LESSON PLAN

Learning Area: Life Orientation **Grade:** 4 **Date:**

Completed :

Core Knowledge/ Content (Theme)		I am High on Life, I eat, learn and Play for health	**Duration:**	**Lesson 7**
Topic (Sub – topic) What constitutes a good meal				
Outcome(s)	4			
Assessment Standard	1			
Resources:				

SKAV's
• **Skills:** Writing, note taking and listening
• **Knowledge:** The basis of healthy food stuff
• **Values:** The food we eat is important for healthy living
• **Attitudes: :** All kinds of food and role they play in the body

EDUCATOR	**LEARNERS**
• Divide learners into groups of 6	• Get into groups of at least six(6)
• Ask learners to choose a scribe and a presenter.	• Choose a presenter and a scribe
• Discussion topic given: what constitute a good meal	• Learn about the topic of discussion
• Give a short revision on basic food groups	• Mention the basic food groups
• Allow each group to present their work over 5 minutes each group	• Each group present their work over 5 minutes
• Expected ideas: food with carbohydrates, starches, protein, etc.	• Their ideas: starch, protein, fruit, vegetables.
• **Conclusion**: Expected answers good and will be discussed further in next lesson	• **Conclusion**: Wait for next lesson discussion
•	•
LESSON 7 ENDS	**LESSON 7 ENDS**

ASSESSMENT

Assessor (Method) : Educator, Group, Peer, Self (Circle)
Evidence:
Form of Assessment: Educator

REMARKS:
Reflection:
Expanded Opportunities:

LESSON PLAN

Learning Area: Life Orientation **Grade:** 4 **Date:**_____

Core Knowledge/ Content (Theme)		I am High on Life, I eat, learn and Play for health	**Duration:**	**Lesson no 6**
Topic (Sub – topic) Getting Active				
Outcome(s)	4			
Assessment Standard	3			
Resources:				

SKAV's
• **Skills:** Ability to demonstrate spatial awareness
• **Knowledge:** It is important to exercise
• **Values:** Physical activity as a way of life
• **Attitudes:** To develop learners who exhibit independent, supportive and encouraging behaviour

EDUCATOR	**LEARNERS**
• Divide learners into groups of 6	• Get into groups of at least six(6)
• Warm up exercise	• Engage in a warm up exercise instituted by the educator
• Ask groups to choose among themselves who will skip first until the last individual	• Choose who goes to skip first until the last learner is chosen
• Remind learners about the importance of exercising.	• Exercise to keep themselves healthy and to keep fit to prevent diseases.
• Time learners when they use the skipping rope to skip.	• Get ready to time one another, to check how group members fared.
• As group assessment allows learners also to keep time as to who skipped many times but the least of time (in minutes) used.	• Determine the winners.
• Finalises the winning groups	• Agree on the group that was the quickest.
• Ask learners to participate on the cool down exercise	• Engage on the cool down exercise.
LESSON 6 ENDS	**LESSON 6 ENDS**

ASSESSMENT

Assessor (Method) : Educator, Group, Peer, Self (Circle)
Evidence:
Form of Assessment: Educator and Peer

REMARKS:
Reflection:
Expanded Opportunities:

Date of Completion : _____

LESSON PLAN

Learning Area: Life Orientation **Grade:** 4 **Date:**_____

Completed: _____

Core Knowledge/ Content (Theme)		I am High on Life, I eat, learn and Play for health	**Duration:**	**Lesson no 5**
Topic (Sub – topic) Getting Active				
Outcome(s)	4			
Assessment Standard	2			
Resources: Skipping ropes				

SKAV's
1. **Skills:** Ability to demonstrate spatial awareness
2. **Knowledge:** It is important to exercise
3. **Values:** Physical activity as a way of life
4. **Attitudes:** To develop learners who exhibit independent, supportive and encouraging behaviour

EDUCATOR	**LEARNERS**
• Divide learners into groups of 6	• Get into groups of six(6)
• Warm up exercise	• Engage in warm up exercise determined by educator
• Ask groups to choose among themselves who will skip first until the last individual	• Choose among themselves who goes first
• Remind learners about the importance of exercising.	• Listen to the educator talk about the importance of exercising
• Give learners instruction to start with skipping exercise as individuals in groups	• Start with skipping exercise
• Time learners using a stopwatch (if available) to determine who finishes first and from which group	• As timed, try to skip as fast as they can
• As peer assessment ask learners who they think was the fastest	• On their own determine who was the fastest
• Uses the stopwatch and determine correctly who was fastest.	• Listen to educator giving results of who was the fastest as per the stopwatch
• Results accepted	• Results accepted
• Ask learners to engage in cool down exercise	• Engage in cool down exercise
• **LESSON 5 ENDS**	• **LESSON 5 ENDS**

ASSESSMENT

Assessor (Method) : Educator, Group, Peer, Self (Circle)
Evidence:
Form of Assessment

REMARKS:
Reflection:
Expanded Opportunities:

LESSON PLAN

Learning Area: Life Orientation **Grade:** 4 **Date:**_____

Completed:_____

Core Knowledge/ Content (Theme)		I am High on Life, I eat, learn and Play for health	**Duration:**	**Lesson 4**
Topic (Sub – topic) Getting Active				
Outcome(s)	4			
Assessment Standard	2			
Resources: :				

SKAV's	
• **Skills:** Ability to demonstrate spatial awareness	
• **Knowledge:** It is important to exercise	
• **Values:** Physical activity as a way of life	
• **Attitudes:** To develop learners who exhibit independent, supportive and encouraging behaviour	
EDUCATOR	**LEARNERS**
• Arrange learners in a circle to start with warm up.	• Stand in a circle format and engage in warm up exercise
• Count downwards from ten and allow learners to hop.	• Start to hop at the instruction of the educator
• Count downwards from ten and allow learners to hop.	• Continue to hop at the educator's instruction
• Exercise of the day: Push ups of up to twenty.	• Engage in push-up exercise
• Relaxation of about two minutes	• Take two minute intervals
• Another push ups exercise at a count of twenty.	• Engage in push-up exercise
LESSON 4 ENDS	**LESSON 4 ENDS**

ASSESSMENT

Assessor (Method) : Educator, Group, Peer, Self (Circle)
Evidence:
Form of Assessment

REMARKS:
Reflection:
Expanded Opportunities:

LESSON PLAN

Learning Area: Life Orientation **Grade:** 4 **Date:**

Completed:

Core Knowledge/ Content (Theme)		I am High on Life, I eat, learn and Play for health	**Duration:**	**Lesson 3**
Topic (Sub – topic) What are macronutrients and micronutrients				
Outcome(s)	1			
Assessment Standard	2			
Resources: Handouts, Nutrition Education chart				

SKAV's
• **Skills:** Writing, note taking and listening
• **Knowledge:** The basis of healthy food stuff
• **Values:** The food we eat is important for healthy living
• **Attitudes:** All kinds of food and role they play in the body

EDUCATOR	**LEARNERS**
• Divide learners into groups of 6	• Sit and work in groups.
• ICE BREAKER:	• .
• Read from a handout; Nutrients are classified as water, macronutrients and micronutrients	• Each group has a copy of the handout to refer as the educator reads.
• Macronutrients are needed in large amounts by our bodies	
• Micronutrients are needed in small amounts by our bodies	
• **Macronutrients**: Consists of energy, proteins carbohydrates and fats	• Give examples of macronutrients as they have learnt about basic food groups.
• **Micronutrients**: Vitamins and minerals	• Give examples of vitamins and mineral giving food.
• **Water:** Necessary for all forms of life • About 70% of the human body consists of water • Ask learners to write ideas about the functions of water.	• Mention about 3 functions of water in our bodies. I) Act as solvent, ii)regulate body temperature, iii) Assist in metabolic processes.
• **LESSON 3 ENDS**	• **LESSON 3 ENDS**

ASSESSMENT

Assessor (Method) : Educator, Group, Peer, Self (Circle)
Evidence:
Form of Assessment

REMARKS:
Reflection:
Expanded Opportunities:

LESSON PLAN

Subject: Life Orientation **Grade:** _4__ **Date:**_____

Completed:_____

Core Knowledge/ Content		I am High on Life, I eat, learn and Play for health	**Duration:**	**Lesson no 2**
Topic (Sub – topic) The 5 Basic Food Groups				
Learning Outcome(s)	4			
Assessment Standard	2	.		
Resources:,				

SKAVs:
• **Skills:** Writing, note taking and listening
• **Knowledge:** The basis of healthy food stuff
• **Attitudes:** The food we eat is important for healthy living
• **Values:** All kinds of food and role they play in the body

EDUCATOR	**LEARNERS**
• Reminds learners of their sitting arrangements as in previous lesson.	• Sit in groups of 6
• From the last lessons presentations, explain where learners did not write correctly	• Sit with their presentations from previous lesson and check where they went wrong.
• Put up a flipchart with the 5 Basic Food Groups, i.e, : starch/grain& grain products, meat & meat alternatives, milk & milk products, vegetables & fruit as well as fats & oils.	• Check what the educator has on flipchart against what they have in their groups.
• Ask learners to write in their individual work books the above work.	• Write in their individual work books the work exercise given
• **LESSON 2 ENDS**	**LESSON 2 ENDS**

ASSESSMENT

Assessor (Method) : Educator, Group, Peer, Self (Circle)
Evidence:
Form of Assessment

REMARKS:
Reflection:
Expanded Opportunities:

LESSON PLAN

Subject: Life Orientation **Grade:** 4 **Date:**_____

Completed_____

Core Knowledge/ Content		I am High on Life, I eat, learn and Play for health	**Duration:**	**Lesson 1**
Topic (Sub – topic) The 5 Basic Food groups				
Learning Outcome(s)	4			
Assessment Standard	2			
Resources: Nutrition Education poster, pens, flipcharts				

SKAVs:
• **Skills:** Writing, note taking and listening
• **Knowledge:** The basis of healthy food stuff
• **Values:** The food we eat is important for healthy living
• **Attitude:** All kinds of food and role they play in the body

EDUCATOR	**LEARNERS**
• Divide learners into groups of 6	• Sit and work in groups.
• ICE BREAKER: What is your favourite time for eating (breakfast, lunch or dinner)	• .Raise hands and give different answers
• Ask groups to choose a scribe and a presenter	• Each group choose their scribe and a presenter.
• Introduce the topic of the lesson: **The 5 Basic Food groups**	• Prepare to learn about the **5 Basic Food Groups.**
• Ask learners to write down what they think are the 5 basic food groups (give learners about 10 minutes)	• The scribe write down the answers as given by group members, (take about 10 minutes)
• Expected answers : starch/grain& grain products, meat & meat alternatives, milk & milk products, vegetables & fruit as well as fats & oils.	• Answers given : starch, proteins, carbohydrates, vitamins and minerals
• Food groups are the food that we can see using our eyes.	• Realise that some of their answers are incorrect.
• Find out from learners why these foods are called basic food groups.	• Give different answers, e.g. because these foods must be present in the meal we consume, etc.
• Ask each group to send the presenter for presenting the group's work.	• Different presenters present the work by the respective groups.
• **LESSON 1 ENDS**	• **LESSON 1 ENDS**

ASSESSMENT

Assessor (Method) : Educator, Group, Peer, Self (Circle)
Evidence:
Form of Assessment

REMARKS:
Reflection:
Expanded Opportunities:

LESSON PLAN

Learning Area: Life Orientation Grade: 5

Date: Completed:

Core Knowledge/ Content (Theme)		I am High on Life, I eat, learn and Play for health	**Duration:**	**Lesson No. 1**
Topic (Sub – topic) Physical Activity and Healthy Eating (Physical Education)				
Outcome(s)	L O	4		
	A S	1		
Resources: Plastic strips, pairs of scissors, plastic bags (to make own balls – will cut plastic into strips), tennis balls, etc				

SKAV's
• **Skills: Ability to aim and set sight on target**
• **Knowledge: Focus and patience beneficial to development**
• **Values: Physical Activity as a way of life**
• **Attitudes: Learners who exhibit independent, supportive and encouraging behaviour**

EDUCATOR	**LEARNERS**
• Divide learners into groups of six(6)	• Sit in groups of six
• Demonstrate to learners how to cut plastic into strips in preparation to make own small balls.	• Observe how to cut plastic strips in preparation to make own small balls (cut as shown by educator)
• Demonstrate how to roll plastic strips using sellotape to create a round object.	• Observe how the educator roll plastic strips into a round object and use of sellotape (do as educator)
• Show learners a complete sample of a ball.	• Learners present their completed products (balls)
• **Lesson 1 ends**	• **Lesson 1 ends**

ASSESSMENT

Assessor (Method) : Educator, Group, Peer, Self (Circle)
Evidence:
Form of Assessment

REMARKS:
Reflection:
Expanded Opportunities:

LESSON PLAN

Learning Area: Life Orientation **Grade:** 5

Date: _____ **Completed:** _____

Core Knowledge/ Content (Theme)	I am High on Life, I eat, learn and Play for health	**Duration:**	**Lesson No. 2**
Topic : Physical Activity and Healthy Eating (Physical Education) **Sub-Topic: Target games,**			
Outcome(s)	L O 4		
	A S 1		
Resources: Plastic strips, pairs of scissors			

SKAV's	
• **Skills: Ability to aim and set sight on target**	
• **Knowledge: Focus and patience beneficial to development**	
• **Values: Physical Activity as a way of life**	
• **Attitudes: Learners who exhibit independent, supportive and encouraging behaviour**	
EDUCATOR	**LEARNERS**
• Ask learners to take positions in groups of 6	• Take positions in their groups
• Engage learners in warm up exercise (for 5 minutes)	• Engage in warm up exercise (for 5 minutes)
• Introduces the first Target game (e.g. shumpu)	• Get to understand the first target game (shumpu)
• Explain to learners that this game is played by having individual aiming at another to hit them using the balls they made in lesson 1.	Get to understand how the game is played as they look for ways to earn themselves points in the game
• Sine all games have rules, this game as well is no different. If the player is hit by the ball the player is out of the game. If the player manages to evade the hit the player earns 5 points for the group.	Listen to the rules of the game and have input (learners may know the game)
• Allow learners to start playing	Choose who gets to play first as they prepare to earn points for their groups.
• Assess progress and enter points to groups as per individual performance	Play in turns and earn points for their respective groups and get assessed.
Lesson 2 ends	**Lesson 2 ends**

ASSESSMENT

Assessor (Method) : Educator, Group, Peer, Self (Circle)
Evidence:
Form of Assessment

REMARKS:
Reflection:
Expanded Opportunities:

LESSON PLAN

Learning Area: Life Orientation **Grade:** 5

Date: _____ **Completed:** _____

Core Knowledge/ Content (Theme)	I am High on Life, I eat, learn and Play for health	**Duration:**	**Lesson No. 3**
Topic : Physical Activity and Healthy Eating (Physical Education) **Sub – topic: Target games,**			
Outcome(s)	LO 4		
	AS 1		
Resources: Plastic strips, pairs of scissors			

SKAV's
• **Skills: Ability to aim and set sight on target**
• **Knowledge: Focus and patience beneficial to development**
• **Values: Physical Activity as a way of life**
• **Attitudes: Learners who exhibit independent, supportive and encouraging behaviour**

EDUCATOR	**LEARNERS**
Divide learners into their groups of 6	Get into their groups of 6
Engage learners in a warm up exercise	Engage in warm up exercise
Allow learners to choose a type(s) of target game(s) they want to play (should be modified and indigenous)	Mention to the educator the choice of game each group chooses.
Ask learners to give points to one another as they play (about 5 points)	Learners having played more games choose the one they like.
Ask each group to hand over their score sheet(s)	Score one another in points (5 points)
Allow for cool down exercise.	Hand over to the educator the score sheets.
	Engage in cool down exercise
Lesson 3 ends	**Lesson 3 ends**

ASSESSMENT

Assessor (Method) : Educator, Group, Peer, Self (Circle)
Evidence:
Form of Assessment

REMARKS:
Reflection:
Expanded Opportunities:

LESSON PLAN

Learning Area: Life Orientation **Grade:** 6

Date:_____ **Completed:**_____

Core Knowledge/ Content (Theme)		I am High on Life, I eat, learn and Play for health	**Duration:**	**Lesson No.** 1
Topic : Physical Activity and Healthy Eating (Physical Education)				
Outcome(s)	L O	4		
	A S	3		
Resources: Handouts to be distributed to learners				

SKAV's
Skills: Listening
Knowledge: Eating healthy and being involved in physical activity brings about healthy living
Values: Food as a source of energy and body nourishing
Attitudes: Physical activity as a way of life

EDUCATOR	**LEARNERS**
Arrange learners to sit in a horse-shoe format in class to allow for discussion	Get to sit in a horse-shoe formation
Discussion session Eating healthy food bring about healthy living "Regular physical exercise is essential for a healthy life. Physically inactive people are almost twice as likely to develop coronary heart disease as people who engage in regular physical activity. People with other risk factors for coronary disease, such as obesity and hypertension, may particularly benefit from physical activity. It also helps older adults remain independent and enhances the quality of life for people of all ages."	**Discussion session** Listen to the information as researched and given by educator. While educator read from the handouts they read through quietly with their eyes.
The above research information was obtained from **"Promoting Healthy Eating and Physical Activity for a Healthy Nation."** Website *www.cd.gov/ Healthyyouth/publications/* The information was accessed on 25/04/2012.	**Lesson 1 ends**

ASSESSMENT

Assessor (Method) : Educator, Group, Peer, Self (Circle)
Evidence:
Form of Assessment

REMARKS:
Reflection:
Expanded Opportunities:

LESSON PLAN

Learning Area: Life Orientation Grade: 6

Date: **Completed:**

Core Knowledge/ Content (Theme)		I am High on Life, I eat, learn and Play for health	**Duration:**	**Lesson No. 2**
Topic (Sub – topic) Physical Activity and Healthy Eating (Physical Education)				
Outcome(s)	L O	4		
	A S	3		
Resources: Flipchart, pens Nutrition Education poster				

SKAV's
• **Skills:** Listening
• **Knowledge:** Eating healthy and being involved in physical activity brings about healthy living
• **Values:** Food as a source of energy and body nourishing
• **Attitudes:** Physical activity as way of life

EDUCATOR	**LEARNERS**
From the previous discussion lesson	From the previous discussion lesson
Put up on a flipchart the question on revision on healthy eating from grade 4 and 5 work	Prepare themselves for the question.
Revision question : **What are the 5 basic food groups**	Mention the 5 basic food groups
Wait for learners to mention the 5 basic food groups	
Reveal to learners the correct answers	Check their answers against the educator's
• Revision question 2 **: What are the important nutrients needed by the body in the food we eat**	Mention the 6 important nutrients needed by the body.
• Reveal to learners the correct answers	Check their answers against the educator's
•	
• **Lesson 2 ends**	**Lesson 2 ends**

ASSESSMENT

Assessor (Method) : Educator, Group, Peer, Self (Circle)
Evidence:
Form of Assessment

REMARKS:
Reflection:
Expanded Opportunities:

LESSON PLAN

Learning Area: Life Orientation **Grade:** 6

Date: _____ **Completed:** _____

Core Knowledge/ Content (Theme)		I am High on Life, I eat, learn and Play for health	**Duration:**	**Lesson No. 3**
Topic Physical Activity and Healthy Eating (Physical Education) **Sub – topic: Developing stamina (Fitness programme)**				
Outcome(s)	L O	4		
	A S	3		
Resources: School Sports ground				

SKAV's
• **Skills:** Ability to demonstrate spatial awareness
• **Knowledge**: Stamina can be developed
• **Values:** To value physical activity
• **Attitudes:** Positive attitude towards fitness

EDUCATOR	**LEARNERS**
Group learners into 6	Get into groups of 6
Engage learners on a short warm up exercise	Engage on a short warm up exercise
• As a class using the whole sports ground ask them to run around, once. • As each group, ask learners to run right round the sports ground, twice • Ask groups to run the 100m distance of the sports ground and time each group • Announce results in time who were the fastest , faster and fast.	• As a class using the whole sports ground learners run around, once. • As each group, learners to run right round the sports ground, twice • Ask groups to run the 100m distance of the sports ground and time each group. • Receive their results.
Engage learners in a cool down exercise	Engage in a cool down exercise
Lesson 3 ends	**Lesson 3 ends**

ASSESSMENT

Assessor (Method) : Educator, Group, Peer, Self (Circle)
Evidence:
Form of Assessment

REMARKS:
Reflection:
Expanded Opportunities:

LESSON PLAN

Learning Area: Life Orientation **Grade:** 6

Date: _____ **Completed:** _____

Core Knowledge/ Content (Theme)		I am High on Life, I eat, learn and Play for health	**Duration:**	**Lesson No. 4**
Topic Physical Activity and Healthy Eating (Physical Education) **Sub – topic: Developing stamina (Fitness programme) – Push ups**				
Outcome(s)	LO	4		
	AS	3		
Resources:				

SKAV's
• **Skills:** Ability to demonstrate spatial awareness
• **Knowledge**: Stamina can be developed
• **Values:** To value physical activity
• **Attitudes:** Positive attitude towards fitness

EDUCATOR	**LEARNERS**
Group learners into 6	Get into groups of 6
Engage learners on a short warm up exercise	Engage on a short warm up exercise
• Ask each group to choose leader and make its own small circle • Demonstrate to learners the position at which they should be to engage in push up exercise. • For maximum discipline, ask groups to take turns in doing the exercise • Give groups each number of times they have to engage in the exercise. • Allow those that can go further with the exercise.	• Each group chooses the leader and form own small circle. • Watch as educator demonstrate how the position for push up exercise is taken. • In their groups they take turns to engage in the exercise. • They have their number as to how long they can endure the exercise. • Try to outdo one another.
Engage learners in a cool down exercise	Learners engage in a cool down exercise
Lesson 4 ends	**Lesson 4 ends**

ASSESSMENT

Assessor (Method) : Educator, Group, Peer, Self (Circle)
Evidence:
Form of Assessment

REMARKS:
Reflection:
Expanded Opportunities: