

## LESSON PLAN

Subject: Life Orientation

Grade: 4

Date: \_\_\_\_\_

Completed \_\_\_\_\_

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

<b>SKAVs:</b>	
<ul style="list-style-type: none"> <li>• <b>Skills:</b> Writing, note taking and listening</li> <li>• <b>Knowledge:</b> The basis of healthy food stuff</li> <li>• <b>Values:</b> The food we eat is important for healthy living</li> <li>• <b>Attitude:</b> All kinds of food and role they play in the body</li> </ul>	
<b>EDUCATOR</b>	<b>LEARNERS</b>
<ul style="list-style-type: none"> <li>• Divide learners into groups of 6</li> </ul>	<ul style="list-style-type: none"> <li>• Sit and work in groups.</li> </ul>
<ul style="list-style-type: none"> <li>• ICE BREAKER: What is your favourite time for eating (breakfast, lunch or dinner)</li> </ul>	<ul style="list-style-type: none"> <li>• .Raise hands and give different answers</li> </ul>
<ul style="list-style-type: none"> <li>• Ask groups to choose a scribe and a presenter</li> </ul>	<ul style="list-style-type: none"> <li>• Each group choose their scribe and a presenter.</li> </ul>
<ul style="list-style-type: none"> <li>• Introduce the topic of the lesson: <b>The 5 Basic Food groups</b></li> </ul>	<ul style="list-style-type: none"> <li>• Prepare to learn about the <b>5 Basic Food Groups.</b></li> </ul>
<ul style="list-style-type: none"> <li>• Ask learners to write down what they think are the 5 basic food groups ( give learners about 10 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• The scribe write down the answers as given by group members, ( take about 10 minutes)</li> </ul>
<ul style="list-style-type: none"> <li>• Expected answers : starch/grain&amp; grain products, meat &amp; meat alternatives, milk &amp; milk products, vegetables &amp; fruit as well as fats &amp; oils.</li> </ul>	<ul style="list-style-type: none"> <li>• Answers given : starch, proteins, carbohydrates, vitamins and minerals</li> </ul>
<ul style="list-style-type: none"> <li>• Food groups are the food that we can see using our eyes.</li> </ul>	<ul style="list-style-type: none"> <li>• Realise that some of their answers are incorrect.</li> </ul>
<ul style="list-style-type: none"> <li>• Find out from learners why these foods are called basic food groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Give different answers, e.g. because these foods must be present in the meal we consume, etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Ask each group to send the presenter for presenting the group's work.</li> </ul>	<ul style="list-style-type: none"> <li>• Different presenters present the work by the respective groups.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>LESSON 1 ENDS</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>LESSON 1 ENDS</b></li> </ul>

### ASSESSMENT

<b>Assessor (Method) : Educator, Group, Peer, Self (Circle)</b>
<b>Evidence:</b>
<b>Form of Assessment</b>

<b>REMARKS:</b>
<b>Reflection:</b>
<b>Expanded Opportunities:</b>

## 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
<ul style="list-style-type: none"> <li>• Reminds learners of their sitting arrangements as in previous lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in groups of 6</li> </ul>
<ul style="list-style-type: none"> <li>• From the last lessons presentations, explain where learners did not write correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Sit with their presentations from previous lesson and check where they went wrong.</li> </ul>
<ul style="list-style-type: none"> <li>• Put up a flipchart with the 5 Basic Food Groups, i.e. : starch/grain &amp; grain products, meat &amp; meat alternatives, milk &amp; milk products, vegetables &amp; fruit as well as fats &amp; oils.</li> </ul>	<ul style="list-style-type: none"> <li>• Check what the educator has on flipchart against what they have in their groups.</li> </ul>
<ul style="list-style-type: none"> <li>• Ask learners to write in their individual work books the above work.</li> </ul>	<ul style="list-style-type: none"> <li>• Write in their individual work books the work exercise given</li> </ul>
<ul style="list-style-type: none"> <li>• <b>LESSON 2 ENDS</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>LESSON 2 ENDS</b></li> </ul>

### 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"> <li>• <b>Skills:</b> Writing, note taking and listening</li> <li>• <b>Knowledge:</b> The basis of healthy food stuff</li> <li>• <b>Values:</b> The food we eat is important for healthy living</li> <li>• <b>Attitudes:</b> All kinds of food and role they play in the body</li> </ul>	
<b>EDUCATOR</b>	<b>LEARNERS</b>
<ul style="list-style-type: none"> <li>• Divide learners into groups of 6</li> </ul>	<ul style="list-style-type: none"> <li>• Sit and work in groups.</li> </ul>
<ul style="list-style-type: none"> <li>• ICE BREAKER:</li> </ul>	<ul style="list-style-type: none"> <li>• .</li> </ul>
<ul style="list-style-type: none"> <li>• Read from a handout; Nutrients are classified as water, macronutrients and micronutrients</li> </ul>	<ul style="list-style-type: none"> <li>• Each group has a copy of the handout to refer as the educator reads.</li> </ul>
<ul style="list-style-type: none"> <li>• Macronutrients are needed in large amounts by our bodies</li> </ul>	
<ul style="list-style-type: none"> <li>• Micronutrients are needed in small amounts by our bodies</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Macronutrients:</b> Consists of energy, proteins carbohydrates and fats</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of macronutrients as they have learnt about basic food groups.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Micronutrients:</b> Vitamins and minerals</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of vitamins and mineral giving food.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Water:</b> Necessary for all forms of life</li> <li>• About 70% of the human body consists of water</li> <li>• Ask learners to write ideas about the functions of water.</li> </ul>	<ul style="list-style-type: none"> <li>• Mention about 3 functions of water in our bodies. I) Act as solvent, ii) regulate body temperature, iii) Assist in metabolic processes.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>LESSON 3 ENDS</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>LESSON 3 ENDS</b></li> </ul>

### 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: \_\_\_\_\_

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

<b>SKAV's</b>	
<ul style="list-style-type: none"> <li>• <b>Skills:</b> Ability to demonstrate spatial awareness</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> It is important to exercise</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Values:</b> Physical activity as a way of life</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Attitudes:</b> To develop learners who exhibit independent, supportive and encouraging behaviour</li> </ul>	
<b>EDUCATOR</b>	<b>LEARNERS</b>
<ul style="list-style-type: none"> <li>• Arrange learners in a circle to start with warm up.</li> </ul>	<ul style="list-style-type: none"> <li>• Stand in a circle format and engage in warm up exercise</li> </ul>
<ul style="list-style-type: none"> <li>• Count downwards from ten and allow learners to hop.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to hop at the instruction of the educator</li> </ul>
<ul style="list-style-type: none"> <li>• Count downwards from ten and allow learners to hop.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to hop at the educator's instruction</li> </ul>
<ul style="list-style-type: none"> <li>• Exercise of the day: Push ups of up to twenty.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in push-up exercise</li> </ul>
<ul style="list-style-type: none"> <li>• Relaxation of about two minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Take two minute intervals</li> </ul>
<ul style="list-style-type: none"> <li>• Another push ups exercise at a count of twenty.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in push-up exercise</li> </ul>
<b>LESSON 4 ENDS</b>	<b>LESSON 4 ENDS</b>

### ASSESSMENT

<b>Assessor (Method) : Educator, Group, Peer, Self (Circle)</b>
<b>Evidence:</b>
<b>Form of Assessment</b>

<b>REMARKS:</b>
<b>Reflection:</b>
<b>Expanded Opportunities:</b>



## 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. <b>Skills:</b> Ability to demonstrate spatial awareness	
2. <b>Knowledge:</b> It is important to exercise	
3. <b>Values:</b> Physical activity as a way of life	
4. <b>Attitudes:</b> To develop learners who exhibit independent, supportive and encouraging behaviour	
EDUCATOR	LEARNERS
<ul style="list-style-type: none"> <li>Divide learners into groups of 6</li> </ul>	<ul style="list-style-type: none"> <li>Get into groups of six(6)</li> </ul>
<ul style="list-style-type: none"> <li>Warm up exercise</li> </ul>	<ul style="list-style-type: none"> <li>Engage in warm up exercise determined by educator</li> </ul>
<ul style="list-style-type: none"> <li>Ask groups to choose among themselves who will skip first until the last individual</li> </ul>	<ul style="list-style-type: none"> <li>Choose among themselves who goes first</li> </ul>
<ul style="list-style-type: none"> <li>Remind learners about the importance of exercising.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the educator talk about the importance of exercising</li> </ul>
<ul style="list-style-type: none"> <li>Give learners instruction to start with skipping exercise as individuals in groups</li> </ul>	<ul style="list-style-type: none"> <li>Start with skipping exercise</li> </ul>
<ul style="list-style-type: none"> <li>Time learners using a stopwatch (if available) to determine who finishes first and from which group</li> </ul>	<ul style="list-style-type: none"> <li>As timed, try to skip as fast as they can</li> </ul>
<ul style="list-style-type: none"> <li>As peer assessment ask learners who they think was the fastest</li> </ul>	<ul style="list-style-type: none"> <li>On their own determine who was the fastest</li> </ul>
<ul style="list-style-type: none"> <li>Uses the stopwatch and determine correctly who was fastest.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to educator giving results of who was the fastest as per the stopwatch</li> </ul>
<ul style="list-style-type: none"> <li>Results accepted</li> </ul>	<ul style="list-style-type: none"> <li>Results accepted</li> </ul>
<ul style="list-style-type: none"> <li>Ask learners to engage in cool down exercise</li> </ul>	<ul style="list-style-type: none"> <li>Engage in cool down exercise</li> </ul>
<ul style="list-style-type: none"> <li><b>LESSON 5 ENDS</b></li> </ul>	<ul style="list-style-type: none"> <li><b>LESSON 5 ENDS</b></li> </ul>

### 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: \_\_\_\_\_

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:			

<b>SKAV's</b>	
<ul style="list-style-type: none"> <li><b>Skills:</b> Ability to demonstrate spatial awareness</li> <li><b>Knowledge:</b> It is important to exercise</li> <li><b>Values:</b> Physical activity as a way of life</li> <li><b>Attitudes:</b> To develop learners who exhibit independent, supportive and encouraging behaviour</li> </ul>	
<b>EDUCATOR</b>	<b>LEARNERS</b>
<ul style="list-style-type: none"> <li>Divide learners into groups of 6</li> </ul>	<ul style="list-style-type: none"> <li>Get into groups of at least six(6)</li> </ul>
<ul style="list-style-type: none"> <li>Warm up exercise</li> </ul>	<ul style="list-style-type: none"> <li>Engage in a warm up exercise instituted by the educator</li> </ul>
<ul style="list-style-type: none"> <li>Ask groups to choose among themselves who will skip first until the last individual</li> </ul>	<ul style="list-style-type: none"> <li>Choose who goes to skip first until the last learner is chosen</li> </ul>
<ul style="list-style-type: none"> <li>Remind learners about the importance of exercising.</li> </ul>	<ul style="list-style-type: none"> <li>Exercise to keep themselves healthy and to keep fit to prevent diseases.</li> </ul>
<ul style="list-style-type: none"> <li>Time learners when they use the skipping rope to skip.</li> </ul>	<ul style="list-style-type: none"> <li>Get ready to time one another, to check how group members fared.</li> </ul>
<ul style="list-style-type: none"> <li>As group assessment allows learners also to keep time as to who skipped many times but the least of time (in minutes) used.</li> </ul>	<ul style="list-style-type: none"> <li>Determine the winners.</li> </ul>
<ul style="list-style-type: none"> <li>Finalises the winning groups</li> </ul>	<ul style="list-style-type: none"> <li>Agree on the group that was the quickest.</li> </ul>
<ul style="list-style-type: none"> <li>Ask learners to participate on the cool down exercise</li> </ul>	<ul style="list-style-type: none"> <li>Engage on the cool down exercise.</li> </ul>
<b>LESSON 6 ENDS</b>	<b>LESSON 6 ENDS</b>

### 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 7
Topic (Sub – topic) What constitutes a good meal			
Outcome(s)	4		
Assessment Standard	1		
Resources:			

SKAV's	
<ul style="list-style-type: none"> <li>• <b>Skills:</b> Writing, note taking and listening</li> <li>• <b>Knowledge:</b> The basis of healthy food stuff</li> <li>• <b>Values:</b> The food we eat is important for healthy living</li> <li>• <b>Attitudes:</b> : All kinds of food and role they play in the body</li> </ul>	
<b>EDUCATOR</b>	<b>LEARNERS</b>
<ul style="list-style-type: none"> <li>• Divide learners into groups of 6</li> </ul>	<ul style="list-style-type: none"> <li>• Get into groups of at least six(6)</li> </ul>
<ul style="list-style-type: none"> <li>• Ask learners to choose a scribe and a presenter.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a presenter and a scribe</li> </ul>
<ul style="list-style-type: none"> <li>• Discussion topic given: what constitute a good meal</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the topic of discussion</li> </ul>
<ul style="list-style-type: none"> <li>• Give a short revision on basic food groups</li> </ul>	<ul style="list-style-type: none"> <li>• Mention the basic food groups</li> </ul>
<ul style="list-style-type: none"> <li>• Allow each group to present their work over 5 minutes each group</li> </ul>	<ul style="list-style-type: none"> <li>• Each group present their work over 5 minutes</li> </ul>
<ul style="list-style-type: none"> <li>• Expected ideas: food with carbohydrates, starches, protein, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Their ideas: starch, protein, fruit, vegetables.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Conclusion:</b> Expected answers good and will be discussed further in next lesson</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Conclusion:</b> Wait for next lesson discussion</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>LESSON 7 ENDS</b>	<b>LESSON 7 ENDS</b>

### ASSESSMENT

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

REMARKS:
Reflection:
Expanded Opportunities: