

APPENDIX D:
LESSON PLAN
FORMAT

TEACHER'S NAME	Claire Oosthuizen	SCHOOL	Alexandria High School
STUDENT NUMBER	225252732	TIME ALLOCATION	50min
DATE	30 January 2024	SKILLS ADDRESSED	Listening and comprehension skills
GRADE	5		Creative thinking
LESSON TOPIC	Coping with emotions		
CAPS REFERENCE	Life skills		
LESSON OUTCOMES / OBJECTIVES	BY THE END OF THE LESSON THE LEARNERS WILL BE ABLE TO:		
	1. Define what emotions are		
	2. Describe different types of emotions.		
	3. Identify different emotions based on the different physical reactions and facial expressions.		
	4. Understand how to manage emotions in a positive way		
	5. Connect what they have learned to real life events.		
LTSM USE:	Platinum Life Skills textbook.		
	Learner workbooks		
	CAPS IP LIFE SKILLS 4-6		
	GOOGLE		

BARRIERS TO LEARNING (What you will do to assist learners)	If a learner struggles to understand what I am teaching due to a language barrier I will try to explain it to them by breaking it up and finding a simpler way to explain.
	I would also ask a learner who speaks the same language to translate something they might find difficult to understand.

INTRODUCTION(How you will introduce the lesson and get the learners' attention)

Activity / Teaching strategy	Teacher's action	Learners' action	Resources required	Assessment tool, if any	Time to be spent
Activating prior knowledge	First introduce the topic to the learners and write the heading on the chalk board. Ask the learners if they know what "emotions" are, then write down "what are emotions" on the board. Explain to learners that emotions are how we feel inside, examples of emotions are happiness, sadness, anger and worry. Ask learners how they feel when they get a gift, could be a nice toy or their favorite food. The response to this might be "happy" or "excitement". Then explain that that feeling they get is also an emotion.	Learners will copy what's written on the chalkboard and respond to the questions.	Platinum life skills textbook, prit, ruler, pencil, pen, writing books.		10minutes

BODY (How you will develop the lesson through various phases)

Activity / Teaching strategy	Teacher's action	Learners' action	Resources required	Assessment tool, if any	Time to be spent
<u>Phase 1</u> Visualization	Dive deeper into the topic. Explain why it is that we feel certain emotions and explain that emotions don't always feel good. Learners must read aloud scenario in the text book that says "Sipho's grandmother passed away yesterday. She had an asthma attack and the ambulance could not get here in time. Sipho does not have a mother or a father, he lived with his grandmother." And then ask them how they think Sipho felt. They might respond with "he felt sad". Then explain to them that sometimes when we get really sad we also get angry, because no one likes being sad. Sipho might have felt sad and angry at the same time. Ask them if they also feel bad for Sipho.	The learners will respond to questions asked and the class will discuss more of their ideas and thoughts. Learners will read in unison.	Platinum life skills text book, ruler, pencil, pen, writing books.		30 minutes for 3 phases.
<u>Phase 2</u>	Explain what empathy is. If someone has experienced the same thing or something similar				

	they might feel sad for Sipho too. If someone is there for him, maybe a friend who has not been through the same experience that is called compassion.				
<u>Phase 3</u> Cooperative learning.	<p>Explain how to deal with different emotions. They could talk to a friend, eat healthy and exercise, write in a diary or journal and keep it where no one can find it and read it. They could talk to a trusted adult or find help if the feeling doesn't go away.</p> <p>Write this on the board under a subtopic "Manage emotions in a positive way"</p> <p>Print pictures displaying 3 different emotions and hand out to learners to paste in their books. Instruct them to work in pairs and identify the emotion and come up with a short scenario on why the individual in the picture might be feeling that way.</p>	<p>The learners should do the activity and discuss the different pictures with a partner and come up with scenarios together. They will paste the pictures in their books and write down their sentences next to the pictures.</p>	Platinum life skills text book, print, ruler, pencil, pen, writing books, paper, printer.		

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CONCLUSION (How you will end the lesson)

Activity / Teaching strategy	Teacher's action	Learners' action	Resources required	Assessment tool, if any	Time to be spent
	To conclude the lesson ask learners if they understand the concept of emotions. Learners must ask the person next to them how they feel, and they must give one word to describe how they are feeling. And remind them to always be kind because they never know if the next person is feeling good or bad.	Learners will discuss with a partner.	Platinum life skills text book.		10 minutes

APPENDIX F: REFLECTIVE PRACTICE FORM

(You may use this form and complete the blocks, or you may write your own reflection, using the Rubric as a guide.)

CLAIRE OOSTHUIZEN Lesson: Coping with emotions (Life skills) Grade: 5	
Focus	Comment
Details of the context used for this reflection (Grade, subject, ideas & issues etc.)	I taught the Grade 5's the life skills topic "Coping with emotions" and made different scenarios on emotions and what causes them.
What did you want the children to learn? Your outcomes/objectives.	I wanted them to learn what emotions are and why they feel them as well as how to cope with them. I also wanted them to learn how to help others who are dealing with negative emotions,
What do you think they learnt ? What evidence supports this?	They learned how to differentiate between emotions and facial expressions, how to cope with their own emotions and what empathy and compassion means.
What kind/type of thinking did you wish to promote? Did you? Evidence? What now?	Creative thinking and open mindedness, as well as linking what they are learning to real life, so that they understand that what they have learned is based on what really happens. I also wanted them to be responsive in class and learn how to work together in groups and pairs.
Were your plans and their implementation successful in attending to the needs of all the children? Evidence? What now?	It's not very easy to get each and every learner to focus on the lesson, I have taken my time to learn their names so that when I see a learner losing focus I use their name in a scenario or say it while explaining. I made eye contact with the learners and paid attention to their reactions, if they look confused, distracted I would try to make them understand better. None of the learners needed any translations.
Were there any particular challenges or issues during the lesson? What will you do differently next time? Why?	Attention span, learners talking while I'm explaining. Next time I will use better attention grabbers. It is important that every learner understands the lesson and does not get left behind. The learner is not fully to be blamed for their attention span.
Was there something you were particularly pleased with? Why did it please you?	I was pleased with their interest in the lesson, and I believe they learned something valuable which is a good feeling.
Was there any sense of frustration during the course of the lesson? What was its origin? Can you do anything about it? If yes, what will you try next time? Why?	There was no sense of frustration.
What will success/progress look like?	Having more responsive learners, getting the learners to let their guard down and speak with confidence when answering questions.

What did you learn about yourself/your practice from this reflection?	I learned that I have a lot of patience. I also learned that I know how to improvise.
Action/plan for next step?	What I also want to try next time is prepare an activity that is more enjoyable for the learners, with more group work. Do more research on activities for the lesson that I am preparing. Cater to every learners different learning styles.

RUBRIC FOR TASK 1:

Item	Description	Marks
1.	Lesson Plan	/10
2.	Reflection: what worked in my lesson?	/10
3.	Reflection: what did not work and why?	/10
4.	Reflection: what would I do differently next time?	/10
5.	Quality of reflection	/10
TOTAL		/50