



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

INTERMEDIATE PHASE LESSON PLAN EXEMPLARS

TERM 3

GRADE 4-6

2009

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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 third term according to the work schedule. All Learning Outcomes and assessment standards for this term. 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 teacher must emphasise the importance of cultural tolerance and the issue of human rights relating to social development.

All activities promote reading and writing and teachers are requested to encourage learners to read the scenarios and write what they have learned.

NOTES TO TEACHERS

- **Each grade starts with a summary of the work schedule**
- **All activities for term three (3) promote Nation building**
- **At the end of each activity explain to the learners how the activity promotes nation building**
- **Some activities build up to the celebration of Heritage in September**
- **There is a number of assessment tasks, teachers are encouraged to do all of them.**

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. AS 2. Links between a healthy environment and personal health.</p>
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Grade 4 Lesson Plan

TERM 3 LESSON PLANS – GRADE 4

Grade: 4		
Time: 22 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 2. Explains why other person’s bodies should be respected.</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>AS2. Identifies and explains stereotypes, discrimination and bias.</p>	<p>Case Study showing disrespect to other peoples’ bodies, stereotypes, discrimination and bias.</p>	<p>Informal assessment</p> <p>Questions and memorandum for scenario</p> <p>Project on awareness campaign</p>
<p>Activity 1 The teacher requests learners to cut pictures from magazines. They cut pictures of people they think have perfect bodies and call these pictures “My perfect Body”. They also cut pictures of people they think have bodies that are not perfect and name these “The body I do not like”. They can also prefer to draw these bodies or even bring their personal photos from home.</p>		

Activity 2

Learners write notes and explain why each picture is perfect and the other not perfect. They write down all the things they like and dislike about these pictures. They can also indicate things they would like to change in their bodies. Learners work in partners and share what they have written. They discuss the pictures to show how what you hate might be a like for someone else.

The teacher consolidates this activity by telling learners that at times we cannot change certain features of our bodies and that it is important to accept yourself as you are. He also emphasizes the fact that our differences make us unique and we must appreciate that. We must also respect the uniqueness of other people's bodies so as to live together harmoniously.

Activity 3

The teacher links the previous activity to stereotypes, discrimination and biases.

Stereotypes simply stated is a generalization e.g. saying that all fat people are lazy and a gender stereotype will be attaching a gender to your stereotype e.g. all women are bad drivers.

Discrimination happens when people think they are better than the others. Often people are discriminated against because of their race, religion, gender and abilities.

Bias is a form of discrimination when you favour a person or a group of people more than others.

The learners in groups explain the meaning of these terms considering their pictures and the labels they attached to them. Learners think of the pictures they have cut and see whether they have not discriminated against other people or they have not been biased.

Learners are given a case study to read and respond to the questions that follow.

Case Study

Zuko is doing Grade 4 at Nonesi Primary School. He was talking to his friend about his school mates. In his school there are many children with different challenges. A boy who has a hunch on his back is named "hunch-back" and is usually isolated by other learners. His only friend is called "fatty" because he is very fat and is unable to play with other boys. One girl has long and thin legs and is called "sticky". Sticky always plays with "pimple face" that has pimples and her friends refuse to play and eat with her. The worse is "monkey" because of his complexion and poor eye-sight. He is always lonely and crying, learners don't even want to touch him as they think that they will also become monkeys.

Zuko does not want to go to school because he feels that the learners show no respect to other learners. He thinks that the matter needs to be addressed as soon as possible. He holds a meeting with some learners to address the issue.

Activity 4

The learners read the case study and discuss the following:

- Identify and explain stereotypes, discrimination and biases in the case study.
- Learners bring their own examples of incidents of stereotypes discrimination and biases from home, school and community.
- List ways in which other people's bodies are disrespected
- Individually they write this and make recommendations on how to deal with discrimination and biases at school and in the community.

As a long term project they may engage in a campaign that fights discrimination and biases in respect of peoples' bodies. They may extend the project to involve the community. This can be a project that raises awareness on issues of dealing with people with disabilities in their communities and people who are vulnerable so as to promote Nation building.

Resources: Bill of rights, magazines and LTSM mentioned below

For more information and activities:

Refer to Day-by-Day Life Orientation Grade 4 page 42-46

Refer to Oxford Life Orientation

Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO2 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. Compares the relationship between elders and children in a variety of situations in different cultural contexts.</p> <p>AS 4. Comments on moral lessons from the narratives of a range of cultural groups</p>	<p>Learners discuss different relationships at home , at school and in the community. They also discuss these in relation to different cultural contexts.</p> <p>Learners read stories with moral lessons from different cultural groups.</p>	<p>Informal assessment</p> <p>Questions and memorandum</p> <p>Written Task assessed using rubric</p>
<p>Activity 1</p> <p>In groups learners talk about relationships they have at home, school and in the community. They discuss relationships with their parents. Some of them stay with their grandparents, aunts and siblings. The relationships will differ because of values of the different situations e.g. grand parents have their own values, child headed families also have their own values, etc.</p> <p>The learners brainstorm and discuss different relationships they have e.g. with friends, parents, siblings, teachers and community members in relation to language used during conversation e.g. how they greet each other and the language used when they interact. Do you greet your parents the way you greet your friends? Casual and vulgar language, disrespect for elders and cultural values affect relations between elders and children.</p> <p>Activity 2 Case Study</p> <p>Learners are requested to read the case study and answer questions that follow.</p> <p>The Sizani family is celebrating their grandfathers 80th birthday. All the family members have attended with their children. The grandchildren are playing very loud music and drinking liquor openly. One of the grandchildren represents others making a tribute. He is wearing a baggy pair of jeans and is speaking with his hands in his pockets and is leaning heavily on the guests table. His parents are embarrassed. This is his tribute:-</p> <p>“Hi guys, on behalf of the gents I would thank i ou lady and my grootman. Like they have been sharp in bringing us up.</p>		

Guys they gave us mojo food and yaz they made our home mngca. Like unozala deposits me ichweba every month and ke because of this ndiyagcwala ngabazali bam nomadala nomagogo.”

1. Why do his parents feel embarrassed? (2)
2. Identify all the things that you think would not be acceptable to his parents. (1x4)
3. Do you identify with the language used and why? (2)
4. Re-write the tribute using acceptable language.(5)

The learners are requested to work in groups to compare these relationships between elders and children in other cultures and to present this in class.

Activity 3

As homework learners are requested to find out from their grandparents or parents and community members about stories and folklores. They narrate these in the class and the other learners must identify moral lessons from the stories. The learners tell as many stories as possible.

Activity 4

Learners are asked to find out about stories and folklores from other cultures. They can go to libraries or ask from people of other cultures. They summarise these stories and mention moral lessons learned. This is submitted as a written task.

Resources: library, magazines, text books

Expanded Opportunities

Teacher Reflection

Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO 1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 3. Explains children’s health rights and responsibilities , and suggest ways in which in</p>	<p>Rights related to health issues e.g. right to clean water, basic health care etc.</p>	<p>Informal assessment Written work on rights and responsibilities Question and answer on rubric</p>

which to apply to apply these in a familiar situation.		
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Activity 1
 The learners are reminded about human rights they learned in the previous grades. The teacher asks them to list and discuss children’s rights e.g.

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 2
 The learners draw two columns. In 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

Activity 3
 Learners identify rights that have to do with children’s health rights from the list of children’s rights. They list them and discuss responsibilities are attached to each right.

Activity 4 Scenario:**Case study:**

Siphokazi passed away last year and her children stay with another family member. Bukho, the youngest daughter shows signs of pneumonia but her foster parent ignores her and does not take her to hospital. She needs at least three healthy meals a day but her mother leaves her with bread and water for the whole day. The water is collected from a nearby river. When she returns from work, she beats her up because she did not clean the house. She sometimes shouts at her and is never friendly to her. Bukho is not allowed to go to school as she is supposed to do house chores. She has no school uniform and is given old clothes. Her room has no good furniture and has a leakage in the roof. This might be the cause of the fever.

1. Identify which children's rights are not protected.
2. What would you advise Bukho to do to change her situation?
3. Design and make a poster that depicts children's rights and responsibilities.

The poster can be displayed in the school corridors to raise awareness on children's health rights and responsibilities.

Resources: Dept of Health, DWAF material and Bill of Rights**Expanded Opportunities:****Teacher Reflection:**

LO 4 Physical movement

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. Demonstrates different ways to locomote, rotate, elevate and balance, using various parts of the body.</p> <p>AS 4. Performs rhythmic movements with awareness of posture.</p>	<p>Different ways of locomotion, rotation, balancing and elevation with rhythm.</p>	<p>Observation Sheet Rubric</p>
<p>Activity 1 The teacher explains with demonstration the following movements:</p> <ul style="list-style-type: none">• locomotion• elevation• rotation• balancing• rhythm• And posture.		

The learners imitate the teacher as s/he is demonstrating. This serves as a warm up exercise.

Activity 2

The learners are divided into 4 groups of 8 -10

Group 1. Locomote

Group 2. Elevate

Group 3. Rotate

Group 4. Balance

There will be 4 stations of doing the activities. At each station there will be a leader learner who will remain at the same station to explain to each group coming to that station.

The teacher gives the leaders instruction cards.

Group 1

Locomotion: They imitate animal movements e.g. Crab walk, dog walk, cat walk etc. The Learners combine walking, running, skipping, sliding, flying to different sides,

Group 2

Rotation

The learners turn the arms around i.e. full circle, half circle using different parts of the body.

Group 3

Elevation

Using arms they lift them sideways, forwards backwards and above the head. They do the same with legs, forward, sideways and back wards alternating legs. At sitting position, they lift both their legs.

Group 4

Balance standing on one leg and the other leg is bent, stretched forwards and back, sideways and back, backwards and back with the arms on the hips and stretched out sideways, forwards and upwards.

Each group has to perform according to rhythm played on musical instruments or clapping hands. They should keep correct posture at all times.

Assessment Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Locomotion	The learner can imitate one animal with some difficult. He cannot demonstrate and combine the expected skills in his imitation.	The learner is able to imitate some few animals but has difficulty in combining the expected skills that are demonstrated by the imitated animal	The learner can imitate animal movements e.g. Crab walk, dog walk, cat walk etc. The Learners combine walking, running, skipping, sliding, flying to different sides, with rhythm and correct posture	The learner can imitate all animals with ease and can imitate other animals that have not been mentioned by the teacher
Rotation	The learner cannot turn around with combination and co-ordination and in the process loses rhythm and posture.	The learner turns around with combination but staggers and loses rhythm and posture.	The learners turn the arms around i.e. full circle, half circle using different parts of the body, keeping rhythm with correct posture	The learners turn the arms around i.e. full circle, half circle using different parts of the body, keeping rhythm with correct posture and rhythm showing signs of agility and accuracy
Elevation	The learner elevates arms but is slightly bent and cannot follow does not keep rhythm and loses posture.	The learner is able to elevate arms and legs but cannot keep rhythm and posture.	The learner is able to elevate arms and legs sideways, forwards backwards and above the head with rhythm and correct posture.	The learner can elevate all parts of the body in all directions keeping correct posture and posture of feet and hands

<p>Balancing</p>	<p>The learner is falling and staggering when doing the activities. He cannot balance and does not perform according to rhythm. He is not mindful about the posture.</p>	<p>The learner has problems in combining hand arm and leg movement and does not always keep correct posture. He sometimes staggers and loses balance.</p>	<p>The learner can balance standing on one leg the other one bent, stretched forwards and back, sideways and back, backwards and back with the arms on the hips and stretched out sideways, forwards and upwards, and is doing this according to rhythm and keeping correct posture</p>	<p>. The learner can balance standing on one leg the other one bent, stretched forwards and back, sideways and back, backwards and back with the arms on the hips and stretched out sideways, forwards and upwards. The learner is accurate to the rhythm and body posture, changes smoothly from one activity to the other.</p>
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Grade 5 Overview

Term 1	Term 2	Term 3	Term 3
<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 environmental health issues.</p> <p>AS 4 Individual health</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 responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 5. Festivals 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 responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 3. Significance of</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 respond effectively to challenges in his or her world</p> <p>AS 1. Identifies personal</p>

<p>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 promote movement and physical development.</p>	<p>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 promote movement and physical development.</p>	<p>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 participate in, activities that promote movement and physical development.</p>	<p>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 issues.</p>
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<p>AS 3. Demonstrate a range of field and track athletic techniques.</p>	<p>AS 1. Participates in a variety of target Games</p>	<p>AS 2 Performs movement sequences that require consistency and control in smooth and continuous combination AS 4. Body movement.</p>	<p>AS 1.investigates an environmental health problem using different data sources and plans strategy to address the problem.</p> <p>AS 3. Symptoms of locally occurring diseases and prevention strategies.</p>
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Grade 5 Lesson Plan

Time: 22 HRS		
Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO. 3 The learner will be able to use a acquired life skills to achieve and and extend personal potential to respond effectively to challenges in his or her world</p> <p>AS 2. Shows an understanding and respect for body changes.</p>	<p>Body changes in both girls and boys</p>	<p>Informal assessment Written work on time line and body changes for boys and girls assessed through self and peer assessment</p>
<p>Activity 1.</p> <p>In grade 4 learners learned about the importance of respecting other people’s bodies. In grade 5 they are going to show an understanding and respect for body changes.</p> <p>The teacher explains to the learners the different developmental stages of a child from 0years to 12 years, e.g. 0 – 2 years the bay begins to sit, crawl, walk and feed himself. At the age of six the child starts pre-school, etc The learners are requested to complete the time line given by the teacher from 0 to 17 years. 0 – 2 years 3- 5 years 6-7 years 7-10 years 11-12 years</p> <p>Activity 2</p> <p>The learners share their time lines. This is important to compare the differences in their development. The teacher consolidates this activity by emphasizing that different learners develop at different paces. This is what makes them</p>		

unique. The most important is to reach milestones.

Activity 3

As individuals learners write changes that they have already undergone and how they feel about these changes.

Activity 4

Learners mention and compare changes that are undergone by boys and girls. It is important that both boys and girls share these changes for a better understanding and respect for each other. The teacher consolidates this activity by emphasizing the importance of respecting each others bodies. The changes are an indication of development and it is important to accept these changes. In grade 6 learners are going to learn about these changes and their personal feelings.

They complete the table below.

Changes undergone by girls	Changes undergone by boys.

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 3. Discusses the significance of friends in times of tragedy and change.</p> <p>AS 4. Discusses the contributions of women and men in a range of cultural contexts</p>	<p>Roles played by friends in time of tragedy</p> <p>Contribution of women and men in cultural context</p>	<p>Informal assessment</p> <p>Rubric for role play</p>

Activity 1.

Individually learners think about their friends and what makes them special and even worth being their friends. They write down things that make these individuals best friends e.g. love, trust, respect, etc. These are values in friendships. Learners share what they have written in pairs.

Activity 2.

The teacher facilitates this activity by making use of a spider diagram to brainstorm characteristics of good friendship.

Activity 3.

Learners brainstorm tragic situations they know and have experienced e.g. divorce, diagnosis of an incurable diseases, and repossession of furniture, car or home, death, etc.

Activity 4

Individually learners think of a difficult time they have gone through and how their friends supported them. They write one or two paragraphs on this experience.

Activity 4.

Learners do a role play of a tragic experience that a friend is going through. The teacher can also make use of a scenario to depict this tragedy and how a friend would encourage and support his friend.

Activity 5

Learners design and make a poster of a friend going through a tragic experience and write below words of support and encouragement. The poster should be clear, neat and attractive. The teacher can also let the learners write a letter to a friend who has experienced a tragedy to comfort and support his/her friend.

Activity 6

The teacher reminds the learners about cultural role models they discussed in Grade 3. They can think of historical and political role models. They may include men and women who made positive contributions to people's lives e.g. pioneers in:

Medicine	Cecilia Makiwane
Politics	freedom fighters like Nelson Mandela and Oliver Tambo.
Religion	Desmond Tutu and Mr. Huddleston and Mother Teresa
Music	Miriam Makeba and Hugh Masekela
Sport	Dr. Craven in rugby hence Craven week
Literature	Allan Paton

Activity 7.

Learners identify men and women in their community who have made a contribution in their community.

Resources: Charts, pictures, books, magazines, internet

Expanded opportunities

Teacher reflection

Rubric for Role Play

Criteria	Level 4	Level 3	Level 2	Level 1
Role play clearly shows the tragic that is chosen (3)	Role play clearly shows the tragic that is chosen. The players act in a convincing way.	Role play clearly shows the tragic that is chosen	The role play does not clearly show the tragic chosen	The role play is meaningless
The role played by the friend is relevant to the condition (4)	The roles played by the learners are relevant to the condition and they are convincing.	The role played by the friend is relevant to the condition	The role played is not relevant to the condition	The role players failed to show the condition
The support and encouragement given by the friend is meaningful.(5)	Good support and encouragement is given and both parties have interpreted the play very well	The support and encouragement given by the friend is meaningful.	There is little support and encouragement given	The role player did not give any encouragement or support the
Participation and seriousness (3)	The participants are serious and had relevant gestures	The participants are serious.	The participants are not serious and just perform	The participant are not serious at all

Total = 15

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 3.Recognises the symptoms and causes of locally occurring diseases prevention strategies.</p>	<p>Knowledge of symptoms causes and prevention strategies of local occurring diseases.</p>	<p>Design and make booklet assess by Rubric Oral presentation</p>
<p>Activity 1. The learners brainstorm locally occurring diseases e.g. Tuberculosis, cholera, diarrhea, chicken pox, measles, mumps, HIV and AIDS, colds, ringworms etc.</p> <p>Activity 2. Learners are divided into groups of four to six. Each group is allocated a disease. They must investigate causes, symptoms and prevention strategies of that disease.</p> <p>Activity 3. Learners design and make a booklet on three diseases. They include the following:</p> <ul style="list-style-type: none"> • Causes • symptoms • and prevention strategies making use of illustrations where possible <p>Learners must be encouraged to visit local clinics and hospitals to get this information.</p> <p>SPECIFICATIONS</p> <ul style="list-style-type: none"> • cover page, • index • Introduction/ background, • causes, • symptoms, • prevention strategies • and conclusion 		

Activity 4. Learners using illustrations where possible present their investigation to the whole class.

Resources : Dept. of Health, clinics, posters and brochures, library, Soul City material

Expanded Opportunities:

Assessment Rubric

CRITERIA	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Booklet and illustrations (5)	The booklet is covered, neat, and well arranged with relevant illustration and eye catching with good colours.	The booklet is covered, neat, and well arranged with relevant illustration.	The booklet is not covered/neat/poorly arranged, and illustrations are not clear	The booklet is not covered, untidy, not arranged and illustrations are irrelevant.
Introduction/Background and conclusion (5)	Introduction is relevant and links to the task and the conclusion is closing and summarises the topic and giving personal.	Introduction is relevant and links to the task and the conclusion is closing	Introduction is not linked to the task and conclusion is does not close the task	There is no introduction and conclusion/poor introduction and conclusion is irrelevant
Diseases (3)	Three diseases have been given and explained	Three diseases have been given	Less than the required number is given.	Only one disease or no disease is given
Causes and Symptoms (6)	The causes and symptoms of all three mentioned diseases are given and correlate well with the diseases	The causes and symptoms of all three mentioned diseases are given	Causes and symptoms are not all correct and relevant to diseases	Causes and symptoms are totally irrelevant to the task.

Prevention strategies (6)	Prevention strategies of the three mentioned diseases are mentioned with examples	Prevention strategies of the three mentioned diseases are mentioned	Prevention strategies are not all relevant to the diseases	No prevention strategies given/ given irrelevant prevention strategies <u>Total = 25</u>
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LO 4 Physical Movement

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>AS4. Performs rhythmic movements and steps with attention to posture and style.</p>	<p>The learners demonstrate skills of movement with control, combination, rhythm keeping good posture,</p>	<p>Observation sheet</p>

Activity 1

Warming –up moving in different directions at different speeds running, stopping suddenly walking, jumping, and skipping in sequence.

Activity 2

The teacher demonstrates throwing and catching techniques. The learners practice the techniques in groups.(Throwing the ball up, sideways, down, low, using one hand, two hands, on one foot and on both feet. Throwing and catching the ball on the palm of the hand and on the finger tips of one hand and of both hands,

Activity 3

Learners practise the skills in groups and exchange the roles of how to catch the ball standing on one foot, jumping and with both feet in the air, from sides running, etc.

Activity 4

Cooling down

Learners walk three paces and jump clapping the hands above their heads and three paces and clap their hands under their legs walking slowly.

Breathing slowly they lift their arms up, moving one shoulder and both shoulder forwards and backwards.

Resources: Balls

Expanded Opportunities:

Teacher Reflection

Observation Sheet

Name	Moving	Catching the ball on palm	Catching the ball on one foot	Throwing	Catching the ball with both feet in the air	Participation	Enjoyment	Total	%	Level
Gcayiya	3	3	3	3	3	3	2	20		
Tumeka										
Venene										
Jacob										

Grade 6 Overview

Term 1	Term 2	Term 3	Term4
<p>LO 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</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</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</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. Evaluation and 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>AS 5. Personal dignity 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>variety of cultures</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. AS 4. Rhythmic movements with coordination and control</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 physical fitness programme designed to develop particular aspects of fitness.</p>
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Grade 6 Lesson Plan

Time: 22 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 2. Responding to peer- pressure.</p> <p>AS 4. Peace keeping and mediation skills in different conflict situations</p>	<p>Peer pressure and how to deal with it</p> <p>peace keeping and mediation in conflict situations</p>	<p>Informal Assessment</p> <p>Self and peer assessment in scenario</p> <p>Observation sheet for conflict simulation</p>
<p>Activity 1. In pairs learners talk about what peer pressure is. Thereafter they talk about experiences they have had and how they responded. The pairs report to the whole class and the teacher captures each pairs' experiences on peer pressure. The teacher consolidates by emphasizing that peer pressure can be either negative or positive.</p> <p>Activity 2. The learners are given scenarios depicting peer pressure and they must indicate their responses.</p> <p>a) Nomonde's friends try to get her to smoke dagga even though she doesn't want to. b) Your friend wants you to drink beer for the first time. c) Your class mates want to boycott classes because the teacher has given them a difficult test. d) You are smoking and your friend tells you that smoking is not good and you should stop. e) Nceba's friends want to break into principal's office and steal school fund. f) You are a good athlete but you don't want to take part, your friends ask you to join their team. g) Your parents want you to go to a family party and your friends say that you should go with them to their party.</p> <p>Activity 3. The teacher, using spider web diagram, asks the learners to talk about conflict, to give learners an understanding of the term conflict. In pairs the learners talk about conflict situations they have experienced. The learners say how they resolved the conflicts. The teacher consolidates this activity by explaining conflict, peace keeping and mediation skills and the importance thereof. Peer pressure can result into conflict if not managed well.</p>		

Activity 4.

In pairs learners think of their own experiences of conflict. They discuss the cause of the conflict and how it was resolved. They can think of peer pressure experiences that resulted into conflict. Pairs share these experiences.

The learners are given a scenario where the learners will simulate conflict, mediation and peace keeping e.g. Bheki finds his friend fighting with another learner. Bheki has to mediate and make peace. During the simulation, learners have to identify skills used to resolve the conflict. To resolve conflict there will always be a mediator who is supposed to be objective and not biased. He must be a good listener and be patient. He must give both parties an opportunity to explain. Communication skills become very important for peace keeping and mediation skills.

Activity 5

Learners in groups of six think about the Truth and Reconciliation Commission. They are to find out from their parents the following:

- Why was the TRC established?
- What was the purpose of the TRC?
- Who were the mediators?
- Name two qualities of the mediators.

The teacher consolidates this activity by mentioning the xenophobic attacks. Learners think of ways used in different communities to resolve these attacks. The learners are encouraged to evaluate whether these were effective and successful and suggest ways to resolve conflict in an attempt to keep peace and promote nation building.

Resources: Text books, magazines, newspapers, library and internet

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 3. Discusses effects of gender stereotyping, sexism and abuse on personal and social relationships.</p> <p>AS 4. Interprets the meaning and personal and social significance of important stages in the individual's life in a variety of cultures.</p>	<p>Effects of gender stereotyping sexism and abuse</p> <p>Important stages in the individuals life in a variety of cultures</p>	<p>Informal</p> <p>Design and make a collage on three forms of abuse</p> <p>Test</p> <p>Research</p>
<p>Activity 1. In groups, learners brainstorm the meaning of gender stereotyping, sexism and abuse. They write this down in their books. The teacher consolidates this by explaining that a stereotype is a fixed idea of what we people are and how they should behave e.g. all fat people are lazy and dumb.</p> <ol style="list-style-type: none"> 1) Gender stereotyping is when we stereotype people based on their sex. 2) Sexism is when we treat others unfairly based on their sex. <p>Activity 2. For each definition given in activity 1, learners are asked to give two examples e.g. stereotyping, gender stereotyping and sexism. The teacher assists the learners with examples on how gender stereotyping and sexism affects personal and social relationships. How does society respond to these stereotypes and also your personal relationship?</p> <p>Activity 3. The teacher explains to the learners the meaning of abuse and learners talk about different forms of abuse they know e.g. emotional, physical, mental, sexual and social abuse. The learners give example of each abuse.</p> <p>Activity 4 Learners design and make a collage depicting at least two forms of abuse and suggest prevention strategies.</p>		

Test

1. Give the meaning of the following concepts and give an example of each.

- a) Stereotype
- b) Gender stereotyping
- c) Sexism
- d) Abuse

(3x4= 12)

2. Give one example for each form of abuse:

- a) Physical
- b) Emotional
- c) Sexual

(3x 2= 6)

3. Your friend tells you that he is beaten by her step father and touches her at her private parts. Identify forms of abuse in this context.

(2)

TOTAL= 20

Activity 4.

The teacher reminds the learners about what they learned in grade 5 about timeline developmental stages e.g. from Birth to adolescence and adult. The teacher explains that different cultures celebrate and add significance to each stage differently e.g. in the Western culture adulthood is marked by giving a key to the individual. In the Xhosa tradition, men are circumcised to mark adulthood.

Activity 5.

The learners go and research on how different cultures celebrate or mark different developmental stages from birth to adulthood. (Mention at least three cultures and examples of developmental stages)

Spot On Life Orientation Gr 6 P 93 – 96 and Teachers Guide for Religion Education Grade 4 – 9.

Culture	Developmental Stage	How is it marked/celebrated
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Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO 1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>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.</p>	<p>Communicable diseases including cures and evaluation of prevention strategies.</p>	<p>Informal Assessment Test and memorandum</p>

Activity 1

The teacher reminds learners that in Gr. 5 they learned about communicable diseases, their causes, symptoms and prevention strategies. As revision learners go and write on the board communicable diseases. Individually learners must identify **three** diseases and indicate causes, symptoms and prevention. Learners are requested to complete the table below:

Disease	Causes	Symptoms	Prevention
e.g. Cholera	Drinking unpurified water	Dehydration	Drinking clean purified water

Activity 2.

Making use of the mentioned diseases, learners must discuss available cures and prevention strategies.

Activity 3.

The learners evaluate prevention strategies of communicable diseases and one of them should be HIV and AIDS, they should consider community norms and personal values in their evaluation e.g.

Disease	Prevention Strategy	Evaluation
HIV/AIDS	1. Eat good food 2. 3.	<ul style="list-style-type: none"> • Is good food available to everybody? • Does environment allow eating what you want? • Can everybody afford to buy good food
Flu		
TB		
Cholera		
Chicken pox		
Diarrhea		
Resources: people, books, clinics, TV, radio, internet		
Expanded Opportunities:		
Teacher Reflection:		

TEST

1. Name three communicable diseases? (3)
2. Name two causes of each disease you have mentioned (6)
3. Name two symptoms of each disease (6)
4. Give cures for each disease (3)

5. Explain prevention strategies.	(3)	
6. Evaluate each prevention strategy.	(6)	
7. Explain three myths around HIV/AIDS	(3)	Total 30

LO4 Physical Movement

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. 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. 		

