

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	
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Divide learners into groups of 6 • Ask learners to choose a scribe and a presenter. • Discussion topic given: what constitute a good meal • Give a short revision on basic food groups • Allow each group to present their work over 5 minutes each group • Expected ideas: food with carbohydrates, starches, protein, etc. • Conclusion: Expected answers good and will be discussed further in next lesson 	<ul style="list-style-type: none"> • Get into groups of at least six(6) • Choose a presenter and a scribe • Learn about the topic of discussion • Mention the basic food groups • Each group present their work over 5 minutes • Their ideas: starch, protein, fruit, vegetables. • 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	
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Divide learners into groups of 6 • Warm up exercise • Ask groups to choose among themselves who will skip first until the last individual • Remind learners about the importance of exercising. • Time learners when they use the skipping rope to skip. • As group assessment allows learners also to keep time as to who skipped many times but the least of time (in minutes) used. • Finalises the winning groups • Ask learners to participate on the cool down exercise 	<ul style="list-style-type: none"> • Get into groups of at least six(6) • Engage in a warm up exercise instituted by the educator • Choose who goes to skip first until the last learner is chosen • Exercise to keep themselves healthy and to keep fit to prevent diseases. • Get ready to time one another, to check how group members fared. • Determine the winners. • Agree on the group that was the quickest. • 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	
<ul style="list-style-type: none"> • Divide learners into groups of 6 • Warm up exercise • Ask groups to choose among themselves who will skip first until the last individual • Remind learners about the importance of exercising. • Give learners instruction to start with skipping exercise as individuals in groups • Time learners using a stopwatch (if available) to determine who finishes first and from which group • As peer assessment ask learners who they think was the fastest • Uses the stopwatch and determine correctly who was fastest. • Results accepted • Ask learners to engage in cool down exercise • LESSON 5 ENDS 	<ul style="list-style-type: none"> • Get into groups of six(6) • Engage in warm up exercise determined by educator • Choose among themselves who goes first • Listen to the educator talk about the importance of exercising • Start with skipping exercise • As timed, try to skip as fast as they can • On their own determine who was the fastest • Listen to educator giving results of who was the fastest as per the stopwatch • Results accepted • Engage in cool down exercise • 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	
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Arrange learners in a circle to start with warm up. • Count downwards from ten and allow learners to hop. • Count downwards from ten and allow learners to hop. • Exercise of the day: Push ups of up to twenty. • Relaxation of about two minutes • Another push ups exercise at a count of twenty. 	<ul style="list-style-type: none"> • Stand in a circle format and engage in warm up exercise • Start to hop at the instruction of the educator • Continue to hop at the educator's instruction • Engage in push-up exercise • Take two minute intervals • 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	
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Divide learners into groups of 6 • ICE BREAKER: • Read from a handout; Nutrients are classified as water, macronutrients and micronutrients • 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 • Micronutrients: Vitamins and minerals • 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. • LESSON 3 ENDS 	<ul style="list-style-type: none"> • Sit and work in groups. • . • Each group has a copy of the handout to refer as the educator reads. • Give examples of macronutrients as they have learnt about basic food groups. • Give examples of vitamins and mineral giving food. • 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

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:	
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Reminds learners of their sitting arrangements as in previous lesson. 	<ul style="list-style-type: none"> • Sit in groups of 6
<ul style="list-style-type: none"> • From the last lessons presentations, explain where learners did not write correctly 	<ul style="list-style-type: none"> • Sit with their presentations from previous lesson and check where they went wrong.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Check what the educator has on flipchart against what they have in their groups.
<ul style="list-style-type: none"> • Ask learners to write in their individual work books the above work. 	<ul style="list-style-type: none"> • Write in their individual work books the work exercise given
<ul style="list-style-type: none"> • LESSON 2 ENDS 	<ul style="list-style-type: none"> • 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
- ICE BREAKER: What is your favourite time for eating (breakfast, lunch or dinner)
- Ask groups to choose a scribe and a presenter
- Introduce the topic of the lesson: **The 5 Basic Food groups**
- Ask learners to write down what they think are the 5 basic food groups (give learners about 10 minutes)
- Expected answers : starch/grain& grain products, meat & meat alternatives, milk & milk products, vegetables & fruit as well as fats & oils.
- Food groups are the food that we can see using our eyes.
- Find out from learners why these foods are called basic food groups.
- Ask each group to send the presenter for presenting the group's work.
- **LESSON 1 ENDS**

- Sit and work in groups.
- .Raise hands and give different answers
- Each group choose their scribe and a presenter.
- Prepare to learn about the **5 Basic Food Groups**.
- The scribe write down the answers as given by group members, (take about 10 minutes)
- Answers given : starch, proteins, carbohydrates, vitamins and minerals
- Realise that some of their answers are incorrect.
- Give different answers, e.g. because these foods must be present in the meal we consume, etc.
- Different presenters present the work by the respective groups.
- **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)	LO	4	
	AS	1	
Resources: Plastic strips, pairs of scissors, plastic bags (to make own balls – will cut plastic into strips), tennis balls, etc			

SKAV's	
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Divide learners into groups of six(6) • Demonstrate to learners how to cut plastic into strips in preparation to make own small balls. • Demonstrate how to roll plastic strips using sellotape to create a round object. • Show learners a complete sample of a ball. • Lesson 1 ends 	<ul style="list-style-type: none"> • Sit in groups of six • Observe how to cut plastic strips in preparation to make own small balls (cut as shown by educator) • Observe how the educator roll plastic strips into a round object and use of sellotape (do as educator) • Learners present their completed products (balls) • 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)	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

<ul style="list-style-type: none"> • Ask learners to take positions in groups of 6 • Engage learners in warm up exercise (for 5 minutes) • Introduces the first Target game (e.g. 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. • 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. • Allow learners to start playing • Assess progress and enter points to groups as per individual performance 	<ul style="list-style-type: none"> • Take positions in their groups • Engage in warm up exercise (for 5 minutes) • Get to understand the first target game (shumpu) <p>Get to understand how the game is played as they look for ways to earn themselves points in the game</p> <p>Listen to the rules of the game and have input (learners may know the game)</p> <p>Choose who gets to play first as they prepare to earn points for their groups.</p> <p>Play in turns and earn points for their respective groups and get assessed.</p>
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	
<ul style="list-style-type: none"> • 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)	LO	4	
	AS	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
<p>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."</p>	<p>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.</p>
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)	LO	4	
	AS	3	
Resources: Flipchart, pens Nutrition Education poster			

SKAV's	
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Reveal to learners the correct answers 	Check their answers against the educator's
<ul style="list-style-type: none"> • 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)	LO	4	
	AS	3	
Resources: School Sports ground			

SKAV's	
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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: