



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

INTERMEDIATE PHASE LESSON PLAN EXEMPLAR

TERM 4

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 fourth term according to the work schedule. Most of the Learning Outcomes and assessment standards have been dealt with in term 1, 2 and 3, therefore for this term it is mostly revision work. Activities for the world of work must culminate into the Career Dress up Day on the 8th October. Also remember the World's Aids Day that is commemorated on the 1st December. Activities for this day have been included. All activities promote reading and writing and teachers are requested to encourage learners to read the scenarios and write what they have learned.

Grade 4 Overview

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

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

Grade 4 Lesson Plans

TERM 4 LESSON PLANS – GRADE 4

Grade: 4		
Time: 20 HRS INCLUDING LO 4		
Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 5. Identifies dangers and responsible safety measures in and around water.</p> <p>AS 2. Locomotion, rotation, elevation and balance.</p> <p>AS 4. Performs rhythmic movements with awareness to posture.</p>	<p>Dos and Don'ts in and around the water</p> <p>Definition of concepts (locomotion, rotation and balance)</p> <p>Demonstration of movements with music</p>	<p>Informal assessment</p> <p>Informal assessment</p> <p>Observation</p>
<p>Activity 1-Introduction</p> <p>Teacher explains that it is almost summer and that swimming is popular during this season. In groups of six learners talk about where they swim and whether they can swim. Some may swim in rivers, swimming pools or even at sea. They discuss safety measures during swimming. They write at least five DO NOTs in and around water and share this with the class.</p> <p>A LIST OF DO NOTs</p> <ul style="list-style-type: none"> ➤ Swim alone ➤ Swim where nobody can see you ➤ Leave young kids alone near or in water ➤ Push or scare anyone 		

- Swim when you are cold, sick or tired
- Swim when you have eaten, etc.

Activity 2

Learners read the scenario below and answer questions that follow. (Teacher can make use of a newspaper cutting)

SCENARIO

Two boys from a village in Cofimvaba drowned in a nearby river. They are 10 and 12 years old. It is alleged that they were herding cattle when they decided to go for a swim as the day was very hot. Both of them were not good swimmers and they were not used to this river. While swimming, bigger boys arrived and encouraged them to swim deeper into the river. The two little boys drowned as the older boys left them unattended. Their parents alerted the villagers when the two did not return after sunset. Their bodies were found the next day on the river bank.

QUESTIONS

Identify all the DO NOTs in this scenario.

How could this tragedy have been avoided?

Activity 3

Teacher requests learners to do any form of dance for a minute. Each learner indicates whether his dance included locomotion, rotation, elevation and balancing. The teacher explains each term so that learners can perform these movements in a sequence.

Locomotion-the body moves from one place to another

Rotation- twisting or turning movement

Elevation – lifting of all or part of our bodies

Balancing- keeping the body in a stable position so that we don't fall over e.g. when balancing on one leg.

Activity 4

Learners in groups make all the movements explained in activity 3. Making use of music learners perform a sequence of all the movements. They can make up a dance that includes:

- Two slow paddles
- One big leap
- Three balances
- Two fast paddles

Selected LOs and ASs	Learning Activities	Details of Assessment
<p>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</p> <p>AS 4. Conflict resolutions</p> <p>AS 6. Study skills</p>	<p>Defining conflict and how to resolve conflict.</p> <p>Scenario that depicts conflict and learners try to resolve these.</p>	<p>Informal assessment</p> <p>Formal assessment on role play (rubric)</p>

Activity 1:

Learners make use of a dictionary to look for the meaning of conflict. They write this in their books. In pairs they explain the meaning in their own words. Still in pairs they brainstorm situations of conflict they can think of or causes of conflict. These can include situations at home, at school or in the community. The teacher consolidates this activity by emphasizing that it is important to resolve conflict.

Activity 2

The teacher explains why it is important to resolve conflict. Individually, learners think of a personal conflict situation and how they resolved it. They write this in their books and share it with a partner. The partner can suggest alternative ways to deal with the conflict.

Activity 3

The teacher provides learners with a scenario of conflict. Learners are to suggest how they would resolve the conflict. The teacher can give them more than one scenario.

Activity 4

Learners role play the conflict scenarios and conflict resolutions for each scenario

Activity 5

Teacher gives learners guidelines on how to deal with conflict

- Do no suppress anger
- Talk it over
- Listen to the other person
- Stay calm
- Try to find a solution
- Say sorry
- Admit when you are wrong
- Talk about it when you are not angry anymore

Activity 6

Teacher reminds learners that it almost end of the year. All learners have to study in preparation for tests and tasks. Individually learners write a paragraph on how they learn best. They share these with a partner to get other study skills and how effective they are. Learners discuss their different study skills e.g. using spider web, writing paragraphs, summarizing or writing notes, etc.

Activity 7

The teacher consolidates this activity by emphasizing that people have different study skills. One cannot use the same study skill for different learning areas e.g. the way you study Maths differs from the way you study Social Sciences. Learners discuss how they learn different learning areas. Some learn while listening to music while others want total silence. Learners must think of how they will improve their study skills in preparation for the final exams.

Resources: Newspapers, magazines and television

Expanded Opportunities

Teacher Reflection

Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 1 Discusses learners rights and responsibilities as stipulated in the South African Constitution</p> <p>LO1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 3. Explain children’s health rights and responsibilities and suggest ways in which to apply these in familiar situations</p>	<p>Revision of Children’s rights and responsibilities Group discussion on children’s rights and responsibilities</p> <p>Personal hygiene: body, hair, nails, teeth etc. Clothing, healthy environment-what constitutes a healthy environment: Home, community</p>	<p>Informal assessment Observation</p>

AS 2.Explores and reports on links between a healthy environment and personal health.

Activity 1

Teacher explains that they have dealt with rights in the previous lesson on human rights. He asks the learners to discuss the meaning of human rights in groups. Each group makes a presentation on the meaning of human rights. The class brainstorms examples of human rights and its importance. Teacher explains to them that we all have rights. There are children's rights also. He further explains that we have rights but also responsibilities attached to these rights.

Activity 2

Learners brainstorm children's rights they know. Teacher consolidates this activity by providing the learners with a list of children's rights. Learners write these in their work books.

All children have a right to:

- Healthy diet
- Shelter
- Clean water
- Name
- Love
- Health care
- Clean water
- Protection from domestic violence.
- Sanitation
- Clean environment

• Activity 3

The learners draw two columns. The first column they list children's rights. In the next column they attach responsibilities to each right.

Children's rights	Responsibilities
e.g. right to clean water	Reserving water

Learners choose rights that are related to children's health rights from the list of children's rights. They list them and discuss responsibilities are attached to each right.

Activity 3

Learners give examples of how these rights are catered for by their parents at home and by teachers at school.

- Healthy diet
- Clean water
- Health care
- Clean water
- Protection from domestic violence.
- Sanitation
- Clean environment

Activity 4

Learners discuss what a healthy environment is. They write this in their books. They also talk about personal health in pairs. They exchange pairs to get different views. The teacher facilitates a discussion on showing links between a healthy environment and personal health.

Activity 5

Learners talk about a healthy environment at school e.g. why is it important that the floors of the class are swept, all rubbish bins emptied, toilets are kept clean, etc. They link all the above to how these affect their personal health.

Resources: Bill of rights, Dept. of Health, DWAF material

Expanded opportunities

Teacher Reflection

Grade 5 Overview

Term 1	Term 2	Term 3	Term 4
<p>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</p> <p>AS 1. Identify own successes and develop plan for self concept formation.</p> <p>AS 3. Coping with emotions</p> <p>AS 4. Responding to violent situations.</p> <p>LO 1. The learner will be able to make informed decisions regarding personal, community and</p>	<p>Lo 1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 1. Food preservation</p> <p>AS 2. Investigation of a local environmental health problem and planning a strategy to address it.</p> <p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and</p>	<p>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</p> <p>AS 2. Understanding and respect for body changes.</p> <p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and</p>	<p>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 2. Performs sequences that require consistency and control and continuous combination</p> <p>AS. 4. Performs rhythmic movements and steps</p> <p>LO 3. The learner will be able to use acquired life skills to achieve and extend personal potential to</p>

<p>environmental health issues.</p> <p>AS 4 Individual health and social effects of substance abuse.</p> <p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions</p> <p>AS 1. Application of children’s rights to a range of problem situations AS 2. Dealing with stereotypes, discrimination and bias in own local context</p> <p>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that</p>	<p>responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 5. Festivals and customs from a variety of religions.</p> <p>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</p> <p>AS 5. Giving and feed back AS 6.Developing and implementing a personal study methods.</p> <p>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that</p>	<p>responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 3. Significance of friends in times of tragedy and change. AS 4. Contributions of women and men in a range of cultural contexts</p> <p>LO1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 3. Symptoms and causes of locally occurring diseases. Discussion of prevention strategies.</p> <p>LO 4. The learner will be able to demonstrate an understanding of; and</p>	<p>respond effectively to challenges in his or her world</p> <p>AS 1. Identifies personal successes and develops action plan AS 6. Develops and implements a personal study method.</p> <p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 5. Festivals and customs.</p> <p>LO1. The learner will be able to make informed decisions regarding personal, community and environmental health</p>
--	---	--	---

<p>promote movement and physical development.</p> <p>AS 3. Demonstrate a range of field and track athletic techniques.</p>	<p>promote movement and physical development.</p> <p>AS 1. Participates in a variety of target Games</p>	<p>participate in, activities that promote movement and physical development.</p> <p>AS 2 Performs movement sequences that require consistency and control in smooth and continuous combination AS 4. Body movement.</p>	<p>issues.</p> <p>AS 2 Investigates an environmental health problem using different data sources and plans strategy to address the problem.</p> <p>AS 3. Recognises the symptoms and causes of locally occurring diseases and prevention strategies.</p>
---	---	---	--

Grade 5 Lesson Plans

Time: 20 HRS		
Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 2. Performs movement sequences that require consistency and control in smooth and continuous combinations</p> <p>AS. 4. Performs rhythmic movements and steps with attention to posture and style.</p>	<p>Forward roll Backward Cartwheel Headstand Handstand</p>	<p>Observation using an observation sheet</p>
<p>Activity 1.</p> <p>Teacher demonstrates the following movements:</p> <p>Forward roll: Balance on balls of feet in squatting position .Stretch out your arms to help you balance. Put your hands on the floor, tuck your head right in and start to roll. Roll on the back, not the top of your head. Push strongly with your feet to roll your body over. Push off with your hands and bring yourself back to the starting position.</p> <p>ACTIVITY 2</p> <p>Work with a partner. Put together a sequence of rolls and body shapes and develop a movement sequence together. You can use music if you like. Perform your sequence for the rest of the class. Concentrate on your posture during your movements.</p>		

Selected LOs and ASs	Learning Activities	Details of Assessment
<p>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</p> <p>AS 1. Identifies personal successes and develops an action plan for continued positive self-concept formation</p> <p>AS 6. Develops and implements a personalized study method.</p>	<p>Review action plan already developed in Term1.</p> <p>Learners revisit personal study time tables and consider giving more time to learning areas they have challenges in or learning areas in which they have not done well in at the end of term 3</p>	<p>Informal</p>
<p>Activity 1. Teacher reminds learners that they have discussed self concept formation in term 2. Learners briefly talk about their strengths and abilities. They write this in their books. After this activity learners look at their successes based on their strengths e.g. successful athlete or any sport Successful in mathematics Good in debate Can draw well Now the learner develops an action plan on how he will continuously work towards developing and keeping these strengths. All the above are important because they build a positive self concept. These could have changed from the previous ones. The teacher consolidates this activity by explaining that it is important to develop and sustain your strengths and abilities so as to make a success in life.</p> <p>Activity 2 Learners are guided to look back at their action plans and say whether the planned goals were achieved and will be sustained for self-concept formation. They might revise these and include more strategies to sustain their successes.</p> <p>Activity 3 In term 1 learners have developed and implemented a personalized study method. They are reminded that they are approaching the end of the year and they need to learn to prepare for their assessment tasks. Each learner revisits his study methods and evaluates whether it was worthwhile. They might decide to change. They are</p>		

requested to develop a new study method if necessary or improve the existing one. The teacher uses this activity to motivate learners to take their work seriously and emphasize the importance of time and self management.

Resources: books, magazines, internet

Expanded opportunities:

Teacher reflection:

Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO 2. The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 5. Discuss festivals and customs from a variety of religions in South Africa</p>	<p>As revision learners define festivals and customs</p> <p>Learners sing songs related to the festivals and customs of different religions.</p> <p>They categorise festivals and customs according to different seasons</p>	<p>Observation</p> <p>Informal assessment</p>
<p>ACTIVITY 1</p> <p>Teacher explains that festivals and customs were discussed in term2. Learners write the meaning of these concepts in their books. They may make use of a dictionary. They also brainstorm festivals and customs they know e.g. Easters for Christians, Ramadan for Muslims, Passover for Jews and Dewali for Hindus. Learners must think of other examples including the African religion.</p> <p>Activity 2</p> <p>Learners think of songs that are sung to celebrate these festivals e.g. Christmas carols for Christmas and song sung during ulwaluko and wedding songs in different religions.</p> <p>ACTIVITY 3</p> <p>Learners match columns of religious customs and festivals with seasons e.g. in which season does weddings, imigidi, etc. take place?</p>		
<p>Resources : Posters on religion, library, internet and LTSM for Life Orientation</p>		
<p>Expanded Opportunities:</p>		
<p>Teacher reflection:</p>		

Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 2. Investigates a local environmental health problem using different data sources and plans strategy to address the problem.</p> <p>AS 3. Recognizes the symptoms of locally occurring diseases and discusses prevention strategies.</p>	<p>Learners investigate other local health problems like pollution, crime, poverty, over crowdedness</p> <p>Learners identify symptoms and causes of diseases in their local area e.g. high body temperature (measles, chicken pox), TB (sweating, continuous coughing, loss of weight)</p>	<p>Informal assessment Project</p> <p>Oral presentation Discussion use an observation sheet</p>
<p>Activity 1 Teacher reminds learners that they discussed what a healthy environment is. Learners in pairs identify a local environmental health problem e.g. pollution, over crowdedness, crime, etc. In term 2 they should have identified one and planned how to address the problem. Learners are encouraged to choose another problem and plan new strategies. This will be an opportunity for the teacher and learners to improve on what they did in term 2. The class might decide to deal with another problem or continue working with the previous one.</p> <p>Activity 2 Suggested steps to address the problem:</p> <p>Define the environmental health problem Who does it affect? How does it affect that community? Brainstorm solutions. Choose the best solution. Identify people that you can work with. (Remind the learners that they are applying problem solving skills that they have already discussed)</p>		

Activity 3

Learners have discussed communicable diseases and their symptoms in term 3. Learners must write 5 diseases and their symptoms in their books. This is revision. In 2009 there is an outbreak of the HI NI Virus commonly known as swine flu. Learners must visit the local clinic to find out about the causes and symptoms of swine flu. They must also find out about prevention strategies.

Activity 4

Each group does a presentation on their findings and there after the teacher facilitates a discussion and show links of the environment to the spread of swine flu.

Resources: Pamphlets, charts

Expanded Opportunities:

Teacher Reflection

Grade 6 Overview

Term 1	Term 2	Term 3	Term4
<p>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</p> <p>AS 1. Reflection on self image. AS 3. Caring for people and animals</p> <p>LO 1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 4 Forms of abuse and strategies to deal with them</p>	<p>Lo 1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 1. Interpretation of food labels</p> <p>AS 2. Participating in a problem solving activity to address an environmental health issue.</p> <p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 3. Gender stereotyping, sexism and abuse- effects on personal and social relationships AS 5. Personal dignity</p>	<p>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</p> <p>AS 2. Responding to peer- pressure.</p> <p>AS 4. Peace keeping and mediation skills in different conflict situations</p> <p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 4. Interpretation of meaning and personal and social significance of important stages in the individuals life in a variety of cultures</p>	<p>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</p> <p>AS 1 Reflection on own abilities, aptitudes, interests and strengths as well as body image</p> <p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 2. Discusses and evaluates the significance of a nation building programme associated with a national day.</p>

<p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 1. Reflection on application of Children’s rights. AS 2. Evaluation of the significance of a nation building programme associated with a national day</p> <p>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 3. Fitness programme</p>	<p>in a variety of religions.</p> <p>LO 3. The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively challenges in his or her world</p> <p>AS 5. Reflection on experience related to self management skills.</p> <p>AS 6. Problem solving skills in different contexts.</p> <p>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 1. striking and fielding games</p>	<p>LO1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 3. Causes of Communicable diseases and available cures- evaluate prevention strategies in relation to norms and personal values.</p> <p>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development. AS 2. Gymnastics.</p> <p>LO1 AS3</p>	<p>LO 1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 3. Causes of commutable diseases and available cures and evaluation of prevention strategies in relation to community norms and personal values.</p> <p>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 3. Participates in a LO1The learner will be able to make informed decisions regarding personal, community and environmental health</p>
---	--	--	--

		<p>LO4AS 4. Rhythmic</p> <p>movements with coordination and control</p>	<p>AS3 Explains causes of communicable diseases including HIV/AIDS and available cures, and evaluates prevention strategies, in relation to community norms and personal values</p> <p>LO4The learner will be able to demonstrate an understanding of and participate in activities that promote movement and physical development</p> <p>AS3 Participate in a physical fitness programme designed to develop particular aspects of fitness</p>
--	--	---	--

Grade 6 Lesson Plans

Time: 20 HRS INCLUDING LO 4		
Selected LOs and ASs	Learning Activities	Details of Assessment
<p>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</p> <p>AS 1 Reflection on own abilities, aptitudes, interests and strengths as well as body image</p>	<p>Learners consider what a perfect body means in their opinion</p> <p>Learners discuss media influence and peer pressure in their opinion</p>	<p>Informal assessment</p> <p>Informal assessment</p>
<p>Activity 1</p> <p>Learners have discussed their abilities (what they are able to do) aptitudes interests and strengths. Learners write a paragraph on all afore mentioned. They also write another paragraph on their body image. In pairs they share what they have written. They discuss aspects of their bodies that they do not like. Teacher consolidates this activity by explaining that nobody is perfect and that you must accept who you are.</p> <p>Activity 2</p> <p>As an extension on this activity, learners can discuss the influence of media on their body image. How does advertisements on TV and in print media affect them e.g. the most beautiful and successful people will be slender. Their peers also have an influence on their body image. Learners write a paragraph on how the media has influenced their body image either positively or negatively. Teacher opens a debate on the influence of media on their body image including what they eat, wear and how they speak.</p>		
<p>Resources: Newspapers, magazines and television</p>		
<p>Expanded Opportunities</p>		
<p>Teacher Reflection</p>		

Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p>important stages in the individual's life in a variety of cultures.</p> <p>AS 2. Discusses and evaluates the significance of a nation building programme associated with a national day</p>	<p>Learners identify national days e.g. Human Rights Day-21 March, Freedom Day-27 April etc.</p> <p>Learners discuss significance of that particular day e.g. Freedom Day :the right to vote, right to access to facilities etc.</p>	<p>Informal Assessment</p> <p>Project</p>
<p>Activity 1 Learners brainstorm the meaning of nation building and the importance of nation building. Learners are reminded that in term 3 all activities were promoting nation building.</p> <p>Activity 2 Learners brainstorm national days they can think of. These will include the Human Rights Day, Freedom Day, Worker's Day, etc. The teacher facilitates the discussion of the significance of this day and the programmes associated with this day and how it promotes nation building.</p> <p>Activity 3 Learners write all the significant days in their books. Learners can make use of a calendar to get this information.</p> <p>Activity 4 Individually learners take one day and discuss and evaluate the significance of a nation building programme associated with this day e.g.HIV/ AIDS Day Identify programmes that contribute towards this day e.g. awareness programmes on HIV/AIDS Treatment programmes Support groups within the community How does this programme contribute towards nation building Are these programmes effective in achieving their goals</p>		
<p>Resources: Calendar, SA Constitution, library, internet</p>		

Expanded Opportunities

Teacher Reflection

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

AS 3. Explains causes of communicable diseases (including HIV/ AIDS) and available cures, and evaluates prevention strategies, in relation to community norms and personal values.

Learners discuss and explain different communicable diseases , their cures and prevention strategies in relation to their community norms

Informal Assessment
Oral presentation

Activity 1

Learners brainstorm the meaning of communicable diseases and list communicable diseases that are prevalent in their area. Learners must mention those that they have not mentioned in term 3 as this activity was done in term 3. They write this information in their books.

Activity 2

Learners in groups identify ONE disease that they did not discuss the previous term. They explain the disease and mention available cures and prevention strategies in relation to community norms and personal values.

Activity 3

Teacher takes one example and does it in class. During this term we will be celebrating AIDS Day it will be proper that the teacher deals with an example of HIV/AIDS. In the previous activity some content has been covered e.g.

Explain what HIV/AIDS is(abbreviation)

Is there any cure available

Prevention strategies e.g. abstinence

What are the community norms in relation to abstinence

What are your personal values

Learners in group do an oral presentation and the rest of the class opens a discussion after the presentation

Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 3. Participates in a physical fitness programme designed to develop particular aspects of fitness.</p>	<p>Physical fitness programme to develop particular aspects of fitness</p>	<p>Observation Sheet for each programme.</p>
<p>Activity 1 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>Activity 2. 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 fitness programme.</p> <p>NB the learners may choose any of these: -</p> <ul style="list-style-type: none"> • cardio- • respiratory, • strength, • Flexibility, • Body composition, • Speed etc. 		

The programme should be measurable and the progress should be measured on agreed upon times.