

**Question 1**  
**LESSON PLAN FOR SOCIAL SCIENCES**

<b>TEACHER'S NAME</b>	Claire Oosthuizen	<b>SCHOOL</b>	Summerwood Primary School
<b>STUDENT NUMBER</b>	225252732	<b>TIME ALLOCATION</b>	35 minutes
<b>DATE</b>	30 April 2024	<b>CAPS SKILLS ADDRESSED</b>	Analyse, process and present information
<b>GRADE</b>	6		Work cooperatively and indepently
<b>LESSON TOPIC</b>	Trade: Why people trade		
<b>CAPS REFERENCE</b>	CAPS pg 13, 17, 30		

<b>LESSON OUTCOMES / OBJECTIVES</b>	<b>BY THE END OF THE LESSON THE LEARNERS WILL BE ABLE TO:</b>
	1. Explain why people trade.
	2. Identify examples of trading.
	3. Identify examples of trade in South Africa and around the world.
	1. World map

	2. White board and markers
	3. Examples of South African produce
	4. Pictures and videos

<b>BARRIERS TO LEARNING</b> (What you will do to assist learners)	Limited attention span: Using interactive strategies and multi-media resources to make sure learners stay interested in the lesson.
	Different learning styles: Incorporate You tube, pictures, and hands on activities to cater to different learning styles.

#### **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
Real life connection	Introduce the topic and concepts of trade by using relatable examples. Explain that trading is the exchange of goods for something else y.	Learners will engage and explain how they have traded.	Projector, laptop, pictures.		5 minutes

#### **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
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Phase 1	<p>Discuss: <b><u>Trade as the exchange of goods</u></b></p> <p>Give every learner a piece of paper and instruct them to draw a picture of a product they would really like. Then instruct them to move around the class and look at each other's pictures. They have to trade "products" with each other. When everyone has exchanged goods, explain that what they just did is called "Trading"</p>	Learners will exchange papers and interact with their classmates.	Paper		20minutes
Phase 2	<p><b><u>Trade as buying and selling goods for money.</u></b></p> <p>Show examples of people buying goods with money. Explain that money can also be used to pay for services. Make sure that learners understand the concepts "Trade, exchange, goods and services".</p>				
Phase 3	<p>Refer to the previous part of the lesson and explain that the learners exchanged goods, and that those goods can also be exchanged for money. Ask learners to</p>				

	<p>make examples of goods and services.</p> <p><b><u>Exports and Imports</u></b></p> <p>Show world map to class. Show them the different countries that trade with South Africa and, explain what they trade and why they trade. Explain the terms “Export and Import”</p> <p>Show a slide show of cars like Mercedes-Benz, Volkswagen, Porsche, Audi and BMW and ask if they recognize any of those cars.</p> <p>Explain that these cars are exported from Germany to South Africa.</p> <p>South Africa also gets minerals, fuels and oils from other countries.</p> <p>Instruct learners to get into groups</p>				
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**CONCLUSION**(How you will end the lesson)

Activity / Teaching	Teacher's action	Learners' action	Resources required	Assessment tool, if any	Time to be spent
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strategy					
	<p>Summarize key points and test learners understanding of the lesson by asking them questions.</p> <p>Divide the class into four big groups and test their memory of the lesson by asking questions related to new words they have learned. Give points for correct answers and points for participation.</p>	Learners will engage in the lesson and work together for their points.	Textbooks and notebooks/writing books.		10 minutes

**REFLECTION** (What worked and what didn't and why – what you will do differently next time)

Interactive lesson, learners engaged through collaborative learning. Pictures grabbed kept learners attention.

## Question 2

### **Skills discussed in the CAPS document.**

#### Introduction

Geography is the study of the world around us. It helps us understand our place in the world. In this essay I will be discussing the skills that learners develop during Social Science Geography. Learners develop these skills to enhance their understanding of the subject, which enhances their understanding of the world around them. The CAPS document outlines these skills. These skills are crucial in moulding learners into active global citizens.

#### Identify and extract information from text, atlases and other sources

Learners learn how to extract information from texts, atlases, photographs and other visual resources. This skill helps them to gather and process information from lots of sources. This improves and develops their research skills and critical thinking. In Grade 6 they can apply this skill by extracting information about different countries and regions, through research by using sources such as textbooks, atlases and online resources.

#### Use and draw maps

The maps provide a visual representation of spatial relationships and geographic features. By learning how to use maps as well as how to draw them, learners develop their spatial awareness. It is a fundamental skill to develop in Social Science Geography. It is important to learn this skill because it helps learners understand geographic concepts and they can link it to their prior knowledge and the obvious around them. In Grade 6 learners learn to draw maps and use them to identify and locate geographic features. They usually draw maps from their school to their house, including street names and adding names of buildings. This teaches them how to use maps too.

### Speak in a clear and informed way

This is a skill requires learners to think critically and logically, always supporting their answers and arguments with evidence and examples. It's all about how learners process information and if they understand the content being taught. Learners need t have an understanding of the content first, then they can present the information clearly. This skill requires learners to express their thoughts in a clear and organized manner. Learners can present this skill through short oral or just answering questions in class.

### Write in a structured and coherent manner

The skill of writing in a structured and coherent manner allows learners to express themselves and their thoughts and ideas in a clear and organized manner. Developing writing skills needs a foundation of language skills, so in order for a learner to write in an organized and clear manner, they need proper language background in the language they are writing in. If this skill is developed, learners can clearly and effectively communicate their knowledge and understanding of concepts in geography.

### Provide reasoned explanations

I think that this skill goes hand in hand with speaking and writing in a clear, structured and coherent manner. My reason for saying this is that it all requires the skill to think critically, and provide reasons for your answers. It requires learners to be well informed about the content. Arguments need to be provided with evidence and examples. With reasons, it is clear that a learner understands what they have learned.

### Work cooperatively

It is important to know how to work with other people. Working cooperatively allows you to learn from different perspectives, from people with different ways of thinking and who have experienced different things. It could be interesting to collaborate with people who have diverse learning styles. By working as pairs or groups, you have the opportunity to build on eachothers strengths. In Grade 6, collaborative work will teach learners how to work with other people and create a sense of community and being interdependent. It teaches them accountability for other people.

### Work independently

Many learners prefer to work on their own for various reasons. One may be that they just feel confident enough when they work independently, another may be that they are shy, or they might not trust others or get along with them. This skill requires learners to take responsibility for their own work and for their own learning. It develops self motivation and discipline. By working on their own, learners can develop their research skills and critical thinking.

### Plan and evaluate actions systematically and critically

This is a skill that lets learners think strategically, critically and it teaches them to think reflectively. It develops their problem solving skills. It is needed in the skills I have mentioned above too. By planning their actions as well as evaluating them, learners can develop a sense of empowerment, it makes them feel smart and confident. This skill can involve elements like setting clear goals and objectives, identifying and evaluating options, developing a plan and timeline, taking action and implementing the plan, and reflecting and improving the plan. Reflective practice is important in teaching and in learning.

### Conclusion

In conclusion, all these skills that are outlined in the CAPS document are essential for IP learners to develop a deep understanding of the world around them. Learners can explore and navigate and interact with the world around them in a meaningful way if these skills are mastered. It is the teachers responsibility to help learners master these skills. Developing and mastering these skills, learners will be able to think critically and creatively, they will be able solve problems and make good decisions as well as communicate effectively with others. Teachers need to remember that they are moulding and shaping the people who could possibly make a positive impact on the world someday.