



Province of the
EASTERN CAPE
EDUCATION

LIFE SKILLS
LESSON PLAN EXEMPLARS
GRADE 3
TERM 3
2009

TABLE OF CONTENTS

CONTENT	PAGES
Introduction	3
Overview of a Learning Programme	4-7
Work Schedule	8-10
Lesson Plans Exemplars	11-27
Formal Assessment Task	28-29

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 Standards has been done for the teachers. Planning accommodates Formal Assessment Tasks (FATs) and Learner Attainment Targets as indicated in the Draft LAT document which will be finalised soon and sent to schools. Lesson plan exemplars can be adapted and refined so that they meet the needs and the context of the learner. The resources that are indicated are a guide. Teachers are at liberty to use other relevant material.

Teaching time for Life Skills is 1 hour 15 minutes daily, 6 hours 15 minutes weekly in Grade 3 according to National policy. This time allocation for Life Skills must be adhered to. All the lesson plans have been designed to cover Learning Outcomes and Assessment Standards for the third term according to the Work Schedule. Teachers are advised to use the Provincial Assessment Guidelines for exemplars of assessment tools

GRADE 3

ANNUAL OVERVIEW OF A LEARNING PROGRAMME

LO1: HEALTH PROMOTION

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

GRADE 3

ANNUAL OVERVIEW OF A LEARNING PROGRAMME

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

GRADE 3

ANNUAL OVERVIEW OF A LEARNING PROGRAMME

LO3: PERSONAL DEVELOPMENT

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

LO 4: PHYSICAL DEVELOPMENT AND MOVEMENT

AS.1 – Demonstrates a variety of perceptual motor skills, in	Follows simple movement	Performs movement	Performs movement to a sound in sequence	Remembers patterns of movement and performs
---	-------------------------	-------------------	---	--

GRADE 3

ANNUAL OVERVIEW OF A LEARNING PROGRAMME

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

LIFE SKILLS: GRADE 3 WORK SCHEDULE TERM: 3

WEEK 1	WEEK 2 (OUR COUNTRY)	WEEK 3 (HEALTHY LIVING)	WEEK 4(COMMUNICABLE DISEASES)	WEEK 5 (SAFETY)
<p>(CONSOLIDATION OF TERM 2 WORK) LO 2 AS 2 Explains meaning of and sings the National Anthem CONCEPT List some of the messages in the National Anthem.</p>	<p>LO 2 AS 2 Explain the meaning of and sings the National Anthem CONCEPT Recognise, appreciates and behaves when it is sung. INTEGRATION GEO: LO 1 AS 2 HL: LO 2 AS 8 MATHS: LO 1 AS RESOURCES Map, posters with the National Anthem, tape recorder ASSESSMENT STRATEGIES FORMS Oral, practical demonstration TOOLS Checklist, observation sheet, rating scale, worksheet METHODS Teacher, self, peer and group</p>	<p>LO 3 AS 2 Explains why own body should be respected CONCEPT Identify forms of abuse and how they can happen. (WOMEN'S DAY TALK THROUGH) INTEGRATION HL: LO1 AS 6 LO2 AS 5.7 RESOURCES Pictures from health centres Recorded article Puppets Magazines ASSESSMENT STRATEGIES FORMS Oral Written TOOLS Rating Scale Observation Sheet METHOD Teacher, Self, Peer and Group</p>	<p>LO 1 AS 3 Discusses myths surrounding communicable diseases and the causes and prevention of these CONCEPT How to prevent isolation of infected and affected people thought these myths. LO 3 AS 3 Explains how she/he copes with challenging emotions including dealing with living with diseases and illness CONCEPT Places to go to for help and support when dealing with sadness. LO3 AS 4 Demonstrates assertiveness appropriate to a situation CONCEPTS Decision making INTEGRATION ACROSS HL: LO 1 AS 6 LO2 AS 5.7 RESOURCES Human Resources, workbooks, pictures ASSESSMENT STRATEGIES FORMS Oral & written responses Practical demonstrations TOOLS Checklist Rating Scale METHODS Teacher, Group</p>	<p>LO 1 AS 4 Identifies relevant people and their contact details to report cases of accidents, abuse, crime, fire, illness and injury. CONCEPT Knowledge of emergency numbers like the nearest police station, ambulance etc. INTEGRATION ACROSS HL LO1 AS:1 RESOURCES Human Resources Pictures e.g. Nurse Workbooks ASSESSMENT STRATEGIES FORM Oral & written TOOLS Worksheet, checklist, observation book METHODS Teacher, Peer, Group</p>

WEEK 6 (KEEPING HEALTHY)	WEEK 7 (WORLD AROUND ME)	WEEK 8 (ENVIRONMENT)	WEEK 9 (HERITAGE)	WEEK 10 (HERITAGE CONTINUES)
<p>LO 4 AS 4 Participates in play and describes its effect on the body CONCEPT Play and explain the importance of participating in play LO 4 AS 3 Explores expressive movements using contrast s of speed, direction, body shape and position. CONCEPT Following movements and sequencing focussing on speed, rhythm, direction and position LO 4 AS 2 Performs basic movements in sequence and with repetition with and without equipment CONCEPT Appropriate use of equipment with body movements in sequence INTERGRATION WITHIN LO 1 AS 1 Compares healthy and poor dietary habits and describes the effects of such habits on personal health CONCEPT</p>	<p>LO 3 AS 1 Describes own abilities, interests and strengths. CONCEPTS Identification of one’s strong points LO 2 AS 4 Tells stories of female and male role models from a variety of local cultures. CONCEPT State positive aspects about own role model. Women’s day talk through LO 2 AS 1 Explain leadership qualities in the school context and participates in school voting. CONCEPT Explain leadership in school context Explain his/her school’s leadership structure Characteristics of school leader they would vote for INTEGRATION ACROSS Maths LO 4 AS:3.1 A/C Visual Art LO 1 AS:1.2 & 2 SS GEO LO 1 AS:1 FAL LO 2 AS:10 HL LO4 AS 4.2; LO 1 AS 6; LO 2 AS 5.7 RESOURCES</p>	<p>LO 1 AS 2 Participates in a recycling project and explain how recycling contributes to environmental health. CONCEPT Grouping of waste products for recycling LO 4 AS 1 Demonstrates a variety of perceptual motor skills in pairs and in teams using simple rules CONCEPT Performs movement to a sound in sequence alone , in pairs or in groups LO 3 AS 5 Identifies group work skills and applies them consistently. CONCEPT Listening attentively to others point of view e.g. Celebrating Arbor Week by planting trees INTEGRATION ACROSS EMS LO 1 AS 1 MATHS LO 5 AS:1 N/S LO 1 AS 2.1 TECH.LO1 AS3.1 RESOURCES Posters, waste material ASSESSMENT STRATEGIES FORM Oral, practical, TOOL Checklist</p>	<p>LO 2 AS 3 Discusses the role of acceptance, giving, forgiveness, sharing in healthy social relationships. CONCEPT Importance of sharing with others and cooperating with people and also celebrating Heritage Day. INTEGRATION ACROSS Maths LO4 AS:3.1 A/C Visual Art AS:2 RESOURCES Calendar posters, decorations ASSESSMENT STRATEGIES FORMS Oral Written Practical demonstrations TOOLS Worksheets Checklist METHODS Teacher, Group</p>	<p>LO 2 AS 5 Discuss diet, clothing and decorations in a variety of religions in S.A. CONCEPT Explain how food is used in certain religious ceremonies. INTEGRATION ACROSS Maths LO4 AS:3.1 A/C Visual Art AS:2 RESOURCES Calendar posters, decorations ASSESSMENT STRATEGIES FORMS Oral Written Practical demonstrations TOOLS Worksheets Checklist METHODS Teacher, Group</p>

<p>Functions of different food groups in the body INTEGRATION ACROSS Maths LO5 AS:1 & 2 HL LO5 AS:4.2 RESOURCES Papers, crayons, pencils, posters, magazines ASSESSMENT STRATEGIES FORMS Oral, written, practical TOOLS Checklist METHOD Teacher Group Peer</p>	<p>Story Books(Prominent figure), calendar, posters, crayons, paint, magazines, puzzles, pictures ASSESSMENT STRATEGIES FORMS Oral , pictures FORM Oral, written TOOL Rating Scale, checklist METHOD Teacher, self, group</p>	<p>METHOD Self, peer, teacher, group</p>		
---	--	--	--	--

LESSON PLAN EXEMPLAR WEEK 2

TERM 3

LEARNING PROGRAMME: LIFE SKILLS

GRADE 3

DURATION: WEEKS

DAILY: 1 Hour 15 min

WEEKLY: 6 Hours 15 min

CONTEXT: OUR COUNTRY

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources
<p>LO 2 AS 2 Explains meaning of and sings the National Anthem</p> <p>INTEGRATION SS:HISTORY:LO2 AS 3 GEO:LO 1 AS 2 ARTS & CULTURE LO 1 AS 3 HL: LO 2 AS 7 LO 3 AS 1</p>	<ol style="list-style-type: none"> 1. Give the learners different photographs that show an area of a town from books, magazine or newspapers. 2. In groups the learners should look and name the places or anything that they see in their photographs. 3. Groups name places/things that are common in their photographs. 4. Give them a map that clearly shows the provinces and main towns in South Africa. 5. Discuss these with the learners by asking simple questions like: <ol style="list-style-type: none"> (a) Where on the map is their town or area? (b) How many provinces do they see in the map? (c) Which province do they live in? (d) What is the closest city to their town? (e) Which provinces are on the borders of their province? (f) Which provinces are far from the sea? 6. Explain that when all the 9 provinces are put together they are called South Africa (our country) 7. Explain to learners that most countries have symbols like a national flag. 8. Learners brainstorm the South African flag colours and their meaning. 	<p>FORMAL</p> <p>Form : Written</p> <p>Method: Educator</p> <p>Tool : Rubric</p>	<p>Pictures, magazines, books, newspaper, map of South Africa, poster of a National Anthem</p>

- | | | | |
|--|--|--|--|
| | <p>9. <i>They should draw and colour the South African flag.</i></p> <p>10. <i>Ask them the following questions:</i></p> <p>(a) <i>Do they know the South African Anthem? If so what is it? e.g. It is the song that every South African should know and be able to sing, it is a prayer for God's blessings on our land and all its people, it was written by 2 Authors, verses were added by S.E.K. Mqhayi and was published in 1927, it was adopted by the Parliament in 1995.</i></p> <p>(b) <i>How many languages does the Anthem have and what are they? e.g. 5 i.e. IsiXhosa. IsiZulu, seSotho, Afrikaans and English</i></p> <p>(c) <i>What should we do when we sing it? e.g. We should all stand still to honour our country.</i></p> <p>(d) <i>When do we sing it? e.g. We sing this on all special occasions.</i></p> <p>11. <i>Let the learners practice singing the National Anthem standing at attention whilst doing so.</i></p> <p>12. <i>Put the poster with the Anthem on the chalkboard.</i></p> <p>13. <i>Briefly tell them about the 2 writers of this Anthem. e.g. Enoch Sontonga a professional teacher born in Uitenhage, in the Eastern Cape in 1873 and died in 1905 and C.J. Langenhoven a lawyer born in Ladysmith in the Eastern Cape in 1873 and died in 1932, verses were added by S.E.K. Mqhayi and published in 1927</i></p> <p>14. <i>Read the Anthem with the learners</i></p> <p>15. <i>Give and discuss the meaning of the words and/or Phrases in the Anthem.</i></p> <p>ACTIVITY 1 FOR FORMAL ASSESSMENT TASK</p> <ol style="list-style-type: none"> 1. <i>Name all the colours on the South African flag</i> 2. <i>What is the National Anthem? Give any 2</i> 3. <i>What is the meaning of the words Nkosi Sikelel' iAfrika</i> 4. <i>Who are the writers of our National Anthem?</i> 5. <i>Do you think that our National Anthem brings the cultures of</i> | | |
|--|--|--|--|

	<p><i>South Africa together? Support your statement.</i></p> <p>6. Complete the following first sentences:</p> <p><i>Uit die blou.....</i></p> <p><i>Nkosi sike.....</i></p> <p><i>Sounds the call.....</i></p>		
<p>BARRIERS:</p> <p>REFLECTIONS:</p>			

