



SPORTS
SCIENCE
INSTITUTE OF
SOUTH AFRICA



Lesson plans

Grade 2



Primary

school

Lesson plans

Grade 2



Grade 2

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Grade 2

List of warm-up and cool-down exercises

Warm-up exercises

1 Warm-up exercise 1 (5 minutes)

Use chalk to mark out the letters and symbols of a computer keyboard on the playground. Depending on the size of your class, you may need to mark out 3 or 4 keyboards.

- Put the learners into pairs – there can be more than 1 pair of learners on a keyboard
- Give instruction cards to 1 learner in each pair
- They need to read the instruction to their partner who has to spell the words by hopping onto each letter of the keyboard
- Each time they jump on the 'enter key', the partners swap.

Make sure both partners get a turn – you may want to use a whistle to indicate when to swap instead of having them jump on 'enter'. If the learner is in the middle of spelling a word, allow them to finish the word before swapping.

Examples of instructions are:

- Spell your name
- Spell your favourite activity
- Spell hop, skip, jump or roll.

Tip for warm-up exercise 1

If you would prefer not to set up the computer keyboard for this activity, simply write the letters of the alphabet in different blocks – the game will then become a variation of hopscotch!

2 Warm-up exercise 2 (5 to 8 minutes)

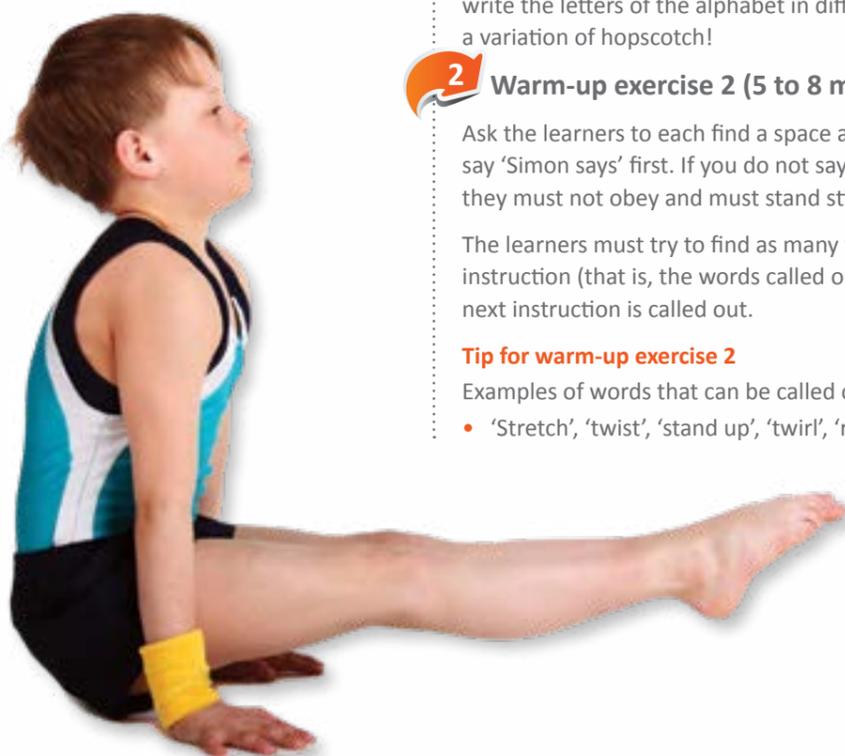
Ask the learners to each find a space and then to follow your instructions if you say 'Simon says' first. If you do not say 'Simon says' before calling the instruction, they must not obey and must stand still.

The learners must try to find as many ways as possible of carrying out the instruction (that is, the words called out) and continue with this activity until the next instruction is called out.

Tip for warm-up exercise 2

Examples of words that can be called out:

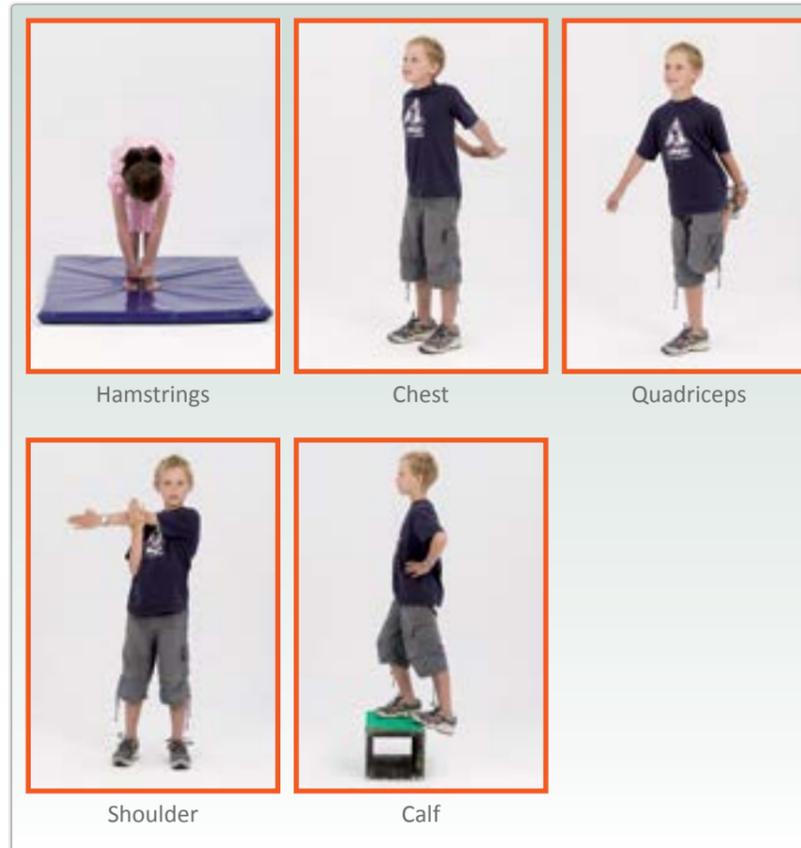
- 'Stretch', 'twist', 'stand up', 'twirl', 'roll' or 'jump'.



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You can also add some additional movements such as:

- Crawl like a snake
- Pretend you are jumping over a fence. After playing 'Simon says' for 5 minutes, instruct the learners to do the following stretches:



The learners must hold each stretch for 20 seconds and repeat them twice on both sides.

Cool-down exercises

1 Cool-down exercise 1 (3 minutes)

Ask the learners to lie on their backs with their eyes closed. Tell them to listen to the music and imagine that they are floating on the clouds.

2 Cool-down exercise 2 (5 minutes)

Instruct the learners to stretch up as high as possible by standing on their toes and then curling up into a tiny ball. The learners should repeat this stretch 3 to 5 times.

Grade 2

Lesson 1

| Lesson plan | | | |
|--|---------------|--|---|
| Lesson theme | Playing games | Grade | 2 |
| Duration | 30 minutes | Date/week | |
| Context | | | |
| <ul style="list-style-type: none"> Getting more physically active Benefits of leading a healthy lifestyle. | | | |
| Linking with previous lesson | | Linking with next lesson | |
| N/a. | | <ul style="list-style-type: none"> Learn how to move in different ways Learning the benefits of physical activity. | |
| Core knowledge | | | |
| <ul style="list-style-type: none"> Indigenous South African games. | | | |
| Learning activities and assessment | | | |
| <ul style="list-style-type: none"> Learners play a variety of indigenous games which help develop: <ul style="list-style-type: none"> Rhythm Jumping Hand-eye coordination Introduce learners to the worksheet for lesson 1. | | | |
| Forms of assessment | | Resources | |
| <ul style="list-style-type: none"> Worksheet for lesson 1 Observe learners during play. | | <ul style="list-style-type: none"> A large, flat playing area with a hard surface A whistle Chalk 10 small marbles or stones for each learner 1 skipping rope for every 3 to 4 learners A taw or a big round stone (mokêtô) for each player A small hole in the ground (about 15 cm in diameter and 5 cm deep) Worksheets. | |
| Expanded opportunities | | Teacher reflection | |
| <ul style="list-style-type: none"> Encourage learners to play the South African indigenous games during break and at home. | | <ul style="list-style-type: none"> Playing these games makes learners aware that physical activity can be fun. | |

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Lesson 1: Playing games (30 minutes)

1 Outcomes

By the end of this lesson, the learners should be able to:

- Jump over a skipping rope
- Work in small groups (e.g. swing a rope with a partner)
- Describe 2 South African indigenous games.

2 Teacher's corner

The main focus of lesson 1 is to show that physical activity is fun. You should introduce the learners to games that can be played on the school playground and at home.

The indigenous games used in this lesson are **Ugqaphu/Kgati/Ntimo** and **Diketo/Upuca/Magava/Jacks/Ukugenda**. There are other indigenous games. You can download the hand book and rules from Sport Recreation South Africa's website, under the 'mass participation' section (<http://www.srsa.gov.za/>).

3 Activities

For activity 2, you'll need the following equipment:

- 1 skipping rope for every 3 to 4 learners.

For activity 3, you'll need the following equipment:

- A large, flat playing area with a hard surface
- A whistle
- Chalk
- 10 small marbles or stones for each learner
- A taw or a big round stone (mokêtô) for each player
- A small hole in the ground (about 15 cm in diameter and 5 cm deep).

Activity 1: Warm-up (5 minutes)

Choose a warm-up exercise from the list of warm-up and cool-down exercises.

Activity 2: Ugqaphu/Kgati/Ntimo (10 minutes)

Divide the class into groups of 3 to 6 learners (depending on the size of the class and the number of skipping ropes you have available). Teach the learners how to play the game. The names above refer to the same game, but in different languages.

How to play Ugqaphu/Kgati/Ntimo

Ugqaphu/Kgati/Ntimo is a skipping game. For this game, you need to divide the learners in groups of 3 (as a minimum) where 2 learners swing the rope and the third player jumps over it. If you have more than 3 in a group, then the other players will stand in a row and wait their turn to jump over the rope.

While jumping, the learners will sing a rhyme.

Rhymes differ from area to area and 1 of the examples is:

- 1, 2 amashigogo shigogo x 1
- Pause
- 1, 2 amashigogo shigogo x 3
- Pause
- 1, 2 amashigogo shigogo x 1
- Pause
- 1, 2 amashigogo shigogo x 3

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The learners can say this rhyme or their own one, but they must try to stick to the prescribed rhythm. On the 'pauses', the learners swinging the rope can make a small circle above the jumper's head. So for the rope swingers, the rhythm will be:

- 1, 2 – rope hits the ground
- Pause – rope in the air.

The learners can vary how they do the jumps, for example:

- Landing on both feet
- Jumping on 1 leg
- Jumping on 1 leg, but alternating.

If a learner does not clear the rope, replace one of the rope swingers with the learner who did not clear the rope.

Start off by choosing who will be swinging the rope in each group and who will start the jumping.

Activity 3: Diketo/Upuca/Magava/Jacks/Ukugenda (10 minutes)

Split the learners into groups of 3. Either provide 10 marbles or stones for each learner or ask them to go and find 10 stones each. This activity helps the learners to develop their hand-eye coordination. There are 3 rounds and the learners take turns to play 1 at a time.

Round 1:

- The first player will place his or her 10 stones in the hole and will then throw the mokêtô (big round stone) in the air and scoop out all the small stones using 1 hand, before catching the mokêtô again
- If the player catches the mokêtô, then 1 of the small stones is placed next to the player outside the circle or hole
- With the next throw, the remaining 9 stones are pushed back into the hole with the same hand before the learner catches the mokêtô
- With the following throw, the 9 stones will be scooped out again.

The game continues in this way. Every time the mokêtô is caught successfully, 1 more stone is placed outside the hole next to the player until there is just 1 stone left. When all the stones have been successfully scooped out, all the stones will be put back into the hole and round 2 begins.

If the player does not catch the mokêtô, then it is the next player's turn to play.

Round 2:

Round 2 starts with all the stones back in the hole.

- If the player catches the mokêtô after throwing it into the air, then 2 of the small stones are placed next to the player outside the hole
- With the next throw, the remaining 8 stones are pushed back into the hole with the same hand
- With the following throw, the 8 stones will be scooped out again.

The game continues in this way. Every time the mokêtô is caught successfully, 2 more stones are placed outside the hole next to the player, until there are 2 stones left in the hole. When all the stones have been successfully scooped out, all the stones will be put back into the hole and round 3 begins.

If the player does not catch the mokêtô, then it is the next player's turn to play.

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Round 3

Round 3 begins with all the stones back in the hole.

- If the player catches the mokêtô after throwing it into the air, then 3 of the small stones are placed next to the player outside the circle or hole
- With the next throw, the remaining 7 stones are pushed back into the hole with the same hand
- With the following throw, the 7 stones will be scooped out again.

The game continues in this way. Every time the mokêtô is caught successfully, 3 more stones are placed outside the hole next to the player, until there is 1 stone left in the hole.

If the player does not catch the mokêtô, then it is the next player's turn to play.

Please note that there may not be time to finish the game in the lesson, but the learners will have another opportunity as part of the worksheet activities.

Activity 4: Cool-down (3 minutes)

Choose a cool-down activity from the list of warm-up and cool-down exercises.

4 Wrap up (2 minutes)

Inform the learners that the games that were played in today's lesson are indigenous South African games. Encourage them to play these games during break and at home.

Introduce the learners to the worksheet for lesson 1.

Grade 2 Name: _____

Worksheet: Grade 2, lesson 1

Task 1: Know your words

Ask an adult to help you find the meaning of the following words:

Indigenous: _____

Coordination: _____

Siyadlala: _____

Task 2: Learn a new game

Ask a member of your household what their favourite game was when they were your age.
Ask them to help you write down the rules of this game.

Now ask them to teach you this game and play it together.

Grade 2 **Lesson 2**

| Lesson plan | | | |
|--|---------------|--|---|
| Lesson theme | Music madness | Grade | 2 |
| Duration | 30 minutes | Date/week | |
| Context | | | |
| <ul style="list-style-type: none"> Getting more physically active Benefits of leading a healthy lifestyle. | | | |
| Linking with previous lesson | | Linking with next lesson | |
| <ul style="list-style-type: none"> Learn how to move in different ways Learning the benefits of physical activity. | | <ul style="list-style-type: none"> Learners learn how to lead healthier lifestyles. | |
| Core knowledge | | | |
| <ul style="list-style-type: none"> The meaning and importance of road signs. | | | |
| Learning activities and assessment | | | |
| <ul style="list-style-type: none"> Activities that develop patterns of rhythmical movement, co-ordination and control Learners are given the opportunity to develop their own natural vitality and rhythm Introduce learners to worksheet for lesson 2. | | | |
| Forms of assessment | | Resources | |
| <ul style="list-style-type: none"> Observe learners during play Worksheet. | | <ul style="list-style-type: none"> A large area – can be done indoors or outdoors Music system – CD player and CDs Hula hoops Pictures of traffic signs Worksheets. | |
| Expanded opportunities | | Teacher reflection | |
| <ul style="list-style-type: none"> Encourage learners to play the games during break and at home. | | <ul style="list-style-type: none"> The activities provide learners with ideas for how to develop patterns of rhythmical movement The activities help develop coordination and control. | |

Grade 2

Lesson 2: Music madness (30 minutes)

1 Outcomes

By the end of this lesson the learners should be able to:

- Demonstrate the ability to follow instructions, such as to stop when the music stops
- Identify and understand the meaning of basic road signs
- Move rhythmically to music.

