

LESSON PLAN EXAMPLERS

TERM: 2
GRADE : 1

LEARNING PROGRAMME: LIFE SKILLS

LESSON PLAN 1

DURATION:1WEEK

DAILY: 1HR 10MINS

WEEKLY: 5HRS 50 MINS

CONTEXT : HEALTHY HABITS

DURATION : 3 DAYS

LEARNING OUTCOMES & ASSESSMENT STANDARDS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	RESOURCES	BARRIERS IN LEARNING
<p>LESSON PLAN: 1</p> <p>LO1: HEALTH PROMOTION ASS.1,2 & 3 INTEGRATION ACROSS HL LO1: ASS 1 LO2: ASS 1 LO3: ASS 1.2 A/C LO1: ASS Music EMS LO1: ASS 4 MATHS LO1: ASS 1</p>	<p>*Discussion session: Why we eat food? Let them take turns in sharing ideas pointing out that: Eat food when we are hungry. To help our bodies grow. To have energy to play and work. To keep our bodies healthy etc...</p> <p>*Put learners in groups</p>	<p>FORMS: Oral presentation Practical demonstrations Written</p> <p>METHODS: Self Peer Group Teacher</p>	<p>Magazines Glue Scissors Posters Charts Pencils Crayons</p>	<p align="center">REFLECTIONS</p>

<p>LO5: ASS 6</p>	<p>Ask them to cut out pictures from magazines to make a collage of their favourite food. The teacher differentiates Nutritious and Non-Nutritious food.</p> <p>Learners do rhymes about food in alphabetical order.</p> <p>Divide learners into groups. Let them do food pricing. Let the groups talk about their choices.</p>	<p>TOOLS: Check List Observation Sheet Rubric</p>		
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LESSON PLAN 4

DURATION:1WEEK

DAILY: 1HR 10MINS

WEEKLY: 5HRS 50 MINS

CONTEXT: WORLD AROUND ME

LEARNING OUTCOMES & ASSESSMENT STANDARDS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	RESOURCES	BARRIERS IN LEARNING
<p>LO2: SOCIAL DEV. ASS. 1, 3 & 5 INTEGRATION WITHIN LO4: PHYSICAL DEV. & MOVEMENT ASS. 1, 2, 3, & 4 ACROSS HL LO1: ASS 1</p>	<p>*Ask the learners what are rules? Why do we have rules? What happens if one does not obey the rules?..etc.</p> <p>*Discussion about home and game rules Teacher introduces classroom rules: Arriving on time in the classroom,wear full school uniform and do not steal...etc.</p> <p>*Discussion: Arriving late is considered as a sign of bad manners. Not wearing school uniform is a sign of</p>	<p>FORMS: Oral Practical Demonstration Written</p> <p>METHODS: Peer Group Teacher</p> <p>TOOLS:</p>	<p>Pencils Crayons Glue Scissors Balls Skipping Ropes A 4 papers</p>	

<p>LO2: ASS 8 LO3: ASS 1.2 A/C LO1: ASS Music</p>	<p>dis obedience. The result of stealing will keep one in jail</p> <p>*Divide the learners into groups and give each group a strip written one school rule. The learners draw pictures to illustrate the rules.</p> <p>*Learners participate in free play activities following different rules.</p> <p>*Let them do singing game playing rhythm, clapping and skipping in pairs.</p>	<p>Check List Observation Sheet</p>		
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LESSON PLAN 3

DURATION:1WEEK

DAILY: 1HR 10MINS

WEEKLY: 5HRS 50 MINS

CONTEXT:CLEANLINESS

LEARNING OUTCOMES & ASSESSMENT STANDARDS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	RESOURCES	BARRIERS IN LEARNING
<p>LO1: HEALTH PROM. ASS 2,3& 4 INTEGRATION WITHIN LO3: PERSONAL DEV. ASS 2 ACROSS HL LO2: ASS 1,9 SS (Geo) LO3: ASS 1&2</p>	<p>Assess learners' prior knowledge: What do they know about germs? How people get germs?...etc. Ask the learners if they have ever been sick. Let them discuss with their partners.Guide them with questions like: How did they feel when they were sick?How long were they sick for? Etc. Discussing the learners' report back about germs. Talk about common illness eg. We can catch fever from infected people,diarrhoea</p>	<p>FORMS Oral Presentation Practical Demonstration Written METHODS Self Peer Group Teacher</p>	<p>Crayons Pencils Scissors Glue A 4 papers Magazines</p>	<p align="center">REFLECTIONS</p>

<p>A/C LO1: ASS 7</p>	<p>from dirty hands,drinking unpurified water etc. Teach them the song (germs are sneaky) Wash hands after playing,coming from the toilet,before touching food etc. They should keep their bodies clean. Cover mouth when coughing,sneezing. Let them draw things they use when cleaning thier hands. SONG (This is the way I wash my hands x3 Early in the morning) Each group must make a poster showing the washing of hands.</p>	<p>TOOLS Check List Observation Sheet Rubrics</p>		
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LEARNING PROGRAMME: LIFE SKILLS

LESSON PLAN 2

DURATION:1WEEK

DAILY: 1HR 10MINS

WEEKLY: 5HRS 50 MINS

CONTEXT : RELIGIONS

LEARNING OUTCOMES & ASSESSMENT STANDARDS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	RESOURCES	BARRIERS IN LEARNING
<p>LO2: SOCIAL DEV. ASS 5 INTEGRATION ACROSS A/C LO1: ASS 3 & 4 (TECH) LO1: ASS 1,2,3 & 4</p>	<p>Warm up: Learners sing any of the Christmas carols. Teacher shows learners pictures of differnt events.eg .Christmas day, Good Friday and Easter Monday. Learners discuss the events about the pictures. Guiding them with the following questions: *What happens to your homes during Christmas time /Easter weekend? Etc.</p> <p>Learners dramatize the birth of Christ. Learners dramatisz e crusification of Jesus. Let them draw the following;</p>	<p>FORMS Oral Presentation Practical Demonstration Written</p> <p>METHODS Self Peer Group Teacher</p> <p>TOOLS</p>	<p>Pencils Crayons Scissors Glue A4 Papers Different clothing Puppet of Father Xsmas Wrapped present Decorations</p>	

	Angels Stars Donkey Baby Jesus	Check List Observation Sheet Rubrics		
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LESSON PLAN 6

DURATION:1WEEK

DAILY: 1HR 10MINS

WEEKLY: 5HRS 50 MINS

CONTEXT : BODY IN ACTION

LEARNING OUTCOMES & ASSESSMENT STANDARDS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	RESOURCES	BARRIERS IN LEARNING
<p>LO4: PHYSICAL DEV.& MOVEMENT. ASS 1,2,3, & 4 INTEGRATION WITHIN LO3: PERSONAL DEV. ASS 2 ACROSS A/C LO1: ASS 1 SS (GEO) LO3: ASS 1</p>	<p>Warm up activities: Rain drops song /Ryhmes Take learners to a large open space – outside. Teach learners the song /ryhme with actions. Divide learners into groups. eg.Throwing, Catching, Rolling & Bouncing. Teacher demonstrates ways of throwing,catching,rolling & bouncing. Each group starts its activity.Let them all practise their skills. Teacher goes around to check if they have</p>	<p>FORMS Oral Presentation Practical Demonstration</p> <p>METHODS Teacher Peer</p> <p>TOOLS Check List Rating Scale</p>	<p>Balls (big & small) Different sizes of tins Pictures of parts of the body Learners workbooks</p>	

	<p>mastered the skills. Learners may not master all skills in one lesson. Teacher needs to repeat certain skills on another day. Competition fo skills will be done in each group.eg. Count how many times he/she may throw/catch without dropping Teacher must dot down findings in a rating scale.</p> <p>Learners match body parts with pictures in action.</p>			
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LESSON PLAN 5

DURATION:1WEEK

DAILY: 1HR 10MINS

WEEKLY: 5HRS 50 MINS

CONTEXT: MY ENVIRONMENT

LEARNING OUTCOMES & ASSESSMENT STANDARDS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	RESOURCES	BARRIERS IN LEARNING
<p>LO 3: PERSONAL DEV. ASS 2 & 5 INTEGRATION ACROSS (TECH) LO: 1 ASS 1, 2, 3 & 4 A/C LO3: ASS 4 & 5</p>	<p>Revise the school rules with the learners. How can you keep your classroom tidy? Are your desks always tidy? How can you keep your desk tidy? Teacher demonstrates how to design a pencil holder. Tell them that these holder will keep their desks tidy. Let them work in pairs. Give them material that they will need. Help them on how to fold a paper in half. Let them cut along the line .</p>	<p>FORMS Oral Presentation Practical Demonstration Written</p> <p>METHOD Self Peer Group Teacher</p>	<p>Pencils Crayons Tins White or Coloured A4 papers Ribbons Feathers Leaves Scissors Glue</p>	

	<p>Let them draw the birds head on the folded piece and cut out. Learners draw beak and wing of bird and stick it on their birds.</p> <p>Help them to stick/paste these on their birds. Let them choose various materials such as feathers,pieces of ribbons,coloured papers and other leaves to make tails for their birds. They should put any tin inside their birds to give shape. They will discuss with their partners what they like or dislike about their pencil holders.</p>	<p>TOOLS Check List Rubric</p>		
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LESSON PLAN 7

DURATION:1WEEK

DAILY: 1HR 10MINS

WEEKLY: 5HRS 50 MINS

CONTEXT : MY FAMILY

LEARNING OUTCOMES & ASSESSMENT STANDARDS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	RESOURCES	BARRIERS IN LEARNING
LO2: SOCIAL DEV. ASS 3 LO3: PERSONAL DEV. ASS 3 INTEGRATION ACROSS A/C LO:1 ASS 4	This activity should be a class discussion. Discuss what is meant by a family. Teacher draws a tree with several branches on the chalkboard. Teacher shows the learners a poster of a family. Fill in the branches with family members.eg. Grand mother-Grand father, Father-Mother, Uncle-Aunt, Brother-Sister	FORMS Oral Presentation Practical Demonstration METHODS Self Peer	Magazines Scissors Prestick Pictures Drawings of family members Crayons Pencils Flash cards with words	REFLECTIONS

<p>SS (HIST.) LO2: ASS 2 LO3: ASS 3</p>	<p>etc. The family is like branches belong to the tree. We call these people as relatives. Learners should know that a family is so special. Ask the learners to think about their families. Learners will select/choose the pictures of their families member and paste them to the branches. Learners should compare the ages of their families. Learners must cut pictures representing their families. Teacher writes surnames of each learner at the bottom of their trees. Ask learners to bring photographs of the past. Learners describe where they live.</p>	<p>Group Teacher</p> <p>TOOLS Check List Observation Sheet</p>		
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LESSON PLAN 8

DURATION:1WEEK

DAILY: 1HR 10MINS

WEEKLY: 5HRS 50 MINS

CONTEXT : ANIMALS

LEARNING OUTCOMES & ASSESSMENT STANDARDS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	RESOURCES	BARRIERS IN LEARNING
<p>LO3: PERSONAL DEV. ASS 3 INTEGRATION WITHIN LO4: PHYSICAL DEV. & MOVEMENT ASS 1 ACROSS A/C LO3: ASS 1</p>	<p>Warm up activity: Teach (I like animals) Poem.</p> <p>I like animals, Big ones,small ones Fat ones, and tall ones I like animals</p> <p>All kinds of animals</p> <p>I like animals Jumping ones, hopping ones Slithering ones and stalking I love animals Learners must take appropriate actions using their arms and bodies. They must capture the size, texture and movement of the animals as they say the</p>	<p>FORMS Practical Demonstration Oral Presentation Written</p> <p>METHODS Self Peer Group Teacher</p> <p>TOOLS Observation Sheet Check List Anecdotal Notes</p>	<p>Balls PencilS Flash Cards of animals</p>	

	<p>poem. Have a picture of animals in different situations (Taking care of animals) Look at the picture and ask the following questions:</p> <ul style="list-style-type: none">*What is the same?*What is different?*In which picture are the animals being cared for?*In which picture are the animals being treated badly? <p>Learners must choose animals according to their treatment and paste in one of the two columns, eg. Treated badly and Cared for.</p> <p>Learners are told to tell their own stories about badly treated and cared for animals.</p> <p>Learners draw themselves with their favourite animals.</p> <p>Teacher takes learners outside. They must practise throwing, catching, bouncing and rolling using a ball.</p>			
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LESSON PLAN 9

DURATION:1WEEK

DAILY: 1HR 10MINS

WEEKLY: 5HRS 50 MINS

CONTEXT : MY FEELINGS

LEARNING OUTCOMES & ASSESSMENT STANDARDS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	RESOURCE	BARRIERS IN LEARNING
<p>LO3:PERSONAL DEV. ASS 3 & 4 INTEGRATION ACROSS A/C LO1: ASS 3.1 & 3.4 LO3: ASS 3.1 & 3.2</p>	<p>DISCUSSION ACTIVITY: Learners identify differernt feelings. They must explain when and why they have those feelings. They should identify conflict situations and discuss how these can be avoided.</p> <p>The teacher asks them what do they think the word HAPPY means. Teacher teaches them the song (IF YOU ARE HAPPY AND YOU KNOW IT CLAP YOUR HANDS)</p>	<p>FORMS Oral Presentation Practical Demonstration Written</p> <p>METHODS Self Peer Group Teacher</p> <p>TOOLS Observation Sheet Anecdotal Notes Check List</p>	<p>Magazines Scissors Glue Worksheets Crayons Pencils A 4 Papers</p>	

	<p><i>Teacher discusses that being happy is a good feeling. Let the groups discuss their feelings. Teacher guides them with a variety of questions. Let the groups report back their ideas.</i></p> <p><i>Teacher do the same with bad feelings. Teacher put emphasis on the following: To get angry/fight does not help. To understand ones behaviour. Learners should find out why that person behaves in that manner. Learners are given an activity to select different feelings displayed on each face and paste them on their worksheets. Eg. Sad,Happy,Angry & Scared. Learners cut different face feelings from magazines and paste them in a worksheet. Learners should colour in the different faces with variety of colours. eg Sad =Red Happy = Blue Scared = Yellow Angry = Green</i></p>			
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LESSON PLAN 10

DURATION:1WEEK

DAILY: 1HR 10MINS

WEEKLY: 5HRS 50 MINS

LEARNING OUTCOMES & ASSESSMENT STANDARDS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	RESOURCES	BARRIERS
<p style="text-align: center;">FORMAL ASSESSMENT TASK</p> <p>LO1: HEALTH PROMOTION ASS.1,2 & 3 HL LO1: ASS 1 LO2: ASS 1 LO3: ASS 1.2</p>	<p>*Put learners in groups Ask them to cut out pictures from magazines to make a collage of their favourite food.</p> <p style="text-align: center;">The teacher differentiates Nutritious and Non-Nutritious food.</p> <p style="text-align: center;">Let the groups talk about their choices.</p> <p>Learners sing any of the Christmas carols. Teacher shows learners pictures of differnt events.eg .</p>	<p>FORM: Written</p> <p>METHOD Teacher</p> <p>Tool. Observation Sheet.</p> <p>METHOD Teacher.</p>	<p>Magazines Scissors Glue Worksheet Crayons Pencils A4 Papers</p>	

<p>A/C LO1: ASS Music EMS LO1: ASS 4 MATHS LO1: ASS 1 LO5: ASS 6</p> <p>LO2: SOCIAL DEV. ASS. 5 A/C LO1: ASS 3 & 4 (TECH) LO1: ASS 1,2,3 & 4</p> <p>LO3: PERSONAL DEV. ASS. 1 & 2 LO4: PHYSICAL DEV. & MOVEMENT ASS. 1, 2, 3, & 4 HL LO1: ASS 1 LO2: ASS 8 LO3: ASS 1.2 A/C LO1: ASS Music MATHS LO: 1 ASS 1</p>	<p>Good Friday and Easter Monday. Learners discuss the events about the pictures. Guiding them with the following questions: *What happens to your homes during Easter weekend?.</p> <p>Learners dramatize crusification of Jesus.</p> <p>Let them draw the following; Angels Stars Donkey Baby Jesus</p> <p>Each group starts its activity.Let them all practise their skills. Teacher goes around to check if they have mastered the skills. Learners may not master all skills in one lesson. Teacher needs to repeat certain skills on another day. Competition fo skills will be done in each group.eg. Count how many times he/she may throw/catch without dropping it.</p> <p>Learners match body parts with</p>	<p>FORM Oral /Practical Demonstraion Written</p>		
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<p>LO4: PHYSICAL DEV.& MOVEMENT. ASS 1,2,3, & 4 INTEGRATION WITHIN LO3: PERSONAL DEV. ASS 2</p> <p>ACROSS A/C LO1: ASS 1 SS (GEO) LO3: ASS 1</p>	<p>pictures in action.</p> <p>Warm up activities: Rain drops song /Ryhmes Take learners to a large open space – outside. Teach learners the song /ryhme with actions. Divide learners into groups. eg. Throwing, Catching, Rolling & Bouncing. Teacher demonstrates ways of throwing, catching, rolling & bouncing. Each group starts its activity. Let them all practise their skills. Teacher goes around to check if they have mastered the skills. Learners may not master all skills in one lesson. Teacher needs to repeat certain skills on another day. Competition for skills will be done in each group. eg. Count how many times he/she may throw/catch without dropping Teacher must dot down findings in a rating scale.</p>			
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	Learners match body parts with pictures in action.			
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