

LESSON PLAN EXEMPLAR

Focus Learning Area/s: Life Skills : Life Orientation Grade: FOUNDATION PHASE
 Integrated Learning Area/s: Languages and Arts and Culture

1. Focus/Topic: HEALTH PROMOTION: DRUG ABUSE		
2. Learning Outcomes (LOs) and Assessment Standards (ASs), LIFE ORIENTATION Focus LO/s and ASs: GRADE R: LO 1 AS4 GRADE 1: LO 1 AS 4 GRADE 2: LO 1 AS 2 GRADE 3: LO 1 AS4 Integrated LO/s and ASs: LANGUAGE LO 1 AS 2; LO 2 AS 1,3 ; LO 4 AS 3; LO 5 AS 2 ARTS AND CULTURE LO 1 AS 9 & 10; LO 2 AS 6; LO 3 AS 6		
3. KNOWLEDGE, SKILLS, ATTITUDES AND VALUES.		
Knowledge/Concepts: Difference between safe and Harmful substances in the home Dangers and precautions on the Various school routes Names and contact details of Persons who are available to Assist in emergencies Creating a presentation IT skills	Skills: Decision making Creative writing	Values and Attitudes: Respect, responsibility, caring, Co-operation and honesty
5. LEARNING ACTIVITIES and RESOURCES		
Learning Styles: <input type="checkbox"/> Visual <input type="checkbox"/> Kinesthetic <input type="checkbox"/> Tactile <input type="checkbox"/> Auditory		

Activities:

Introduction: Ask learners if it is always easy to make a decision.

Some learners are asked to tell their stories.

Tell learners that they will sometimes get into difficult situations

And they will need to make correct decisions. Use the three steps for decision

Making. Step 1: ASK Step 2: THINK Step 3: CHOOSE

- Ask learners to discuss what they think drug abuse is all about.
What is Drug Abuse?
- What do you think are poisonous or harmful substances?
- Learners identify the substances used in the home that are poisonous and discuss what their particular purposes are e.g. Disinfectants, paraffin and spirits.
- They also discuss other substances that can be poisonous if used incorrectly. Medicines and tablets.
- Learners discuss the importance of storing these harmful substances in a safe place.
- Learners make a poster of all harmful substances to be stored in safe places using **2Create Story, 2Paint a picture or 2 Publish +**
- Learners discuss the various routes they use to get to school.
- Teacher and learners discuss safe and unsafe routes and also what do in unsafe situations
- Learners need to know who to call in cases of emergency.
- The names and contact details of the following people are listed:
Ambulance Police Fire Brigade Doctor Child Line
- Learners complete the worksheet dealing with Drug Abuse. Say NO to drugs.

Barriers to Learning:

Learners work in co-operative groups to complete the poster.
All learners are given tasks that they are capable of doing.

Enrichment:

Learners write a poem, slogan or compose a song about the dangers of Drug abuse.

Resources:

Household disinfectants, paraffin, spirits and medicines.
Magazines , newsprint paper, crayons, pritt and koki pens
Work sheets and pencils

6. ASSESSMENT

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FORMS OF ASSESSMENT:		
<input type="checkbox"/> Written Work <input type="checkbox"/> Presentations <input type="checkbox"/> Demonstrations <input type="checkbox"/> Performances: Dramatisation <input type="checkbox"/> Journals <input type="checkbox"/> Interviews <input type="checkbox"/> Field Work/Site Visits <input type="checkbox"/> Models <input type="checkbox"/> Reading <input type="checkbox"/> Context analysis <input type="checkbox"/>	<input type="checkbox"/> Data handling <input type="checkbox"/> Map reading and interpretation <input type="checkbox"/> OBE Tests <input type="checkbox"/> Essays <input type="checkbox"/> Debates <input type="checkbox"/> Oral <input type="checkbox"/> Art processes and products <input type="checkbox"/> Projects: individual and group <input type="checkbox"/> Investigations <input type="checkbox"/> Exhibitions	
WHAT ASSESSOR WILL DO	WHO WILL ASSESS	INSTRUMENT USED
<input type="checkbox"/> Observe <input type="checkbox"/> Listen <input type="checkbox"/> Read, eg. learner's observations <input type="checkbox"/> Interpret <input type="checkbox"/> Review <input type="checkbox"/> Question <input type="checkbox"/> Confer <input type="checkbox"/> Interview <input type="checkbox"/>	<input type="checkbox"/> Teacher <input type="checkbox"/> Self <input type="checkbox"/> Peer <input type="checkbox"/> Another teacher <input type="checkbox"/> Outside expert <input type="checkbox"/> Class panel <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Checklist <input type="checkbox"/> Assessment scale <input type="checkbox"/> Analytical rubric <input type="checkbox"/> Holistic rubric <input type="checkbox"/> Memorandum <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

ASSESSMENT ACTIVITY/IES:

“Making decisions” work sheet

Learners indicate which substances are harmful or which are safe

OR

Learners indicate which routes are safe or unsafe

OR

Names and contact details of people who can help us in emergency situations

OR

2Create a story booklets about harmful and dangerous substances in the home

OR

2Paint a picture poster about saying NO to drugs.

Example of how to use of 2Create a story to make a booklet about dangerous and harmful substances.



2simple

this is my school it is where we are sayf

2create a story

2simple

how to bee sayf at my hous

2create a story