

Study & Master

Life Skills

CAPS



Teacher's Guide

Elizabeth Ryke • Joanne Bloch • Victoria McKechnie
Patricia Notcutt • Tanya Surtees • Khanieta Anwar
Dawn H Daniels

Grade

6

Study & Master

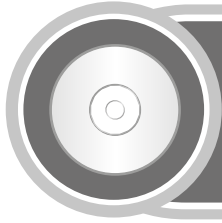
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Contents

1. Introduction	1
2. Lesson-by-lesson	37
TERM 1	
Personal and social well-being	39
Topic 1: Development of the self	
Unit 1: Body image	39
Reading skills for Week 1 and Week 2	43
Unit 2: Your abilities, interests and potential	46
Reading skills for Week 3, Week 4 and Week 5	49
Unit 3: Peer pressure	53
Reading skills for Week 6 and Week 7	56
Unit 4: Solving problems in conflict situations	59
Reading skills for Week 8 and Week 9	63
Formal Assessment Task: Assignment	65
Review: Term 1	66
Physical education	68
Module 1: Striking and fielding games	
Unit 1: Develop ball skills	68
Unit 2: Bat and bowl	70
Unit 3: Create a game based on croquet	73
Unit 4: Create a game based on lacrosse	74
Unit 5: Play the lacrosse game	76
Unit 6: Throw and catch	77
Unit 7: Play rounders	78
Unit 8: Adapt hurling to make it safer	80
Unit 9: Play non-contact hurling	82
Unit 10: Demonstrate your ball skills	83

Creative arts: Performing arts **85**

Module 1: Tell a story

Unit 1: Making music 85

Unit 2: Sound pictures 89

Unit 3: Moving to sound 91

Unit 4: Mime and movement 93

Unit 5: Exploring South African theatre 96

Unit 6: An African folktale 98

Creative arts: Visual arts **107**

Module 1: People and animals

Unit 1: Let's look 107

Unit 2: Monochromatic colour around you 110

Unit 3: People and animals in art 112

Unit 4: Sculpting people and animals 114

TERM 2

Personal and social well-being **118**

Topic 1: Development of the self

Unit 5: Self-management skills 118

Reading skills for Week 1 and Week 2 122

Unit 6: Bullying 125

Reading skills for Week 3 and Week 4 131

Topic 2: Social responsibility

Unit 1: Stages of life 134

Reading skills for Week 5, Week 6 and Week 7 137

Unit 2: Human dignity 141

Reading skills for Week 8 and Week 9 144

Formal Assessment Task: Project **146**

Review: Term 2 **147**

Physical education **149**

Module 2: Fitness programmes

Unit 1: Check your fitness 149

Unit 2: Develop agility and speed 151

Unit 3: Box for fitness	152
Unit 4: Assess your fitness	154
Unit 5: Complete a fitness circuit	155
Unit 6: Do yoga for fitness	156
Unit 7: Develop speed for sprints	158
Unit 8: Create a fitness circuit	159
Unit 9: Demonstrate your fitness circuit	161
Unit 10: Demonstrate a yoga sequence	162

Creative arts: Performing arts **163**

Module 2: Moving to the music

Unit 1: The form of music	163
Unit 2: Dancing together	166
Unit 3: Exploring South African dance	168
Unit 4: The Gumboot dance	170

Creative arts: Visual arts **175**

Module 2: Plenty of patterns

Unit 1: Let's look at mandalas	175
Unit 2: Creative lettering	177
Unit 3: Design a mandala	179
Unit 4: Working in relief	181

TERM 3

Personal and social well-being **185**

Topic 2: Social responsibility

Unit 3: Caring for animals	185
Reading skills for Week 1 and Week 2	191
Unit 4: Caring for people	193
Reading skills for Week 3 and Week 4	197
Unit 5: Nation-building and cultural heritage	200
Reading skills for Week 5, Week 6 and Week 7	206
Unit 6: Gender stereotyping	210
Reading skills for Week 8 and Week 9	216

Review: Term 3 **218**

Physical education **220**

Module 3: Moving to the rhythm

Unit 1: Safety and basic moves	220
Unit 2: Move in space	222
Unit 3: Move with control	224
Unit 4: Create a routine	225
Unit 5: Demonstrate your routine	226
Unit 6: Work leg and stomach muscles	227
Unit 7: Work your arms and legs	229
Unit 8: Work your body	231
Unit 9: Create a co-ordinated routine	232
Unit 10: Demonstrate your final routine	233

Creative arts: Performing arts **235**

Module 3: Together and apart

Unit 1: Exploring conflict	235
Unit 2: Rhythm	239
Unit 3: Exploring South African music	243
Unit 4: South African songs	244

Creative arts: Visual arts **249**

Module 3: People and objects

Unit 1: Let's look	249
Unit 2: Create a portrait	251
Unit 3: Everyday objects	253
Unit 4: Everyday objects in clay	254

TERM 4

Personal and social well-being **258**

Topic 3: Health and environmental responsibility

Unit 1: Basic First Aid	258
Reading skills for Week 1	261
Unit 2: Food hygiene	262
Reading skills for Week 2, Week 3 and Week 4	268
Unit 3: Communicable diseases	272

Reading skills for Week 5, Week 6 and Week 7	276
Unit 4: HIV and AIDS	280
Reading skills for Week 8	282
Review: Term 4	283
Physical education	287
Module 4: Refined sequences emphasising changes of shape, speed and direction	
Unit 1: Safety and basic moves	287
Unit 2: Change direction	289
Unit 3: Skip and roll	291
Unit 4: Create a routine	294
Unit 5: Demonstrate your routine	295
Unit 6: Balance your body	296
Unit 7: Rotate your body	298
Unit 8: Use space and shapes	300
Unit 9: Create a final routine	301
Unit 10: Demonstrate your final routine	303
Creative arts: Performing arts	304
Module 4: Our world	
Unit 1: Tell a story	304
Unit 2: Play with puppets	307
Unit 3: Cultural rituals and ceremonies	312
Creative arts: Visual arts	318
Module 4: Buildings and places	
Unit 1: Let's look	318
Unit 2: Drawing buildings	321
Unit 3: Making buildings	323
3. Formal Assessment	327
4. Resources	381
5. Documents	407

1. Introduction

1. Curriculum and Assessment Policy Statement (CAPS)	2
2. Life Skills as a subject	2
3. How <i>Study & Master Life Skills</i> <i>Grade 6</i> works	4
4. Grade 6 Year Plan	7

1. Curriculum and Assessment Policy Statement (CAPS)

A single Curriculum and Assessment Policy Statement (CAPS) exists for each school subject. The CAPS for each subject details the minimum outcomes and standards of the learning process as well as assessment processes and procedures.

