



**REPUBLIC OF NAMIBIA**

**MINISTRY OF EDUCATION**

**LOWER PRIMARY PHASE**

**SYLLABUS GUIDE**

**ENVIRONMENTAL STUDIES**

**GRADES 1 - 4**

**2005**

National Institute for Educational Development (NIED)  
Ministry of Education  
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Namibia

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# TABLE OF CONTENTS

Introduction .....	1
GRADE 1 .....	3
Year Plan Environmental Studies Grade 1 .....	3
Examples Of Thematic Schemes Of Work Grade 1 .....	4
Examples Of Lesson Plans Grade 1 .....	7
GRADE 2 .....	10
Year Plan Grade 2 – Environmental Studies.....	10
Examples Of Thematic Schemes Of Work .....	11
Examples Of Lesson Plans Grade 2 .....	13
GRADE 3 .....	15
Year Plan Grade 3 – Environmental Studies.....	15
Examples Of Thematic Schemes Of Work .....	16
Examples Of Thematic Schemes Of Work .....	16
Examples Of Lesson Plans .....	18
GRADE 4 .....	20
Year Plan Grade 4 – Environmental Studies.....	20
Examples Of Thematic Schemes Of Work .....	21
Examples Of Lesson Plans .....	23
Enrichment Activities.....	32
Compensatory Activities .....	33
Assessment .....	34
Rhymes, Poems And Songs .....	36
Glossary.....	39

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## **INTRODUCTION**

The syllabus guide for Environmental Studies aims at the teacher with information on the syllabus and how to use it effectively. The syllabus guide will conduct the teacher towards implementing the learning programme and provide guidance on some tools for planning teaching based on the syllabus. The purpose of the guide is to help teacher plan their own teaching at the right level using a learner-centred approach.

In Grade 4, the previous subjects Social Studies and Natural Science and Health Education have been combined as Environmental Studies, both for consistency with the rest of the Lower Primary Phase and to avoid a double change in the learning programme for Grade 4.

In Environmental Studies, many separate themes and topics have been grouped under main headings and sub-headings to make the main conceptual areas clearer. The structure of the syllabus now consists of three main themes. They are: the Social Environment, Health and Nutrition and the Natural Environment, each of which has topics as sub-headings.

### **PREPARATORY ACTIVITIES**

School Readiness is no longer a separate unit in the curriculum and is fully integrated into the Grade 1 subjects. Teachers are referred to page 10 of the Environmental Studies Syllabus Grades 1 - 4 for guidance on preparatory work.

### **SCOPE AND SEQUENCE**

To study the scope and sequence of the Lower Primary learning programme teachers are referred to the Environmental Studies Syllabus Grades 1 – 4.

### **TIME ALLOCATION**

Time allocation has been adjusted as a result of streamlining the curriculum. In Grades 1 and 2 Environmental Studies has three periods per week. In Grades 3 and 4 there will be five periods per week.

### **THEMATIC SCHEME OF WORK**

The aim/purpose of the Thematic Scheme of Work is to give teachers ideas and guidance on subject integration/thematic approach under one theme across the curriculum. Teachers are encouraged to draw up their own thematic scheme of work by using the examples included in the syllabus guide.

By using the Thematic Scheme of Work teachers will be able to develop/plan lessons and activities constructively and in the context of the curriculum design.

## **YEAR PLAN**

The year plan for Environmental Studies is spread over 36 weeks. Each term consists of more or less 12 weeks. The sub-topics for each term are grouped accordingly. In Grade 1 there are 17 sub-topics. See Year Plan Grade 1 for allocation of number of weeks per topic.

In Grade 3 there are 19 sub-topics. See Year Plan for allocation of number of weeks per topic.

In Grade 4 there are 35 sub-topics. See Year Plan for allocation of number of weeks per topic.

Consult the syllabus for details regarding the lesson preparations.

- **The Year Plan is flexible, e.g. the topic Weather should be taught according to prevailing weather conditions.**

# GRADE 1

## YEAR PLAN ENVIRONMENTAL STUDIES GRADE 1

<b>Main Theme 1: Social Environment</b>		
<b>Topic 1</b>	<b>Preparatory Activity</b>	
Sub-topic 1.1:	Myself	Week 1
<b>Topic 2</b>	<b>Social Groups and Institutions</b>	
Sub-topic 2.1	The Family Members	Week 2
Sub-topic 2.2	The Family as a Basic social Group- Family Relationships	Week 3
Sub-topic 2.3:	One Social Service as a Health Provider	Weeks 4-6
<b>Topic 3</b>	<b>Culture</b>	
Sub-topic 3.1	Culture in the Family	Weeks 7-9
Sub-topic 3.2:	National Symbols	Weeks 10-11
<b>Topic 4:</b>	<b>Infrastructure and Communications -</b>	
Sub-topic 4.1:	In the Home and Local Community	Weeks 12-13
Sub-topic 4.2:	Transport and Communications	Weeks 14-15
Sub-topic 4.3:	Traffic Safety	Weeks 16-17
<b>Topic 5</b>	<b>Economic Activity</b>	
Sub-topic 5.1:	The Family as an Economic Unit	Week 18
Sub-topic 5.2:	Entrepreneurship	
<b>Main Theme 2   Health, Safety and Nutrition</b>		
<b>Topic 1:</b>	<b>Health and Safety</b>	
Sub-topci 1.1:	Personal Health	Weeks 19-20
Sub-topic 1.2:	Care of Oneself and Others	Weeks 19-22
Sub-topic 1.3:	Personal Safety in and around the House&Environment	Weeks 23-24
<b>Topic 2:</b>	<b>Nutrition</b>	
Sub-topic 2.1:	Healthy and Unhealthy Food	Weeks 25-26
<b>Main Theme 3:   The Natural Environment</b>		
<b>Topic 1:</b>	<b>Plants</b>	
Sub-topic 1.1:	Local Plants	Weeks 27-28
<b>Topic 2:</b>	<b>Animals</b>	
Sub-topic 2.1:	Domestic & Wild	Weeks 29-30
<b>Topic 3:</b>	<b>Water</b>	
Sub-topic 3.1:	Water is Life	Weeks 31-32
<b>Topic 4:</b>	<b>Weather</b>	
Sub-topic 4.1:	Everyday is a Weather Day	Weeks 33-34
<b>Topic 5:</b>	<b>Environmental Care</b>	
Sub-topic 5.1:	Keep the Environment Clean	Weeks +35-36

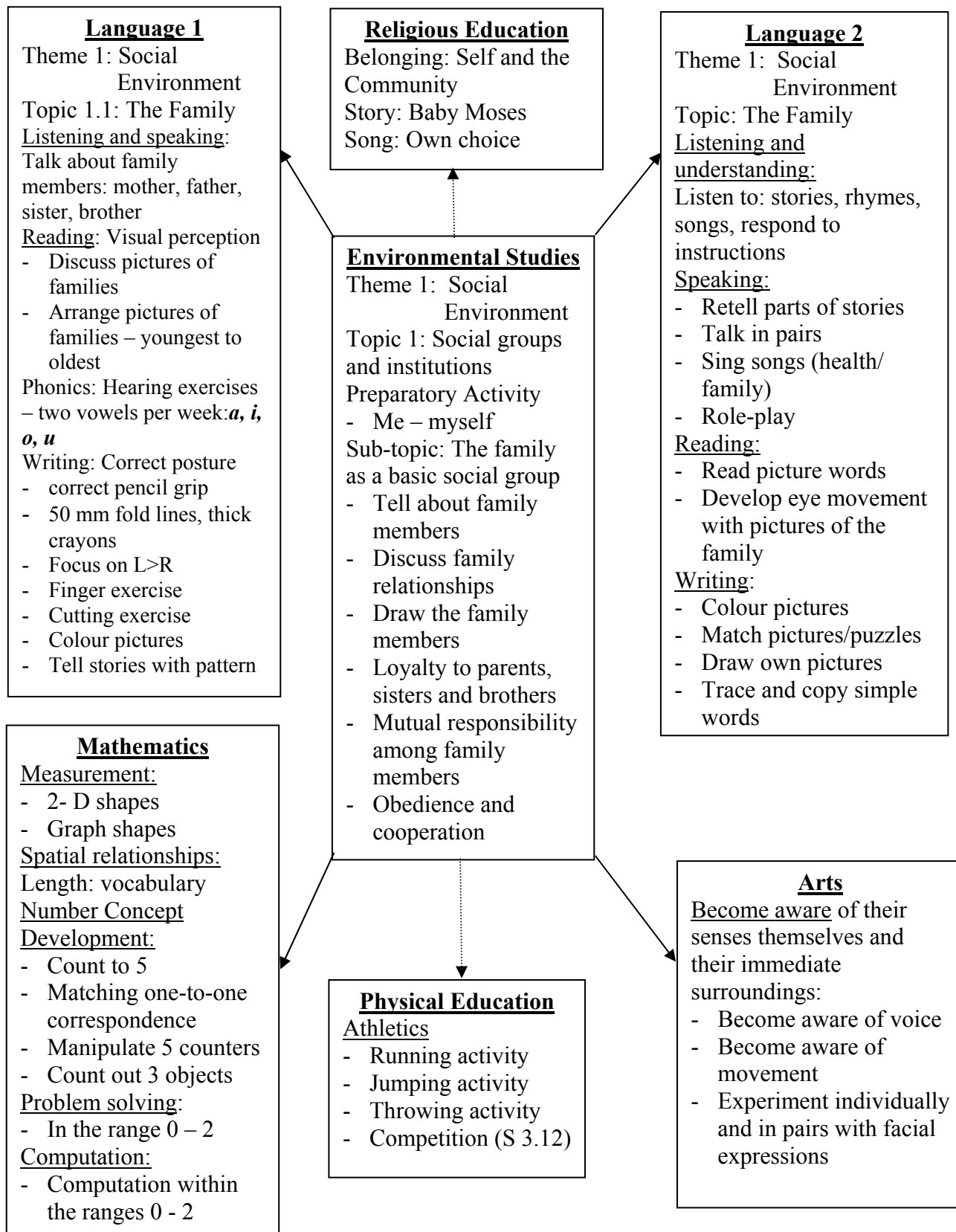
**EXAMPLES OF THEMATIC SCHEMES OF WORK GRADE 1**

**Theme:**.....

**Unit:**.....

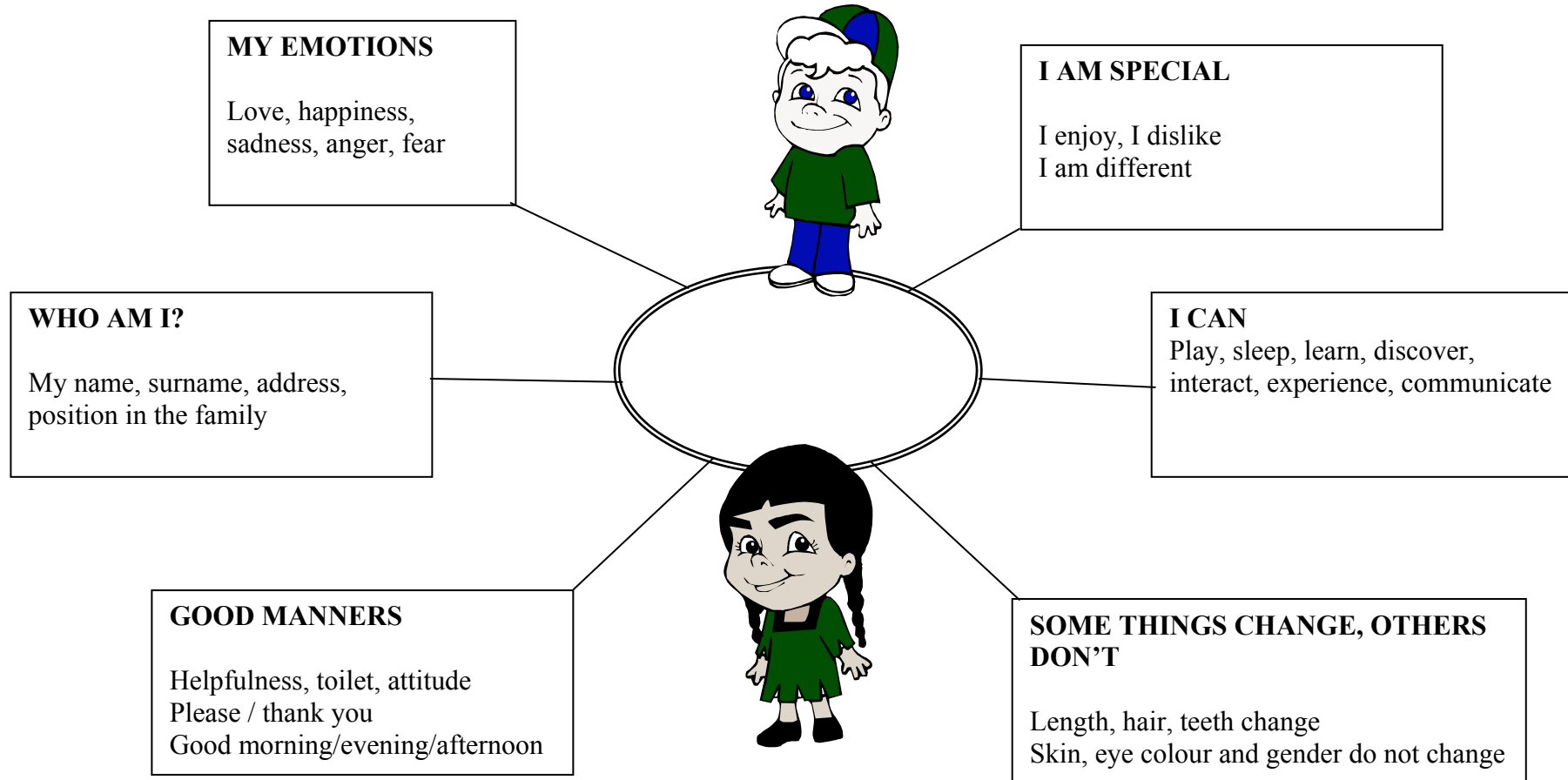
**Date/Week:**.....

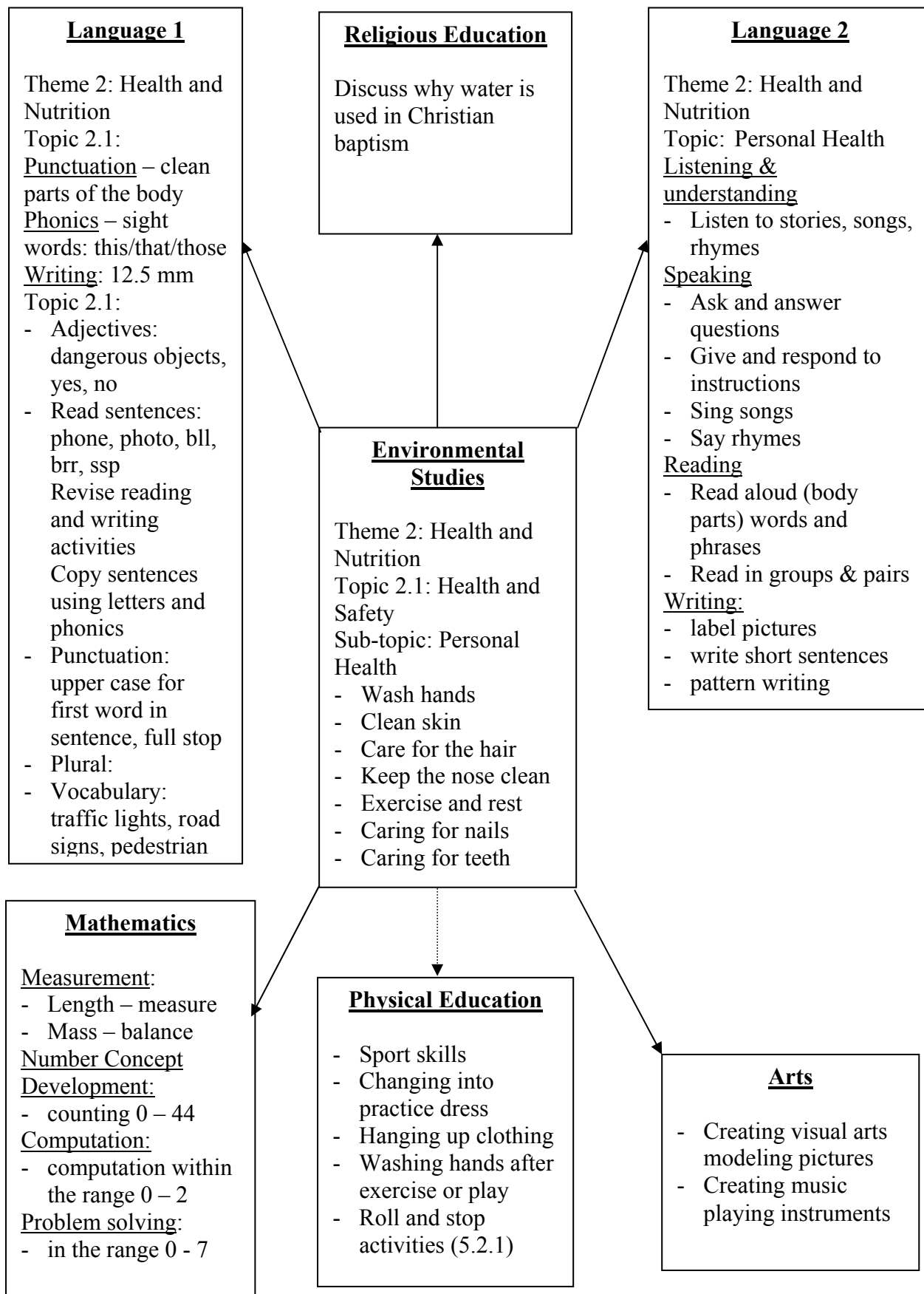
**Grade:**.....





## Preparatory Activities





## EXAMPLES OF LESSON PLANS GRADE 1

### Lesson Plan Environmental Studies

40 minutes

Theme 1:	The Social Environment
Topic 1.1:	Social Groups and Institutions
Sub-topic - Preparatory:	Myself and the family as a base social group
Learning objective:	Learners will learn the value of good family relationships
Basic competency:	Describe their immediate family
Lesson objective:	At the end of the lesson learners should be able to name his/her immediate family (mother, father, brother, sister)
Teaching aids:	Pictures, flashcards, hand puppets

Teacher Activities	Learner Activities
<ul style="list-style-type: none"> <li>• Allow learners to tell which family members they live with at home</li> <li>• Discuss family relationships, e.g. mother, father, brother, sister</li> <li>• Loyalty to parents, sisters, brothers</li> <li>• How to be helpful or tolerant with one another</li> <li>• Mutual responsibilities among family members</li> </ul>	<ul style="list-style-type: none"> <li>• Each learner makes a family album of his/her family</li> <li>• Draw the family members or paste photographs of them</li> <li>• Role-play family situations at home</li> <li>• Discuss what makes a good family</li> <li>• Learners make puzzles of themselves</li> </ul>

#### Assessment:

- Teacher assesses family albums
- Teacher assesses the puzzles of body →
- Teacher assesses learners' performance in role-play



**Lesson Plan****Environmental Studies**

Theme 1: The Social Environment  
Topic 1.1: Social Groups and Institutions  
Sub-topic: Preparatory: Myself  
The family as a base Social Group  
Learning objective: Know and understand Body Parts  
Learners will learn the value of good family relationships  
Basic competency: Explain parts of body and their functions  
Describe their immediate family  
Lesson objective: At the end of the lesson learners should be able to:  
name body parts and their functions  
name his/her immediate family (mother, father, brother, sister)  
Teaching aids: Pictures, flashcards, hand puppets  
A model of the body

<b>Teacher Activities</b>	<b>Learner Activities</b>
<ul style="list-style-type: none"><li>• Rhyme or Song – My Body</li><li>• Display the model or picture of my body</li></ul>	<ul style="list-style-type: none"><li>• Learners sing or act</li><li>• Learners identify parts of body (model/ picture) and teacher assists them.</li></ul>

## Grade 1

**Subject:** Environmental Studies Lesson Plan

**Theme 2:** Health and Nutrition

**Topic:** Health and Safety

**Sub-topic:** Personal Health

**Sub-heading:** The hands

**Learning Objectives:** Learners will understand the importance of personal hygiene and health

**Basic Competency:** Learners will explain why hygiene, body exercises and rest are important

**Lesson Objectives:** Learners should be able to:

- Recognise that dirty hands easily spread germs
- Establish the habit of washing their hands before eating and after using the toilet

**Teaching Materials:** bowl of water, soap, nail brush, nail file

**Introduction:** Song, rhyme, story

### Approach

Teacher Activities	Learner Activities
<ul style="list-style-type: none"><li>• Hands are used for almost all activities and become dirty easily</li><li>• Dirt contain germs that cause illnesses</li><li>• The germs end up in the mouth when dirty hands are used to eat with</li></ul>	<ul style="list-style-type: none"><li>• In small groups learners wash their hands</li><li>• Wash the top and palm of the hands and between the fingers</li><li>• Rinse the soap from their hands thoroughly and dry hands with a towel</li><li>• Tell each other why it is important to wash their hands</li></ul>

### Assessment

- What do we use to clean dirty hands?
- Why do we wash our hands?
- When do we wash our hands?

## GRADE 2

### YEAR PLAN GRADE 2 – ENVIRONMENTAL STUDIES

<b>Main Theme 1</b>	<b>The Social Environment</b>	
<b>Topic 1:</b>	<b>Social Groups and Institutions</b>	
Sub-topic 1.1:	Own Identity and a Family Group	Weeks 1-2
Sub-topic 1.2:	Local Social Groups	Weeks 3-4
Sub-topic 1.3:	Local Sources of Help and Service	Weeks 5-6
<b>Topic 2:</b>	<b>Culture</b>	
Sub-topic 2.1	Local Culture	Weeks 7-8
Sub-topic 2.2:	National Culture	Weeks 9-10
<b>Topic 3:</b>	<b>Infrastructure and Communications</b>	
Sub-topic 3.1:	Traffic Safety	Weeks 11-12
Sub-topic 3.2:	Buildings	Weeks 13-14
Sub-topic 3.3:	Transport and Communications	Weeks 15-16
<b>Topic 4:</b>	<b>Economic Activity</b>	
Sub-topic 4.1:	Shops and Markets in our Local Community	Weeks 17-18
Sub-topic 4.2:	Entrepreneurship	Week 17
<b>Main Theme 2:</b>	<b>Health, Safety and Nutrition</b>	
<b>Topic 1:</b>	<b>Being a healthy person</b>	
Sub-topic 1.1:	Personal Hygiene	Weeks 18-19
Sub-topic 1.2:	The Senses	Weeks 20-21
<b>Topic 2:</b>	<b>Nutrition</b>	
Sub-topic 2.1:	Preparing Food	Week 22
Sub-topic 2.2:	Local Food	Week 23
<b>Main Theme 3:</b>	<b>The Natural Environment</b>	
<b>Topic 1:</b>	<b>Plants</b>	
Sub-topic 1.1:	Basic Characteristics of Plants	Weeks 24-25
Sub-topic 1.2:	Spread	Weeks 26-27
Sub-topic 1.3	Germination	Weeks 28-29
<b>Topic 2:</b>	<b>Animals</b>	
Sub-topic 2.1:	Animals as Part of the Food Chain	Weeks 30-33
<b>Topic 3:</b>	<b>Weather</b>	
Sub-topic 3.1	Seasons	Week 34
<b>Topic 4</b>	<b>Environmental Care</b>	
Sub-topic 4.1:	Water – the most Important Resource of all	Weeks 35-36

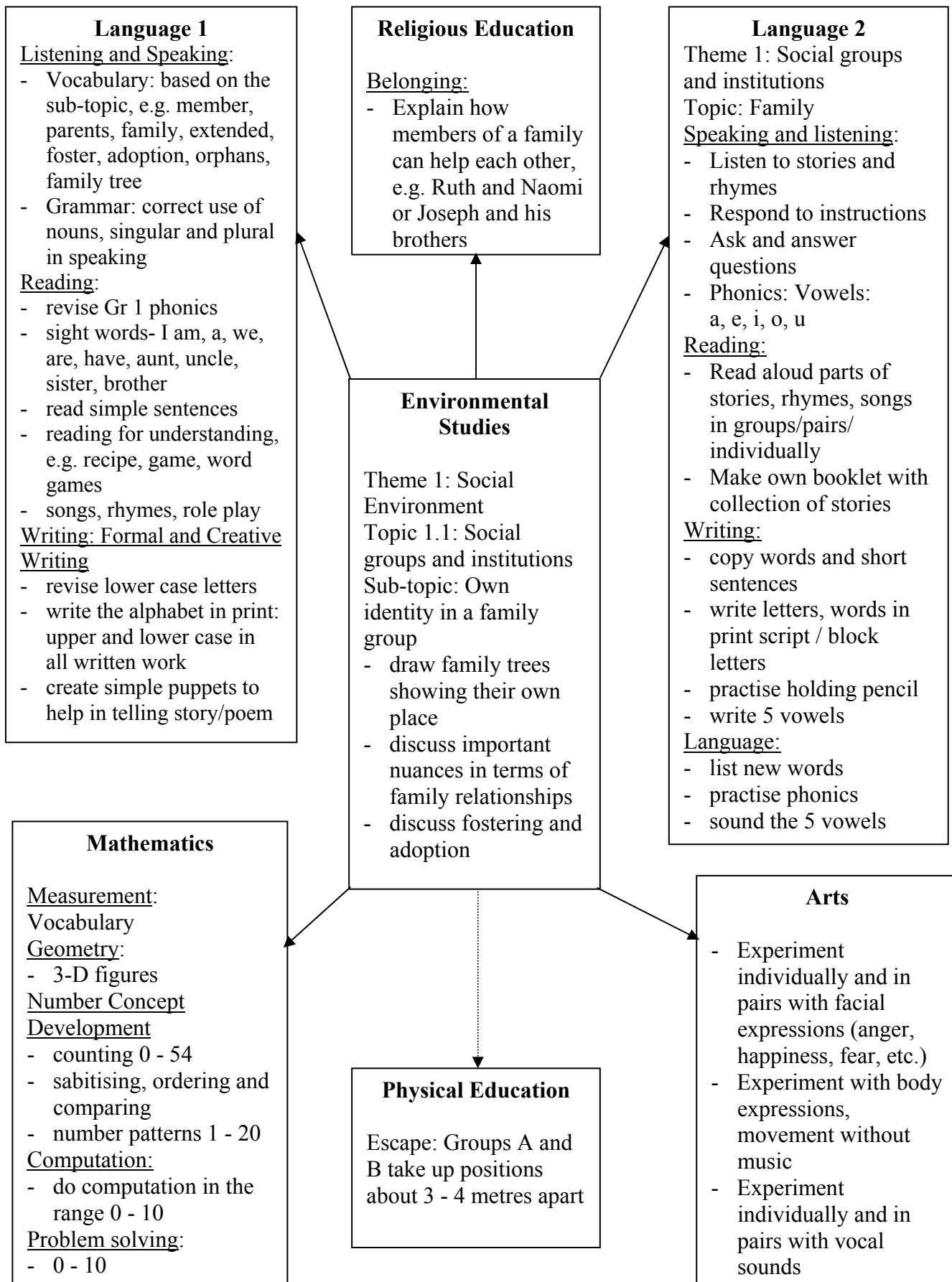
**EXAMPLES OF THEMATIC SCHEMES OF WORK**

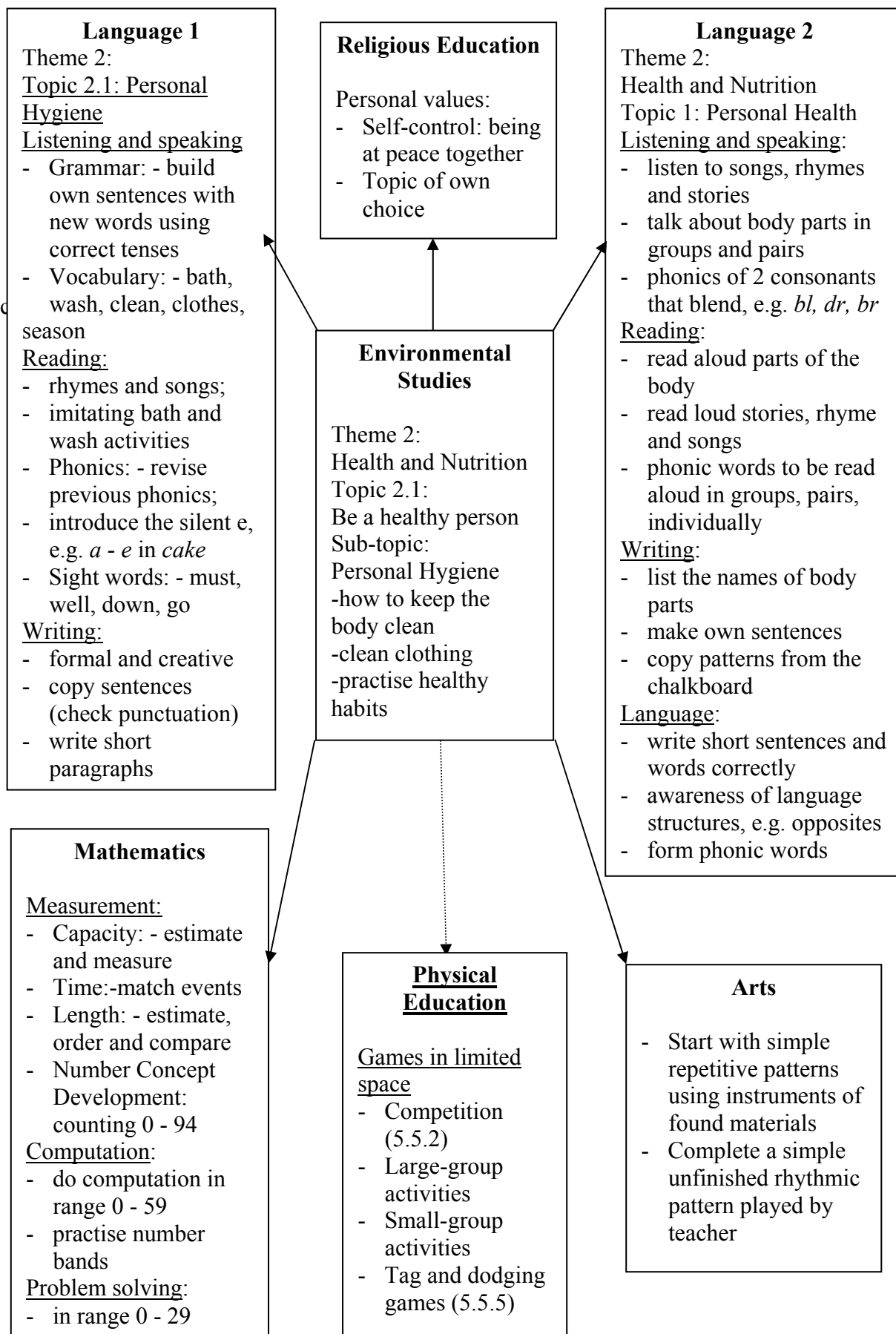
**Theme 1: The Social Environment**

**Date / Weeks: 2 weeks**

**Unit:.....**

**Grade: 2**







## EXAMPLES OF LESSON PLANS GRADE 2

**Grade 2**

**40 minutes**

- Subject:** Environmental Studies Lesson Plan
- Theme 1:** The Social Environment
- Topic:** 1.1 Social groups and institutions
- Sub-topic:** Own identity in a family group
- Learning Objectives:** Learners will understand that a member of a family as a social group is part of one's identity
- Basic Competency:** Explain why it is important to be a member of a family and the difference between the immediate and extended family
- Lesson Objectives:** By the end of the lesson learners should be able to differentiate between immediate family and extended family
- Teaching Materials:** Pictures, sentence strips, flashcards, family tree
- Introduction:** Rhyme, Song, Story

### Approach

Teacher Activities	Learner Activities
<ul style="list-style-type: none"><li>• Allow learners to tell which family members live with them at home</li><li>• What other family members they have</li><li>• Discuss family relationships, e.g. grandfather, grandmother, uncle, aunt, cousins</li><li>• Explain the relationships between mother/father/uncle/aunt/grandparents /cousins</li></ul>	<ul style="list-style-type: none"><li>• Each learner draws a family tree showing their own place in it, and other members of the immediate and extended family</li><li>• Compare the different family trees</li><li>• Find out who is related within the class</li></ul>

### Assessment

- The teacher assesses the family tree.

## Grade 2

<b>Theme 2:</b>	Health and Nutrition
<b>Topic:</b>	Being a Healthy Person
<b>Sub-topic:</b>	Personal Hygiene
<b>Learning Objectives:</b>	Learners will understand and be motivated to practise personal hygiene
<b>Basic Competencies:</b>	Explain why cleanliness is important
<b>Lesson Objectives:</b>	Learners should come aware of: - ways to keep their bodies and clothes clean
<b>Introduction:</b>	Rhyme, song, story
<b>Materials:</b>	Soap, face cloth, towel, shampoo, nail brush, toothpaste

### Approach

<b>Teacher Activities</b>	<b>Learner Activities</b>
<ul style="list-style-type: none"><li>• A clean body helps prevent diseases and is a sign of neatness</li><li>• During work, play and exercise, dust and germs cling to the sweat on the skin</li><li>• One should wash and bathe daily and thoroughly</li><li>• Wash the whole body, face, neck, legs, feet, arms, hands, hair everyday</li><li>• Put on clean clothes everyday, especially underwear</li><li>• Wash hands often during the day, before each meal and after every visit to the toilet</li></ul>	<ul style="list-style-type: none"><li>• Describe the facilities for bathing, washing at their disposal</li><li>• Learners should be in groups and have a quiz to describe why the body should be kept clean</li><li>• Learners should be in groups to discuss the wall chart</li><li>• Learners may use sticks or draw pictures of a neat, clean girl or boy</li><li>• Learners list the things used to clean the body, e.g. soap, face cloth, towel, shampoo, etc.</li></ul>

### Assessment

- Draw a picture of a neat, clean girl or boy
- List the things used to clean the body
- Tell why washing and bathing regularly is important

## GRADE 3

### YEAR PLAN GRADE 3 – ENVIRONMENTAL STUDIES

<b>Main Theme 1</b>	<b>The Social Environment</b>	
<b>Topic 1</b>	<b>Social Groups</b>	
Sub Topic 1.1	Family	Weeks 1 – 2
Sub Topic 1.2	Other Social Groups	Week 3
Sub Topic 1.3	Social Service Providers	Week 4
<b>Topic 2</b>	<b>Culture</b>	
Sub Topic 2.1	Cultural Diversity	Week 5
Sub Topic 2.2	National Culture	Week 6
Sub Topic 2.3	Public Holidays making important Social Events	Weeks 7 – 8
<b>Topic 3</b>	<b>Infrastructure and Communications</b>	
Sub Topic 3.1	Traffic Safety	Weeks 9 – 10
Sub Topic 3.2	Transport and Communications	Weeks 11 – 12
Sub Topic 3.3	Housing Before and Now	Week 13
<b>Topic 4</b>	<b>Economic Activities</b>	
Sub Topic 4.1	Our Resources	Week 14
Sub Topic 4.2	Crafts and Factories	Week 15
Sub Topic 4.3	Economic Activities and Entrepreneurships in our Rural and Urban Areas	Week 16
<b>Main Theme 2</b>	<b>Health, Safety and Nutrition</b>	
<b>Topic 1</b>	<b>Health and Safety</b>	
Sub Topic 1.1	Infectious Diseases	Weeks 17 - 18
Sub Topic 1.2	HIV and AIDS	Weeks 19 – 20
<b>Topic 2</b>	<b>Nutrition</b>	
Sub Topic 2.1	Food Storage and Preparation	Weeks 21 – 22
Sub Topic 2.2	Food from Namibia	Weeks 23 – 24
<b>Main Theme 3</b>	<b>The Natural Environment</b>	
<b>Topic 1</b>	<b>Plants</b>	
Sub Topic 1.1	Growth	Weeks 25 - 26
Sub Topic 1.2	Identification	Weeks 27 – 28
<b>Topic 2</b>	<b>Animals</b>	
Sub Topic 2.1	Interdependence of Animals and their Habitat	Weeks 29 – 32
<b>Topic 3</b>	<b>Weather</b>	
Sub Topic 3.1	Inter dependence of Climate and Environment	Weeks 33 – 34
<b>Topic 4</b>	<b>Environmental Care</b>	
Sub Topic 4.1	Clean Water	Weeks 35 - 36

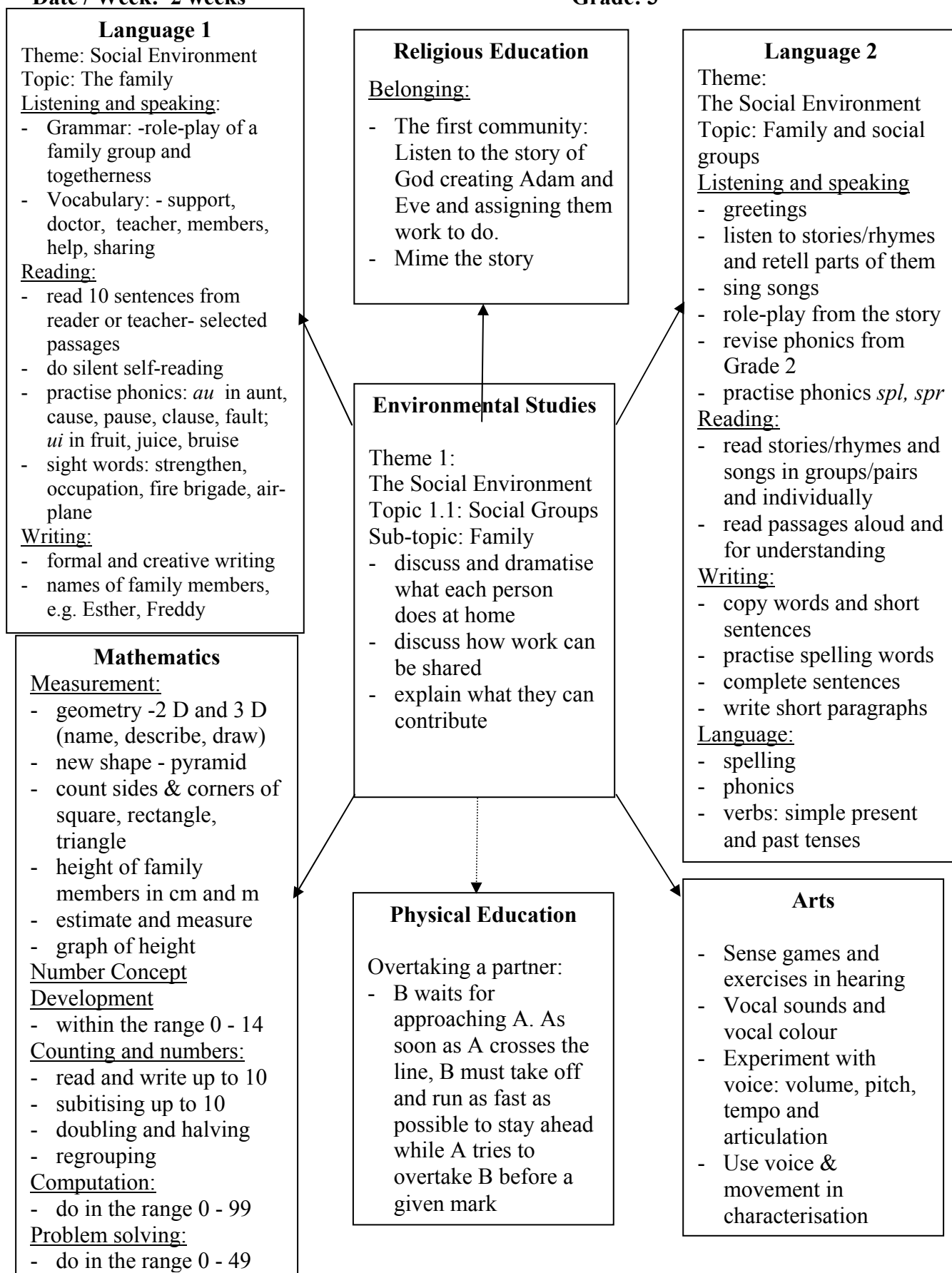
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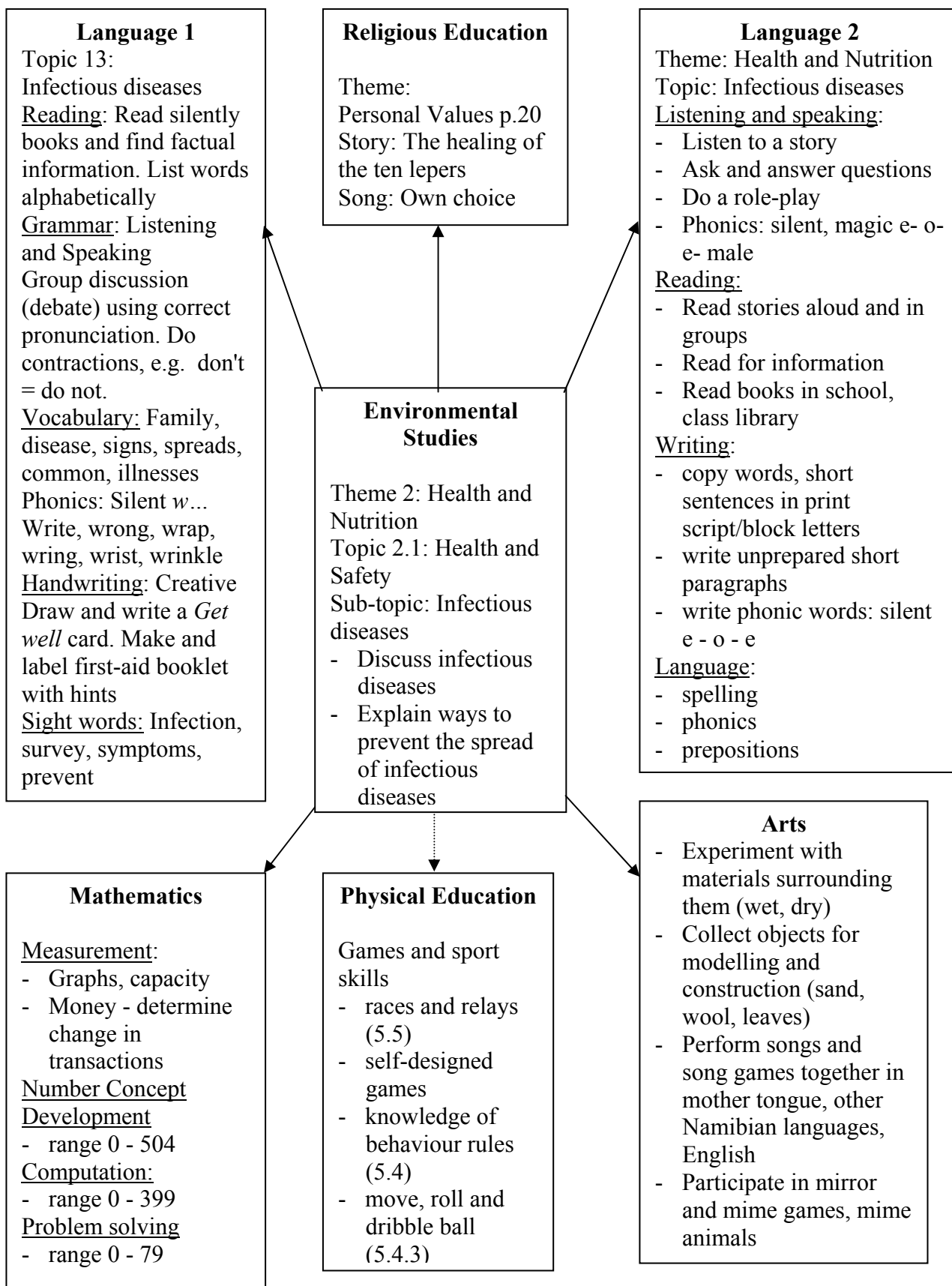
### Theme 1: The Social Environment

Date / Week: 2 weeks

Unit:.....

Grade: 3





## EXAMPLES OF LESSON PLANS

**Grade 3**

**40 minutes**

**Theme 1:** The Social Environment

**Topic 1.1:** Social Groups

**Sub-topic:** The Family

**Learning Objectives:** Learners will understand how sharing work in the home helps strengthen the family

**Basic Competencies:** Describe how the roles of family members complement support each other. Describe the occupations of their family members

**Lesson Objectives:** Learners should be able to dramatise the roles of the family members and explain their occupations

**Teaching Media:** Pictures, sentence strips and flashcards

**Introduction:** Story, rhyme, song

### Approach

<b>Teacher Activities</b>	<b>Learner Activities</b>
<ul style="list-style-type: none"><li>• Have a class discussion about: sharing food, problems, space, personal positions</li><li>• Different occupations, e.g. doctor, nurse, builder, farmer, etc.</li></ul>	<ul style="list-style-type: none"><li>• Learners dramatise and discuss what each person does at home</li><li>• How work can be shared</li><li>• What they can contribute, e.g. have a conversation together, celebrate festive days</li><li>• Help parents with chores in and around the house, go to church, take care of pets (animals) and plants. Learners draw their family members and write about their occupations</li></ul>

### Assessment

- The teacher assesses the drawings and writings of family member's occupations

**Grade 3**

**40 minutes**

**Theme 2:** Health and Nutrition

**Learning Objectives:** Learners will understand how to avoid infections from most common diseases

**Lesson Objectives:** Learners should:  
- know how to prevent contagious diseases

**Basic Competencies:** Describe the signs and symptoms of the most common contagious diseases in their environment and how they can be prevented from spreading

**Teaching Media:** Pictures

**Introduction:** 3 - 5 minutes

**Approach**

<b>Teacher's Activities</b>	<b>Learner's Activities</b>
<ul style="list-style-type: none"><li>• Gather as much information as possible about contagious diseases such as : common cold, diarrhoea, measles, mumps, conjunctivitis, chicken pox</li></ul>	<ul style="list-style-type: none"><li>• Tell about diseases they have had</li><li>• Do a survey and draw a graph depicting the incidence of the different diseases</li></ul>

**Assessment**

- Name the different infectious diseases
- Describe how to prevent infectious diseases

## GRADE 4

### YEAR PLAN GRADE 4 – ENVIRONMENTAL STUDIES

<b>Main Theme 1</b>	<b>The Social Environment</b>	
<b>Topic 1</b>	<b>Our Regions</b>	
Sub Topic 1.1	Know the Regions	Weeks 1 – 2
Sub Topic 1.2	Origins of the People of our Region	Week 3
Sub Topic 1.3	Our Family Life	Week 4
<b>Topic 2</b>	<b>Our Cultures</b>	
Sub Topic 2.1	The Culture of our Region	Week 5
Sub Topic 2.2	Historic Places and Famous People	Week 6
<b>Topic 3</b>	<b>Infrastructure and Communications</b>	
Sub Topic 3.1	Means of Transport and Links in our Region	Week 7
Sub Topic 3.2	Communications	Week 8
Sub Topic 3.3	Current Events and Issues in the Region	Week 9
<b>Topic 4</b>	<b>Economic Activities</b>	
Sub Topic 4.1	How Early People Lived	Week 10
Sub Topic 4.2	Farming, Fishing, Mining	Week 11
Sub Topic 4.3	Entrepreneurship	Week 12
<b>Topic 5</b>	<b>Civics of our Region</b>	
Sub Topic 5.1	Social Groups	Week 13
Sub Topic 5.2	How our Region is Governed	Week 14
Sub Topic 5.3	Security and Social Services in our Region	Week 15
<b>Topic 6</b>	<b>Geography of our Region</b>	
Sub Topic 6.1	Location and Physical Features	Week 16
Sub Topic 6.2	Weather, Plants and Animals	Week 17
Sub Topic 6.3	Our Settlements, Towns, Villages and Farms	Week 18
Sub Topic 6.4	Our Population Distribution	Week 19
<b>Main Theme 2</b>	<b>Health, Safety and Nutrition</b>	
<b>Topic 1</b>	<b>Health and Safety</b>	
Sub Topic 1.1	My Body	Week 20
Sub Topic 1.2	Growing up	Week 21
Sub Topic 1.3	Myself	Week 22
Sub Topic 1.4	HIV and AIDS	Week 23
<b>Topic 2</b>	<b>Nutrition</b>	
Sub Topic 2.1	Good Nutrition	Week 24
<b>Main Theme 3</b>	<b>The Natural Environment</b>	
<b>Topic 1</b>	<b>The Living World</b>	
Sub Topic 1.1	Living or Non-Living Things	Week 25
Sub Topic 1.2	The Needs of Living Things	Week 26
Sub Topic 1.3	Plants as Living Things	Week 27
Sub Topic 1.4	Plants as Important Sources of Food and Raw Materials	Week 28
Sub Topic 1.5	Animals as Living Things	Week 29
<b>Topic 2</b>	<b>The Non-Living World</b>	
Sub Topic 2.1	Materials and their Characteristics	Week 30
Sub Topic 2.2; 2.3	Water, Soils	Weeks 31 & 32
Sub Topic 2.4; 2.5	Light, Sound	Weeks 33 & 34
<b>Topic 3</b>	<b>Environmental care</b>	
Sub Topic 3.1	A Healthy Environment	Week 35
Sub Topic 3.2	Plant and Animal Conservation	Week 36



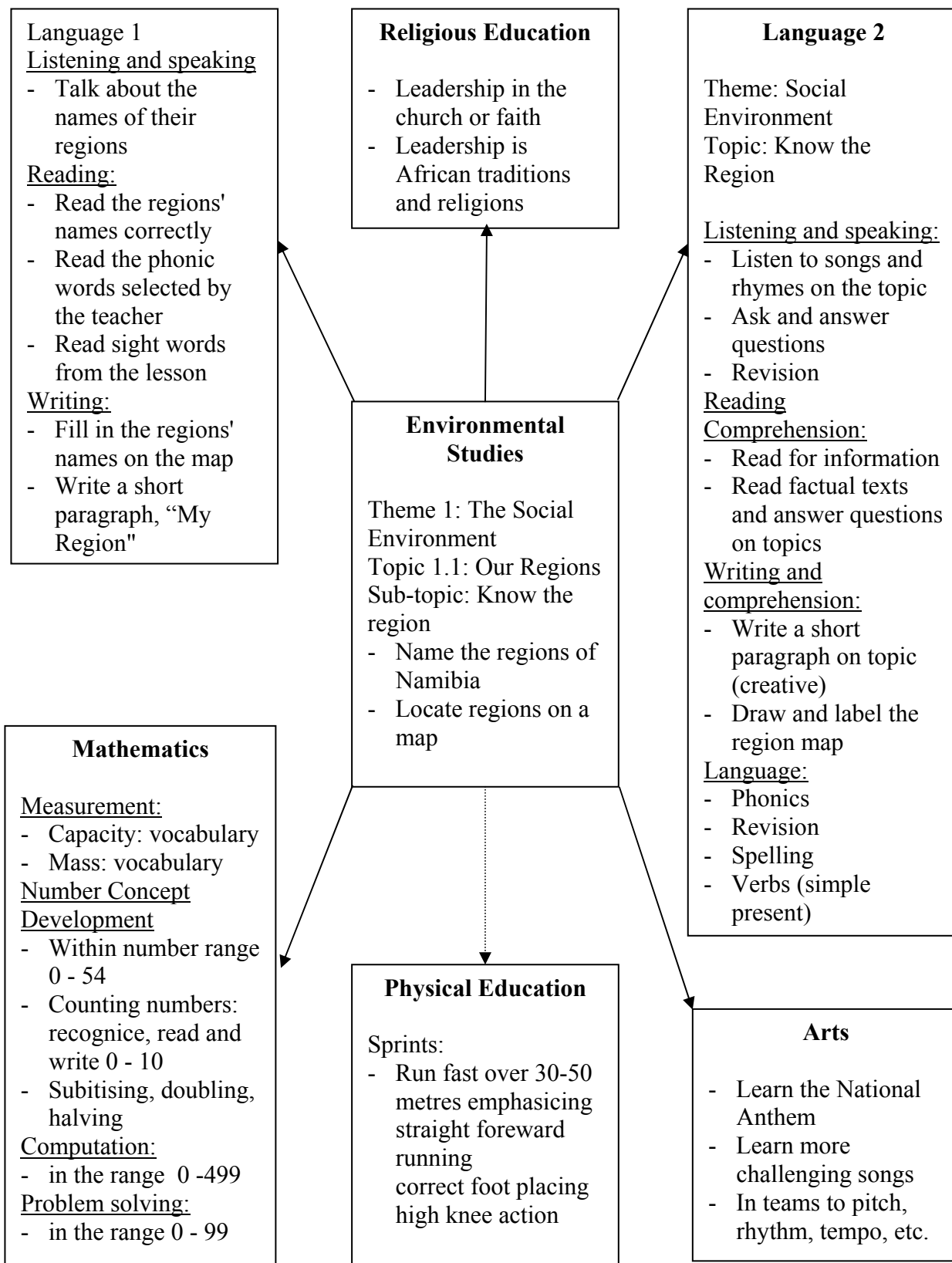
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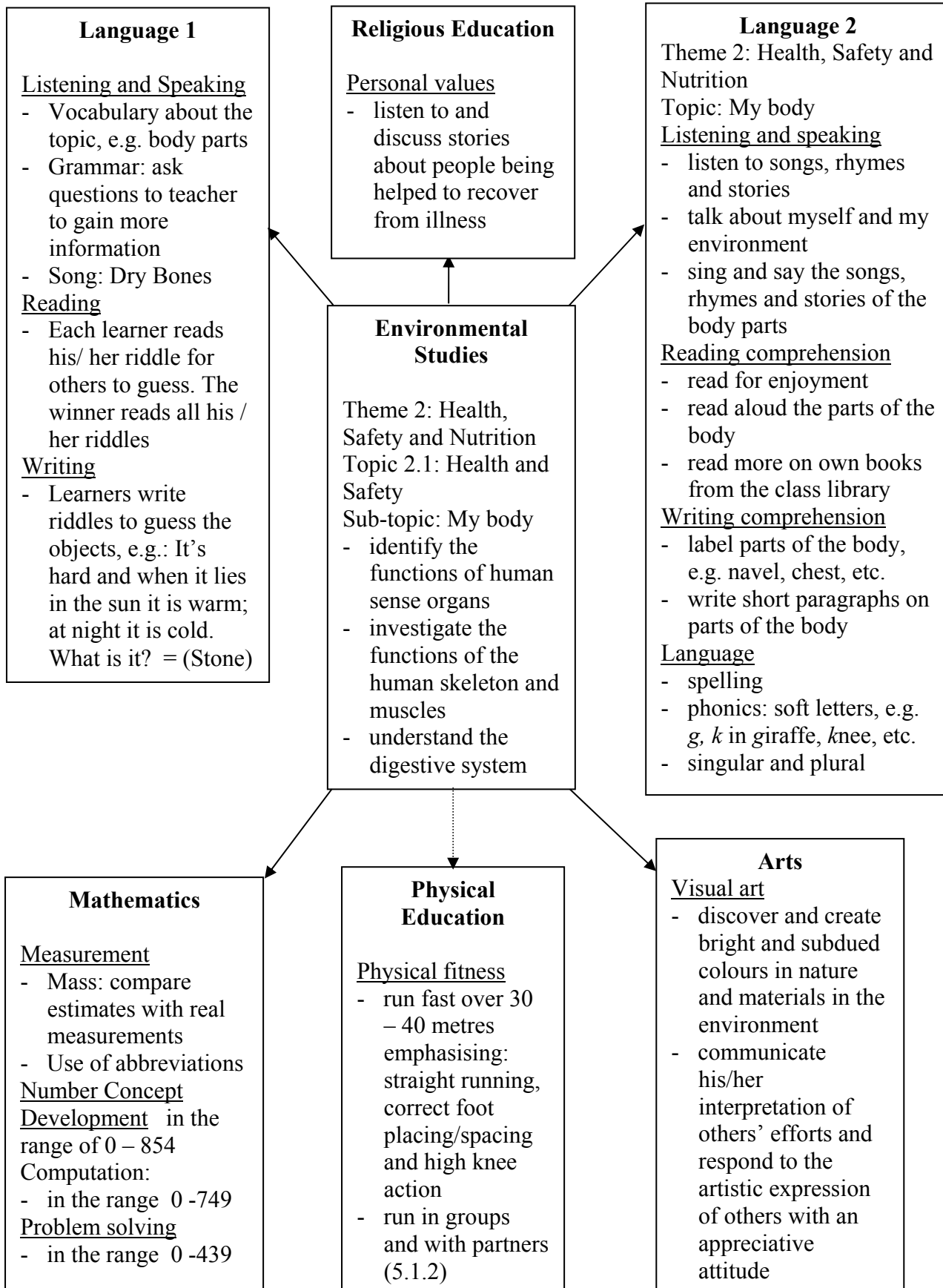
**Theme 1: The Social Environment**

**Unit:.....**

**Date / Week: 2 weeks**

**Grade: 4**





## EXAMPLES OF LESSON PLANS

**Grade 4**

**40 minutes**

<b>Theme 1:</b>	The Social Environment
<b>Topic 1.1:</b>	Our Regions
<b>Sub-topic:</b>	Know the regions
<b>Learning Objectives:</b>	Learn the names and boundaries of the regions of Namibia
<b>Basic Competencies:</b>	Correctly locate and name the regions of Namibia on a map
<b>Lesson Objective:</b>	Learners should be able to name and write the names of the regions and their location in Namibia
<b>Teaching aids:</b>	Map of Namibia, labels and workbooks

### Approach

<b>Teacher Activities</b>	<b>Learner Activities</b>
<p>Explanation: Our country Namibia.</p> <ul style="list-style-type: none"><li>• Namibia is divided into 13 smaller parts called regions.</li><li>• Each region has its own name, e.g. Erongo, Caprivi, Karas, etc.</li><li>• Discuss the map of Namibia.</li><li>• The thin black lines on the map show the boundaries between the regions.</li></ul>	<ul style="list-style-type: none"><li>• Learners work in pairs/groups with maps with regional boundaries, place name labels where they think they belong.</li><li>• The names of the regions appear inside their boundaries.</li><li>• Locate and name the regions of Namibia on the map.</li></ul>

### Assessment

- How many regions are there in Namibia?
- Name the regions adjacent to your region.

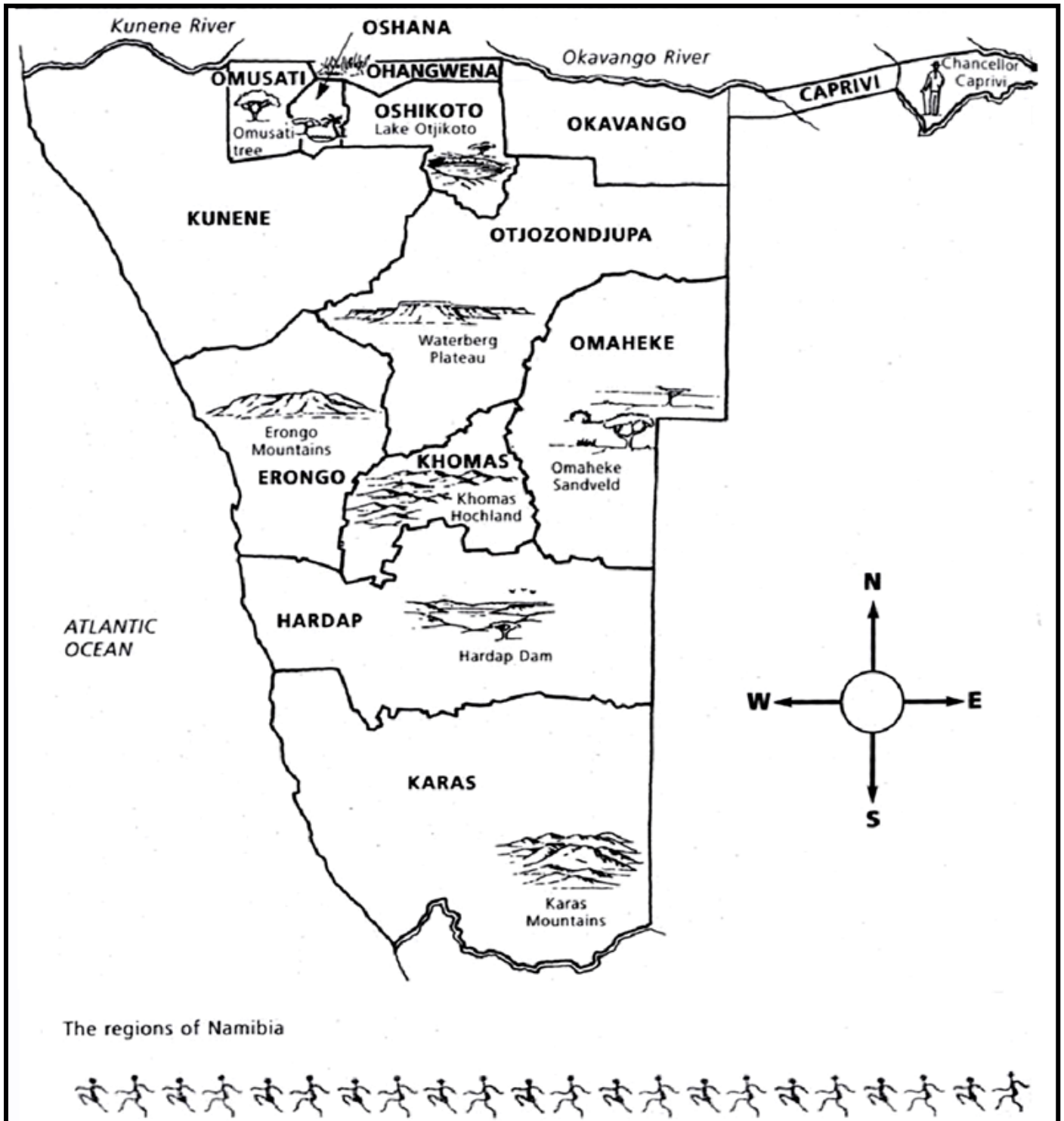
### Footnote:

**REGION:** an area, e.g. a smaller section of the country

**BOUNDARY:** the dividing line between two places

# The regions of Namibia

The map of our country



<b>Subject:</b>	<b>Environmental Studies</b>
<b>Theme 2:</b>	Health
<b>Topic:</b>	My Body
<b>Learning Objectives:</b>	Learners should be able to identify the functions of the human sense organs.
<b>Basic Competencies:</b>	Describe the functions of human sense organs.
<b>Lesson Objective:</b>	Learners should be able to name the different sense organs and explain their functions.
<b>Teaching aids:</b>	Pictures, learners

### Approach

Teacher Activities	Learner Activities
<ul style="list-style-type: none"> <li>• Revise the previous lesson, e.g. questions and answers.</li> <li>• Find out what learners know about the topic.</li> <li>• Introduce the sense organs by telling a story about the sense organs.</li> <li>• Discuss the story with whole class.</li> <li>• Explain the different sense organs.</li> <li>• Ask learners to tell and later give information that is received by the different sense organs, e.g. smell, pain, etc.</li> <li>• Organise learners to work in groups, e.g. one group should find out the function of the nose.</li> <li>• Summarise the information that the learners come up with.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise by answering questions from the class.</li> <li>• Tell what they know about the new topic.</li> <li>• Listen to the story of a sense organ.</li> <li>• Answer and ask questions based on the story.</li> <li>• Listen to the explanations, ask where they do not understand, allow them to give their opinion.</li> <li>• Tell items and sounds using their sense organs.</li> <li>• Work in groups to find information on the functions of sense organs.</li> <li>• Copy summary.</li> </ul>

### Assessment

- Name the different human sense organs.
- In your own words briefly explain why human sense organs are important.
- **HOW TO DO** .....*an example of how to teach and conduct some of the classes*

**Competency:** Describe how observable parts of the human body are used to meet the needs of humans.

**Objective:** Describe how humans use their body parts to get food and to breathe.

## **A. Introduction:**

Point out to learners that human beings are like other animals. They use the parts of their bodies to meet their needs.

**Say:** We have already talked about the needs of animals this year:

1. Tell us the needs of all animals.
2. Tell us the needs of all humans.

Today and to-morrow we are going to find out how humans use the parts of their bodies to meet these needs.

## **B. Strategies**

Focus on getting food and water.

**Say:** We all need food and water.

1. What parts of our bodies do we use to get food? Draw a picture in your exercise book to show all the parts of the body used for getting food and water. Label the parts.

Walk around in the class to observe what learners are drawing and labelling.

**Say:** Think about fishing.

1. What parts of your body do you use when you are fishing?

**Say:** Think about harvesting muhango.

1. What parts of the body do you use when you are harvesting?
2. What parts of the body do you use when fetching water?
3. When we have gathered food and water, which parts of the body take it in?

## **C. Vocabulary**

- label: to write the name of an object or part of an object on a picture
- ribs: bones around the chest cavity
- rib cage: all the bones around the chest to form a protective area internal around organs.
- breathe: to exchange fresh air from the outside with used air inside the lungs through the nose and mouth

## **D. Assessment**

- Ask learners to draw a picture or a diagram for a Grade 1 learner.
- The picture must show all the parts of the body which we use to get food, water and air. Label the parts.

# All About Me: My Senses

An Educator's Reference Desk Lesson Plan

**Grade Level(s):** Grade 4

**Subject(s):** Environmental Studies

- Health/Body Systems and senses

## Overview:

The primary focus of this lesson is on young children and individuals, and how they respond to the stimuli in their world around them. It discusses the senses, and introduces the parts of the body that are sense organs and develops the concept that using the senses helps people learn about the world around them

## Purpose:

The lesson will provide meaningful, literature-based experiences which assist the students to develop, practice, and apply critical thinking process skills. The students are given the opportunity to use, practice, and apply those processes which are most compatible with their appropriate developmental level. The following basic process skills are presented in experiences which facilitate the children's advancement toward higher levels of cognitive maturation, therefore towards more advanced thinking patterns.

## Basic Process Skills:

1. Observing
2. Classifying
3. Inferring
4. Communicating
5. Measuring
6. Using Numbers

## Objectives:

1. Identify parts of the body that are senses.
2. Describe what each sense allows the body to do.

## Activities and Procedures:

**Vocabulary:** senses, eyes, ears, nose, tongue, hands, skin.

**Time Frame:** 15 – 30 minutes per lesson

**Note:** There are a total of 5 lessons for this unit

**Group Size:** Whole class and small group.

When the students are not in the room, place a hot air popcorn popper filled with popcorn on a low table covered with a box. Students will sit on the floor in front of the table. Plug in the popcorn popper. *Ask:* How can we find out what is under this mystery box? *Discuss:* Using their senses helps to learn about unknown things.

Remove the box for the students to see what is underneath. Give each student a sample of the popcorn. *Ask:* What does the popcorn feel like? What does popcorn taste like? What sound is made when you eat popcorn?

**Shared Reading:** Tomie de Paola, *The Popcorn Book* *Closure:* Review the senses used to experience the making of popcorn.

### **Materials:**

1. Hot air popcorn popper
2. Large clean box to cover popper
3. Low table or clean sheet for floor
4. Napkins/cups for popcorn

### **Extension Activities**

**One:** Make more popcorn for the students. Have the students estimate how many kernels it will take to pop one container full. Record this student information onto chart paper. Have the students assist in counting out the kernels with portion cups in sets of 10. When finished have the whole group count the sets by 10's. Write the numeral on the chart paper, explaining which numeral represents which group/sets of portion cups – hundreds, tens, ones. Pop the popcorn.

**Two:** Put a vegetable or fruit in a small bag or clean sock. Have the students sit in a circle. Have the students guess what is in the sock without looking inside. Pass the sock around and ask the students to shake and listen to it. Pass the sock around a second time and ask them to smell it. The third time around, ask the students to feel the object. Students should now be able to guess what the sock contains. The final pass around, let each student peek in. Discuss the content of the sock and how they learned what was in it. Prepare a tray of different fruit and vegetables for students to taste.

**Challenge:** Encourage students to use their senses to sort some fruits and/or vegetables into groups. Students will discuss and share which senses they are utilizing during the activity. Write on a chart paper the students responses. They may classify by color, smell, or taste.

### **Materials Needed.**

1. Hot air popcorn popper
2. Portion cups
3. Napkins, cups for popcorn
4. Trays of various fruits and vegetables
5. Several clean trays for classifying
6. Chart Paper
7. Marker
8. Clean sock or small bag.

**Goal:** To provide individual learners with the opportunity to show understanding of the parts of the body that help them sense their world.

### **Materials:**

1. Construction paper
2. Yarn
3. Glue
4. Scissors
5. Pictures of objects/living things

### **Procedure:**

Make a large head picture of the children's favorite person or character out of construction paper. Make the features exaggerated. Mount pictures of objects or living things that exemplify using a specific sense, Attach one end of a piece of yarn to each picture. Ask the students to attach the other end of the yarn to a sense used to learn about each object



## **Science Center**

**Goal:** To develop the senses.

**Materials:** Tape recorder

1. Tape with book
2. Headphones
3. Blank tape
4. 6 pairs of empty film canisters
5. 6 pairs of different colored blank self-adhesive dots
6. Felly/mystery box
7. 6 pairs of small objects
8. Tray of fruit/vegetables
9. Mirror
10. Hand lenses
11. Tripod magnifying lense
12. Rocks
13. Plants
14. Nature objects

### ***Procedure:***

Make five mini-centers for children to explore their 5 sense. Hearing Center: Listening to a story tape with or without storybook. Make their own tape recording reading the storybook, then listening to their tape recording.

### **Touch Center:**

Students try and guess what each object is in the "feely box", Next, through their sense of touch, match each object with their twin.

### **Seeing Center:**

Look at themselves in a mirror and draw a picture of what they see. View various rocks, objects at the center or classroom with a hand lense, or tripod lense.

### **Smelling Center:**

Through their sense of smell, match each spice with their twin. Checking their work by closing the lid tightly and matching the colored dots on the bottom of each film canister.

### **Tasting Center:**

Students will taste various fruits and vegetables, and describe to a friend how each food tastes or tastes like.

## **Tying It All Together**

**Activity:** Take the students on a field around of the school. Go past the offices, near the cafeteria before lunch, and around the outside of the building. Stop at each place.

*Ask:* What do you *see* here? What do you *smell* here? How would the \_\_\_\_\_ *taste*? If you close your eyes, what do you *hear* here? Go *touch* the \_\_\_\_\_, how does it *feel*?

**Field Trip Ideas:** Visit an optometrist's office. Ask the optometrist to discuss the eye parts/functions, why eye examinations are important, and proper eye care/protection.

**Speakers/Visitors:** Invite a person who knows sign language to visit the class and share with students why some people use this type of communication.

*Helpful Hints:* Curriculum Integration

### ***Language Arts***

Using adjectives have the students describe an experience or event. Encourage use of multiple adjectives in their descriptions. List their experiences on chart paper and ask the students to name which sense would help them to identify what is happening in each situation. List the senses on the chart paper.

### ***Art***

Students will make kaleidoscopes. Using a warm iron and a pressing cloth, melt crayon shavings between two large sheets of waxed paper. Cut out circles that will overlap one end of a toilet paper tube. Secure the circles with tape.

## **Food groups and Food pyramid**

**Grade: 3, 4**

**Subject: Environmental Studies**

**Theme: Health and Nutrition**

**Duration: Two 40-minute periods**

**Description:** In this activity, students learn about the five food groups and how to use the food pyramid as their guide.

**Goals:** To learn the basics of good nutrition.

**Objectives:** The student will be able to:

1. List the 5 food groups that make up the food pyramid.
2. Explain orally and in writing the purpose of the food pyramid.
3. Define and give an example of each food group.
4. Separate a group of mixed food into the proper food groups.

**Materials:**

- poster of food pyramid
- dictionaries

**Procedure:**

1. Teacher will hold up a candy bar and an apple and ask **learners** which do they think is better and healthier for their bodies.
2. Teacher will then ask the **learners** if they ever think about what they are putting in their bodies before they eat something.
3. Teacher will then explain that in order to be healthy children should be eating more of certain foods and less of others.
4. Teacher will then list the six categories shown on the food pyramid (5 food groups: grains, protein, dairy, fruits, vegetables; and sweets/fats --use sparingly) on the board.
5. Teacher will then ask six **learners** to get a dictionary and look up each word, the definitions will then be put on the board.
6. Teacher will then provide many examples and explain why they are examples of each group.
7. Teacher will then display the food pyramid poster located at the front of the room.
8. Teacher will explain to the class the purpose of the food pyramid and tell how many servings of each food should be eaten.
9. Teacher will then hold up more examples and ask what food groups they should be in, either asking if they are in a certain group, or asking what group they should be in and (for example: hold up a bagel and ask if it is in the protein group and why or why not.)
10. Teacher will then restate the definitions and ask the children what they think should be added to the definition and why.
11. The **learners** will then write each definition with 2 examples in their notebooks,

**Assessment:** Teacher will divide the class into 3 groups and give them each a box of assorted food products; the groups will then divide the products into the correct 6 categories and list them on a separate sheet of paper.

## ENRICHMENT ACTIVITIES

### Enrichment

The essential competencies in the syllabus cater for the “average” learner. In each class there will/may be fast or gifted learners and teachers should also accommodate their needs. If they are neglected, they will become bored, frustrated and disappointed and it may result in disciplinary problems.

Teachers are obliged to recognize fast learners and provide additional/more-challenging tasks for them to stimulate them and to allow them to excel. These learners can be used in some cases to assist other learners to complete activities based on the essential competencies (peer teaching), but mostly special tasks should be provided for them.

The most common approach will be to prepare activities based on work for the next grade. It is advisable not to follow this, but rather prepare activities/tasks to stimulate their thinking skills.

Following are a few suggestions to lead teachers in this regard:

GRADE	TOPIC	BASIC COMPETENCIES	ENRICHMENT ACTIVITIES
1	The family	<ul style="list-style-type: none"> <li>○ Describe their immediate family</li> </ul>	<ul style="list-style-type: none"> <li>○ Request the learner to make his/her own “family album”. He/she can use old magazines (provided by the teacher) to cut out pictures of family members, paste it in “album” and copy names from flashcards under each picture.</li> </ul>
2	Own identity in family group	<ul style="list-style-type: none"> <li>○ Explain why it is important to be a member of family, and the difference between the immediate and extended family.</li> </ul>	<ul style="list-style-type: none"> <li>○ Request the learner to make a “case study” of one family member. Provide learner with list of questions to be completed at home. (See example on p.)</li> </ul>
3	The family	<ul style="list-style-type: none"> <li>○ Describe how the roles of family members complement/support each other.</li> </ul>	<ul style="list-style-type: none"> <li>○ “You are the eldest child in your family. Your mother is in hospital. You and your Daddy are alone at home.” Write five sentences on how you will handle the situation at home.</li> </ul>
4	Our family life	<ul style="list-style-type: none"> <li>○ Explain why family life is important.</li> </ul>	<ul style="list-style-type: none"> <li>○ There is a competition in town. Pick and Pay are looking for the best mother in town. In just ten (10) lines write why you think your mother is the best mother in town.</li> </ul>

Name:.....

**Our Family**

Choose the correct answer:

1. My mother’s husband is my father / grandfather.
2. My father’s daughter is my aunt / sister.
3. My father and my mother’s parents are my uncle and aunt / grandfather and grandmother.

Fill in cousin, sister-in-law, uncle, grandfather, birthday, brother-in-law, brother:

1. Mother’s brother is my .....
2. My aunt’s son is my .....
3. My sister’s husband is my .....
4. My brother’s wife is my .....
5. My birthday is on the .....

**COMPENSATORY ACTIVITIES**

Teachers should not just ignore errors/mistakes made by learners Environmental Studies. Teachers must identify problems very soon. Determine the causes and steps to be taken to address the problems. There could be many reasons or causes why learners make mistakes. Always keep in mind your slow learners when setting quizzes and activities. These learners need more explanation and repetition.

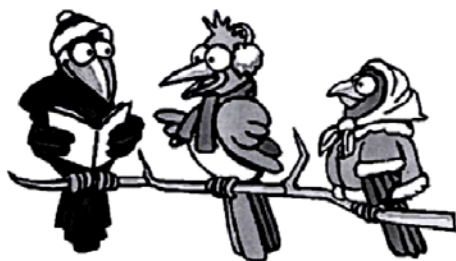
## ASSESSMENT

### CRITERIA FOR ASSESSMENT

Skill	A	B	C	D	E
	<ul style="list-style-type: none"> <li>○ Learner can follow instructions carefully after hearing it once.</li> <li>○ Can express self clearly in well-constructed sentences with good vocabulary and tenses.</li> <li>○ Can answer questions on higher order thinking level clearly (level 3)</li> <li>○ Can retell stories in own words, rhymes, dialogues with feeling and expression.</li> </ul>	<ul style="list-style-type: none"> <li>○ Can follow various instructions carefully after hearing it once.</li> <li>○ Can express self clearly and correctly in suitable vocabulary.</li> <li>○ Can answer questions very well when they are not too demanding. Level 1 and 2.</li> <li>○ Can retell story in own words, do dialogues, rhymes with understanding.</li> </ul>	<ul style="list-style-type: none"> <li>○ Can follow simple instructions after hearing it once.</li> <li>○ Can express self in short simple sentences clearly.</li> <li>○ Can answer simple questions correctly.</li> <li>○ Can retell story using simple words, can recite, sing songs taught.</li> </ul>	<ul style="list-style-type: none"> <li>○ Can follow simple instructions with guidance.</li> <li>○ Struggles to express self clearly.</li> <li>○ Struggle to answer simple questions clearly.</li> <li>○ Cannot retell story in own words, struggles to recite or sing.</li> </ul>	<ul style="list-style-type: none"> <li>○ Cannot carry out simple instructions.</li> <li>○ Cannot express self clearly.</li> <li>○ Cannot answer simple questions.</li> <li>○ Cannot remember story, songs, rhymes or has to be assisted a lot.</li> </ul>
	<ul style="list-style-type: none"> <li>○ Learner reads words and sentences fluently, accurately, with feeling and understanding.</li> <li>○ Can read a variety of texts including long sentences.</li> <li>○ All punctuation marks are expressed correctly.</li> <li>○ Can retell what was read in own words.</li> <li>○ Can answer questions on different levels about the content.</li> </ul>	<ul style="list-style-type: none"> <li>○ Read most of the words and sentences correctly with feeling and understanding.</li> <li>○ Can read familiar unprepared texts.</li> <li>○ Can read the class reading materials and a reader for that grade with understanding.</li> <li>○ Can express.,?! with reading.</li> <li>○ Can answer simple questions about the content.</li> </ul>	<ul style="list-style-type: none"> <li>○ Read about half of the sentences correctly with understanding.</li> <li>○ Can read materials taught in class (familiar matter).</li> <li>○ Can read easy unprepared reading and tell about something read.</li> <li>○ Can use full stop and comma correctly when reading.</li> <li>○ Can recognize vowels and consonants.</li> </ul>	<ul style="list-style-type: none"> <li>○ Reads less than half of the words and sentences correctly.</li> <li>○ Can only read prepared reading.</li> <li>○ Needs assistance with phonics and sounding words and recognition of most words.</li> <li>○ Cannot retell in own words what was read.</li> <li>○ Can answer a few of the simple questions on the content.</li> </ul>	<ul style="list-style-type: none"> <li>○ Can hardly read any words of sentence.</li> <li>○ Cannot answer question correctly.</li> <li>○ Cannot use phonics to assist with word recognition.</li> </ul>

Skill	A	B	C	D	E
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>○ Writes letters with correct formation and according to line size.</li> <li>○ Correct spacing between letters and lines.</li> <li>○ Good layout of work.</li> <li>○ Neat, upright letters according to examples in study guide.</li> <li>○ Can write fast, accurate and neatly.</li> </ul>	<ul style="list-style-type: none"> <li>○ Writes letters with correct formation according to line size.</li> <li>○ Correct spacing between letters and lines.</li> <li>○ Layout of work, e.g. use of ruler can improve.</li> <li>○ Neat upright letters.</li> </ul>	<ul style="list-style-type: none"> <li>○ Writes letters with correct formation but they do not always touch the lines.</li> <li>○ There are spaces between letters and lines that make them legible, but are not always the same.</li> <li>○ Can finish in time.</li> </ul>	<ul style="list-style-type: none"> <li>○ Learner needs a rubber extensively.</li> <li>○ Shows ability to form letters but are smaller/bigger than line size or letters differs in size.</li> <li>○ Spacing makes reading difficult.</li> <li>○ Untidy work.</li> <li>○ Very slow.</li> </ul>	<ul style="list-style-type: none"> <li>○ Can hardly copy letters.</li> <li>○ Illegible letters.</li> <li>○ Spacing makes reading difficult.</li> <li>○ Messy work.</li> <li>○ Extremely slow.</li> </ul>
<b>Creative writing</b>	<ul style="list-style-type: none"> <li>○ Can construct clear descriptive grammatically correct complex sentences.</li> <li>○ All words are spelt correctly.</li> <li>○ Can answer question clearly in writing.</li> <li>○ Legible and tidy handwriting and layout.</li> </ul>	<ul style="list-style-type: none"> <li>○ Can construct grammatically correct sentences.</li> <li>○ All words are spelt correctly.</li> <li>○ Can answer questions suitably in writing.</li> <li>○ Legible and tidy handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>○ Can construct simple short sentences with no. of words as in 6 essential competency.</li> <li>○ Most words are spelt correctly.</li> <li>○ Legible handwriting.</li> <li>○ Can answer most questions suitably in writing.</li> </ul>	<ul style="list-style-type: none"> <li>○ Can only construct very short simple sentences correctly.</li> <li>○ Most questions answered wrongly.</li> <li>○ Majority vocabulary words are spelt incorrectly.</li> <li>○ Some words illegible.</li> <li>○ Untidy work.</li> </ul>	<ul style="list-style-type: none"> <li>○ What is written does not make sense.</li> <li>○ Cannot give correct answers in writing.</li> <li>○ Illegible and messy handwriting.</li> <li>○ Cannot spell words.</li> </ul>

## RHYMES, POEMS AND SONGS



### An Apple a Day

Nursery Rhymes

An apple a day  
Sends the doctor away

Apple in the morning  
Doctor's warning

Roast apple at night  
Starves the doctor outright

Eat an apple going to bed  
Knock the doctor on the head

Three each day, seven days a week  
Ruddy apple, ruddy cheek

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### Rhyme

First the seed  
And then the grain,  
Thank you, thank you  
For sun and rain  
First the flour  
And then the bread  
Thank you, thank you  
That we are fed  
Thank you, Thank you  
For all the care  
Help us all to share and share.



### Rhyme on the family

Father, Mother, Sister, Brother and I

This is the family

This is the family

This is the family of mine.

### Rhyme on hygiene

Wash your body in the morning

Wash your hands - before you eat and after

Brush your teeth after eating

Bath your body - before you go to sleep

### Poem - My body (prayer)

With my legs I run around

With my ears I hear each sound

With my mouth I laugh and sing

With my hands I touch everything.

With my knees, what do you think?

These I bend and then I pray -

Thank you God for everything.

### My teeth like apples

My teeth like apples.  
They go crunch, crunch, crunch  
My teeth like bread  
They go munch, munch, munch  
My eyes like carrots  
They go crunch, crunch, crunch  
My muscles like cheese  
I say yum, yum, yum.

Song about road safety

### My little bicycle

I ride my little bicycle  
I bought it at the shop  
-I bought it at the shop  
And when I see the big red light  
I know I have to stop  
-I know I have to stop  
  
Stop says the red light  
Go says the green light  
Careful says the yellow light  
Winky in between.

## GLOSSARY

Essential	- of utmost importance
Image	- the picture of something, also in the mind
Improvise	- to create or make something new based on other examples
Immune	- resistance of the body to diseases
Harmful	- can hurt or damage, like poison or bad food
Pollute	- to dirty the environment, make it unhealthy
Dispersal	- spreading of organisms, seeds or animals in the environment
Stigma	- a mark of shame or discredit
Textiles	- materials for clothes made of plant fibres
Emit	- to give out or throw out
Vibration	- to make soft shaky movements or sounds
Context	- things with related conditions affecting one another
Courteous	- to be respectful, show respect
Dignatory	- a person of high rank or high office
Exhibition	- a public show or display
Entrepreneurship	- one who organises and manages a business enterprise for profit
Edible	- plants or stuff suitable to eat as food
Purify	- to make pure, to clean
Sparingly	- to save or use only when necessary
Sequence	- in the correct order
Stall holder	- person in charge of a market stall where things are sold

