Life Skills Grade 1 — Lesson 1

Term 3, Week 7: Pets

Lesson 1

KEY VOCABULARY

pet | owner | care | dog | cat | fish | bird

PREVIOUS LEARNING

Builds on learners' previous knowledge of animals in general from earlier themes on 'Animals' and 'My Family'.

LEARNING OBJECTIVES

- Learners will be able to name at least three different types of pets.
- Learners will be able to explain what a pet is in their own words.
- Learners will be able to identify a pet they have or would like to have.

ACTIVITIES

Beginning — 10 minutes

Sing a familiar animal song (e.g., 'Old MacDonald') and ask learners to name animals they know. Introduce the word 'pet' and ask learners to share if they have a pet at home, guiding a short class discussion on the mat.

Resources: none

Middle — 30 minutes

Using the Life Skills textbook pictures of common pets (dog, cat, bird, fish, rabbit), discuss each pet: what it looks like, sounds it makes, and where it lives. In small mixed-ability groups (5-6 learners per group, teacher moves between groups), learners take turns naming a pet shown in the textbook and mimicking the sound/movement of that animal. Teacher records learner responses on the board as a simple list of 'Pets we know'.

Resources: Life Skills textbook, chalkboard, chalk

End — 5 minutes

Learners sit in a circle. Each learner says one pet they like, reinforcing vocabulary. Teacher summarises key vocabulary words used during the lesson.

DIFFERENTIATION

SUPPORT

Pair struggling learners with a peer buddy; allow them to point to pictures in the textbook instead of verbalising if language is a barrier; use home language support where needed.

EXTENSION

Ask advanced learners to name additional pets not shown in the textbook and describe one interesting fact about their pet.

INFORMAL ASSESSMENT

Observe learners during group discussion to check if they can correctly name and describe at least one pet using appropriate vocabulary.

Life Skills Grade 1 — Lesson 2

Term 3, Week 7: Pets

Lesson 2

KEY VOCABULARY

food | water | shelter | responsibility | gentle

PREVIOUS LEARNING

Builds on Lesson 1 where learners identified different types of pets and their basic characteristics.

LEARNING OBJECTIVES

- Learners will be able to list at least two basic needs of a pet (e.g., food, water).
- Learners will be able to explain why it is important to care for pets responsibly.
- Learners will be able to demonstrate gentle handling behaviour through role-play.

ACTIVITIES

Beginning — 8 minutes

Recap previous lesson by asking learners to name pets discussed yesterday. Ask: 'What do you think pets need to stay healthy and happy?' Take a few responses.

Resources: chalkboard

Middle — 30 minutes

Using textbook illustrations, discuss what pets need: food, clean water, a safe place to sleep, love and gentle care. Discuss the responsibility of pet owners (feeding, cleaning, playing gently). In pairs, learners act out (role-play) feeding or gently petting a stuffed toy/imaginary pet, demonstrating caring behaviour. Teacher circulates to observe and guide correct caring actions and gentle touch.

Resources: Life Skills textbook, any soft toy if available (optional)

End — 7 minutes

Class discussion: 'Why must we be gentle and responsible with pets?' Learners give one-word or short answers. Teacher reinforces key message: pets depend on us to care for them.

DIFFERENTIATION

SUPPORT

Provide sentence starters (e.g., 'A pet needs ___') and use visual cues from the textbook for learners with limited English.

EXTENSION

Ask advanced learners to suggest a daily care routine for a pet (morning and evening tasks).

INFORMAL ASSESSMENT

Informal questioning during role-play: ask individual learners what their pet needs and observe if actions demonstrate gentle handling.

Life Skills Grade 1 — Lesson 3

Term 3, Week 7: Pets

Lesson 3

KEY VOCABULARY

wild animal | tame | body parts | fur | feathers | scales

PREVIOUS LEARNING

Builds on understanding of pets and their care from Lessons 1 and 2, extending into Beginning Knowledge about animal classification.

LEARNING OBJECTIVES

- Learners will be able to distinguish between a pet (tame) animal and a wild animal.
- Learners will be able to identify basic body parts of common pets (e.g., fur, feathers, tail, paws).
- Learners will be able to sort pictures of animals into 'pets' and 'wild animals' categories.

ACTIVITIES

Beginning — 8 minutes

Show two contrasting pictures (a lion and a dog) from the textbook. Ask learners which one could live in their home and why. Introduce the words 'tame' and 'wild'.

Resources: Life Skills textbook

Middle — 30 minutes

Discuss body parts of pets using textbook pictures (fur, feathers, scales, paws, tail, whiskers). Learners point to and name body parts on themselves/each other as a fun comparison activity (e.g., 'We have hands, dogs have paws'). Divide the class into small groups; give each group a simple sorting task using pictures from the textbook or drawn on the board (sorting animals into 'Pets' vs 'Wild Animals' categories) with teacher supervision moving between groups.

Resources: Life Skills textbook, chalkboard, chalk

End — 7 minutes

Whole class recap: teacher points to pictures and learners shout 'Pet!' or 'Wild!' as a quick consolidation game.

DIFFERENTIATION

SUPPORT

Provide two clearly labelled picture cards (pet/wild) and let struggling learners simply point instead of speaking; use repetition and gestures.

EXTENSION

Ask advanced learners to explain why an animal might be wild versus tame, and to name one more example of each.

INFORMAL ASSESSMENT

Observe group sorting activity to check if learners can correctly categorise at least 3 animals as pet or wild.

Life Skills Grade 1 — Lesson 4

Term 3, Week 7: Pets

Lesson 4

KEY VOCABULARY

draw | colour | shape | pet portrait | creative

PREVIOUS LEARNING

Builds on knowledge of pet types and body parts learned in Lessons 1-3, applying this understanding through creative expression.

LEARNING OBJECTIVES

- Learners will be able to draw a picture of their favourite or imagined pet.
- Learners will be able to use at least two colours appropriately to represent their pet.
- Learners will be able to verbally describe their drawing to a partner or the class.

ACTIVITIES

Beginning — 8 minutes

Sing a short pet-themed action song/rhyme (e.g., clapping rhythm about a cat or dog). Ask learners to think about their favourite pet or a pet they would like to have.

Middle — 30 minutes

Learners use crayons/pencils (from their own stationery) to draw a picture of their favourite pet in their workbooks, including basic body parts discussed previously (e.g., tail, ears, fur pattern). Teacher circulates, encouraging learners to add colour and detail, and prompting shy learners to talk about their drawing. Once complete, learners pair up and describe their pet drawing to a partner using simple sentences (e.g., 'This is my dog. It is brown.').

Resources: exercise books/drawing paper, crayons or coloured pencils

End — 7 minutes

Select a few volunteers to show and describe their pet drawings to the whole class. Praise effort and creativity.

DIFFERENTIATION

SUPPORT

Provide simple pet outline templates for learners who struggle with drawing; allow verbal description in home language if needed.

EXTENSION

Encourage advanced learners to add a background (e.g., a house, garden) and write/copy a simple label word for their pet.

INFORMAL ASSESSMENT

Observe learners' drawings and listen to partner descriptions to assess understanding of pet features and vocabulary use.

Life Skills Grade 1 — Lesson 5

Term 3, Week 7: Pets

Lesson 5

KEY VOCABULARY

hop | crawl | waddle | gallop | movement

PREVIOUS LEARNING

Builds on all previous lessons about pets, their needs, body parts and creative representation, now applied through physical movement and consolidation.

LEARNING OBJECTIVES

- Learners will be able to perform movements that imitate different pets (e.g., hopping like a rabbit, crawling like a cat).
- Learners will be able to recall and state one fact learned about pets during the week.
- Learners will be able to participate cooperatively in a group movement game.

ACTIVITIES

Beginning — 8 minutes

Warm-up stretches while asking learners to recall pets discussed this week. Demonstrate one movement (e.g., hopping like a rabbit) as an example.

Resources: open space/classroom or playground

Middle — 28 minutes

Outdoor or open classroom space movement game: teacher calls out a pet name (e.g., 'cat', 'dog', 'bird', 'rabbit', 'fish') and learners move like that pet (crawling, galloping, hopping, flapping arms, swimming motion). Include a 'freeze' command to practise listening skills and safety. Divide class into groups for a relay-style pet movement game to encourage turn-taking and cooperation, ensuring safe spacing for all 35 learners.

Resources: open space, whistle (optional)

End — 7 minutes

Cool-down breathing exercise. Gather learners in a circle and ask each learner to share one fact they learned about pets this week as a final recap of the topic.

DIFFERENTIATION

SUPPORT

Allow struggling learners to walk instead of more complex movements; pair them with a peer model to follow.

EXTENSION

Challenge advanced learners to invent a new pet movement and teach it to the class.

INFORMAL ASSESSMENT

Observe learners' participation and movement accuracy during the game, and listen to their final recap statements to assess retention of key pet-related concepts from the week.