For more information on the CAPS, please see Section 1 of the CAPS document for Life Skills.

2. Life Skills as a subject

Life Skills deals with the holistic development of learners through childhood. It encourages them to acquire and develop skills that will assist them in responding independently and effectively to life's challenges and to play an active and responsible role in society.

Aims

Life Skills aims to:

- guide learners to achieve their full physical, intellectual, personal, emotional and social potential;
- teach learners to exercise their constitutional rights and responsibilities and to respect the rights of others;
- guide learners to make informed and responsible decisions about their health and environment;
- develop creative, expressive and innovative individuals;
- develop skills such as self-awareness, problem-solving, interpersonal relations, leadership, decision-making, and effective communication;
- provide learners with exposure to experiences and basic skills in dance, drama, music and visual arts including arts literacy and appreciation; and
- allow learners to enjoy the health benefits of exercise and develop social skills through participation in Physical Education.

Study areas

Life Skills consists of three different but inter-related study areas: Personal and Social Well-being, Physical Education and Creative Arts.

Personal and Social Well-being

Personal and Social Well-being is the study of the self in relation to society and the environment. It encourages learners to:

- develop the skills to make informed choices about their lifestyle, health and well-being
- develop the skills to deal with challenging situations positively
- recognise, develop and communicate their abilities, interest and skills with confidence
- learn values like respect for the rights of others and tolerance that are essential for democracy to flourish.

The study area is made up of three interrelated topics that are of equal importance: Development of the self; Health and environmental responsibility; Social responsibility. Together with Physical education, this study area prepares learners for Life Orientation in the Senior Phase.

Physical education

Physical education helps to develop learners' physical well-being and knowledge of movement and safety. Through this study area, learners:

- develop their motor skills;
- are encouraged to be physically fit, mentally alert, emotionally balanced and socially well-adjusted;
- develop an understanding of the importance of a physically active lifestyle; and
- develop their relationship skills and problem-solving abilities and enhance their self-esteem through participation in a variety of physical activities.

Creative arts

In this study area learners are exposed to the creative dance forms of dance, drama, music and visual arts. The purpose is to develop learners as creative, imaginative individuals with an appreciation of the arts. Learners acquire the basic skills and knowledge necessary to participate in creative activities and to make an informed choice about the two art forms they would like to focus on in Creative arts in the Senior Phase.

Creative arts is studied in two parallel and complementary streams: Visual arts and Performing arts (dance, drama and music).

Visual arts encourages:

- an awareness of art elements and design principles found in the natural and built environments;
- non-verbal expression through providing opportunities for learners to create art; and
- the development of an understanding of symbolic language.

It is made up of three topics: Create in 2D; Create in 3D; and Visual literacy.

The Performing arts stream focuses on the inclusive nature of the arts. It recognises that there are many complementary and overlapping areas of practice in the disciplines of dance, drama and music whilst also noting the need to learn skills separately in dance, drama and music. Learners are encouraged to develop their skills through participating in enjoyable, experiential processes. There are four topics in Performing arts: Warm up and play; Improvise and create; Read, interpret and perform; and Appreciate and reflect.

Time allocation

Life Skills is allocated four hours of teaching time per week in Grades 4 to 6. Revision, consolidation and assessment (formal and informal) are included in this allocation. The study areas are weighted differently in terms of time allocation as follows:

Study area and stream	Time allocation per week	Time allocation per year
Personal and social well-being	1½ hours	60 hours
Physical education	1 hour	40 hours
Creative arts: Performing arts	1 hour	40 hours
Creative arts: Visual arts	½ hour	20 hours

For more information on Life Skills as a subject, please see Section 2 of the CAPS document.

3. How *Study & Master Life Skills Grade 6* works

Course components

Study & Master Life Skills Grade 6 consists of a:

- Learner's Book
- Teacher's Guide
- CD.

Learner's Book

The Learner's Book is divided into four terms that mirror the Teaching Plan in the CAPS document. They are:

- Personal and social well-being
- Physical education
- Creative arts: Performing arts
- Creative arts: Visual arts.

Each section in each term is then tailored to meet the demands of the study area and/or stream as it appears in the CAPS document:

- Personal and social well-being is further divided into the topics, Development of the self; Health and environmental responsibility; and Social responsibility. In each of these topics there are units and weekly reading texts. There is a Review section at the end of each term which learners can use to revise the term's work.
- Physical education is further divided into modules which cover a different type of physical activity each term as set out in the CAPS document. Each module is divided up into 10 units – one unit per week of each term.
- Creative arts: Performing arts is further divided into modules. Each module uses a unifying theme to create continuity between the dance, drama and music elements. Each module consists of a number of units.

- Creative arts: Visual arts is further divided into modules. Each module uses a unifying theme to create continuity between the topics, Visual literacy and Create in 2D and Create in 3D. These themes mirror those presented in the CAPS document for Visual arts. Each module consists of a number of units.

The table below shows how formal assessment is fully covered between the Learner's Book and the Teacher's Guide:

Study area (and stream)	Type of formal assessment provision in the Learner's Book	Type of formal assessment provision in the Teacher's Guide
Personal and social well-being	<ul style="list-style-type: none"> • Formal Assessment Term 1 (assignment) • Formal Assessment Term 3 (project) 	<ul style="list-style-type: none"> • A test (formal assessment for Term 2) • End-of-year examination (formal assessment for Term 4) • Marking memorandums and rubrics for all formal assessment tasks
Physical education	Physical education Tasks or PETs are signalled in the Learner's Book by an icon that appears next to the activity to be used for formal assessment purposes. Physical education is formally assessed twice per term.	<ul style="list-style-type: none"> • Rubrics for all PETs • Participation record template
Creative arts: Performing arts	Creative Arts Tasks or CATs are signalled in the Learner's Book by an icon that appears next to the activity to be used for formal assessment purposes. In Grade 6, Performing arts is formally assessed in Terms 1 and 4.	Rubrics for all CATs
Creative arts: Visual arts	Creative Arts Tasks or CATs are signalled in the Learner's Book by an icon that appears next to the activity to be used for formal assessment purposes. In Grade 6, Visual arts is formally assessed in Terms 2 and 3.	Rubrics for all CATs

Teacher's Guide

The Teacher's Guide provides information and guidance on:

- Life Skills as a subject (Section 1)
- planning for the Grade 6 year and lessons (Sections 1 and 2)
- using the units in the Learner's Book to create lessons (Section 2)
- suggested answers for all activities in the Learner's Book (Section 2)
- remedial and extension activity suggestions (Section 2)
- informal assessment suggestions (Section 2)
- a programme of assessment (Section 3)
- a mid-year test and an end-of-year examination paper (Section 3)
- guidance on the assessment of all Formal Assessment Tasks (Section 3)
- memorandums for all Formal Assessment Tasks (Section 3)
- recording and reporting of formal assessment (Section 3)
- a list of the items on the CD (Section 4)
- additional worksheets and activities (Section 4)

Section 2 mirrors the Learner's Book and is divided into four terms which in turn are divided into four sections:

- Personal and social well-being
- Physical education
- Creative arts: Performing arts
- Creative arts: Visual arts.

All sections indicate how the units in the Learner's Book can be used to create lessons.

Section 5 is provided for you to file a copy of the Life Skills CAPS document and any other documentation pertaining to Life Skills that you receive from the Department of Basic Education.

Inclusivity

An important part of teaching is to accommodate all learners, including those who experience barriers to learning. *Study & Master Life Skills* takes into account that learners come from different backgrounds and have different abilities. So it offers learning material that learners can relate to while extending their learning and experiences. There are a variety of types of activities – activities that appeal to learners of all levels and backgrounds, and that offer opportunities to work individually, in pairs, in groups or as a whole class. This Teacher's Guide also provides remedial and extension activities for each unit, which teachers need when they have to manage a class of diverse learners. Section 4 (Resources) also provides further worksheets for learners and activity ideas.

4. Grade 6 Year Plan

The table below indicates how *Study & Master Life Skills Grade 6* covers all requirements of the CAPS for Life Skills and how it is intended for use in each of the 40 weeks in the school year.

Term	Week/s	Study area and stream	Topic/Module and title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
1	1-2	Personal and social well-being	Topic 1: Development of the self	1. Body image	2 hrs	Positive self-esteem: body image <ul style="list-style-type: none"> • Understanding and respecting body changes • Other influences on body image: media and society • Acceptance of the self 	Learner's Book pp. 4-11; Teacher's Guide pp. 39-43; old magazines and newspapers; scissors; glue; large sheet of paper
1	1-2	Personal and social well-being	Topic 1: Development of the self	Reading skills for Week 1 and Week 2	1 hr	Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> • Reading about positive influences on body image: interpret/explain and relate what has been studied 	Learner's Book pp. 12-15; Teacher's Guide pp. 43-46
1	1	Physical education	Module 1: Striking and fielding games	1. Develop ball skills	1 hr	<ul style="list-style-type: none"> • Participation in a variety of striking and fielding games • Safety measures during striking and fielding games 	Learner's Book pp. 50-61; Teacher's Guide pp. 68-70; pens; tennis balls; tennis racquets or mini-tennis bats

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
1	1-2	Creative arts: Performing arts	Module 1: Tell a story	1. Making music	2 hrs	<p>Topic 1: Warm up and play</p> <ul style="list-style-type: none"> Body percussion games (including in unison, in canon, in two parts, and/or call-and-response) Vocal warm ups (including breath control exercises, resonance, tonal qualities in speech/song) Singing warm ups (including traditional songs in unison, canon, in two-part harmony and/or call-and-response) <p>Topic 2: Improvise and create</p> <p>Music phrases with voice and/or instruments, exploring dynamics, tempo, articulation, pitch and rhythm</p> <p>Topic 3: Read, interpret and perform</p> <p>C Major scale and simple melodies in C Major</p> <p>Key terms: breathing, focus, canon, call-and-response, two-part, C major, scale</p>	Learner's Book pp. 84-86; Teacher's Guide pp. 85-89; CD tracks 5-7; CD player; piano, marimba or other melodic instrument
1	1-2	Creative arts: Visual arts	Module 1: People and animals	1. Let's look	1 hr	<p>Topic 3: Visual literacy</p> <ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify monochromatic colour in images Questions to deepen and extend observation of elements and design principles 	Learner's Book pp. 113-116; Teacher's Guide pp. 107-109
1	2	Physical education	Module 1: Striking and fielding games	2. Bat and bowl	1 hr	<ul style="list-style-type: none"> Participation in a variety of striking and fielding games Safety measures during striking and fielding games 	Learner's Book pp. 62-64; Teacher's Guide pp. 70-72; tennis balls; targets; tennis racquets or cricket bats; mini-tennis bats; string or rope; tree branch or pole; recycled materials

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
1	3–5	Personal and social well-being	Topic 1: Development of the self	2. Your abilities, interests and potential	3 hrs	Abilities, interests and potential <ul style="list-style-type: none"> Identify own abilities, interests and potential Relationship between abilities, interests and potential Create opportunities for making the most of own abilities, interests and potential: explore a variety of sources Action plan to improve own abilities, pursue own interests and develop own potential 	Learner's Book pp. 16–19; Teacher's Guide pp. 46–49
1	3–5	Personal and social well-being	Topic 1: Development of the self	Reading skills for Week 3, Week 4 and Week 5	1½ hrs	Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> Reading texts on how to identify and develop own abilities, interests and potential: interpret/explain and relate what has been studied 	Learner's Book pp. 20–25; Teacher's Guide pp. 49–53
1	3	Physical education	Module 1: Striking and fielding games	3. Create a game based on croquet	1 hr	<ul style="list-style-type: none"> Participation in a variety of striking and fielding games Safety measures during striking and fielding games 	Learner's Book pp. 65–68; Teacher's Guide pp. 73–74; pencils/pens; paper; rulers; tennis racquets, cricket bats or hockey sticks; hockey/tennis balls; hula hoops
1	3	Creative arts: Performing arts	Module 1: Tell a story	2. Sound pictures	1 hr	<p>Topic 1: Warm up and play</p> <ul style="list-style-type: none"> Vocal warm ups (including breath control exercises, resonance, tonal qualities in speech/song) Singing warm ups (including traditional songs in unison, canon, in two-part harmony and/or call-and-response) <p>Topic 2: Improvise and create</p> <p>Sound pictures using instruments of different tone colour, pitch and dynamics to express a mood or idea</p> <p>Topic 3: Read, interpret and perform</p> <p>C major scale and simple melodies in C major</p> <p>Key terms: breathing, focus, two-part, C major, scale</p>	Learner's Book pp. 91–92; Teacher's Guide pp. 89–90; musical instruments with different tone colour, pitch and dynamics

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
1	3–4	Creative arts: Visual arts	Module 1: People and animals	2. Monochromatic colour around you	1 hr	<p>Topic 1: Create in 2D, figures and animals Drawing and/or colour media: exploring a variety of media and techniques</p> <p>Topic 3: Visual Literacy Apply, identify and personally interpret in own work</p>	Learner's Book pp. 117–118; Teacher's Guide pp. 110–111; paper; rulers; pencils; paints; paint brushes
1	4	Physical education	Module 1: Striking and fielding games	4. Create a game based on lacrosse (includes PET)	1 hr	Movement performances in a variety of striking and fielding games	Learner's Book pp. 69–71; Teacher's Guide pp. 74–76; pencils/pens; paper; rulers; tennis racquets, cricket bats or hockey sticks; hockey/tennis balls; hula hoops
1	4	Creative arts: Performing arts	Module 1: Tell a story	3. Moving to sound	1 hr	<p>Topic 1: Warm up and play</p> <ul style="list-style-type: none"> Physical warm up for co-ordination and control (including spinal warm up, body part isolations, the controlled and relaxed use of the joints, especially the knees, hips and ankles in dance steps and sequences) Cool downs (including stretches and flowing movements) <p>Topic 2: Improvise and create Movement sequences inspired by sound pictures to express a mood or idea</p>	Learner's Book pp. 93–95; Teacher's Guide pp. 91–93; CD track 8; CD player; instruments used to create sound pictures in Activity 3, Unit 2

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
1	5	Physical education	Module 1: Striking and fielding games	5. Play the lacrosse game (includes PET)	1 hr	Movement performances in a variety of striking and fielding games	Learner's Book pp. 72–73; Teacher's Guide pp. 76–77; tennis racquets, cricket bats or hockey sticks; hockey/tennis balls; hula hoops/goal posts
1	5	Creative arts: Performing arts	Module 1: Tell a story	4. Mime and movement	1 hr	Topic 1: Warm up and play Concentration and focus games (using freezing/travelling, and sensory awareness) Topic 2: Improvise and create Expressive movement and mime in response to cues from teacher, focusing on all body parts, including showing emotions, characters and actions	Learner's Book pp. 96–97; Teacher's Guide pp. 93–95
1	5–6	Creative arts: Visual arts	Module 1: People and animals	3. People and animals in art	1 hr	Topic 3: Visual literacy Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images of figures with animals Topic 1: Create in 2D, figures with animals • Drawing and/or colour media: exploring a variety of media and techniques • Art elements: monochromatic colour used in own images of figures in an environment • Design principles: balance used in own images of figures in an environment	Learner's Book pp. 119–120; Teacher's Guide pp. 112–114; art paper; paints; paint brushes

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
1	6-7	Personal and social well-being	Topic 1: Development of the self	3. Peer pressure	2 hrs	Peer pressure: <ul style="list-style-type: none"> • Examples of peer pressure in different situations: school and community • Appropriate responses to peer pressure in different situations 	Learner's Book pp. 26-30; Teacher's Guide pp. 53-56
1	6-7	Personal and social well-being	Topic 1: Development of the self	Reading skills for Week 6 and Week 7	1 hr	Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> • Reading about ways to resist peer pressure: interpret/explain and relate what has been studied 	Learner's Book pp. 31-34; Teacher's Guide pp. 56-59
1	6	Physical education	Module 1: Striking and fielding games	6. Throw and catch	1 hr	Participation in a variety of striking and fielding games	Learner's Book pp. 74-75; Teacher's Guide pp. 77-78; tennis balls; tennis racquets, cricket bats or mini-tennis bats
1	6	Creative arts: Performing arts	Module 1: Tell a story	5. Exploring South African drama	1 hr	Topic 4: Appreciate and reflect on <ul style="list-style-type: none"> • Two different types of drama in South Africa, considering social or cultural context, purpose and unique characteristics (such as praise poetry, traditional storytelling, workshop theatre, physical theatre, children's theatre, pantomime) • Key audience behaviours, such as respect, support, appreciation, silence while watching, applause Key terms: audience behaviour, drama types	Learner's Book pp. 98-102; Teacher's Guide pp. 96-98

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
1	7	Physical education	Module 1: Striking and fielding games	7. Play rounders	1 hr	Participation in a variety of striking and fielding games	Learner's Book pp. 76–77; Teacher's Guide pp. 78–80; tennis ball or rounders ball; rounders bat, tennis racquet, cricket bat or mini-tennis bat; cones or beacons
1	7–10	Creative arts: Performing arts	Module 1: Tell a story	6. An African folktale (includes CAT)	4 hrs	<p>Topic 1: Warm up and play</p> <ul style="list-style-type: none"> • Vocal warm-ups (including breath control exercises, resonance, tonal qualities in speech/song) • Physical warm-up for co-ordination and control (including spinal warm-up, body part isolations, the controlled and relaxed use of the joints, especially the knees, hips and ankles in dance steps and sequences) <p>Topic 3: Read, interpret and perform</p> <ul style="list-style-type: none"> • An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a short drama for presentation. Consider: clear plot and credible characters, highlighting key moments and using space and narrative devices effectively • Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle, etc. Use these at key moments in the drama performance to underscore action, create an interlude, introduce tension and/or character <p>Topic 4: Appreciate and reflect on Own and other's performances and processes using simple creative arts terminology</p> <p>Key terms: African folktales, key moments, underscore, interlude, drumming technique</p>	Learner's Book pp. 103–111; Teacher's Guide pp. 98–106; djembe drums

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
1	7–10	Creative arts: Visual arts	Module 1: People and animals	4. Sculpting people and animals	2 hrs	<p>Topic 2: Create in 3D, figures with animals</p> <ul style="list-style-type: none"> Skills and techniques: earthenware clay Art elements: reinforce texture, shape/form in own models of human figure interacting with animal Design principles: introduce balance in own models of the human figure interacting with an animal Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space Appropriate tidiness and sharing of space <p>Topic 3: Visual literacy Apply learning to own work</p>	Learner's Book pp. 121–122; Teacher's Guide pp. 114–116; A4 sketch paper; pencils; clay; plastic knives, forks, toothpicks or blunt pencils for creating textures on clay; scraps of cloth, plastic bags and tape to keep partly finished sculptures damp
1	8–9	Personal and social well-being	Topic 1: Development of the self	4. Solving problems in conflict situations	2 hrs	<p>Problem-solving skills in conflict situations: keeping safe and how to protect self and others</p> <ul style="list-style-type: none"> Mediation skills Peacekeeping skills: acceptance of self and others, demonstration of respect for others, co-operation, personal responsibility for one's actions, listening 	Learner's Book pp. 35–40; Teacher's Guide pp. 59–62
1	8–9	Personal and social well-being	Topic 1: Development of the self	Reading skills for Week 8 and Week 9	1 hr	<p>Reading skills: reading with understanding and fluency</p> <ul style="list-style-type: none"> Reading about peacekeeping and mediation skills: interpret/explain and relate what has been studied 	Learner's Book pp. 41–44; Teacher's Guide pp. 63–65
1	8	Physical education	Module 1: Striking and fielding games	8. Adapt hurling to make it safer	1 hr	<ul style="list-style-type: none"> Participation in a variety of striking and fielding games 	Learner's Book pp. 78–79; Teacher's Guide pp. 80–81; hockey sticks; tennis balls; soccer goals or rugby posts

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
1	9	Physical education	Module 1: Striking and fielding games	9. Play non-contact hurling	1 hr	Participation in a variety of striking and fielding games	Learner's Book p. 80; Teacher's Guide p. 82; hockey sticks; tennis balls; soccer goals or rugby posts
1	10	Personal and social well-being	Topic 1: Development of the self	Formal Assessment Task: Assignment	30 min plus homework	Formal Assessment for Term 1: Assignment	Learner's Book pp. 45-46; Teacher's Guide pp. 65-66
1	10	Personal and social well-being	Review: Term 1		1 hr	Consolidation of work done during the term	Learner's Book pp. 47-48; Teacher's Guide pp. 66-67
1	10	Physical education	Module 1: Striking and fielding games	10. Demonstrate your ball skills (includes PET)	1 hr	Movement performances in a variety of striking and fielding games	Learner's Book p. 81-82; Teacher's Guide pp. 83-84; tennis balls; cricket balls; cricket bats; tennis racquets or mini-tennis bats; hockey sticks; wall; targets

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
2	1-2	Personal and social well-being	Topic 1: Development of the self	5. Self-management skills	2 hrs	<p>Self management skills:</p> <ul style="list-style-type: none"> Responsibilities at school and home Prioritising responsibilities Developing an activity plan: homework, house chores and playing time 	Learner's Book pp. 126-131; Teacher's Guide pp. 118-122
2	1-2	Personal and social well-being	Topic 1: Development of the self	Reading skills for Week 1 and Week 2	1 hr	<p>Reading skills: reading with understanding and fluency</p> <ul style="list-style-type: none"> Reading about self management skills: interpret/explain and relate what has been studied 	Learner's Book pp. 132-136; Teacher's Guide pp. 122-125
2	1	Physical education	Module 2: Fitness programmes	1. Check your fitness	1 hr	<ul style="list-style-type: none"> Participation in a physical fitness programme to develop particular aspects of fitness Safety measures relating to physical fitness activities 	Learner's Book pp. 176-180; Teacher's Guide pp. 149-151; time-keeping device (watch, stop watch, cell phone); skipping ropes; 2-litre bottles filled with water; benches/chairs; cones to measure out 50 m, 200 m, 400 m
2	1-2	Creative arts: Performing arts	Module 2: Moving to the music	1. The form of music	2 hrs	<p>Topic 1: Warm up and play</p> <ul style="list-style-type: none"> Vocal warm ups (including breath control exercises, articulation in tongue twisters, proverbs, etc.) Singing warm ups (including traditional songs in unison, canon, two-part harmony, and/or call-and-response) <p>Topic 2: Improvise and create</p> <p>Short musical pieces, structured in binary form (A B), and ternary form (A B A)</p> <p>Key terms: breathing, canon, call-and-response, two-part, tongue twister</p>	Learner's Book pp. 204-207; Teacher's Guide pp. 163-165; CD tracks 9-11; CD player; percussion instruments

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
2	1-2	Creative arts: Visual arts	Module 2: Plenty of patterns	1. Let's look at mandalas	1 hr	<p>Topic 3: Visual literacy</p> <ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name relevant art elements in lettering and/or radiating pattern Observe and discuss visual stimuli in photographs and real objects to identify and name balance in lettering and/or radiating patterns Questions to deepen and extend observation of elements and design principles in lettering and/or radiating patterns 	Learner's Book pp. 222-223; Teacher's Guide pp. 175-177
2	2	Physical education	Module 2: Fitness programmes	2. Develop agility and speed	1 hr	<ul style="list-style-type: none"> Participation in a physical fitness programme to develop particular aspects of fitness Safety measures relating to physical fitness activities 	Learner's Book pp. 181-185; Teacher's Guide pp. 151-152; time-keeping device; cones or beacons; hurdles; beanbags
2	3-4	Personal and social well-being	Topic 1: Development of the self	6. Bullying	2 hrs	<p>Bullying; reasons for bullying</p> <ul style="list-style-type: none"> Getting out of the bullying habit: where to find help 	Learner's Book pp. 137-146; Teacher's Guide pp. 125-131
2	3-4	Personal and social well-being	Topic 1: Development of the self	Reading skills for Week 3 and Week 4	1 hr	<p>Reading skills: reading with understanding and fluency</p> <ul style="list-style-type: none"> Reading about how to get out of the habit of bullying: interpret/explain and relate what has been studied 	Learner's Book pp. 147-150; Teacher's Guide pp. 131-134
2	3	Physical education	Module 2: Fitness programmes	3. Box for fitness	1 hr	<ul style="list-style-type: none"> Participation in a physical fitness programme to develop particular aspects of fitness Safety measures relating to physical fitness activities 	Learner's Book pp. 186-188; Teacher's Guide pp. 152-154; time-keeping device; cones or beacons; skipping ropes

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
2	3–4	Creative arts: Performing arts	Module 2: Moving to the music	2. Dancing together	2 hrs	<p>Topic 1: Warm up and play</p> <ul style="list-style-type: none"> Physical warm ups for co-ordination and control (including spinal warm up, arm swings with knee bounces, knee bends and rises, parallel and turned out feet, feet together and feet apart, and co-ordinating with arms; dance steps and sequences) Spatial awareness games (including lunges, jumps, arm swings, etc.) Cool downs (including stretches and flowing movements) <p>Topic 2: Improve and create</p> <ul style="list-style-type: none"> Movement sequences, using elements of dance, including time: rhythms; space: patterning, symmetry and asymmetry; force: strong and light, jerky and smooth Movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus <p>Key terms: focus</p>	Learner's Book pp. 208–211; Teacher's Guide pp. 166–168; CD track 8; CD player; drum
2	3–4	Creative arts: Visual arts	Module 2: Plenty of patterns	2. Creative lettering	1 hr	<p>Topic 1: Create in 2D, creative lettering and/or radiating pattern-making</p> <ul style="list-style-type: none"> Drawing and/or colour media: exploring a variety of media and techniques Design principles: reinforce balance in colours, shapes and sizes of own examples of lettering and/or radiating patterns <p>Topic 3: Visual literacy</p> <p>Apply, identify and personally interpret in own work</p>	Learner's Book pp. 224–225; Teacher's Guide pp. 177–179; art paper; pencils; erasers; poster paints; chalk pastels; paint brushes
2	4	Physical education	Module 2: Fitness programmes	4. Assess your fitness (includes PET)	1 hr	<p>Movement performance in a physical fitness programme to develop particular aspects of fitness</p>	Learner's Book pp. 189–190; Teacher's Guide pp. 154–155; time-keeping device; pens; cones or beacons; skipping ropes; 2 litre bottles filled with water; bench or chair

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
2	5–7	Personal and social well-being	Topic 2: Social responsibility	1. Stages of life	3 hrs	<p>Cultural rites of passage:</p> <ul style="list-style-type: none"> • Important stages in the individual's life in South African cultures: birth, baptism, wedding and death • Meaning of each stage • Personal and social significance of each stage 	Learner's Book pp. 152–157; Teacher's Guide pp. 134–137; A4 paper
2	5–7	Personal and social well-being	Topic 2: Social responsibility	Reading skills for Week 5, Week 6 and Week 7	1½ hrs	<p>Reading skills: reading with understanding and fluency</p> <ul style="list-style-type: none"> • Reading about important life stages in different cultures: interpret/explain and relate what has been studied 	Learner's Book pp. 158–164; Teacher's Guide pp. 137–141
2	5	Physical education	Module 2: Fitness programmes	5. Complete a fitness circuit (includes PET)	1 hr	Movement performance in a physical fitness programme to develop particular aspects of fitness	Learner's Book pp. 191–193; Teacher's Guide pp. 155–156; time-keeping device for each station; cones or beacons; skipping ropes; hurdles; beanbags
2	5	Creative arts: Performing arts	Module 2: Moving to the music	3. Exploring South African dance	1 hr	<p>Topic 4: Appreciate and reflect on</p> <p>Two different types of dance in South Africa, considering social or cultural context, purpose and unique characteristics (such as Kwaito, Domba, Pantsula, Gumboot, Kwassa-kwassa, Contemporary, Ballet, Indian dance)</p> <p>Key terms: African dance genres</p>	Learner's Book pp. 212–214; Teacher's Guide pp. 168–170

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
2	5-6	Creative arts: Visual arts	Module 2: Plenty of patterns	3. Design a mandala	1 hr	<p>Topic 1: Create in 2D, creative lettering and/or radiating pattern-making</p> <ul style="list-style-type: none"> Drawing and/or colour media: exploring a variety of media and techniques Art elements: relevant use of art elements in own images of radiating pattern Design principles: reinforce balance in colours, shapes and sizes of own examples of lettering and/or radiating patterns <p>Topic 3: Visual literacy Apply, identify and personally interpret in own work</p>	Learner's Book pp. 226-227; Teacher's Guide pp. 179-181; drawing paper; pencils; rulers; paint; paint brushes
2	6	Physical education	Module 2: Fitness programmes	6. Do yoga for fitness	1 hr	Participation in a physical fitness programme to develop particular aspects of fitness	Learner's Book pp. 194-196; Teacher's Guide pp. 156-157
2	6-10	Creative arts: Performing arts	Module 2: Moving to the music	4. The gumboot dance	5 hrs	<p>Topic 1: Warm up and play</p> <ul style="list-style-type: none"> Physical warm-ups for co-ordination and control (including spinal warm up, arm swings with knee bounces, knee bends and rises, parallel and turned out feet, feet together and feet apart, and co-ordinating with arms; dance steps and sequences) Vocal warm-ups (including breath control exercises, articulation in tongue twisters, proverbs, etc.) Cool-downs (including stretches and flowing movements) <p>Topic 3: Read, interpret and perform</p> <ul style="list-style-type: none"> Select a cultural dance; observe and discuss the steps and styles of the dance in recorded or live performance; rehearse the cultural dance for presentation. Consider: <ul style="list-style-type: none"> patterns, repetition and sequencing in the dance musical accompaniment to the dance, focusing on rhythm varying use of energy such as tension/relaxation, stillness and flow, etc. performance area and audience arrangement appropriate entrances and exits <ul style="list-style-type: none"> Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle and other, to accompany selected cultural dance <p>Key terms: drumming technique</p>	Learner's Book pp. 215-220; Teacher's Guide pp. 170-174; CD track 12; CD player; djembe drums

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
2	7	Physical education	Module 2: Fitness programmes	7. Develop speed for sprints	1 hr	Participation in a physical fitness programme to develop particular aspects of fitness	Learner's Book pp. 197–199; Teacher's Guide pp. 158–159; cones or beacons
2	7–10	Creative arts: Visual arts	Module 2: Plenty of patterns	4. Working in relief (includes CAT)	2 hrs	<p>Topic 2: Create in 3D, a relief mandala/radiating pattern</p> <ul style="list-style-type: none"> Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials Art elements: reinforce in own construction of relief mandala/radiating pattern Design principles: use balance in own construction of relief mandala/radiating pattern Spatial awareness: use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others Appropriate tidiness and sharing of space <p>Topic 3: Visual literacy Apply, identify and personally interpret in own work</p>	Learner's Book pp. 228–230; Teacher's Guide pp. 181–183; A4 size card/strong paper; cardboard; a variety of collected materials (e.g. stones, twigs, thread, wool, scraps of fabric); glue; pencils; erasers; paint or chalk pastels; paint brushes
2	8–9	Personal and social well-being	Topic 2: Social responsibility	2. Human dignity	2 hrs	The dignity of the person in a variety of religions in South Africa	Learner's Book pp. 165–168; Teacher's Guide pp. 141–143; A4 paper; stapler
2	8–9	Personal and social well-being	Topic 2: Social responsibility	Reading skills for Week 8 and Week 9	1 hr	<p>Reading skills: reading with understanding and fluency</p> <ul style="list-style-type: none"> Reading about the dignity of a person in different religions: interpret/explain and relate what has been studied 	Learner's Book pp. 169–172; Teacher's Guide pp. 144–146

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
2	8	Physical education	Module 2: Fitness programmes	8. Create a fitness circuit	1 hr	Participation in a physical fitness programme to develop particular aspects of fitness	Learner's Book p. 200; Teacher's Guide pp. 159–160; pens and pencils; paper; cones or beacons; skipping ropes; beanbags; hurdles
2	9	Physical education	Module 2: Fitness programmes	9. Demonstrate your fitness circuit (includes PET)	1 hr	Movement performance in a physical fitness programme to develop particular aspects of fitness	Learner's Book p. 201; Teacher's Guide p. 161; cones or beacons; skipping ropes; beanbags; hurdles
2	10	Personal and social well-being	Topic 2: Social responsibility	Formal Assessment Task: Project (Give task)	Homework	Formal assessment for Term 3: Project (Task given to learners in Term 2. Submitted for assessment in Term 3.)	Learner's Book pp. 285–286; Teacher's Guide pp. 146–147
2	10	Personal and social well-being	Review: Term 2		1 hr	Consolidation of work done during the term	Learner's Book pp. 173–174; Teacher's Guide pp. 147–148
2	10	Personal and social well-being	Formal assessment: Test		1 hr	Formal assessment for Term 2: Test	Teacher's Guide pp. 368–369
2	10	Physical education	Module 2: Fitness programmes	10. Demonstrate a yoga sequence (includes PET)	1 hr	Movement performance in a physical fitness programme to develop particular aspects of fitness	Learner's Book p. 202; Teacher's Guide p. 162

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
3	1–2	Personal and social well-being	Topic 2: Social responsibility	3. Caring for animals	2 hrs	<p>Caring for animals:</p> <ul style="list-style-type: none"> • Acts of cruelty to animals • Taking care of and protecting animals • Places of safety for animals 	Learner's Book pp. 234–243; Teacher's Guide pp. 185–190
3	1–2	Personal and social well-being	Topic 2: Social responsibility	Reading skills for Week 1 and Week 2	1 hr	<p>Reading skills: reading with understanding and fluency</p> <ul style="list-style-type: none"> • Reading about ways of taking care of animals and places of safety for animals: interpret/explain and relate what has been studied 	Learner's Book pp. 244–247; Teacher's Guide pp. 191–193
3	1	Physical education	Module 3: Moving to the rhythm	1. Safety and basic moves	1 hr	<ul style="list-style-type: none"> • Participation in rhythmic patterns of movement with co-ordination and control • Safety measures relating to rhythmic patterns of movement 	Learner's Book pp. 290–297; Teacher's Guide pp. 220–221; CD track 1; CD player; chalk
3	1–3	Creative arts: Performing arts	Module 3: Together and apart	1. Exploring conflict	3 hrs	<p>Topic 1: Warm up and play</p> <ul style="list-style-type: none"> • Action and reaction games • Physical warm-ups for co-ordination and control (including spinal warm up, floor work, locomotor and axial movements, stretches, transfer of weight in all directions with turning, relaxed use of joints and safe landings in runs, leaps and gallops) • Vocal warm-ups (including centring the voice, humming on voiced consonants and vowels, resonance) • Cool downs (including stretches and flowing movements) <p>Topic 2: Improvise and create</p> <ul style="list-style-type: none"> • Short dialogues, exploring conflict within a specific context (Who? What? Where? When?) • Movement sequences exploring conflict, using movement elements (time, space, energy, etc.) and a combination of locomotor and non-locomotor movements • Music phrases exploring conflict, using voice, found or made instruments, rhythm and melody appropriately <p>Key terms: action, reaction, conflict, locomotor, non-locomotor, centring, rhythm, melody</p>	Learner's Book pp. 319–327; Teacher's Guide pp. 235–239; CD track 13; CD player; found or made instruments

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
3	1-2	Creative arts: Visual arts	Module 3: People and objects	1. Let's look	1 hr	<p>Topic 3: Visual literacy</p> <ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images relating to own practical work Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images Questions to deepen and extend observation of elements and design principles in images 	Learner's Book pp. 348-351; Teacher's Guide pp. 249-251
3	2	Physical education	Module 3: Moving to the rhythm	2. Move in space	1 hr	<ul style="list-style-type: none"> Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement 	Learner's Book pp. 298-301; Teacher's Guide pp. 222-224; CD track 1; CD player; First Aid kit
3	3-4	Personal and social well-being	Topic 2: Social responsibility	4. Caring for people	2 hrs	<p>Caring for people:</p> <ul style="list-style-type: none"> Considering others' needs and views Communicating own views and needs without hurting others Acts of kindness towards other people 	Learner's Book pp. 248-254; Teacher's Guide pp. 193-197
3	3-4	Personal and social well-being	Topic 2: Social responsibility	Reading skills for Week 3 and Week 4	1 hr	<p>Reading skills: reading with understanding and fluency</p> <ul style="list-style-type: none"> Reading about different people's acts of kindness towards others: interpret/explain and relate what has been studied 	Learner's Book pp. 255-258; Teacher's Guide pp. 197-200
3	3	Physical education	Module 3: Moving to the rhythm	3. Move with control	1 hr	<ul style="list-style-type: none"> Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement 	Learner's Book pp. 302-304; Teacher's Guide pp. 224-225; CD track 1; CD player; chalk

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
3	3–5	Creative arts: Visual arts	Module 3: People and objects	2. Create a portrait (includes CAT)	1½ hrs	<p>Topic 1: Create in 2D, images of people and/or objects</p> <ul style="list-style-type: none"> • Drawing and/or colour media: exploring a variety of media and techniques • Art elements: reinforce relevant art elements through use in own observed images of portraits, shells, shoes, etc. • Design principles: reinforce design principle emphasis through use in own observed images of portraits, shells, shoes, etc. <p>Topic 3: Visual literacy</p> <p>Apply, identify and personally interpret in own work</p>	Learner's Book p. 352; Teacher's Guide pp. 251–253; old magazines; wrapping paper; newspapers or plastic packets; glue; A4 art paper; pencils
3	4	Physical education	Module 3: Moving to the rhythm	4. Create a routine (includes PET)	1 hr	<p>Movement performance in rhythmic patterns of movement with coordination and control</p>	Learner's Book p. 305; Teacher's Guide pp. 225–226; CD track 2; CD player
3	4–5	Creative arts: Performing arts	Module 3: Together and apart	2. Rhythm	2 hrs	<p>Topic 1: Warm up and play</p> <p>Action and reaction games</p> <p>Topic 2: Improvise and create</p> <p>Rhythmic patterns including the note values and rests studied, using body percussion, and any available instrument or voice</p> <p>Topic 3: Read, interpret and perform</p> <p>Rhythmic patterns in $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$, using body percussion and/or percussion instruments</p>	Learner's Book pp. 328–334; Teacher's Guide pp. 239–243; found or made instruments
3	5–7	Personal and social well-being	Topic 2: Social responsibility	5. Nation-building and cultural heritage	3 hrs	<p>Nation-building and cultural heritage: definition of concepts</p> <ul style="list-style-type: none"> • How cultural heritage unifies the nation: national symbols, national days • National symbols such as flag, anthem, code of arms, etc. • Celebrating national days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Children's Day, Women's Day, Africa Day, Mandela Day 	Learner's Book pp. 259–268; Teacher's Guide pp. 200–205