2 Teacher's corner

Most of the activities for today's lesson require music. You can, however, use drums or hand clapping if there's no music system available.

This lesson gives you ideas of how you can develop patterns of rhythmical movement and involve the learners in activities that develop coordination and control.

Rhythmic movement

To develop the skills necessary to perform cultural dances, young learners can start with simple singing games to develop the understanding of rhythm and movement in sequence. This type of movement is a first step to the teaching of cultural dances.

When teaching singing games or cultural dances, it is important to emphasise the joy of the movement.

- Do not pay rigid attention to the finer details of correct execution
- This will provide each learner with an opportunity to express his or her own natural vitality and rhythm.

Tips to assess the learners' performance

1. **Self assessment:** Instruct the learners to rewrite the rules of 1 of the indigenous games they played in class. They should complete these sentences to show how the game is played:

- First, ...
- Then, ...
- After that, ...
- Finally, ...

Have the learners answer the following questions:

- What did you enjoy most in the game?
- Which games were new to you?

2. **Teacher's assessment:** You can observe the learners during play and make notes or tick off how well the learners are participating in the activities.

Possible rating scores include:

- Good: participates eagerly in games and movement activities
- Satisfactory: participates in most games and physical activities
- Needs support: needs encouragement to participate in games and physical activities.

3 Activities

For activity 2 you'll need the following equipment:

- A large area – can be done indoors or outdoors
- Music system – CD player and CDs
- Hula hoops.



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For activity 3 you'll need the following equipment:

- Pictures of traffic signs (1 set per pair of learners). These include the following signs:
 - Stop
 - Yield
 - Caution children crossing (for this 1 the child must skip)
 - Speed limit 60 (for this 1 the learner has to move around quickly).

Activity 1: Warm-up (5 minutes)

Choose a warm-up activity from the list of warm-up and cool-down exercises.

Activity 2: Musical hula hoops (5 to 8 minutes)

Arrange the hoops in a line or circle using 1 fewer than the number of learners taking part. It is best to set up the hula hoops before the class starts.

- Instruct the learners to run around the hoops anti-clockwise
- When the music stops (or when you blow the whistle), each learner must stand in a hoop
- When a learner has been without a hoop twice, he or she drops out and another hoop is removed
- The learner that is removed from the game must jog around the hoops and then perform 2 stretches while the game continues.

Activity 3: Traffic signs (8 minutes)

You need to have 1 set of traffic sign pictures for each pair of learners. You can make the traffic sign pictures before the lesson or ask the learners to do so as part of the class.

- Divide the learners into pairs
- 1 learner is the instructor and must show a sign and the other needs to follow the instruction
- You will shout out the movement the learners need to do – walk, leap, jump and crawl
- Blow the whistle every minute or so, so that the partners can swap.

You can vary this game by shouting out an 'activity instruction'. This means the learner needs to do a particular activity, for example skip, jump, roll or run, when the 'caution children crossing' and the 'speed limit' signs are held up. They will also do this activity for the yield sign, but slow down and eventually stop.

Activity 4: Cool-down (3 minutes)

Choose a cool-down activity from the list of warm-up and cool-down exercises.

4 Wrap up (2 minutes)

Remind learners of the meaning of the road signs and the importance of obeying these signs and other instructions.

Introduce the learners to the worksheet for lesson 2.

Grade 2

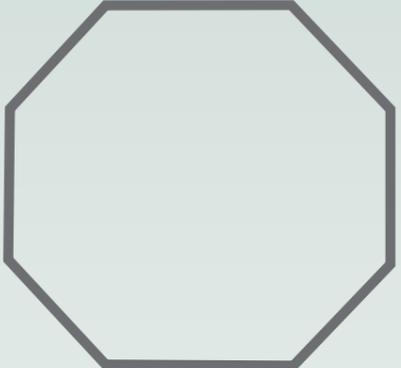
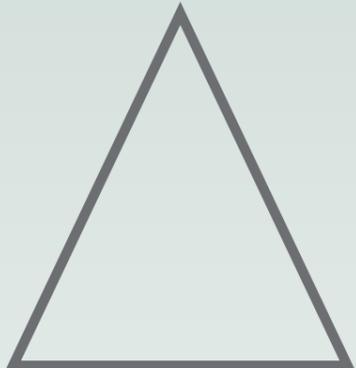
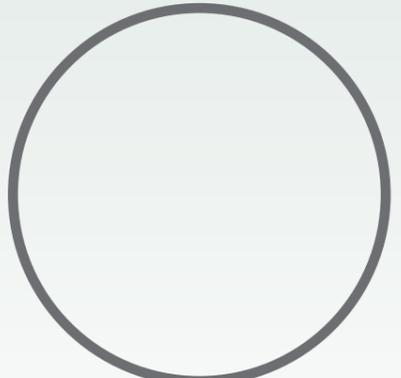
Name: _____

Worksheet: Grade 2, lesson 2

Task 1: Road signs

Do this task with a friend or family member.

Write the name of an exercise like skip, hop, jump and run in each sign. 1 person holds up a sign and the other does the exercise written on the sign. When a new sign is held up, change to do that exercise.

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Grade 2

Lesson 3

| Lesson plan | | | |
|---|-----------------|---|---|
| Lesson theme | Water pollution | Grade | 2 |
| Duration | 30 minutes | Date/week | |
| Context | | | |
| <ul style="list-style-type: none"> • Benefits of drinking clean water • Benefits of leading a healthy lifestyle. | | | |
| Linking with previous lesson | | Linking with next lesson | |
| <ul style="list-style-type: none"> • Learners learn how to lead healthier lifestyles. | | <ul style="list-style-type: none"> • Learners expand their knowledge of clean and unclean water. | |
| Core knowledge | | | |
| <ul style="list-style-type: none"> • Broaden understanding of water • Clean and unclean water • How water is made clean and safe to drink • The availability of drinking water • Fresh water. | | | |
| Learning activities and assessment | | | |
| <ul style="list-style-type: none"> • Learners identify bodies of water on a globe or world map and discuss where water can be found • Learners are shown how to identify clean and unclean water by tasting different kinds of clear liquids • Introduce learners to worksheet for lesson 3. | | | |
| Forms of assessment | | Resources | |
| <ul style="list-style-type: none"> • Worksheet • Observe learners as they investigate clean and unclean water. | | <ul style="list-style-type: none"> • A globe or map of the world • 5 glasses and 5 clear liquids with different tastes. • Worksheets. | |
| Expanded opportunities | | Teacher reflection | |
| <ul style="list-style-type: none"> • Learners can determine whether the water they drink at home and at school is clean and safe to drink • Encourage them always to drink water that is clean and fresh. | | <ul style="list-style-type: none"> • The activities help learners appreciate that clean drinking water is a precious natural resource, and that they must always drink water that is clean and unpolluted. | |

Grade 2

Lesson 3: Water pollution (30 minutes)

1 Outcomes

By the end of this lesson the learners should be able to:

- List 2 sources of clean and unclean water.

2 Teacher's corner

Explain that not all water is clean and safe to drink. We cannot drink any water that we find – we must only drink clean water. Unclean water can make us sick because it contains harmful substances called pollutants. Water must be very carefully treated to remove all the pollutants before it is safe to drink.

Pollution is a change in the quality of the environment. For example, a substance (pollutant) can change the physical, chemical or biological properties of water and make it harmful to drink.

The water that humans use has been around since ancient times. It is recycled again and again through the water cycle. For example, the water used to brush your teeth this morning could have been part of a cloud floating over a city a few weeks ago!

The availability of drinking water

Water covers three-quarters of the earth's surface, so it may seem that there is plenty of it and that we will never run out of this valuable resource.

In reality, we have a limited amount of usable fresh water.

Some interesting facts:

- Over 97% of the earth's water is found in the ocean as salt water
- 2% of the earth's water is stored as fresh water in glaciers, ice caps and snowy mountain ranges
- Only 1% of the earth's water is available to us for our daily needs.

Only a small amount of water is suitable for humans to drink. Not all of the water in the ground and in lakes and rivers is easy to reach or is clean enough to drink. The fresh water in ice caps and glaciers is difficult for us to access and use. Scientists are trying to find ways to take the salt out of ocean water, but it is a very expensive process.

Fresh water

Our fresh water supplies are stored either in the soil (ground water) or in lakes, rivers and streams on the earth's surface (surface water). These are our main 2 sources of fresh water. The other main source of fresh water is the ice in the polar regions.

Surface water comes from the lakes, rivers, and streams that flow over the land. Streams flow into rivers, which join large rivers that eventually return surface water to the oceans, from which it may have originally evaporated.

Ground water is found beneath the earth's surface and fills the cracks, crevices and tiny pores between soil or rock particles.

We must take care of surface and ground water because it is very important for humans, plants/crops and animals. If we waste water or pollute it, we may find that there is less and less of it available for us to use.



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3 Activities

For lesson 3, you'll need the following equipment:

- A globe or map of the world
- 5 glasses and 5 clear liquids with different tastes, for example use sugar water, white vinegar, salt water, water mixed with citric acid or tap water.

Activity 1: Water, water everywhere (10 minutes)

Activity 1 requires the learners to identify bodies of water on a world map or globe.

- Look at the globe with the learners
- Ask them to point out lakes, rivers, and oceans. Explain that these are known as surface waters
- Ask the learners if they know what kinds of water bodies are salt water and which are fresh water. Ask them if they have ever tasted salt water.
- Ask the learners if they think there is more water or land on earth
- Ask them if there is water beneath the surface of the ground that we cannot see on the globe.

Activity 2: Water investigators (15 minutes)

Activity 2 will show how to identify clean and unclean water.

Explain that just because water looks clear, it doesn't mean that it is really clean.

This will help learners understand that clear water isn't necessarily free of pollutants.

- Place 5 clear liquids in glasses. For the clear liquids, use substances that have a definite taste, which learners would recognise. For example, you can use sugar water, white vinegar, salt water, water mixed with citric acid or tap water.
- Using cotton swabs, ask the learners to taste each liquid (throw away the swab after each taste) and record the taste after sampling each 1
- After the learners have had a chance to taste them all, explain that whereas they might have thought that all these liquids were clean water, they actually all contained other substances. Likewise, clear water might look clean, but may contain invisible pollutants.

4 Wrap up (5 minutes)

Remind the learners of the importance of drinking clean, safe water. Make sure the learners appreciate that clean drinking water is a precious resource and that they must always be careful to find out if water is clean – looks can be deceptive.

Grade 2

Name: _____

Worksheet: Grade 2, lesson 3

Task 1: Finding water

Find pictures of different types of water in magazines such as drinking water, rivers, the ocean and ice. Finally, paste them in the space below:



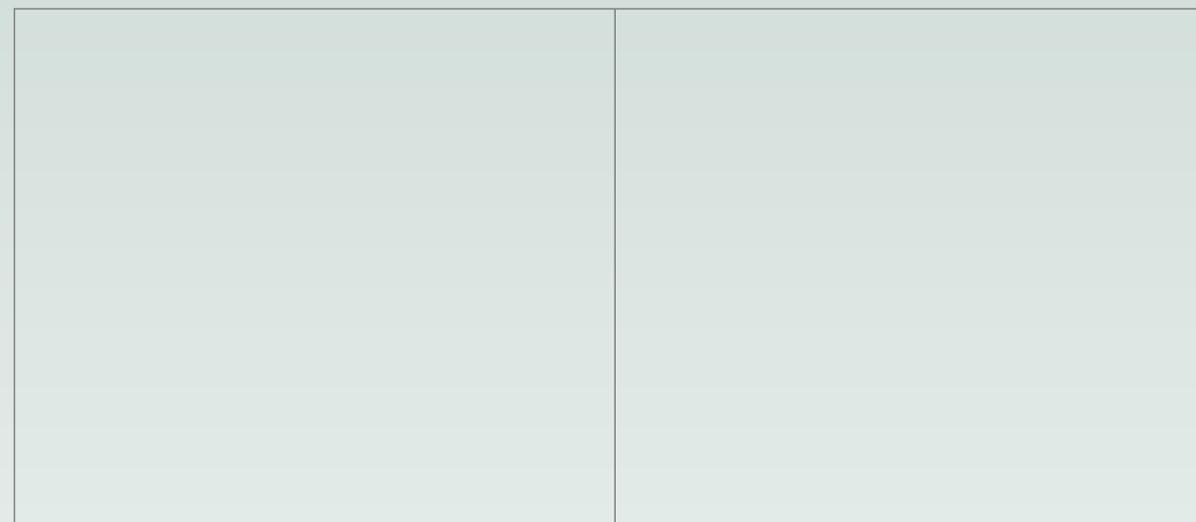
Grade 2

Name: _____

Worksheet: Grade 2, lesson 3

Task 2: Clean and dirty water

Draw pictures of 2 sources of clean water that are safe to drink – in the space below.



Draw pictures of 2 sources of dirty water that are not safe to drink – in the space below.



Grade 2

Lesson 4

| Lesson plan | | | |
|--|--------------------|--|---|
| Lesson theme | Water purification | Grade | 2 |
| Duration | 30 minutes | Date/week | |
| Context | | | |
| <ul style="list-style-type: none"> Benefits of drinking clean water Benefits of leading a healthy lifestyle. | | | |
| Linking with previous lesson | | Linking with next lesson | |
| <ul style="list-style-type: none"> Learners expand their knowledge of clean and unclean water and how to access clean drinking water. | | N/a. | |
| Core knowledge | | | |
| <ul style="list-style-type: none"> Understanding the term 'pollution' Understanding the concept of purifying water. | | | |
| Learning activities and assessment | | | |
| <ul style="list-style-type: none"> Discussion about water pollution, and demonstration to show how water can be polluted Learners perform a water filtration experiment Introduce learners to the worksheet for lesson 4. | | | |
| Forms of assessment | | Resources | |
| <ul style="list-style-type: none"> Worksheet. | | <ul style="list-style-type: none"> Tank or container Items to represent pollutants Coffee granules Distilled water 3 large graduated cylinders (1 000 ml) – labelled A to C 15 ml measuring spoons 3 large beakers Flat sieve Cheesecloth (or kitchen cloth) Cotton fabric Coffee filters Shallow bowl or basin Ice cube tray Freezer Worksheets. | |
| Expanded opportunities | | Teacher reflection | |
| <ul style="list-style-type: none"> Learners can develop their own water purification devices and experiment with them at home. | | <ul style="list-style-type: none"> The demonstration and discussion shows learners how easily water can become polluted Learners become knowledgeable about ways to filter dirty water. | |

Grade 2

Lesson 4: Water purification (30 minutes)

1 Outcomes

By the end of this lesson the learners should be able to:

- Explain a simple way of purifying water.

2 Teacher's corner

The aim of this lesson is to introduce learners to the concept of pollution and how this affects the quality and safety of water. Learners will also be introduced to the concept of purifying water.

3 Activities

For activity 1, you'll need the following equipment:

- Tank or container
- Items to represent pollutants such as motor oil, food dyes, dish washing detergent, scraps of paper, soil, leaves, clay balls or coffee granules. (You'll also need some of these items for activity 2).

For activity 2 you'll need the following equipment:

- Distilled water
- 3 large graduated cylinders (1 000 ml) – labelled A to C
- 15 ml measuring spoons
- 3 large beakers
- Flat sieve
- Cheesecloth (or kitchen cloth)
- Cotton fabric
- Coffee filters
- Shallow bowl or basin
- Ice cube tray
- Freezer.

Activity 1: Understanding water pollution

The aim of activity 1 is to show the learners what water pollution is. Begin the lesson by asking the learners where their tap water comes from. Ask the learners:

- To define pollution and list all suitable answers on the board
- What they think pollutes our water and list all suitable answers on the board.

Explain to the learners that whenever water is used to wash our bodies, clothes and cars, or to cook our foods or brush our teeth, we make waste water.

Likewise, each time an industry uses water to make paper products, iron, steel and oil, waste water is produced.

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- Waste water is also called sewage and it is all the used water generated by a community. It includes human waste flushed down toilets, food scraps washed down sinks and water from washing machines, baths, street storm drains and businesses.
- Emphasise this by 'polluting' a tank or container of clean water. Pollutants can be represented by such household products as car motor oil, food dyes, scraps of paper, soil, leaves, clay balls or coffee granules.
- These products should be added as learners express their ideas about what pollutes their water
- This should have a dramatic effect as learners see the water being polluted before their eyes.

Activity 2: Water filtering

Perform a water filtration experiment with the following substances representing pollutants:

| Pollutants | Substances representing pollutants |
|--------------------------|------------------------------------|
| Organic wastes | Crushed leaves |
| Dirt and silt (sediment) | Sand |

Experiment 1: Filtration (removing sediment – crushed leaves)

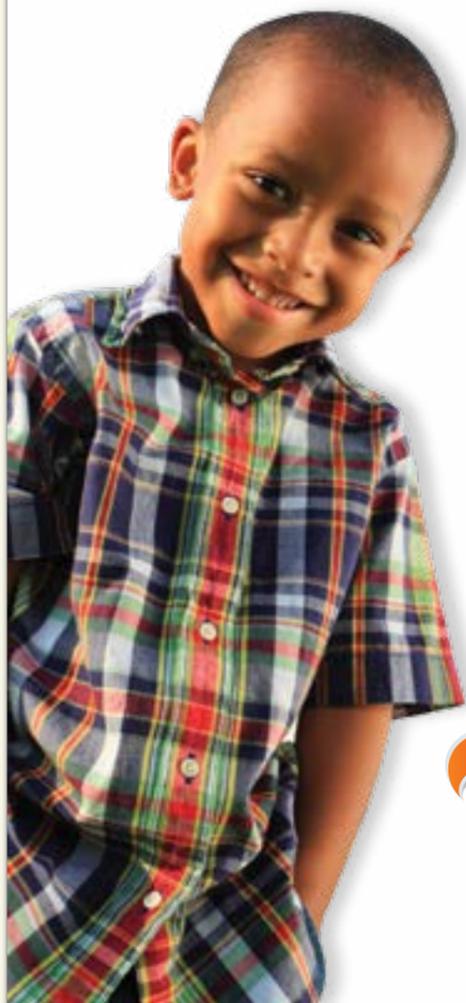
1. Measure 500 ml (2 cups) of distilled water into a large graduated cylinder
2. Add 30 ml (2 table spoons) of finely crushed leaves into the water and stir gently
3. Talk about the appearance of the mixture in the cylinder
4. Place a clean piece of flat sieve over a 1 000 ml beaker, labelled beaker A, and spread a piece of cheesecloth (or kitchen cloth) over the sieve
5. Pour the mixture slowly through the filter (make sure it goes through both layers) into the beaker
6. Discuss the liquid in the beaker and the solid on the filter
7. Repeat steps 1 to 6 using beaker B and a piece of cotton fabric placed over the sieve. Make sure you rinse the sieve in between.
8. Repeat steps 1 to 6 using beaker C and a coffee filter placed over the sieve. Make sure you rinse the sieve in between.
9. Compare the results of beaker A, B and C.

Experiment 2: Filtration (removing sediment – sand)

1. Repeat steps 1 to 9 using sand instead of crushed leaves.

4 Wrap up (5 minutes)

Remind the learners of how easily water can be polluted. Ensure the learners know how to filter dirty water.



Grade 2

Name: _____

Worksheet: Grade 2, lesson 4

Task 1: Safe drinking water

Draw a picture in the space below of how we change dirty water into clean water.

Find pictures of things that can dirty water such as sand, leaves and oil and paste them in the space below.

Grade 2

Lesson 5

| Lesson plan | |
|---|---|
| Lesson theme | Turn the TV off |
| Duration | 30 minutes |
| Grade | 2 |
| Date/week | |
| Context | |
| <ul style="list-style-type: none"> Benefits of leading a healthy lifestyle. | |
| Linking with previous lesson | Linking with next lesson |
| <ul style="list-style-type: none"> Integrate the nutrition and physical activity knowledge gained in the previous 4 lessons. | <ul style="list-style-type: none"> Learners learn how to lead healthier lifestyles. |
| Core knowledge | |
| <ul style="list-style-type: none"> Understanding healthier lifestyle habits: <ul style="list-style-type: none"> Less sedentary lifestyle Improved eating habits More physical activity. | |
| Learning activities and assessment | |
| <ul style="list-style-type: none"> Learners discuss what interesting activities they can do to occupy their time instead of watching television Introduce learners to the worksheet for lesson 5 Read through healthy meal recipes and discuss the benefits of healthy eating After several days, when learners have completed their worksheets, they provide feedback in class on their experiences. | |
| Forms of assessment | Resources |
| <ul style="list-style-type: none"> Worksheet Oral/discussion. | <ul style="list-style-type: none"> A copy of the worksheet for each learner A chalkboard/big sheet of paper Copies for each learner of the recipes list Worksheets. |
| Expanded opportunities | Teacher reflection |
| <ul style="list-style-type: none"> Learners can practise at home with their families some of the activities they have learnt in the previous 4 lessons Learners can experiment and create their own healthy meal recipes. | <ul style="list-style-type: none"> Learners understand the importance and benefits of adopting healthier lifestyle habits. |

Grade 2

Lesson 5: Turn the TV off (30 minutes)

1 Outcomes

By the end of this lesson the learners should be able to:

- Plan a healthy meal
- Plan their physical activities
- Discuss the health benefits of physical activity and healthy eating.

2 Teacher's corner

The aim of this lesson is to integrate the nutrition and physical activity knowledge gained in the previous 4 lessons. Therefore the theoretical base for this lesson is the same as that for lesson plans 1 to 4. You will encourage the learners not to watch TV for a few days and give them some healthy recipes to cook at home.

Please see the recipes on the enclosed recipes list to hand out to the learners.

3 Activities

For lesson 5, you'll need the following equipment:

- A copy of the worksheet for each learner
- A chalkboard/big sheet of paper
- Copies for each learner of the recipes list.

Activity 1 (10 to 15 minutes)

Decide as a class on either a few days, or a week of no television.

- Tell learners that the aim of the activity is to practise healthier lifestyle habits – Less sedentary lifestyle, improved eating habits and more physical activity

Sedentary lifestyle includes watching TV and using the computer.

- Talk about interesting activities to do to occupy the learners' time other than watching television
- Brainstorm fun ideas that learners and their families could do. They could teach their family an indigenous game or learn a game their parent/grandparent played as a child. Write them on the chalkboard
- Discuss what learners could do if the temptation to turn on the television becomes great
- Hand out the worksheet for lesson 5 and remind learners to record their activities daily.

Tips for activity 1

This activity might initially not be received with much enthusiasm, since the idea of not watching television may not seem like fun for the learners!

Before doing the activity, let the learners inform their parents of the decision to turn off the television for a few days. Tell the learners that together you are going to think of fun alternative things to do instead of watching television.

Although the introduction of the activity will be done in class, the learners have to record their activities on their worksheet each day.

Grade 2

Activity 2 (10 to 15 minutes)

Decide as a class on either a few days, or a week of no television.

- Hand out a copy of healthy meal recipes to each learner
- Read through the recipes together
- Discuss the benefits of healthy eating and that making healthy snacks can be fun
- Briefly explain how to make each meal
- Allow the learners to take the copies of the recipes home
- Make sure you tell the learners that they need help from an adult when they prepare the healthy meals.

4 Wrap up (5 minutes)

Remind the learners of everything they have learned in the 4 previous lessons. Encourage them to try some of the activities at home with their families. After a few days, when learners have completed the worksheet, let them report back in class on:

- What they enjoyed the most about not watching TV
- What they found difficult
- What they would like to continue to do with their families.



Grade 2

Name: _____

Worksheet: Grade 2, lesson 5

Task 1: TV turn-off

Plan physical activities your family can do together instead of watching TV. Record what your family does for the 'TV turn-off' days. Write down the activities you and your family did.

| Day | Activity |
|-----|----------|
| | |
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| | |

Draw a picture of you and your family during TV turn-off.

Write down which activities you enjoyed the most instead of watching TV.



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