



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

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# **INTERMEDIATE PHASE LESSON PLAN EXEMPLAR**

**TERM 1**

**GRADE 4-6**

**2009**

## **INTRODUCTION**

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

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

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

All the lesson plans have been designed to cover learning outcomes and assessment standards for the first term according to the work schedule. It is very crucial that the teacher informs the learners of assessment strategies and criteria for each activity so as to promote transparency of assessment. For all activities on religion, the teachers must emphasise the importance of cultural tolerance and the issue of human rights relating to social development. This term we celebrate Human Rights Day. Teachers are encouraged to teach activities related to human rights so that these culminate into celebration of the human rights day.

All activities promote reading and writing and teachers are requested to encourage learners to read the scenarios and write what they have learned. The use of dictionaries is encouraged in most activities as this promotes reading.

# GRADE 4 OVERVIEW

<p><b>LO 3. The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world</b></p> <p>AS 1. Own strengths and those of others and how to convert failures into successes. AS 3. Working with emotions AS 4. Conflict resolutions.</p>	<p><b>Lo 1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</b></p> <p>AS 1. Investigation of cultural menus. AS 2. Links between a healthy environment and personal health.</p>	<p><b>LO 3. The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world</b></p> <p>AS 2. Importance of respecting other peoples bodies</p>	<p><b>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</b></p> <p>AS 5. Water safety. AS 2. Locomotion, rotation, elevation and balance. AS 4. Rhythmic movements.</p>
<p><b>LO 1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</b></p> <p>AS 4 Traffic rules</p>	<p><b>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</b></p> <p>AS 5. Religious places and buildings.</p>	<p><b>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</b></p> <p>AS 3. Relations between elders and children in different cultural contexts</p>	<p><b>LO 3. The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world</b></p> <p>AS 4. Conflict resolutions. AS 6. Study skills</p>

<p><b>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</b></p> <p>AS 1 Children’s rights and responsibilities AS 2 Stereotypes and discriminations</p> <p><b>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</b></p> <p>AS 3. Athletic techniques</p>	<p><b>LO 3. The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world</b></p> <p>AS 5. Working in a group AS 6. Study skills</p> <p><b>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</b></p> <p>AS 1. Invasion Games</p>	<p>AS 4. Moral lessons from a range of cultural groups</p> <p><b>LO 1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</b></p> <p>AS 3. Childrens rights related to health issues.</p> <p><b>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</b></p> <p>AS 2. Locomotion, rotation, elevation and balance. AS 4. Rhythmic movements.</p>	<p><b>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</b></p> <p>AS 1 Children’s rights and responsibilities</p> <p><b>LO1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</b></p> <p>AS 1. Childrens rights related to health issues. AS 2. Links between a healthy environment and personal health.</p>
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# Grade 4 Lesson Plans

TIME: 20 HRS INCLUDING LO4		
Selected LOs and ASs	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT
<p><b>LO 3. Personal Development.</b>  <b>The learner will be able to use acquires life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.</b></p> <p><b>AS 1.</b> Identifies own strengths and those of others and explains how to convert less successful experiences into positive learning experiences.</p> <p><b>AS 3.</b> Considers and interprets the emotions of others.</p> <p><b>AS 4.</b> Demonstrate the ability to select and apply useful responses in conflict situations.</p>	<p>Identifies own strengths  Dealing with emotions  Dealing with conflict</p>	<p>Informal  Role play</p>
<p><b>Activity 1.</b>  Learners read a poem about Anda.  <b>I'm Anda the Thunder, I'm proud to relate</b>  <b>I know what I like</b>  <b>And</b>  <b>I know what I hate.</b>  <b>I hate rainy days and wet afternoons</b>  <b>I hate cars and yellow balloons</b></p> <p><b>I like making friends and the buzz of a bee.</b>  <b>HEY, I like being ME!</b></p> <p><b>Activity 2</b>  Learners write phrases/sentences about 3 things they like and 3 things they hate.  Finish the sentences</p> <ol style="list-style-type: none"> <li>1. I like...</li> <li>2. I like ....</li> <li>3. I like .....</li> </ol> <ol style="list-style-type: none"> <li>1. I hate.....</li> <li>2. I hate .....</li> <li>3. I hate ....</li> </ol>		

Learners exchange with partners to understand each other. They then write out what they like about their partners and those that they do not like. They also discuss how they would also convert dislikes into likes.

**Activity 2.** Learners draw up a table of their strengths and weakness. Each learner indicates how these strengths result into positive experiences and where the weaknesses caused negative experiences. The class discusses how they would turn negative experiences into positive experiences. The teacher consolidates this activity by emphasizing that learners should always work towards changing their weaknesses into strengths e.g. “bad listening skills” to be improved to be “good listening skills”.

**Activity 3.** Learners demonstrate different emotions e.g. tired, confused, loving, angry, hurt, afraid, sad, happy, shocked, surprised, shy, bored, etc. Other learners must guess what emotions are demonstrated and also explain when you will display these emotions.

**Activity 4.** Learners are given different situations where they have to discuss and report how they would feel and simulate the following scenarios to show different emotions:

- Your best friend has found a new friend and they do not want to play with you.
- Your brother breaks your favourite toy.
- Your dad praises you for something you have done well.
- Your teacher shouts at you.
- You get an A for English in you class.

**Activity 5** Based on the previous activity on emotions the learners have to role play any of the conflict scenarios above. They make use of the emotions they have talked and discussed about. The most important will be the use of positive responses. The teacher’s consolidation is very important here as she/ he must assist the learners with the selection and application of useful responses

Selected LOs and ASs	LEARNING ACTIVITIES	Details of assessment
<p>LO1. <b>The learner will be able to make informed decisions regarding personal, community and environmental health issues.</b></p> <p><b>AS 4</b> Lists and explains traffic rules relevant to road users.</p> <p>LO 2. <b>The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</b></p> <p><b>AS 1</b> Children’s rights and responsibilities</p> <p><b>AS 2</b> Stereotypes and discriminations</p>	<p>Learners brainstorm different traffic rules</p> <p>Learners list human rights</p> <p>Definition of stereotypes and discrimination.</p> <p>Examples of stereotypes and discrimination at home, at school and in the community</p>	<p>Informal assessment</p> <p>Written task on road signs ( home work)</p> <p>Written task on discrimination (class work)</p> <p>Homework</p>
<p><b>Activity 1</b></p> <p>Learners in groups talk about how they get to school. Some walk, others use bicycles and others use taxis, cars and buses. They talk about road signs on their way to school and the importance thereof.</p> <p><b>Activity 2</b></p> <p>Learners list road signs they know in their books and share with a partner. They add to their lists. The teacher consolidates this activity by explaining the importance of road signs.</p>		

### **Activity 3**

Learners are given homework to go bring pictures of the following road signs:

- Speed restriction
- Zebra crossing
- Stop sign
- Yield
- Road works ahead

### **Activity 4**

Learners paste these pictures on their books with an explanation of each sign.

### **Activity 5**

Teacher explains that there are rules for both motorists and pedestrians. Learners brainstorm rules for pedestrians e.g.

- Always walk on the pavement
- Wear bright colours
- don't talk or play while crossing the road

The teacher gives more examples.

## **RIGHTS AND RESPONSIBILITIES**

### **Activity 1**

Teacher reminds learners that they have been taught the Bill of Rights as a set of rules made to help us live in harmony. Learners in pairs talk about rules they know from home, school and in the community that help them to live in harmony. This will include :

Not making noise while others are sleeping

Not making noise while others are learning in class, etc.

No fighting

### **Activity 2**

Learners brainstorm rights they know from the previous grade. They write at least five in their books. They share these with their partners and add. After this they write the responsibility to each right. They explain to each other why a right goes with a responsibility e.g.

- A right to education
- A right to basic health care
- A right to a name
- A right to shelter

Learners discuss all these rights and how they are protected.

### **Activity 3**

Learners, using a dictionary look for the meaning of stereotype, discrimination and bias. They write this in their books. The teacher facilitates a discussion of a simplified meaning of these terms and making use of examples. Stereotypes can lead to discrimination and to biases.

- Girls are not good in Maths
- Boys cannot cook
- Blondes are stupid
- Taxi drivers are rude



All the above are examples of stereotypes and in simple language it is a generalization. Stereotypes will lead to or promote discrimination and bias. Learners write at least five examples of discrimination they know or have experienced either at home or at school. They write this. As an extension of this activity, learners link discrimination to human rights.

**LO 4 HUMAN MOVEMENT**

**AS 3 INVASION GAMES**

**Introductory activity/warming up.**

Chase your partner's shadow.

**Functional Activities.**

Two teams with five learners each side, pass, dribble or volley a ball to one another with the aim of invading the others territory and scoring a point, the other team avoids that.

