



LESSON PLAN TEMPLATE: INDIRECT METHOD

Grade: 4

Life Skills

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Learning Area: Creative arts

Topic: 3D Artwork – Create A Bird Feeder Using Recycled Material

SILENT SITTING:

- Sit outside on turf.
- Feel the warmth of the sun, the cool breeze on face, and
- Slowly close your eyes. Listen to the rustling of leaves in the trees on this breezy morning.
- Listen to the birds chirping. Bathe in this wonder of nature

VALUE: Love

SUB VALUE: Sharing

CONTENT:

A) AS PER CURRICULUM (*May use your required template as per National protocol or this part*)

Today we are studying 3d artwork - construct a bird feeder using recycled material

B) INTEGRATION:

1. Within Learning Areas

Spend time in the garden observing the birds, insects and other creatures and their habitat. Many lessons can be learnt from nature. Feel great love and the need to share food and comfort with God's creations.

2. Between Learning Areas:



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Quotation: I can find god in nature, in animals, in birds and the environment.
By Pat Buckley. Discuss quotations and draw a picture.

3. *Into The Universe/ Cosmos/ Creation*

Sharing our time and doing little chores to take care of nature will bring much joy. Like the bird feeder which one makes to serve the birds with seeds daily.

c) **SELF REFLECTION:**

Child asks himself/herself:

Take a walk and spend some time outside to enjoy nature.
What inspires you? - fresh air, fragrances, colours, texture and sounds.
Use plastic bottles to plant herbs and flowers.

Discuss procedure. Am I sharing my time and skills to care for nature? Do I share extra food at home with the birds?

Do I share my stationery with siblings and classmates who don't have any?
I will in future share whatever I have with anyone who needs it more than I.



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Learning Area: Personal and Social well being

Topic: Environment

SILENT SITTING:

- Learners will sit comfortably, eyes closed, breathe in and out a few times.
- Play soft music with nature sounds. Describe a walk in the park.
- Bringing attention to the sunlight, cool breeze, birds, plants, flowers, feel of soft grass, to appreciate nature, gratitude to God and responsibility to take care of nature.

VALUE: Love

SUB VALUE: Kindness

CONTENT:

A) AS PER CURRICULUM (*May use your required template as per National protocol or this part*)

Strategies to keep the environment healthy, pollution free, follow the three R's, save trees and love for nature. Showing kindness is to take care.

B) INTEGRATION:

1. Within Learning Areas

Lessons on kindness are necessary to be highlighted to sow seeds of goodness in children. Learners come to the conclusion that thoughts, words and deeds must come from the heart.

2. Between Learning Areas:

Do you say one thing and do something else? No. Thoughts must be pure, words cordial and deeds must come from the kindness of the heart. When



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someone is in need of food, do we feel it a burden to fetch some goodies? A kind heart will act spontaneously. You must have that desire to do good deeds selflessly to “love all and serve all”, to help mum with the chores at home, and help gran to the loo.

3. *Into The Universe/ Cosmos/ Creation*

We are naturally kind, loving and gentle beings because we come from this loving universe. The sunlight helps the plants grow so the animals have food. Rain gives water to plants, animals and man. So many more kind acts of nature. Doing little things like feeding our pets, watering the plants show that we have kindness in our hearts.

c) **SELF REFLECTION:**

Do I show kindness in my actions?
Do I think, speak and act in kindness?
Can I offer love, joy and friendship to my family and friends and whomsoever needs my help?

Acts of kindness:
Volunteer to help at SPCA
Donate clothes you don't wear
Save pocket money for charity

Always leave people
Better than you found them
Hug the hurt, kiss the broken
Befriend the lost
And love the lonely

By Brent Lindeque



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Grade: 4 (Term 3) Life Skills

Learning Area, Physical Education 1

Topic: Rhythmic Movement

SILENT SITTING:

- After a jog around the ground, learners will be asked to sit.
- Deep breathing-in for 4 seconds, hold for 4 seconds and out for 4 seconds.
- Take note of your breathing and heartbeat.
- Place your hand on your heart and concentrate on your rhythmic breathing.
- Now think of example in your daily lives that may have a similar rhythm eg. A clock, waves or birds chirping.
- Notice that the rhythm is much slower – now gently open your eyes and stand up slowly - make sure you are well spaced out.

VALUE: Non-Violence

SUB VALUE: Co-operation

CONTENT:

A) AS PER CURRICULUM *(May use your required template as per National protocol or this part)*

- Warm up:
Stretching of arms, neck, legs

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- Group Work: suitable music will be played. Learners will be divided into two groups.
- Equipment: hoops, ribbons, balls, bean-bags, ropes, sticks.
- Movements must include: Pushing (push away all bad thoughts), pulling, bending, twisting, flexing and stretching.
- Warm Down: Deep breathing again - close your eyes and think that you just performed in front of a big audience. You and your group were fantastic – smile and be happy.
*** Learners can be shown snippets from YouTube on Rhythmic movement

B) INTEGRATION:

1. *Within Learning Areas*

- Leader must give clear instructions.
- Group members must **co-operate** and also contribute their ideas in order to produce an excellent sequence
- Explain the importance of team-work
- Practice makes perfect

2. *Between Learning Areas:*

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- Leader must give clear instructions.
- Leaders must lead by example and speak firmly yet lovingly to gain the **co-operation** of group members.
- New English word : choreography.
- Maths: in the groups - learners must choose to stand in a circle, square, diagonal, or in a triangle – Use of Mathematical shapes

3. *Into The Universe/ Cosmos/ Creation*

- Learners must include in their sequence movements on 3 levels:



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- EXPLAIN
High Medium Low
Mind Body Soul
- Look at the planets: All work together in harmony - Cooperating with each other

c) SELF REFLECTION:

Child asks himself/herself:

- How can I practice teamwork at home?
- TEAM- together everyone achieves more, especially when parents work
- Many hands make light work.
- When given my chores – do I cooperate?
- Do cooperate with my siblings to help with the household chores.
- I must make an earnest effort to cooperate at home AND at school with projects and events held at school.
- I must remember to be happy and know that every act of mine is an act of GOD.
- I must Persevere, to attain perfection so that I can perform with confidence.
- I must Practice my movement at home and ask for positive feedback from family members.



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Grade: 4 (Term 3) Life Skills

Learning Area: Physical Education 2

Topic: Rhythmic Movement

SILENT SITTING:

- After a jog around the ground, learners will be asked to lie on their back.
- Deep breathing-in for 4 seconds, hold for 4 seconds and out for 4 seconds.
- Take note of your breathing and heartbeat.
- Place your hand on your heart and concentrate on your rhythmic breathing
- Now listen to the sounds of nature and think of how selfless the tree is: gives us shade, fruit, a breeze, wood for furniture – without asking for anything in return - we too, must help others without expecting anything in return.
- Notice that the rhythm is much slower – now gently open your eyes and stand up slowly - make sure you are well spaced out.

VALUE: Peace

SUB VALUE: Discipline

CONTENT:

A) AS PER CURRICULUM (*May use your required template as per National protocol or this part*)

- Warm up:
Stretching of arms, neck, legs
- It is extremely important to warm up before doing any activity so that your muscles are warmed up and don't hurt after the lesson.

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Group work

- Change the leader and groups. In this lesson the focus must be on good posture and working in harmony (no arguing with the leader, listening to instructions and contributing positively to the lesson).
- Simple marching movements will be done using hand movements.
- Hands, head and feet must move together in a **disciplined** manner.

B) INTEGRATION:

1. *Within Learning Areas*

- Groups must listen and follow instructions. All attention must be focused on the leader.
- Chins up and shoulders back (as if you are in an army). Soldiers always move in a **disciplined** manner.

All team members must move as one - ask learners for examples eg. A machine - if one part is faulty, the machine won't work

2. *Between Learning Areas:*

- Natural Science: think of a flock of birds in full flight – they fly in unison – not one bird is out of line - **disciplined**. When one bird is out of line, one bird will bring it back in line. In the same way, a leader has an important role to play.

3. *Into The Universe/ Cosmos/ Creation*

- A good example are the planets of the universe - **disciplined** - the planets never ever clash. We can even speak about the earth's rotation around the sun, causing night and day - from darkness to light – unhappiness to happiness - From the unreal to the real.



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C) SELF REFLECTION:

Child asks himself/herself:

- How can I be **disciplined** and focused at home?
- I must continue at home with the **discipline** at school, of cleanliness, hand washing and sanitising.
- I must follow a routine when I get home – in that way I will give sufficient time for: relaxation, chores, homework, studying, bathing and praying. (work out a friendly timetable that will keep me happy.) I must Remember to include GOD into all my activities - just makes all my activities easier.
- My family must notice a change in my behaviour and responsibility.
- **DISCIPLINE** Comes with practice and that is what is needed in my group activity at school.



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Grade 4: Life Skills

Learning Area: Personal and Social well being

Topic: Development of the self

SILENT SITTING:

- Play soft relaxation music.
- Learners sit in an upright posture, close eyes, and do breathing exercises.
- Learners will be asked to visualise a pure, cleansing light burning.
- Concentrate on flame - this light burns out negative thoughts, emotions and actions. Leaving room only for the positive. This light is pure, warm and helps us grow mentally, physically and spiritually.

VALUE: Right Conduct

SUB VALUE: Respect

CONTENT:

A) AS PER CURRICULUM (*May use your required template as per National protocol or this part*)

Understanding own emotions and appropriate ways to express own emotions.
How to understand and consider others emotions.

B) INTEGRATION:

1. Within Learning Areas

Respect is necessary for human coexistence. There must be an atmosphere of friendship, teamwork and helping others when working as a group. Learners



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To use words, like-please, thank you, excuse me and you are welcome – for increased attitude of respect.

2. *Between Learning Areas:*

Do you tease your friends concerning their skin colour, hair type, height etc. Do you understand that we are all different and we must respect those differences? You should not argue, fight, bully and tease your friends – rather you should love, help, be humble and solve problems together.

3. *Into The Universe/ Cosmos/ Creation*

The mutual respect between the coexistence with the host and parasite plant is completely selfless not expecting anything in return, you too should use this as an example to show respect, love and compassion. To all around you. You should always be willing to assist your sibling with homework and projects. At school your friend may be unable to complete a maths task-encourage and help him/her saying 'you can do it'.

c) **SELF REFLECTION:**

Child asks himself/herself:

How do you respect your classmates in group work?

Do you take turns when talking or do you want to do all the talking?

Do you obey an instruction from the group leader that comes from the teacher or do you argue and bully him/her?

At home do you shout at your siblings?

To promote the value of respect I will;

Not hurt anyone by insulting them

I will be helpful at school and home.

I will obey rules at school and home.

I will speak politely.