



LESSON PLAN TEMPLATE: INDIRECT METHOD

Grade: 6

Learning Area: Social Sciences History

Table of Contents

<i>Topic: Democracy and Citizenship in South Africa</i>	2
<i>Topic: Hot deserts (Location on earth; Climate: temperature and rainfall patterns; Natural vegetation and wildlife; How people in a desert live – examples of lifestyles)</i>	6
<i>Topic: Fair Trade</i>	10



LESSON PLAN TEMPLATE: INDIRECT METHOD

Learning Area: Social Sciences History

Topic: Democracy and Citizenship in South Africa

SILENT SITTING:

Imagine that you are out playing in the school playground with your friends. It is a bright, beautiful day with the sun shining pleasantly on everyone. You are about to play a game of soccer. Like all the games you watch on TV, the game starts by affirming your loyalty and belonging to the country, all of you sing the national anthem with gusto. The game starts... There are big smiles on everyone's faces, and all of you are having a wonderful time together. Each one passes the ball to the other and you all take a turn to score goals. It is just a friendly game with no real rules. It is, however, what you and your friends made up as you played along. Everyone was happy, content and all of you enjoyed the companionship. Satisfied with your event, everyone returns to the class when the bell rings. When you are ready, bring your awareness back to the class, feel the chair that you are sitting on, bring your awareness to your breath, gently open your eyes when you are ready.

VALUE: Non-Violence

SUB VALUE: Citizenship

CONTENT:

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

Democracy and Citizenship: Children's Rights and Responsibilities - The Children's Charter of South Africa



LESSON PLAN TEMPLATE: INDIRECT METHOD

B) INTEGRATION:

1. *Within Learning Areas*

Before the first democratic election in 1994, a new Constitution was drawn up. A Constitution is a set of rules and responsibilities that is drawn up for the whole country. They used Charters to help develop these. A Charter is a set of statements made to protect certain rights and ideals. In 1992, children from all over South Africa took part in an international meeting on the Rights of children in S.A. They came up with the South African Children's Charter.

The Charter:

1. Live without being discriminated against

Children have the right to fair and just living in the society to which they belong. Treat everyone with dignity.

2. Be given a name and nationality as soon as they are born.

Citizenship means belonging. Your birthplace gives you your nationality. Be an exemplary citizen.

3. Express their own opinions and to be heard in matters that affect them.

Freedom of expression is valued if positive and makes a difference to any situation.

THINK

T-is it TRUE?

H-is it HELPFUL?

I-is it INSPIRING?

N-is it NECESSARY?

K-is it KIND?

4. Practice their own culture and beliefs.

Tolerance and understanding other faiths are integral in uniting the nation. Brotherhood of man and fatherhood of God.

5. Be protected from all kinds of Violence.

No individual should be harmed in thought, word or deed. "Help Ever, Hurt Never," Sathya Sai Baba

6. Live in a safe, secure and caring family.

It is every parent's responsibility to ensure that their child is well taken care of. "Love all, Serve all," Sathya Sai Baba.



LESSON PLAN TEMPLATE: INDIRECT METHOD

7. Get adequate healthcare before and after birth.

There are facilities that are available, so please make use of it to create a healthy society- hospitals, clinics.

8. Get free and compulsory education.

Understand and know the importance of knowledge to improve oneself. "Education is the most important weapon you can use to change the World," Nelson Mandela. Malala Yousafzi is an activist for female education and the youngest Nobel Prize Laureate.

9. Be protected against child labour and any other exploitation.

Abuse is against the law and the perpetrators of such acts should be dealt with by the law enforcement units.

10. Live in a home. No child should be forced to live in the streets.

Shelter is essential to have the right upbringing. With it comes care, love, respect and belonging.

For all the above rights, every child has a responsibility. When that responsibility is met, you have achieved true citizenship. For a deeper understanding of the rights, refer to the Bill of Responsibilities

2. Between Learning Areas:

Creative Arts: Design posters to show the importance of the Rights and Responsibilities- Display in the home, school, and public places to create an awareness. Visuals impact largely on our communities so make the posters colourful and fun. You will enjoy what you are doing and others that receive your message will also enjoy your creativity. If the message is imbibed by at least one person, your goal has been achieved.

3. Into The Universe/ Cosmos/ Creation

Sathya sai Baba's 10 Principles include:

- Love and Serve your country.
- Do not be critical of other countries.
- Observe your country's laws and be an exemplary citizen.

c) SELF REFLECTION:

1. Am I a law-abiding citizen? Use the Rights above as a checklist to be on the righteous path.



LESSON PLAN TEMPLATE: INDIRECT METHOD

2. Respect the fact that children had the ability to put this Charter together so that the need of every child was fulfilled. Bear testimony to the legacy of children as it is a great achievement. Empower yourself to achieve success in everything you do. “You always pass failure on your way to success,” Mickey Rooney. As a child, you can make a difference.
3. What are my responsibilities in line with the charter?
 - The right to family care, love and protection and the responsibility to show love, respect and caring to others especially the elderly.
 - A right to good quality education and the responsibility to learn and respect their teachers and peers.
 - A right to quality medical care and the responsibility to take care of themselves and protect themselves from irresponsible exposure to diseases such as HIV/Aids.



LESSON PLAN TEMPLATE: INDIRECT METHOD

Grade: 6

Learning Area: Social Sciences

**Topic: Hot deserts (Location on earth;
Climate: temperature and rainfall patterns;
Natural vegetation and wildlife; How people
in a desert live – examples of lifestyles)**

SILENT SITTING:

Close your eyes, take a deep breath. Imagine yourself sitting in the desert watching the setting sun, it is cooler than the blazing sun. You watch the beautiful colours of the sunset, you hear a lone animal call, you go within to a place of peace, although it is hot outside – feel cool. You see a desert cactus flower and you are amazed at its beauty. Sit in this beauty and stillness for a moment. Bring your awareness slowly back into the classroom, feel the chair that you are sitting on, gently open your eyes when you are ready.

VALUE: Non-Violence

SUB VALUE: Care for the environment

CONTENT:

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

Have deeper and better understanding of what deserts are - Location - climate - natural vegetation.

A desert is an area of landscape where little precipitation occurs. The average annual rainfall is less than 120mm. They are often located on the western sides of the continents. In Africa, the Sahara, the Namib and the Kalahari are hot



LESSON PLAN TEMPLATE: INDIRECT METHOD

deserts. Climate: Rainfall is less than 120mm in a year or less, Natural vegetation and wildlife: Plants which grow naturally without human aid. Because of climate, there is not much natural vegetation as it depends on water to grow. Animals that survive in the desert eat the plants and get the moisture from the plants. They also have to survive great heat during the day. Many smaller animals dig holes and stay underground during the hot days and come out to look for food at night.

Plants found in deserts:

- Quiver - Thick bark, leaves store moisture
- Euphorbia- Stem contains milky fluid and keeps the plant alive
- Nara- Grows in dry riverbeds where its long roots can reach water. No leaves and stores water in its fruit
- Welwitschia- A very strange – looking plant with two large leaves that grows from woody stems. Animals chew the leaves for moisture but spit out the tough fibres.

How people live in the desert: It is very difficult for humans to survive in a desert. Small groups of nomads live in some of the hot deserts. Nomads do not have a fixed home; they move from one place to another in search of water. We are given two examples of nomads who live in deserts i.e., the Sans and Tuareg. Sans live in the Kalahari Desert, and Tuareg in the Sahara Desert.

SAN

Nomads live in the Kalahari Desert. -Hunter gatherers -Hunt buck with bows and arrows. -Eat berries and roots. Good survivors on very little water

Tuareg

- Nomads live in the Sahara Desert.
- Keep herds of cattle, goats and sheep.
- Get food from their animals. -Gather fruit from baobab and marula trees.
- Travel from one water source to another.
- Drink their milk, kill sheep and goats to eat on special occasions.
- Sew their skins to make their tents and carry their water in leather bags.

<https://wcedportal.co.za/eresource/>

Did you know that Dubai and Las Vegas are built in the desert?

B) INTEGRATION:

1. *Within Learning Areas*

The lifestyle of the nomads (the San and Taureg people) was to live minimally, they took little from the environment and only used as they required. They also realised that they were co-dependent on the land and its resources. Living minimally allows for the consciousness of simple living. As Sathya Sai Baba has always said: “Simple living and High Thinking.” That is the way to God. Mahatma Gandhi was an example of this philosophy. He persevered through all adversity. If all of us adhere to this principle, we will be happy. That is all



LESSON PLAN TEMPLATE: INDIRECT METHOD

that Sathya Sai Baba wants from us: to be happy. Happy people make happy communities, societies, and nations.

Refer to link on media.radiosai.org on Simple Living High Thinking

2. *Between Learning Areas:*

Natural Science and Technology: how can we use the desert conditions to contribute to environmental sustainability- build a solar farm that harnesses the energy of the sun to provide electricity without producing harmful emissions into the atmosphere. See case study below.

3. *Into The Universe/ Cosmos/ Creation*

Modern man with his unlimited desires, access the deserts and build sprawling cities there, these activities then contribute significantly to pollution and the greenhouse effect.

Deserts in South Africa were mined for gold and diamonds, the wealth thereof was not equitably distributed (particularly not shared with the indigenous people) and enriched a few.

How could mining have been done differently to include indigenous communities? Provide resources, skills and they should receive profits.

c) **SELF REFLECTION:**

How can I reduce my impact on the Environment?

How can I reduce my desires and live a minimalist lifestyle? Grow your own food, reduce unlimited desires – buy what we need, think of the impact of my activities on the environment.



LESSON PLAN TEMPLATE: INDIRECT METHOD

Annexure A

CASE STUDY

New Solar Energy's floating solar farm

South African renewable energy provider New Solar Energy installed Africa's first floating solar farm a short distance from Franschhoek, a town in the Western Cape. The operator claims the facility generates 60KW of clean energy and minimizes evaporation from the adjacent farm's dam, leaving more land for agriculture.



South Africa's first floating solar farm (Business Insider South Africa)

Speaking at a launch event on the farm in March, minister Beverley Schäfer said: "This project has looked at some of the key sustainability issues we are facing in agriculture and the economy today and has attempted to find solutions.

"The system reduces the farm's reliance on the electricity grid, and provides clean, affordable energy supply, while at the same time also reducing evaporation and saving water...The knock-on effect is that the business will save money in the long run and create a business that is not only environmentally sustainable, but financially sustainable as well.

<https://www.nsenegybusiness.com/features/solar-farms-projects-south-africa/>



LESSON PLAN TEMPLATE: INDIRECT METHOD

Grade: 6

Learning Area: Social Sciences Geography

Topic: Fair Trade

SILENT SITTING:

Close your eyes, take a deep breath Imagine yourself taking a trip with your family to the foothills of the mountains, to pick cherries, during the cherry-picking season. Everyone is joyous, all the children are having fun. You choose the juiciest cherries, and you enjoy the cherries. It is so beautiful to be in nature, the sun on your face, the birds singing, the cherries are delicious. Enjoy being in nature for a while. Slowly bring your awareness back into the classroom, become aware of your breath, feel your hands and feet. Gently open your eyes when you are ready.

VALUE: Non-violence

SUB VALUE: Concern for others

CONTENT:

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

Rich world, poor world

- A world in two parts: statistics – imports and exports, industries, use of energy resources.
- Concepts of 'Unfair trade' and 'Fair trade'.
- The human cost of unfair trade - work and exploitation of Fair trade – case study of a positive project



LESSON PLAN TEMPLATE: INDIRECT METHOD

Case study: from cocoa to chocolate: Unfair Trade

Cocoa Industry of West Africa

To make ends meet, the farmer's children typically have to work on the farm, which means they can't go to school, and exposes them to dangerous work. It is estimated that

over a quarter of a million children are working in hazardous conditions on cocoa farms in West Africa. They use dangerous tools such as machetes and must apply hazardous pesticides. Up to 60 percent of children working on cocoa farms in the Ivory Coast have never attended school.

Even more worrying is the use of slavery on cocoa farms, particularly in the Ivory Coast. There have been numerous recorded cases of older children being tricked or sold into slavery, then forced to carry out backbreaking work for long hours without pay. These young people are locked up at night to prevent them escaping.

Fair Trade

- What's Fairtrade? Fairtrade is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world.
- By requiring companies to pay sustainable prices (which must never fall lower than the market price), Fairtrade tackles the injustices of conventional trade, which traditionally discriminates against the most vulnerable. It enables them to improve their position and have more control over their lives.
- With Fairtrade you have the power to change the world every day. With simple shopping choices you can get farmers a better deal. And that means they can make their own decisions, control their future and lead the dignified life everyone deserves. <https://www.fairtrade.org.uk/what-is-fairtrade/>

B) INTEGRATION:

1. *Within Learning Areas*

The farmworkers are exposed to unhealthy and dangerous conditions and are not allowed to go to school. Fairtrade shows compassion and care, we need to consider how the raw materials are sourced. As consumers we must choose Fairtrade products -thus showing concern for those who are forced to work in difficult conditions.

When trade is fair – concern is shown for others:

- Farmers are paid a fair price for crops
- Workers are paid a fair wage
- Children go to school
- Working conditions are safe and healthy



LESSON PLAN TEMPLATE: INDIRECT METHOD

2. *Between Learning Areas:*

Creative Arts

Group work:

Write and enact a drama or rap song depicting the change from unfair trade to fair trade.

3. *Into The Universe/ Cosmos/ Creation*

Look beyond our own need for clothes, and other luxuries such as chocolates, coffee. When fair trade practices are employed, this also extends to environmentally sustainable practices. Concern extends beyond self, to others, to the environment.

Note to educator: discuss the impact on learners and how they should relate the injustices of others.

Class exercise: to take some of the points and draw up a paper on the injustices and solutions that could help change the situation as an activity within each class. Refer to similar situations in their schools, homes, communities and societies and create an awareness of change. Instil in them the will to drive change, unfold the potential to bring about change (like Malala; Greta Thunberg)- inspire the youth to become ambassadors for change.

c) **SELF REFLECTION:**

How can I contribute/promote fair trade? Don't buy products that are not made with fair trade principles, influence family and friends' consumer actions