**Cooling down.** Feet straddled, swinging arms far forward, between the legs sideways and upwards repeatedly.

**CHECKLIST ON ACTIVITY 1 ON LO3**

	Yes	No
I have listed 3 things I like.		
I have listed 3 things I hate.		
I have listed 3 things I like about my friend.		
I have listed 3 things I hate about my friend		
I have listed my 3 strengths		
I have listed my 3 weaknesses		

**Teacher Assessment Checklist**

Criteria	1	2	3	4
The learner knows his/her likes.				
The learner knows her/his dislikes.				
The learner knows her/him strengths.				
The learner knows her/his weaknesses.				
The learner knows things she likes about her/his partner				
The learner knows things she likes about her/his partner				
The learner is able to describe her/him to a stranger				
The learner responds appropriately to different situations.				

### RUBRIC ON INVASION GAMES

<b>Names</b>	<b>Volleying</b>	<b>Dribbling</b>	<b>Kicking</b>	<b>Defending territory</b>	<b>Participation</b>	<b>Enjoyment</b>	<b>Total</b>	<b>%</b>	<b>Level</b>
	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>25</b>		
Zola									
Musa									
Bonga									
Zodwa									
Nosisi									

# Grade 5 Lesson Plans

Selected Outcomes and Assessment Standards	Teaching and Learning Activities	Details of assessment
<p><b>LO 3 PERSONAL DEVELOPMENT</b>  <b>LO 3. Personal Development.</b>  <b>The learner will be able to use acquires life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.</b>  <b>AS 1</b> Identifies personal successes and develops an action plan for continued positive self- concept formation  <b>AS 3</b> Appropriately express and copes with a range of emotions.  <b>AS4</b> Explores and evaluates ways of responding effectively to violent situations.</p>	<p>Learners brainstorm their strengths  They link these to their personal successes  Discussion of what success means to them  Likes and dislikes  Brainstorming of different emotions</p> <p>Identifying violent situation</p>	<p>Informal assessment</p> <p>Checklist</p> <p>Simulation</p> <p>Checklist</p>
<p><b>Activity 1</b>  The teacher reads success stories to the learners and they also read to encourage reading skills. These stories must include success in academics, in sport, in community and also overcoming challenges in life. Learners must discuss in groups what success means to them based on the stories and individually write this down in their books.</p> <p><b>Activity 2</b>  Learners are requested to identify at least five successes in their personal lives and write these down. These could be linked to the likes and dislikes done in grade 4.  Now that they have completed this task they must prioritise three of the successes and develop an action plan to sustain them.</p> <p><b>Activity 3</b>  The teacher narrates a story on two frogs that fell into a calabash of milk. They struggled to get out of the calabash. The other frog gave up and died and the other one kept treading until it managed to get out of the calabash.  The teacher writes this proverb on the board “One should keep one’s eye on one’s destination. Not on where one stumbled” Learners to discuss the meaning of this Nigerian proverb and what it means to each one of them and how it will assist them in their lives.  The class now brainstorms goal setting. Short term and long term goals in relation to the story of the frogs. Relate this to their action plan to sustain their successes.</p> <p><b>Activity 4</b>  Learners brainstorm different emotions and the teacher writes these down. Learners are requested to simulate these emotions while other learners guess the emotion that is simulated. ( Refer to grade v4 work on emotions)  Each learner takes five different emotions that are familiar to him and write a paragraph or a story where he would include the identified emotions e.g. yesterday I was <b>excited</b> because I passed my Maths test with flying colours. During break time I heard girls gossiping about me and my boyfriend and I was very <b>disappointed</b>. Later in the afternoon I learned that I was dropped from the netball team. This made me feel</p>		

very **frustrated** but by the end of the practice the coach called me and said that she has considered putting me back into the team and I was very **happy**.

#### Activity 5

Learners cite violent situations that they know. These could be violent situations at home, school and in the community. Examples of violence at home could be physical abuse or even sexual abuse in extreme cases. It could be abuse by parent to parent or parent to child. At school it could be bullism and in the community it could be crime.

The teacher facilitates learning by assisting learners on how to respond to these situation by emphasizing their rights and where to look for help e.g. police, FAMSA, reporting to the school principal and the most important being assertive and vocal.

In groups of five, learners take examples from each category and discuss how to deal or respond to these violent situations. The learner should identify the right that is being violated.

**Resources: newspapers, magazines, soul city material**

**Expanded opportunities:**

**Teacher reflection:**

SELECTED OUTCOMES	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT
<p><b>LO 1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</b></p> <p><b>AS 4</b> Explain the individual health and social effects of substance abuse.</p>	<p>Definition of substance abuse How substance abuse affect society Scenario</p>	<p>Informal assessment Written work ( Letter) Design and make a poster An awareness project</p>
<p><b>ACTIVITY 1</b> Teacher reminds learners of the importance of personal health and how it affects people around you. Learners brainstorm on how to look after ones health. This will include issues of hygiene and your physical environment. He talks about substance abuse.</p> <p><b>Activity 2</b> Learners in groups talk about substance abuse and thereafter they explain as a group what this means. The teacher can also read a story on substance abuse. They write a paragraph on the meaning of substance abuse giving examples of drugs they know.</p> <p><b>Activity 3</b> <b>SCENARIO</b> (This is a typical story of a heroin addict.) Wandile is a brilliant boy who obtains good marks especially for Maths, Technology and Languages. He did not go to school today. He hears voices screaming in his head. He needs a fix otherwise he will go mad. His teacher is concerned because his performance is deteriorating. He does not show interest and pride in his work anymore. He has stopped playing hockey and cricket. At home his mom has noticed that he is always tired. He has lost weight because he does not eat well. He seems to have lost his appetite. His eyes are always red. His Dad has complained that he is missing money from his wallet almost daily.</p>		

## QUESTIONS

List all the problems that Wandile is facing.

How will this affect his personal health and social life?

Write a letter to Wandie who is your friend. Offer him advice and support to change his ways.

### Activity 4

Learners design and make a poster showing the effects of substance abuse on personal health and social life. The poster should include information on the following:

Types of drugs e.g. tik

Effects on health

Effects on social life( friends and other relationships)

**Learners can use these posters to raise awareness on the effects of substance abuse on health and social life in the school or the community.**

**Resources: newspapers, magazines, soul city material, clinics, etc.**

**Expanded opportunities:**

**Teacher reflection:**

**LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions**

**AS 1.** Applies children's rights and responsibilities to a range of problem situations

**AS 2.** Discusses instances of stereotypes, discrimination and bias and present a plan to deal with them in own local context.

Brainstorm human rights and children's rights

Application oh human rights using a scenario

Discussion of instances of stereotypes, discrimination and bias.

Informal assessment of discussions  
Oral presentation of plan to deal with instances of stereotypes, discrimination and bias.

### ACTIVITY 1

Teacher reminds learners on human rights dealt with in grade 4. Learners brainstorm these from the previous year's knowledge. They write children's rights and responsibilities. The teacher further explains that we all have rights but we should be responsible e.g. all children have a right to basic education but also have a responsibility to learn.

#### Activity 2

##### SCENARIO

- Bulelwa is six years old and has been to the clinic with a running tummy. The nurses told her that there is no medication.
- Shack dwellers decided to burn down their shacks as they feel that they needed decent houses.
- All learners who did not pay fees were suspended from school.

Learners identify rights that have been neglected and how these could be solved.

**Activity 3**  
Learners take **two** of the children's rights they have identified and discuss how these rights are applied and protected.

**Activity 4**  
Teacher reminds learners that they have discussed stereotypes, discrimination and bias in the previous grade. They write the meaning of these concepts in their class work books.

**Activity 5**  
In groups learners discuss their personal experiences of stereotypes, discrimination and bias. They also discuss where these experiences are most common e.g. is it at home, at school and in the community. They also discuss how they dealt with these cases.

**Activity 6**  
Teacher allocates each group a context (home, school and community). They discuss a plan to deal with stereotypes, discrimination and bias. They then present this plan to the class and the other groups make inputs. They can also present a written plan.

<p><b>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</b> <b>AS 3. Demonstrate a range of field and track athletic techniques</b></p>	<p>Basic athletics techniques e.g. starting, running, handling a baton and handing over a baton High jump and long jump techniques Techniques of throwing javelin, shot put and discus</p>	<p>Informal assessment Observation using an observation sheet</p>
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**Activity 1**  
Learner do warm ups by jogging on the spot ten times.

**Activity 2**  
The teacher demonstrates for the learners the technique of sprinting especially for short distances. He demonstrates how to hold a baton when running and how to pass it to the next athlete while in motion. Learners in return practice relay to demonstrate what they have learned. They repeat this over a period of time until they master the technique.

**Activity 3**  
The teacher demonstrates technique of throwing javelin, especially how to hold it. All learners are given an opportunity to hold the javelin. The same is done for discus and shot put. Learners are taught how to hold this equipment before throwing.

**Activity 4**  
Now that learners know how to handle the apparatus they are shown footwork to be able to throw. The teacher does exercises that strengthen the arms and shoulders in preparation for the throw.

**Activity 5**  
The teacher demonstrates techniques for high jump and long jump.

**Resources: batons, javelin, shot put and discus**

**Expanded opportunities:**

**Teacher reflection:**

### TEACHER ASSESSMENT CHECKLIST

CRITERIA	1	2	3	4
Learners have identified 3 categories				
The situations are relevant and realistic in terms of violence				
Learners respond appropriately				
Learners know where to get help in each category				
Learners are able to identify the right that is violated.				

### RUBRIC TO ASSESS POSTER ON DRUG ABUSE

Criteria	Level 1	Level 2	Level 3	Level 4
The learner has given at least 5 types of drugs.  5	The learner has given 0 – 2 types of drugs.  0 - 2	The learner has given 3 – 4 of drugs.  2 - 3	The learner has given 5 types of drugs.  3 - 4	The learner has given 5 types of drugs with some additional explanation 5
The learner has given one personal effect of each drug.  7	The learner has not given personal effects of the drugs 0 - 2	The learner has not given all the personal effects of the drugs 3 - 4	The learner has give one personal effect of each drug 5 - 6	The learner has given one personal effect of each drug. 7
The learner has given one social effect of each drug.  8	The learner has not given any social effects of the drugs 0 - 2	The learner has not given all the social effects of the drugs 2 - 5	The learner has give one social effect of each drug 6 - 7	The learner has given one personal effect of each drug. 8



# Grade 6 Lesson Plans

SELECTED OUTCOMES	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT
<p><b>LO 3:Personal Development</b>  <b>The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.</b>            ASI Reflects on own abilities, aptitudes, interests and strengths as well as body image.            AS3 Demonstrates compassion by caring for people and animals</p>	<p>Box activity            Brainstorming of interests, abilities and strengths            Tracing their bodies              Project on caring for animals</p>	<p>Checklist              Checklist use the same structure just change the criteria            Formal assessment: Contents of the box using a rubric.</p>
<p><b>Activity 1</b>            Learners are expected to make a box. They decorate the outside of the box with pictures and colours that shows everything about the <b>outer</b> you. This would include your choice of music, clothes, music and hairstyle. This box will include all your work you will be doing for this section.</p> <p><b>Activity 2</b>            Learners to brainstorm about their interests, abilities and strengths as discussed in the previous grades .Now the learners have to map out their life based on their interests and strengths. This will inform you about your personality.</p> <p><b>Guiding questions</b></p> <ul style="list-style-type: none"> <li>➤ If someone writes your biography , what would you love to be written about you?</li> <li>➤ Describe a time that you were extremely happy.</li> <li>➤ If you could choose to spend a day with anyone , who would it be?</li> <li>➤ Think of an animal that represents you.</li> <li>➤ If you were to go on holiday which city will it be?</li> <li>➤ Imagine yourself ten years from now.</li> </ul> <p>Think of a person that made a difference in your life. What qualities does this person have that you would want to develop in your life.</p> <p><b>The completed task to be put into the box.</b></p> <p><b>Activity 3 Shadows</b>            Learners are to trace their own bodies on a sheet of paper. They work in pairs lying on your back and your partner traces your body. Decorate or colour the parts of your body that you are happy with, satisfied with, hate or want to change, each in a different colour. Place your work in the box.            Work with your partner to improve all the things you do not like about yourself or how to cope with things that you cannot change.            The teacher must consolidate this activity by indicating to the learners that there is no perfect body.</p> <p><b>Activity 4</b> The teacher must make use of a scenario where a need to care for animals, care for orphans, care for the aged, etc arises. The learners are divided into groups to work around a project on the mentioned categories. It is important that learners are engaged in a project of their interest. The learners must do a project on how they will go about in caring for these categories.</p>		

**Complete the following in your workbook:**

- The need we choose
- A brief description of our project
- Our project goals are
- Our members and their responsibilities

**Resources: newspapers and magazines**

**Expanded opportunities:**

**Teacher reflection:**

**LO 1 The learners will be able to make informed decisions regarding personal, community and environmental health issues.**

**AS 4** Identifies different forms of abuse and strategies to deal with them

Learners define the meaning of abuse  
Brainstorm forms of abuse  
Brainstorm strategies to deal with abuse

Informal  
Written task on forms of abuse and strategies to deal with abuse

**ACTIVITY 1**

Learners, using a dictionary look for the meaning of abuse and write it in their books. The teacher consolidates this activity by explaining that abuse is an act which causes serious harm. Learners, in pairs talk about abuse and their own experiences of abuse be it at home, at school and in the community.

**Activity 2**

Learners brainstorm forms of abuse they know. They write these down with an explanation for each. This will include:

- Physical abuse
- Emotional abuse
- Sexual abuse

**Activity 3**

The teacher give the following scenarios and learners have to identify the form of abuse and an explanation and the strategy to be applied:

A man in Cape Town beat his daughter with a wire because she bunked school

Siposethu's mom does not give him food because she says he eats too much.

Zusakhe's uncle always asks her to sit on his lap and she does not feel comfortable because he touches her inner legs.

A doctor asks you to strip down to your underwear.

Your neighbour invites you to watch a movie with nude people.

The Maths teacher says to Nolwando she is stupid and will never pass grad 6.

**Activity 4**

The teacher consolidates this activity by explaining to learners that any form of abuse is a violation of their human rights. They must always report any form of abuse to their parents, teachers, relatives or even a church minister.

**Resources: newspapers, magazines, soul city material, clinics, FAMSA & SANCA**

**Expanded opportunities:**

<b>Teacher reflection:</b>		
<p><b>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions</b></p> <p><b>AS 1</b> Reflection on application of children's rights</p> <p><b>AS 2</b> Evaluation of the significance of a nation building programme associated with a national day</p>	<p>List of children's rights</p> <p>List of national days</p> <p>Programmes associated with these days</p>	<p>Informal assessment</p> <p>Written task</p>
<p><b>Activity 1</b></p> <p>Learners list children's rights and responsibilities. In grade 5 learners did an activity of applying human rights to his/her own context. Learners write on two children's rights and apply these to his context.</p> <p><b>Activity 2</b></p> <p>Learners think about the application of children's rights and say whether these are effective or realistic or not. The class might discuss whether education as a human right is applied. They can also discuss issues like a right to shelter, clean water and sanitation. Individually, learners write a reflection on the application on TWO children's rights of their choice.</p> <p><b>Activity 3</b></p> <p>Learners brainstorm national days e.g.</p> <p>Human rights day</p> <p>Freedom day</p> <p>Youth day, etc</p> <p><b>Activity 4</b></p> <p>Learners in groups take different days and discuss the origin of the day, when it is celebrated and what it seeks to achieve. They report back to the class. Still using the same day, they think of programmes that support or are associated with this day e.g. Youth day is celebrated on the 16 June. On this day learners were protesting against Afrikaans as a medium of instruction. They were shot at by police and Hector Peterson died. This day is commemorated to celebrate the contribution of youth towards freedom and democracy. There are programmes that support youth like Umsobomvu, Youth Development Agency. These assist youth in different spheres of their lives. Learners then evaluate this programme. They identify different national days and</p> <ul style="list-style-type: none"> <li>• Discuss the origin of the day</li> <li>• When it is celebrated</li> <li>• Identify programmes that are associated with this day</li> </ul>		
<b>Resources: Bill of Rights, calendar</b>		
<b>Expanded opportunities:</b>		
<b>Teacher reflection:</b>		

<b>LO 4 The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development</b> <b>AS3 Fitness programme</b>	Identification of aspects of fitness Warm up activities	Observation sheet
<p><b>Activity 1</b>          Learners identify particular aspects of fitness. Learners are advised on warm up activities according to their chosen programmes of fitness and participate in warm up activities.</p> <p><b>Activity 2.</b>          Each Learner measures his/her fitness level at the beginning of the programme, during the programme and at the end of the programme. They keep the records and assess themselves and each other.          The teacher monitors, motivates and assess the progress of the fitness programme.  <b>NB the learners may choose any of these: - cardio-respiratory, strength, Flexibility, Body composition, speed etc. The programme should be measurable.</b></p>		

#### RUBRIC FOR ACTIVITY 4

CRITERIA	1	2	3	4
1. The learners are able to give reasons for identifying that category				
2. The learners are able to give a clear description of the project				
3. The learners are able to name project goals				
4. The learners are able to delegate responsibilities				

