

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>
<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.</p>	Lesson 1 ends

ASSESSMENT

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

REMARKS:
Reflection:
Expanded Opportunities:

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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
•	
• Lesson 2 ends	Lesson 2 ends

ASSESSMENT

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

REMARKS:
Reflection:
Expanded Opportunities:

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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: