



LESSON PLAN TEMPLATE: INDIRECT METHOD

Grade: 5

Learning Area: Life Skills

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Topic: Health and environmental responsibility. Basic Hygiene Principles. Local Environmental Health Problems such as COVID-19, tuberculosis, diarrhea, malaria, measles.

SILENT SITTING:

With soft background music. Learners will do breathing exercises under educator's guidance. Show gratitude to God/Universe/Creator for the air we breathe as it fills our lungs. Follow the path of this air as it moves through your nose, down your throat and fill your lungs. Imagine this air flowing happily through your bloodstream as it makes its way to all the cells in your body and functions to create a healthy, wholesome you. Let's thank God for this great gift He has given us.

VALUE: Love

SUB VALUE: Healthy living

CONTENT:

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



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Present world-wide issue – COVID-19. Lesson will begin with learners' knowledge of COVID-19 with special emphasis on personal hygiene such as wearing masks, social distancing, washing hands for 20 minutes, sanitising, healthy eating habits to build a healthy immune system. Through careful questioning, educators can elicit from learners' ways of maintaining personal hygiene during this pandemic. Eating fruit and vegetables rich in vitamin C.

Sitting out in the sun for at least 30 minutes a day and sharing ideas for healthy living with family members and neighbors and friends.

B) INTEGRATION:

1. Within Learning Areas

Personal hygiene and good dietary habits will give you a strong immune system. Good health is important to prevent illnesses and to heal in case of illness. Learners will also take this message home and impress upon family members the importance of a strong immune system. Learners will even stop parents buying junk food like chips, chocolates etc. to reinforce the idea of living healthy. They will pass on the message that if they have to get sick they may build immunity to help fight off illnesses.

2. Between Learning Areas:

Technology: Class project - Class collects and brings together material that can be reused /recycled to make masks and shields and prepare pamphlets with dietary and hygiene practices to be followed for distribution to a Charitable organisation, or their community.

3. Into The Universe/ Cosmos/ Creation

Simply by wearing your mask you protect others from infection (selfless act). Others in turn will be protecting you. In this way we minimize the infection going around.

Animals will only partake of foods essential for their growth and wellbeing. Herbivores will not decide to try meat on a whim, nor will a carnivore decide to overeat just because it doesn't want to share its kill. We too should choose foods that will ensure our good health.

C) SELF REFLECTION:

Learners will reconsider their own eating habits. Try to avoid junk foods. Teach younger siblings the correct technique for washing hands. A part of healthy living would also be reflecting on whether they are sharing in household tasks and participating in family rituals like eating at the table and joining in prayer.



LESSON PLAN TEMPLATE: INDIRECT METHOD

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Learning Area: Life Skills

Topic: Health and environmental responsibility – water as an important basic need.

SILENT SITTING:

Background music with water sounds. Learners will do breathing exercises under educator's guidance. Imagine yourself walking to a river close to home with a group of friends. You play at the edge of the water, then happily skip over boulders in the water, splashing each other and laughing. Listen to the happy sounds of sheer delight from everyone as you enjoy what Nature has provided in such abundance just for your pleasure.

VALUE: Love

SUB VALUE: Gratitude to Mother Nature

CONTENT:

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

Educator elicits through careful questioning the importance of water.
For health, drink plenty of water. Avoid carbonated or sugary drinks.
For household chores and cooking
For planting trees, growing food crops.
Ways to save water – various ways to recycle and reuse water.



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B) INTEGRATION:

1. *Within Learning Areas*

Water is Life. We cannot live without it and man cannot manufacture water. It is provided by God therefore we give thanks for this element that is so crucial to life. We cannot afford to waste it. Plants and animals also depend on this element. Life on earth will not be possible without water. Wash fruit and vegetables in a basin of water, never under running water. Use this water for the garden or in the toilet cistern. Acts like this will show our deep gratitude to Mother Nature.

Help your parents grow fruit and vegetables in the garden. They grow even in small spaces. Water your plants regularly and enjoy the many gifts of Mother Nature - fruit, vegetables, flowers, shade and oxygen.

2. *Between Learning Areas:*

Science: Learners germinate seeds at school and get to take them home, plant these, water and take care of them. They experience immense joy at seeing it grow and flourish. The educator can keep one of the plants at school and not water it to show that the plant will die without water. That we too can live without food for a short while but not without water.

3. *Into The Universe/ Cosmos/ Creation*

If we use just what we need without being wasteful, there will be enough water for everybody in this world. Plants will flourish and food will be plentiful. If we are wasteful, there will be water shortages that will in turn affect everybody, plants and animals will also be affected. Therefore, show gratitude for this very precious gift.

C) SELF REFLECTION:

Learners will reflect on ways in which they might have been wasteful and intensify their own efforts to avoid wastage/ save water. Some might feel the guilt of brushing their teeth while leaving the water running or allowing the shower to run until the water warms up. Splashing friends with water at the water trough.

To show Gratitude to the Lord of the Universe: Open taps only when you are ready to rinse out after brushing your teeth. Collect the initial water in a bucket until the water warms up before taking a shower.



LESSON PLAN TEMPLATE: INDIRECT METHOD

Grade: 5 (Term 3)

Learning Area: Life Skills – Physical Education

Topic: Rhythmic Movement – Posture and Style 1

SILENT SITTING:

- Stand in spaced out lines and close your eyes gently.
- Now listen to the voice of your teacher - clear instructions.
- 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. The bird soars through the sky with no fear. **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 still 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.



LESSON PLAN TEMPLATE: INDIRECT METHOD



GROUP WORK

- Learners will work in 2 groups. A volunteer leader will come forward. (Safe distance must always be adhered to)
- Groups will choose hoops, ball, or skipping ropes.
- Activities must include sliding, galloping, hopping, skipping or leaping.

COOL DOWN:

- Sit in a comfortable position and imagine the waves coming towards you and moving back in such a rhythmic manner. Breath in and out gently – slowly open your eyes.

B) INTEGRATION:

1. *Within Learning Areas*

- All group members must move together,
- Maintaining good posture at all times. Only a **disciplined** group will produce an excellent movement/ sequence. Music can be used.
- Try and include movements on different levels – High, Medium, Low (Remembering : High thoughts are **GOOD** thoughts and Low thoughts are **MEAN** thoughts).

2. *Between Learning Areas:*

Life Skills

- As we spoke about in our silence sitting, when in flight, should one bird fly out of formation, one has to be **disciplined** by being brought back in. So too if one of you is out of line, expect to be **disciplined** by your educator or cautioned by your leader.
- Maths: **Good Disciplined** Learners + **Good Disciplined** Teachers = A **good Disciplined Nation**.



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- The Triangle is an important shape (Teacher, Student, Parent). You must Play your part in the Triangle of school life. EXPLAIN the tricycle at this point.

3. *Into The Universe/ Cosmos/ Creation*

- Take good note of the **discipline** in nature. Plants need water and warmth from the sun to grow. In the same way Human beings must be **disciplined** in nurturing each other with love and warmth (good speech), to bring out the best in each other.
- In your own life: Have you made a difference in the way you treat people?

c) **SELF REFLECTION:**

Child asks himself/herself:

- Have I explained to my parents the importance and their role in the Triangle of school life and the tricycle?
- In order to maintain peace at home, have I brought home the Discipline principle of: Helping with chores, cleanliness, Help Ever - Hurt Never.
- I need to ask my parents and siblings if they have seen any change in me as an individual. Remember to practice all the good that you learn until it becomes second nature to you.



LESSON PLAN TEMPLATE: INDIRECT METHOD

Grade: 5 (Term 3)

Learning Area: Life Skills – Physical Education

Topic: Rhythmic Movement – Posture and Style 2

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: 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 Hold each position for 10 seconds. Shoulder rolls forward and backwards.

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 - Form 2 groups

- Choose a leader for each group. Ask learners to nominate their leader.
- Use movements learnt in the previous lesson- (NO Equipment needed)
- Drum Majorettes consist of a leader and a group of students who will **cooperate** in a disciplined manner. All movements will be done in sync.

COOL DOWN:

- Lie flat on the ground looking up at the sky. Watch the clouds go by and imagine all your bad thoughts floating away.
- If there are no clouds, just let the sunshine down on you and brighten your day.

B) INTEGRATION:

1. *Within Learning Areas*

- Clear instructions must be given in a clear, loving manner. Learners who do not **cooperate** must be told of parts of a machine that work together in harmony.
- It is important that all lines are straight, arms and legs must move in unison.
- In the same way: Our body is made up of many organs – all working in unison. Good posture must be maintained at all times.

2. *Between Learning Areas:*

- Technology: when making a bridge, a firm foundation must be done, then only all other parts will fit to make a strong bridge. In the same way, all



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learners must work together in harmony and **cooperation**, an excellent movement will develop (the strong foundation being the strong leader)

- Maths: Form straight lines, vertical lines and diagonal lines.



3. *Into The Universe/ Cosmos/ Creation*

- An army of ants move together in harmony. Even when one is out of line, it is brought back in line. Only when all **cooperate** in the group will there be harmony in the movement.

c) SELF REFLECTION:

Child asks himself/herself:

- Do I practice **cooperation** at home? What can I do to create harmony at home?
- I will help with chores
- I will be loving and kind
- I will listen to my parents and elders
- I will show respect to all members of my family at all times.



LESSON PLAN TEMPLATE: INDIRECT METHOD

Grade: 5

Learning Area: Life Skills

Topic: Social Responsibility: - Festivals and Customs from a variety of religions in South Africa.

SILENT SITTING:

- Buddhist chants as background music. Guided by the teacher, learners take 3 deep breathes and gently close their eyes.
- Guided meditation: Imagine walking into a beautiful Buddhist temple. Watch the monks going about their duties, so quiet, so serene. You find a seat on the floor and let the music transport you into a beautiful, peaceful state and enjoy the sheer bliss of this magical moment.

VALUE: Right Conduct

SUB VALUE: Appreciation and Respect for all other religions and their customs



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CONTENT:

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

Difference between religion and culture. Name the 5 major religions of the world, their symbols and holy scriptures, some festivals celebrated by each religion and customs unique to each religion.

Class divided into 5 groups, each group given one major religion to research and group leaders to present.

B) INTEGRATION:

1. *Within Learning Areas*

Learners show respect and appreciation for others' culture and religion in our rainbow nation. This can only happen if you set aside pride and ego (my religion is the best) Embrace all beliefs as one. Increases better understanding of other religions through inter faith talks and discussions. Also share this knowledge of other faiths with family members and seek parents' permission to invite friends of other faiths to attend religious ceremonies in your home or request to join a friend for a church, temple, synagogue service to increase your understanding of their faith.

2. *Between Learning Areas:*

Short roleplay and discussion on at least 3 festivals from different religions, for example, Hindu, Islamic, Christian, to help create understanding and respect.

3. *Into The Universe/ Cosmos/ Creation*

Educator to explain to learners the spirit of oneness in all of creation. Learners will show respect and appreciation and make their families aware of the importance of tolerance for all religions and of the fact that all paths lead to One God. Families in turn will practice such tolerance with work colleagues and friends. Finally, no disputes/disagreements in the name of religion. (no wars/ violence in the name of religion)

C) SELF REFLECTION:

Learners will begin to question their attitude towards other religions. Am I choosing friends based on religion? Do I correct my parents when they speak ill of other faiths? Do I show respect and appreciation for religions and customs of my friends? In answering these questions frankly, a gradual change of attitude will take place.