

LESSON PLAN

Subject: Life Orientation

Grade: 4

Date: _____

Completed _____

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

Resources: Nutrition Education poster, pens, flipcharts

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

ASSESSMENT

Assessor (Method) : Educator, Group, Peer, Self (Circle)

Evidence: _____

Form of Assessment _____

REMARKS:

Reflection: _____

Expanded Opportunities: _____

LESSON PLAN

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

Completed: _____

Core Knowledge/ Content	I am High on Life, Eat, learn and Play for health	Duration:	Lesson no
Topic (Sub – topic)	The 5 Basic Food Groups		2
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"> • 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

Learning Area: Life Orientation Grade: 4 Date: _____

Completed: _____

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

SKAV's

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

EDUCATOR	LEARNERS
<ul style="list-style-type: none"> • Divide learners into groups of 6 • ICE BREAKER; 	<ul style="list-style-type: none"> • Sit and work in groups.
<ul style="list-style-type: none"> • Read from a handout; Nutrients are classified as water, macronutrients and micronutrients 	<ul style="list-style-type: none"> • Each group has a copy of the handout to refer as the educator reads.
<ul style="list-style-type: none"> • Macronutrients are needed in large amounts by our bodies 	
<ul style="list-style-type: none"> • Micronutrients are needed in small amounts by our bodies 	
<ul style="list-style-type: none"> • Macronutrients: Consists of energy, proteins carbohydrates and fats 	<ul style="list-style-type: none"> • Give examples of macronutrients as they have learnt about basic food groups.
<ul style="list-style-type: none"> • Micronutrients: Vitamins and minerals 	<ul style="list-style-type: none"> • Give examples of vitamins and mineral giving food.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Mention about 3 functions of water in our bodies. i) Act as solvent, ii) regulate body temperature, iii) Assist in metabolic processes
<ul style="list-style-type: none"> • LESSON 3 ENDS 	<ul style="list-style-type: none"> • 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: 4 Date: _____

Completed: _____

Core Knowledge/ Content (Theme)	am High on Life, 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 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(5) • 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: _____

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

Resources: _____

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

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

ASSESSMENT

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

REMARKS:
 Reflection:
 Expanded Opportunities:

Date of Completion : _____

LESSON PLAN

Learning Area: Life Orientation Grade: 4 Date: _____

Completed : _____

Core Knowledge/ Content (Theme)	I am High on Life, 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 constitutes 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: