

## LESSON PLAN

Subject: Life Orientation

Grade: 4

Date: \_\_\_\_\_

Completed \_\_\_\_\_

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

<b>SKAVs:</b>	
<ul style="list-style-type: none"> <li>• <b>Skills:</b> Writing, note taking and listening</li> <li>• <b>Knowledge:</b> The basis of healthy food stuff</li> <li>• <b>Values:</b> The food we eat is important for healthy living</li> <li>• <b>Attitude:</b> All kinds of food and role they play in the body</li> </ul>	
<b>EDUCATOR</b>	<b>LEARNERS</b>
<ul style="list-style-type: none"> <li>• Divide learners into groups of 6</li> <li>• ICE BREAKER: What is your favourite time for eating (breakfast, lunch or dinner)</li> <li>• Ask groups to choose a scribe and a presenter</li> <li>• Introduce the topic of the lesson: <b>The 5 Basic Food groups</b></li> <li>• Ask learners to write down what they think are the 5 basic food groups ( give learners about 10 minutes)</li> <li>• Expected answers : starch/grain&amp; grain products, meat &amp; meat alternatives, milk &amp; milk products, vegetables &amp; fruit as well as fats &amp; oils.</li> <li>• Food groups are the food that we can see using our eyes.</li> <li>• Find out from learners why these foods are called basic food groups.</li> <li>• Ask each group to send the presenter for presenting the group’s work.</li> <li>• <b>LESSON 1 ENDS</b></li> </ul>	<ul style="list-style-type: none"> <li>• Sit and work in groups.</li> <li>• .Raise hands and give different answers</li> <li>• Each group choose their scribe and a presenter.</li> <li>• Prepare to learn about the <b>5 Basic Food Groups.</b></li> <li>• The scribe write down the answers as given by group members, ( take about 10 minutes)</li> <li>• Answers given : starch, proteins, carbohydrates, vitamins and minerals</li> <li>• Realise that some of their answers are incorrect.</li> <li>• Give different answers, e.g. because these foods must be present in the meal we consume, etc.</li> <li>• Different presenters present the work by the respective groups.</li> <li>• <b>LESSON 1 ENDS</b></li> </ul>

### ASSESSMENT

<b>Assessor (Method) : Educator, Group, Peer, Self (Circle)</b>
<b>Evidence:</b>
<b>Form of Assessment</b>

<b>REMARKS:</b>
<b>Reflection:</b>
<b>Expanded Opportunities:</b>

## LESSON PLAN

Subject: Life Orientation Grade: \_4\_ Date: \_\_\_\_\_

Completed: \_\_\_\_\_

<b>Core Knowledge/ Content</b>	I am High on Life, I eat, learn and Play for health	<b>Duration:</b>	<b>Lesson no</b> 2
<b>Topic (Sub – topic)</b> The 5 Basic Food Groups			
Learning Outcome(s)	4		
Assessment Standard	2		
<b>Resources:</b>			

<b>SKAVs:</b>	
<ul style="list-style-type: none"> <li>• <b>Skills:</b> Writing, note taking and listening</li> <li>• <b>Knowledge:</b> The basis of healthy food stuff</li> <li>• <b>Attitudes:</b> The food we eat is important for healthy living</li> <li>• <b>Values:</b> All kinds of food and role they play in the body</li> </ul>	
<b>EDUCATOR</b>	<b>LEARNERS</b>
<ul style="list-style-type: none"> <li>• Reminds learners of their sitting arrangements as in previous lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in groups of 6</li> </ul>
<ul style="list-style-type: none"> <li>• From the last lessons presentations, explain where learners did not write correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Sit with their presentations from previous lesson and check where they went wrong.</li> </ul>
<ul style="list-style-type: none"> <li>• Put up a flipchart with the 5 Basic Food Groups, i.e. : starch/grain&amp; grain products, meat &amp; meat alternatives, milk &amp; milk products, vegetables &amp; fruit as well as fats &amp; oils.</li> </ul>	<ul style="list-style-type: none"> <li>• Check what the educator has on flipchart against what they have in their groups.</li> </ul>
<ul style="list-style-type: none"> <li>• Ask learners to write in their individual work books the above work.</li> </ul>	<ul style="list-style-type: none"> <li>• Write in their individual work books the work exercise given</li> </ul>
<ul style="list-style-type: none"> <li>• <b>LESSON 2 ENDS</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>LESSON 2 ENDS</b></li> </ul>

### ASSESSMENT

<b>Assessor (Method) : Educator, Group, Peer, Self (Circle)</b>
<b>Evidence:</b>
<b>Form of Assessment</b>

<b>REMARKS:</b>
<b>Reflection:</b>
<b>Expanded Opportunities:</b>

## LESSON PLAN

Learning Area: Life Orientation      Grade: 4      Date: \_\_\_\_\_

Completed: \_\_\_\_\_

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

<b>SKAV's</b>
<ul style="list-style-type: none"> <li>• <b>Skills:</b> Writing, note taking and listening</li> <li>• <b>Knowledge:</b> The basis of healthy food stuff</li> <li>• <b>Values:</b> The food we eat is important for healthy living</li> <li>• <b>Attitudes:</b> All kinds of food and role they play in the body</li> </ul>

EDUCATOR	LEARNERS
<ul style="list-style-type: none"> <li>• Divide learners into groups of 6</li> </ul>	<ul style="list-style-type: none"> <li>• Sit and work in groups.</li> </ul>
<ul style="list-style-type: none"> <li>• ICE BREAKER:</li> </ul>	<ul style="list-style-type: none"> <li>• .</li> </ul>
<ul style="list-style-type: none"> <li>• Read from a handout; Nutrients are classified as water, macronutrients and micronutrients</li> </ul>	<ul style="list-style-type: none"> <li>• Each group has a copy of the handout to refer as the educator reads.</li> </ul>
<ul style="list-style-type: none"> <li>• Macronutrients are needed in large amounts by our bodies</li> </ul>	
<ul style="list-style-type: none"> <li>• Micronutrients are needed in small amounts by our bodies</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Macronutrients:</b> Consists of energy, proteins carbohydrates and fats</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of macronutrients as they have learnt about basic food groups.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Micronutrients:</b> Vitamins and minerals</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of vitamins and mineral giving food.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Water:</b> Necessary for all forms of life</li> <li>• About 70% of the human body consists of water</li> <li>• Ask learners to write ideas about the functions of water.</li> </ul>	<ul style="list-style-type: none"> <li>• Mention about 3 functions of water in our bodies. I) Act as solvent, ii) regulate body temperature, iii) Assist in metabolic processes.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>LESSON 3 ENDS</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>LESSON 3 ENDS</b></li> </ul>

### ASSESSMENT

<b>Assessor (Method) : Educator, Group, Peer, Self (Circle)</b>
<b>Evidence:</b>
<b>Form of Assessment</b>

<b>REMARKS:</b>
<b>Reflection:</b>
<b>Expanded Opportunities:</b>