LESSON PLAN EXEMPLAR WEEK 3

TERM 3

LEARNING PROGRAMME: LIFE SKILLS

GRADE 3

DURATION: WEEKS

DAILY: 1 Hour 15 min

WEEKLY: 6 Hours 15 min

CONTEXT: HEALTHY LIVING

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources
<p>LO 3 AS 2 Explains why own body should be respected</p> <p>MATHS LO 5 AS 2 Sorts, orders and organizes own and supplied data by one or more attributes for a particular reason.</p> <p>FAL LO 5 AS 2.1 Uses language for thinking and problem solving compares things critically</p>	<ol style="list-style-type: none"> 1. Discuss school rules e.g. shirts must be tucked in, no coloured nails or hair, no bullying etc. 2. In groups the learners discuss ‘appropriate’ and ‘inappropriate’ dress codes. e.g. what they think about each behaviour and how do they feel about each. 3. Learners should give reasons for their answers. 4. Discuss with the learners the meaning of the words ‘respect’ and ‘self respect’, i.e. , is Respect is treating others nicely, is knowing that others are valuable too, it is caring for others, their possessions and the environment. ‘Self respect’ is liking yourself, is feeling good about self, is looking after and caring for your body and your possessions and is knowing that you are lovable and unique. 5. Create and tell the learners a moral story about an animal or a person that once found itself or herself/himself in a dangerous situation. 6. Encourage discussion about their feelings in situations that could be dangerous by asking them questions based on the story told like: <ol style="list-style-type: none"> (a) How do you think the animal/person felt in that situation? (b) Do animals/people know when danger threatens? How? (c) What will one do about it? (d) Do the learners know when they are in a situation that is not 	<p>INFORMAL</p> <p>FORMS Demonstration Presentation oral</p> <p>METHODS Teacher Peer Group Self</p> <p>TOOLS Checklist Rating scale</p>	<p>Classroom rules, story, worksheet, posters, Scissors, glue, crayons</p>

- good for them?
- (e) Have they ever been in such a situation?
 - (f) How did they feel?
 - (g) Have they ever said 'yes' to someone just because it was easier than to say 'no'?
 - (h) Were they too shy to say how they felt?
7. Tell the learners that they should never feel guilty or ashamed to tell or show people that they do not like what is being done to them
 8. Give them different ways in which they can react in different situations to put where relevant. e.g. not allow other people to hurt you, find it difficult to say 'no', be aggressive to scare others, firmly and politely say 'no', hurt other people to protect yourself, feel afraid and easily feel threatened, respect other people and not abuse them, give reasons for saying 'no'

<i>When you respect and feel good about yourself</i>	<i>When you do not feel good about yourself</i>

ACTIVITY 2 FORMAL ASSESSMENT TASK 1

*Divide the learners into groups.
 Each group should be creative and make a poster with slogans and pictures illustrating the issue of abuse e.g. NO, DON'T TOUCH ME, I HAVE A RIGHT TO SAY NO etc.
 These posters should be displayed at a certain relevant point at the school where everyone could come across them.*

BARRIERS:

REFLECTIONS:

LESSON PLAN EXEMPLAR WEEK 4

TERM 3

LEARNING PROGRAMME: LIFE SKILLS

GRADE 3

DURATION: WEEKS

DAILY: 1 Hour 15 min

WEEKLY: 6 Hours 15 min

CONTEXT: COMMUNICABLE DISEASES

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources
<p>LO 1 AS 3 Discusses myths surrounding communicable diseases and the causes and preventions of these</p> <p>INTEGRATION WITHIN LO 3 AS 4 Demonstrates assertiveness appropriate to a situation</p>	<ol style="list-style-type: none"> 1. Ask learners questions such as: <ol style="list-style-type: none"> (a) Have you been sick before? (b) Who of you had been immunized? If so on what? 2. Discuss a picture of community workers involved with children's welfare. e.g. What do they see on the picture? What role do the following: parents, nurses, doctors etc. play in the children's welfare and how do they do that? 3. Create and tell the learners a moral stories about communicable disease like HIV, T.B., CHOLERA etc e.g. <ol style="list-style-type: none"> (a) A story about an HIV, T.B. and Cholera infected child that her friends never wanted to play with because they thought that they will be infected. (b) Conclude the story by ensuring them that it is only when the infected has a cut and his/her blood gets into contact with another with an open wound that they get infected. (c) Tell them more about other myths. e.g. witchcraft 4. Ask learners questions such as: <ol style="list-style-type: none"> (a) What was the story about? (b) What did the story teach us? (c) Did you like the story? If so why? If not why? 	<p>INFORMAL</p> <p>FORMS Written oral</p> <p>METHODS Teacher Peer Group Self</p> <p>TOOLS Checklist Rating scale</p>	<p>Magazines, picture cuts, worksheets, moral story</p>

(d) Write 3 short sentences about the story.

ACTIVITY 3 FORMAL ASSESSMENT TASK 1

5. Learners should answer the following statements with either "yes" or "no" in their answer books:

(a) You can become infected by touching an infected friend

(b) A mosquito can give you the HIV virus

(c) When you bath in the same bath with an infected person, you can get the HIV virus

(d) When sharing a syringe with an infected person

BARRIERS:

REFLECTIONS:

LESSON PLAN EXEMPLAR WEEK 5

TERM 2

LEARNING PROGRAMME: LIFE SKILLS

GRADE 3

DURATION: WEEK

DAILY: 1 Hour 15 min Daily

WEEKLY: 6 Hours 15 min

CONTEXT: SAFETY

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources												
<p>LO1: AS 4 – Identifies relevant people and their contact details to report cases of accidents, abuse, crime, fire, illness and injury.</p> <p>INTEGRATION HL LO1 AS1 Listen attentively and respond s to extended sequence of instructions appropriate to the learners level LO2 AS5 Contributes to group and class discussions LO3 AS1 Reads for information LO4 AS7.2 Completes a writing task within a set time Art & Culture LO2 Drama Works with others when exploring situations in</p>	<ol style="list-style-type: none"> 1. <i>Divide your learners into groups</i> 2. <i>Groups are given different situations to discuss about e.g. an accident</i> <i>A house on fire</i> <i>A sick person/a child</i> <i>An old woman who is living alone</i> <i>Someone who is robbed</i> <i>An abused person</i> 3. <i>Give them leading questions if necessary e.g.</i> <i>What can you do to assist that person?</i> <i>To whom can you report the case?</i> <i>Where can you report the case?</i> 4. <i>Let them report back to the class</i> 5. <i>Draw a blank table on the board(write only headings) ask the learners to help you fill the table</i> 6. <table border="1" data-bbox="568 1161 1361 1353" style="margin-left: 20px;"> <tr> <td style="padding: 5px;"><i>People who help us</i></td> <td style="padding: 5px;"><i>How do they help us</i></td> <td style="padding: 5px;"><i>Where do they work</i></td> <td style="padding: 5px;"><i>What do they drive</i></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table> 7. <i>Explain to the learners the importance of having an emergency telephone number list ready at school and at</i> 	<i>People who help us</i>	<i>How do they help us</i>	<i>Where do they work</i>	<i>What do they drive</i>									<p>INFORMAL <i>Form</i> <i>Oral practical</i> <i>written</i> <i>Method: Educator</i></p> <p><i>Tool :</i> <i>Rubric</i> <i>Checklist</i></p>	<p><i>Telephone Directory</i> <i>Pictures of accidents, crime</i> <i>Small books with emergency list</i> <i>Pictures with people</i> <i>Policeman</i> <i>Nurses</i> <i>Traffic officer</i> <i>Fire fighters</i> <i>Doctors</i> <i>Social workers</i></p>
<i>People who help us</i>	<i>How do they help us</i>	<i>Where do they work</i>	<i>What do they drive</i>												

<p>role</p>	<p><i>home in the case of emergency</i></p> <ol style="list-style-type: none"> 8. <i>Divide the learners into groups of 4, give each group a local telephone directory</i> 9. <i>Show them the emergency pages in front of the telephone directory</i> 10. <i>Each group member should then compile his or her own emergency telephone list to take home</i> 11. <i>Make sure learners include their personal numbers on the list for example: mother's cell phone number</i> 12. <i>Get learners to memorise the 10111 emergency telephone number</i> 13. <i>Group of learners act different scenarios e.g. a girl who is been robbed coming from school, an accident on the way to school</i> 		
<p>BARRIERS:</p> <p>REFLECTIONS:</p>			

LESSON PLAN EXEMPLAR WEEK 6

TERM 3

LEARNING PROGRAMME: LIFE SKILLS

GRADE 3

DURATION: WEEKS

DAILY: 1 Hour 15 min Daily WEEKLY: 6 Hours 15 min

CONTEXT: KEEPING HEALTHY

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources
<p>LO 4 AS 4 <i>Participates in play and describes its effects on the body.</i></p> <p>LO 4 AS 2 <i>Performs basic movements in sequence and with repetition, with and without equipment.</i></p> <p>LO 4 AS 3 <i>Explores expressive movements using contrast of speed, direction, body, shape and position</i></p> <p>LO 4 AS 1 <i>Demonstrates a variety of perceptual motor skills, in pairs and in teams using</i></p>	<ol style="list-style-type: none"> 1. Divide the class into groups 2. Give each group a picture cut of a healthy looking person from magazines 3. They discuss the picture by answering the following questions: (a) What does a fit and a healthy person look like? (b) What do people do to stay fit and healthy? 4. Give groups time to think of suggestions about the questions and to write their ideas in their books. 5. Discuss their ideas 6. Ask the learners about what they understand of exercise. 7. Let them have a discussion on the importance of exercising. 8. Ask the learners to take note of how they are feeling today 9. Let them discuss their findings in groups. 10. Learners should take turns pretending to play a sport or a game. 11. The rest of the group should guess what sport or game is being demonstrated. 12. Discuss what the learners have had for breakfast and how important this meal is to their wellbeing 13. Ask what they have brought for lunch, they need some sort of starch and some protein at each meal to keep them going, fruit gives them energy 	<p>INFORMAL</p> <p>FORMS Demonstration Presentation Written oral</p> <p>METHODS Teacher Peer Group Self</p> <p>TOOLS Checklist Rating scale</p>	<p>Magazines, picture cuts, tape recorder, paper plates, scissors, pritt/glue</p>

<p><i>simple rules.</i> INTEGRATION LO 1 AS 1 Compares healthy and poor dietary habits and describes the effects of such habits on personal health. A/C LO 1 AS 5 Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercise FAL LO 1 AS 4 Shows understanding of a sequence of instructions by following them correctly</p>	<p>14. Give the learners magazines where they are going to cut different types of healthy food 15. Let them paste these on their paper plates and present them to the group. ACTIVITY 4 FORMAL ASSESSMENT TASK 1 - Let them listen to the music of your choice. - Allow them to move creatively and freely in pairs to the music creating their own movements, steps and sequences. - Join two pairs together so that there are 4 learners in a group. - One pair to teach the other their movements and vice versa. - Allow join other groups together to have more learners and more movements. - Learners should now create own sequence in groups - Allow the learners to move freely for 5 minutes per groups doing different movements in sequence. - Other groups should assess and evaluate the movements of the group on stage - Allow them to stop the movement and discuss how they feel e.g. tired, thirsty, legs with cramps, breathless, enjoying the activity etc - Let them settle down.</p>		
<p>BARRIERS:</p> <p>REFLECTIONS:</p>			

LESSON PLAN EXEMPLAR WEEK 7

TERM 2

LEARNING PROGRAMME: LIFE SKILLS

GRADE 3

**DURATION: WEEK
AROUND ME**

DAILY:1 Hour 15 min Daily WEEKLY: 6 Hours 15 min

CONTEXT: WORLD

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources
<p>LO3 AS1 Describe own abilities, interest and strengths Concept Identification of one's strong points</p> <p>Integration Within</p> <p>LO2 AS4 Tells stories of female and male role models from a variety of local cultures</p> <p>Integration Across HL LO2 AS5 Talks about a picture, photograph or object</p> <p>Maths LO 4 AS:3.1 A/C Visual Art LO 1 AS:1.2 & 2</p>	<ol style="list-style-type: none"> 1. Explain to the learners the word ability. It is something that your body can do like running etc 2. Let learners discuss their abilities with friends next to them, they make an outline drawing of themselves and write on the outline all their abilities e.g. good listener, hardworking 3. Explain the word strength. (A strength is something you are good at doing) 4. Learners think about the special things that they are good at. They talk about their strengths to other learners 5. Each learner is given a readymade box 6. They write their strengths on all the sides 7. They decorate their boxes and place them where everyone can see it 8. Let each learner write down his/her role model(at home and school) and tells the class why is that person his /her role model .Some will mention their mothers and teachers 9. Let them talk about their role model's strengths and abilities 10. Discuss a community member who has brought positive change in the community e.g. feeding the poor, educating people about HIV and Aids 	<p>INFORMAL</p> <p>Form</p> <p>Oral</p> <p>Written</p> <p>Method: Educator Group</p> <p>Tool : Rubric Checklist</p>	<p>Pencil crayons A4 papers</p> <p>Magazines News papers</p>

<p>SS GEO LO 1 AS:1 FAL LO 2 AS:10 HL LO4 AS 4.2; LO 1 AS 6;</p>	<p><i>11. Inform the learners briefly about the apartheid era and what it did to people of S.A mention the names of people like Nelson Mandela, Steve Biko, Chris Hani, etc</i></p> <p><i>12. Let the learners work in groups and find information about these people and talk about how they made our country a better place for all</i></p> <p><i>13. Ask a learner to choose a personality, go and research about him/her and their contribution to S.A and return to class and present a poem, praise poem or act about that person</i></p> <p><i>14. They look for their role models on magazines, newspapers, or other media and write about them</i></p> <p><i>15. Encourage them to read and discuss the advert showing understanding of what they are reading</i></p>		
<p>BARRIERS:</p> <p>REFLECTIONS:</p>			

LESSON PLAN EXEMPLAR WEEK 8

TERM 3

LEARNING PROGRAMME: LIFE SKILLS

GRADE 3

DURATION: WEEKS

CONTEXT: ENVIRONMENT

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources
<p>LO 1 AS 2 Participates in a recycling project and explains how recycling contributes to environmental health INTEGRATION WITHIN LO 3 AS 5 Identifies group work skills and applies them consistently</p> <p>INTEGRATION ACROSS Maths LO 1 AS 5 NS LO 1 AS 2.1 FAL LO1 AS 1</p>	<ol style="list-style-type: none"> 1. Discuss a picture with a heap of litter by asking questions like: <ol style="list-style-type: none"> (a) Is this healthy? Why? (b) What are the things that you see in the picture? (c) Let the learners categorize these according to the following: breakables, plastic bags and bottles, peels, cans, papers, egg boxes etc. 2. Encourage discussion by asking questions such as: <ol style="list-style-type: none"> (a) What is waste material? Litter, rubbish (b) Where does it come from? (c) Do you have litter lying around in your area? (d) What sort of rubbish is there? (e) Does it bother you to see it lying there? Why? (f) How could you and your family make or save money by using the products that are usually thrown away? 3. Discuss the issue of pollution in streets, rivers, the veld etc., if people do not dispose of their refuse. 4. Discuss how it could pose health hazards to people. i.e. the rubbish rots and the poison and germs could get into nearby dams, rats, fleas etc. that might carry disease to people. 5. Ask your learners about the way waste materials are handled at their homes. e.g. What do you throw in your dustbin at home? 	<p>INFORMAL</p> <p>FORMS Demonstration Presentation oral</p> <p>METHODS Teacher Peer Group Self</p> <p>TOOLS Checklist Rating scale</p>	<p>Magazines, pictures, refuse bags, litter drums, tree seedlings, watering cans, compost, spades, forks</p>

	<p><i>How is your rubbish collected? Who collects it? Do you throw away things that can be used again? How can they be reused?</i></p> <ol style="list-style-type: none"> <i>6. Discuss the term recycle. i.e. reuse of waste material to make new useful product.</i> <i>7. Learners name products that can be reused or recycled e.g. peels for compost; plastic bags for hats etc.</i> <i>8. Divide the learners into groups.</i> <i>9. Each group collects pieces of rubbish found at school every day for a week.</i> <i>10. They categorize these according to breakables, cans, plastic, peels etc.</i> <i>11. They count and record the number of collected items on the graph at the end of each day.</i> <i>12. As a group they present to the whole school their graph showing how much litter there is on daily basis.</i> <i>13. Celebrate Arbor Day by planting trees as groups.</i> 		
<p>BARRIERS:</p> <p>REFLECTIONS:</p>			

