

LESSON PLAN

Subject: Life Orientation

Grade: 4

Date: _____

Completed _____

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

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

ASSESSMENT

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

REMARKS:
Reflection:
Expanded Opportunities:

LESSON PLAN

Subject: Life Orientation Grade: _4_ Date: _____

Completed: _____

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

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

ASSESSMENT

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

REMARKS:
Reflection:
Expanded Opportunities:

LESSON PLAN

Learning Area: Life Orientation Grade: 4 Date: _____

Completed: _____

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

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

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

ASSESSMENT

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

REMARKS:
Reflection:
Expanded Opportunities: