p>Paint.</p> <p>Crayons.</p>

<p>this can be reported</p> <p>Integration Across. A/C LO3 AS: Drama. Tech LO 1 AS; 1,2, 3&amp; 4.</p>	<p>6. Display a poster with people affected/ infected by HIV/AIDS. 7. Role play-Helping an injured friend.</p> <p><b>FORMAL ASSESSMENT TASK ACTIVITY 2</b></p> <p>8. Let them design a HIV/ AIDS ribbon.</p>		
<p><b>BARRIERS:</b></p> <p><b>REFLECTIONS:</b></p>			

**LESSON PLAN EXEMPLAR WEEK 5**

**TERM 3**

**LEARNING PROGRAMME: LIFESKILLS**

**GRADE 1**

**DURATION: 1 WEEK**

**DAILY : 1Hour 10 min WEEKLY: 5 Hours 50 min**

**CONTEXT: SAFETY**

LO s & ASs.	Learning Activities.	Details of assessment.	Resources.
<p>LO 1 AS:4-Identifies dangers and appropriate precautions on route to school.</p> <p>LO 3 AS: 5-Manages the changed environment of the class and school.</p> <p>LO4 AS: 4.Participates in free play activities using a variety of equipment</p> <p>Integration Across. Maths LO 3 AS: 4.- Recognises symmetry in self and own environment ( left, right, back and front)</p>	<p>Class discussion on:</p> <ol style="list-style-type: none"> <li>1. Taking care of themselves whenever they go, getting out of their transport to school safely , coming to school early and reaching home in time</li> <li>2. Play a FOUR CORNERS GAME.</li> <li>3. The aim of this game is to reinforce the meaning of the words THINK, STOP, LOOK and LISTEN.</li> <li>4. How to play: The words should be written in the flash cards. Draw simple pictures to go with the words eg a head( think) a stop sign (stop) eyes (look) and ears( listen) Put the flash cards in the four corners of the classroom. Explain what each word means and teach a mime movement to go with each word eg think –point to the head: stop – stretch your hand: look- hand edge above eyes: listen –cup hand around ear.</li> <li>5. Explain to the learners how to play the game. Learners should walk to any direction. When they hear the teacher calling one of the corner words, they run to corner and do the mime action.</li> </ol>	<p>Informal.</p> <p>FORM: Oral(Formal) Practical(Formal) Written.</p> <p>METHODS: Self assessment. Peer assessment. Teacher Assessment.</p> <p>TOOL: Checklist Observation sheet.</p>	<p>Arrive alive poster.</p> <p>Crayons</p> <p>Scissors.</p> <p>Flash cards.</p> <p>Activity sheet with Puppets</p>

	<p>6. Teach learners on how to cross a road safely-from home to school: from school to shop.</p> <p>7. Learner activity sheet (in pairs) Cut out finger puppets and colour them.</p> <p>8. They pretend that their desk is the busy street which their puppets have to cross.</p> <p><b>FORMAL ASSESSMENT TASK ACTIVITY3</b></p> <p>9. Go through the correct and safe way to cross roads:  This is done practical after school. The teacher shows them how to cross the road  Think, stop, look and listen!  Then look right, look left and look right again.  If it is safe, then walk across the road- NO running.</p>		
<p><b>BARRIERS:</b></p> <p><b>REFLECTIONS:</b></p>			



## LESSON PLAN EXEMPLAR WEEK6

**TERM 3**

**LEARNING PROGRAMME: LIFESKILLS**

**GRADE 1**

**DURATION: 1 WEEK**

**DAILY : 1Hour 10 min WEEKLY: 5 Hours 50 min**

**CONTEXT: KEEPING HEALTHY**

LO s & ASs	Learning Activities	Details of assessment	Resources
<p>LO 1 AS: 1 – Identifies nutritious choices fro a range of commonly available foods and drinks.</p> <p>LO 4 AS 3&amp;4- Participates in free play activities using a variety of activities.</p> <p>Integration Across.</p> <p>HL LO 1AS; 1. HL LO2 AS 1 HL LO3 AS 1.2. A/C LO 1 AS-</p>	<ul style="list-style-type: none"> <li>• Teacher asks some leading questions</li> <li>• What do you eat during Breakfast, dinner supper</li> <li>• Talk and discussion around food healthy and unhealthy</li> <li>• Divide the learners into groups</li> <li>• Learners work in small groups . Learners make a mobile for the class showing what it is we need to do to take care of our bodies. Learners talk about their mobile. Hang these in the classroom.</li> <li>• Learners cut pictures from magazines to make a picture of : I Take Care of My Body. They choose pictures that show what they do and eat to keep them healthy or colour and label a worksheet to show the things we do to take care of our bodies.</li> <li>• Whole Class Activity: Movement song using different body parts. (Hands knees toes )</li> <li>• Poster: Amazing things my body can do! Talk about the sports, exercises, games to show why it is important to keep fit and healthy.</li> <li>• Learners work in small groups. Choose 4 exercises with equipment. Demonstrate each exercise and allow learners to do along.</li> <li>• Prepare 4 stations each with one of the exercises. Learners rotate to each station on a signal and perform the exercise.               <ul style="list-style-type: none"> <li>- station 1 : bounce the ball and count number of bounces</li> <li>- station 2 : throw and catch the ball and count successful catches</li> </ul> </li> </ul>	<p>Informal .</p> <p>FORM ; Oral Practical. Formal ; Written.</p> <p>METHOD. Peer Assessment. Teacher Assessment.</p> <p>TOOL: Checklist.</p> <p>Rubric.</p>	<p>Crayons.</p> <p>Worksheet. Magazines</p> <p>Chair</p> <p>Scissors.</p>

<p>Music. EMS LO 1AS :4. Maths. LO 1 AS 1. MATHS LO 5 AS; 2.</p>	<ul style="list-style-type: none"> <li>- station 3 : roll the ball to hit a target and count successes</li> <li>- station 4 : stand in line, pass ball through legs and over head etc.</li> </ul> <ul style="list-style-type: none"> <li>• Play music and allow learners to do cooling down routine.</li> <li>• Place a chair about 20 m ahead in each group.</li> <li>• Group of learners should stand in a line</li> <li>• On the word GO the first person in the group must run to the chair, around it and back to his/ her group.</li> <li>• When the learner touches the second learner in the group she/ he must run and so on.</li> </ul>		
<p><b>BARRIERS:</b></p> <p><b>REFLECTIONS:</b></p>			

**LESSON PLAN EXEMPLAR WEEK 7**

**TERM 3**

**LEARNING PROGRAMME: LIFESKILLS**

**GRADE 1**

**DURATION: 1 WEEK**

**DAILY : 1Hour 10 min WEEKLY: 5 Hours 50 min**

**CONTEXT: WORLD AROUND ME**

LO s & ASs	Learning Activities.	Details of assessment.	Resources.
<p>LO 3 AS; 1-States personal details. LO 2 AS; 1-Draws up classroom rules and explains school rules and why they should be followed.</p> <p><b>Integration Across.</b> HL LO 1 AS1. HL LO2AS;8 MATHS LO 1 AS;1 A/C LO 1 AS 4.</p> <p><b>FAT 1 Act 4</b></p>	<p>They should discuss what comes into their minds when they hear the word 'HOME".</p> <ul style="list-style-type: none"> <li>• Discuss their homes with them. Where do they live? How many rooms ? What is each room used for? Which is their special place in the home? Why they like their homes.</li> <li>• Talk about activities that make their homes special</li> <li>• Show them pictures of different homes including animals</li> <li>• Discussion on homes in different places or areas e.g rural and /or urban areas</li> <li>• Let them cut and paste different kinds of homes from magazines</li> <li>• Learners should match the animals and people with their homes</li> <li>• They do the rhyme</li> </ul> <p>MY HOUSE.</p>	<p>INFORMAL.</p> <p>FORM: Oral. Practical. Written.[Formal]</p> <p>METHODS. Peer Assessment. Group Assessment. Teacher Assessment.</p> <p>TOOL: Checklist Observation Sheet. Rubric.</p>	<p>Furnisher catalogue.</p> <p>Crayons.</p> <p>Pencils.</p> <p>A4 Papers</p> <p>Scissors</p> <p>Glue</p> <p>Magazines</p>

	<p>This is my house.  Here is the door.  Here are the windows.  Here is the floor.  Outside are trees and grass so green.  We grow beans and potatoes, and keep our house clean</p> <p><b>FORMAL ASSESSMENT TASK ACTIVITY 4</b></p> <ul style="list-style-type: none"> <li>• Give learners a clean sheet and crayons.</li> <li>• Each learners must draw of his / her home</li> <li>• They must write their names and addresses under the picture.</li> <li>• Display all the pictures on a wall and allow the class to walk around and observe each others drawing.</li> </ul>		
<p><b>BARRIERS:</b></p> <p><b>REFLECTIONS:</b></p>			

LESSON PLAN EXEMPLAR WEEK 8

TERM 3

LEARNING PROGRAMME: LIFESKILLS

GRADE 1

DURATION: 1 WEEK

DAILY: 1Hour 10 min WEEKLY: 5 Hours 50 min

CONTEXT: ENVIRONMENT

LO s & ASs	Learning Activities.	Details of assessment.	Resources.
<p>LO 1 AS 2: Explains steps to ensure personal hygiene and links these steps to environmental health</p> <p>Integration Across. SS [Geo] LO3 AS: 2 A/C LO 2AS: 4- Visual Arts. A/C LO 3 AS-4 Visual Arts.</p>	<ul style="list-style-type: none"> <li>• Warm up Activity.</li> <li>• Discussion on taking good care of themselves Do's and don'ts. In the discussion include taking care of the environment e.g. the trees, animals etc Talk about special day Arbor Day. The teacher asks some questions to find out if learners know about this day if not explain to them how Arbor Day is celebrated</li> <li>• The teacher explains Arbor Day celebrations: Caring for the earth by making compost and planting trees.</li> <li>• Prepare to plant a tree. The teacher asks learners some questions e.g. What do we do when we plant a tree? Learners give steps taken when planting. Let the learners go outside: <ul style="list-style-type: none"> <li>-They dig a hole</li> <li>-Mix soil with compost.</li> <li>-Put the tree in a hole</li> <li>-Fill the hole with soil and compost.</li> <li>-Water regularly.</li> </ul> </li> <li>• Each group should make environmental sculptures from waste materials. Display the sculptures in the classroom.</li> </ul>	<p>FORMAL.</p> <p>FORM: Oral.[Formal] Practical ( Formal Assessment)</p> <p>METHODS.</p> <p>Peer Assessment . Group Assessment. Teacher Assessment.</p> <p>TOOLS. Observation sheet. Rubric Rating Scale.</p>	<p>Logs</p> <p>Tree seedlings</p> <p>Spade</p> <p>Carving knife</p> <p>Compost.</p> <p>Watering can</p> <p>Prestik</p> <p>Glue</p> <p>String</p>
<p><b>BARRIERS:</b> <b>REFLECTIONS:</b></p>			

**LESSON PLAN EXEMPLAR WEEK 9&10**

**TERM 3**

**LEARNING PROGRAMME: LIFESKILLS**

**GRADE 1**

**DURATION: 1 WEEK**

**DAILY : 1Hour 10 min WEEKLY: 5 Hours 50 min**

**CONTEXT: HERITAGE**

LO s & ASs	Learning Activities.	Details of assessment.	Resources.
<p>LO 2 AS:4- Sequences pictures of stories with a moral value from a range of South African cultures including own culture. LO 2 AS;5- Matches symbols associated with a range of religions in South Africa.</p> <p><b>Integration Across.</b> SS (HIST.)LO 3 Historical interpretation. AS 3-Chooses</p>	<p>Warm up Activities..</p> <ul style="list-style-type: none"> <li>• Sing a song which is normal sung in our occasions. NKOSI SIKELELE I-AFRIKA Asks some questions about the song e.g. When is it sung? Why?</li> <li>• Read them a story from one of South African stories that will teach the them values e.g. The story of Mandela Ask questions/Discussion about the story on the story</li> <li>• Let the learners identify holidays celebrated by different religions. e.g Christians –Good Friday ,Christmas Day Hindus ---Diwali etc</li> </ul> <p>Match some cultural behaviours to specific religious beliefs.</p> <ul style="list-style-type: none"> <li>• Brings to school objects or photographs that were used in olden days and talk about them..e.g. Calabash, tree-legged pot, etc.</li> <li>• A drama is done on Xenophobia</li> </ul>	<p>INFORMAL .</p> <p>FORM : Oral. Practical.</p> <p>METHODS: Group Assessment. Teacher.</p> <p>TOOL: Checklist. Observation sheet. Rubric.</p>	<p>Variety of objects.</p> <p>Photographs.</p> <p>Variety of food.</p> <p>Clothes.</p> <p>Poster.</p> <p>Drums</p> <p>Whistles.</p> <p>Glue.</p>

<p>and talks about an object that represents the past. A/C LO 2AS :2- Drama</p>	<ul style="list-style-type: none"> <li>• A cultural day is organized whereby learners and teachers will wear their cultural clothes and each one will be asked to bring food at school Learners will share the foods amongst each other</li> </ul> <p><b>FORMAL ASSESSMENT TASK ACTIVITY 5</b></p> <ul style="list-style-type: none"> <li>• Learners demonstrate a variety of dances practiced in their community in groups</li> </ul>		
<p><b>BARRIERS:</b></p> <p><b>REFLECTIONS:</b></p>			

<b>FORMAL ASSESSMENT TASK : LIFE SKILLS</b>							
<b>GRADE 1 : TERM 3</b>							
<b>Weeks</b>	<b>LO</b>	<b>AS</b>	<b>FAT</b>	<b>ATTAINMENT TARGET</b>	<b>ACTIVITY</b>	<b>FORM</b>	<b>TOOL</b>
2	2	2	1	Identify shapes in the S.A flag and colour it	<b>FAT 1:</b> Activity 1 Individual activity Learners are given the S.A flag to colour it	Written	Rubric
4	1	3	1	Basic knowledge about communicable diseases	<b>FAT 1:</b> Activity 2 Learners design a ribbon on HIV/AIDS	Practical	Rubric
5	1	4	1	Crossing the road. Looking at all directions	<b>FAT 1:</b> Activity 3 Teacher show them how to cross the road. This is done practical	Oral and Practical	Rating scale/ Checklist
7	3	1	1	Describes different homes	<b>FAT 1:</b> Activity 4 Cutting and pasting/or drawing and writing about their home	Written	Rubric
8	4	3	1	Use of body actions to convey the mood of a song/poem or music	<b>FAT 1:</b> Activity 5 Group activity They do different dances done by different cultures	Demonstration	Rating scales