LESSON PLAN EXEMPLAR WEEK 9&10

TERM 2

LEARNING PROGRAMME: LIFE SKILLS

GRADE 3

DURATION: WEEK

CONTEXT: HERITAGE

Learning Outcomes and Assessment Standards	Learning Activities	Details of Assessment	Resources
<p>LO2 AS3 Discusses the role of acceptance, giving, forgiveness, sharing in healthy social relationship</p> <p>LO2 AS5 Discuss diet, clothing and decorations in a variety of local cultures</p> <p>Integration Within: LO3 AS5 Identifies group work skills and applies them consistently</p> <p>Across HI LO1 AS2 Demonstrate appropriate listening behaviour by showing respect for the speaker, taking turns to speak, asking questions for clarification AS3 Recognises and shows respect for</p>	<ol style="list-style-type: none"> 1. Discuss friendship and how we make friends, for example we can have a class friend, a friend in other class, a friend from different school, a friend with whom we play sport etc 2. Discuss the merits of being involved in class project and how this involvement leads to the development of healthy relationships. In the class in the group, we may not like everyone but we can accept each other cause a learner may have positive contribution .stress the importance of treating each other equally and of working co-operatively 3. The teacher brings a cut out story from newspaper on Xenophobia. She divides the class in groups. Let the groups read the story and discuss about it. Ask the learners for their opinions 4. Ask learners to bring a photo of their parents and share with the class things about their parents e.g. where they were born, how they grew up, their religion and their jobs 5. Learners are requested to bring an item and if possible an example of food and clothing linked to their culture and or religion 6. Divide the class into groups according to a particular culture or religion 7. Each group is required to prepare a presentation on the dress and diet of their religion. Allow them time to plan <p>NB: When dealing with learners from rural areas, the</p>	<p>Forms Oral/practical</p> <p>Methods Teacher Self</p> <p>Tools: Checklist Observation sheet</p>	<p>Magazines News paper Food from different cultures Clothes from different cultures</p>

<p><i>different varieties of language</i> <i>L02 AS5Contribites to group discussion</i> <i>LO3 AS2.6 Discusses in own home language social and ethical issues</i></p>	<p><i>teacher must provide the learners with information of different cultures</i></p> <ol style="list-style-type: none"> <i>8. Then they present to the rest of the class</i> <i>9. Allow the learners to dress up and set the sample food on the table for all to taste</i> 		
<p>BARRIERS:</p> <p>REFLECTIONS:</p>			

FORMAL ASSESSMENT TASK : LIFE SKILLS							
GRADE 3 : TERM 3							
Weeks	LO	AS	FAT	ATTAINMENT TARGET	ACTIVITY	FORM	TOOL
2	2	2	1	Explaining the meaning of and sings the National Anthem	FAT 1 :Activity 1 Give and discuss the meaning of the words and/or phrases in the National Anthem	Written	Rubric
3	3	2	1	Why own body should be respected	FAT 1 : Activity 2 Each group should be creative and make a poster with slogans and pictures illustrating the issue of abuse	Poster	Rubric
4	1	3	1	Discusses myths about communicable diseases	FAT 1 : Activity 3 <i>Learners answer statements with either "yes" or "no" in their books on communicable diseases</i>	Oral and Practical	Rating scale
6	4	4.3,2 &1	1	Keeping healthy	FAT 1 : Activity 4 Group activity They move creatively and freely in pairs to the music creating their movements, steps and sequence	Demonstration	Checklist/rating scale
8	1	2	1	Recycling	FAT 1 : Activity 5 Group activity They collect pieces of	Project	Rating scales

					<p>rubbish found at school and at home</p> <p>Categorise these according to breakables, cans, plastic peels</p> <p>They count and record the number of collected items on the graph at the end of each day</p> <p>As a group they present the graph to the whole class</p>		
--	--	--	--	--	--	--	--