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
3	5-7	Personal and social well-being	Topic 2: Social responsibility	Reading skills for Week 5, Week 6 and Week 7	1½ hrs	Reading skills: reading with understanding and fluency • Reading about nation-building and cultural heritage: interpret/explain and relate what has been studied	Learner's Book pp. 269-274; Teacher's Guide pp. 206-209
3	5	Physical education	Module 3: Moving to the rhythm	5. Demonstrate your routine (includes PET)	1 hr	Movement performance in rhythmic patterns of movement with coordination and control	Learner's Book p. 306; Teachers' Guide pp. 226-227; CD track 2 or own music; CD player
3	6	Physical education	Module 3: Moving to the rhythm	6. Work leg and stomach muscles	1 hr	Participation in rhythmic patterns of movement with coordination and control	Learner's Book pp. 307-309; Teacher's Guide pp. 227-229; CD tracks 1 or 2; CD player; paper; pencils and pens
3	6	Creative arts: Performing arts	Module 3: Together and apart	3. Exploring South African music	1 hr	Topic 4: Appreciate and reflect on Two different types of South African music, discussing the use of repetition and contrast and considering cultural context, lyrical content, mood and purpose of the music Key terms: music types	Learner's Book pp. 335-337; Teacher's Guide pp. 243-244
3	6	Creative arts: Visual arts	Module 3: People and objects	3. Everyday objects	30 min	Topic 1: Create in 2D, images of people and/or objects • Drawing and/or colour media: exploring a variety of media and techniques • Art elements: reinforce relevant art elements through use in own observed images of portraits, shells, shoes, etc. • Design principles: reinforce design principle emphasis through use in own observed images of portraits, shells, shoes, etc.	Learner's Book pp. 353-355; Teacher's Guide pp. 253-254; paper or polystyrene cups; A3 paper; pencils; rulers; everyday objects to draw
3	7	Physical education	Module 3: Moving to the rhythm	7. Work your arms and legs	1 hr	Participation in rhythmic patterns of movement with coordination and control	Learner's Book pp. 310-311; Teacher's Guide pp. 229-230; CD tracks 1 or 2; CD player; chalk

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
3	7–10	Creative arts: Performing arts	Module 3: Together and apart	4. South African songs	4 hrs	<p>Topic 1: Warm up and play Singing warm ups (including South African songs in unison, canon, two-part harmony and call-and-response)</p> <p>Topic 3: Read, interpret and perform</p> <ul style="list-style-type: none"> • Musical notation (note names on the lines and spaces of the treble clef) by singing notated songs and using tonic solfa • Songs from at least two cultural traditions of South Africa in unison, canon, round or two-part harmony. Consider: <ul style="list-style-type: none"> – dynamics, melodic and rhythmic patterns – the movement (posture, facial expression, gesture) or dance element related to the song – style and mood <p>Topic 4: Appreciate and reflect on Own and other's performances and processes using simple creative arts terminology</p> <p>Key terms: canon, round, two-part, musical alphabet, repetition, lyrics, melody</p>	Learner's Book pp. 338–346; Teacher's Guide pp. 244–248; CD tracks 14–17; CD player
3	7–10	Creative arts: Visual arts	Module 3: People and objects	4. Everyday objects in clay	2 hrs	<p>Topic 2: Create in 3D, modelling images</p> <ul style="list-style-type: none"> • Skills and techniques: earthenware clay • Art elements: reinforce texture, shape/form through use in own observed models • Design principles: reinforce balance through use in own observed models • Spatial awareness: reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, parts of model can extend into space • Appropriate tidiness and sharing of space 	Learner's Book pp. 356–358; Teacher's Guide pp. 254–256; A4 sketch paper; pencils; clay; plastic knives, forks, toothpicks or blunt pencils for creating textures; paint brushes; poster paints

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
3	8–9	Personal and social well-being	Topic 2: Social responsibility	6. Gender stereotyping	2 hrs	Gender stereotyping, sexism and abuse: definition of concepts <ul style="list-style-type: none"> • Effects of gender stereotyping and sexism on personal and social relationships • Effects of gender-based abuse on personal and social relationships • Dealing with stereotyping, sexism and abuse 	Learner's Book pp. 275–281; Teacher's Guide pp. 210–215
3	8–9	Personal and social well-being	Topic 2: Social responsibility	Reading skills for Week 8 and Week 9	1 hr	Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> • Reading about ways to deal with stereotyping, sexism and abuse: interpret/explain and relate what has been studied 	Learner's Book pp. 282–284; Teacher's Guide pp. 216–218
3	8	Physical education	Module 3: Moving to the rhythm	8. Work your body	1 hr	Participation in rhythmic patterns of movement with co-ordination and control	Learner's Book pp. 312–313; Teacher's Guide pp. 231–232; CD tracks 1 or 2; CD player; chalk
3	9	Physical education	Module 3: Moving to the rhythm	9. Create a co-ordinated routine (includes PET)	1 hr	Movement performance in rhythmic patterns of movement with coordination and control	Learner's Book pp. 314–315; Teacher's Guide p. 233; CD track 3; CD player; paper; pens
3	10	Personal and social well-being	Topic 2: Social responsibility	Formal Assessment Task: Project (recording of marks)	30 min	Formal assessment for Term 3: Project (Recording of marks)	Learner's Book pp. 285–286; Teacher's Guide p. 218
3	10	Personal and social well-being	Review: Term 3		1 hr	Consolidation of work done during the term	Learner's Book pp. 287–288; Teacher's Guide pp. 218–219

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
3	10	Physical education	Module 3: Moving to the rhythm	10. Demonstrate your final routine (includes PET)	1 hr	Movement performance in rhythmic patterns of movement with coordination and control	Learner's Book pp. 316–317; Teacher's Guide p. 234; CD track 3; CD player
4	1	Personal and social well-being	Topic 3: Health and environmental responsibility	1. Basic First Aid	2 hrs	Basic first aid in different situations: cuts and grazes, burns, scalds and sunburn, stings and bites, bruises, poisoning, bleeding, choking	Learner's Book pp. 362–371; Teacher's Guide pp. 258–261; basic first aid equipment
4	1	Personal and social well-being	Topic 3: Health and environmental responsibility	Reading skills for Week 1	30 min	Reading skills: reading with understanding and fluency <ul style="list-style-type: none"> • Reading about basic first aid: interpret/explain and relate what has been studied 	Learner's Book pp. 372–373; Teacher's Guide pp. 261–262
4	1	Physical education	Module 4: Refined sequences emphasising changes of shape, speed and direction	1. Safety and basic moves	1 hr	<ul style="list-style-type: none"> • Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities • Safety measures relating to sequenced movement activities 	Learner's Book pp. 418–423; Teacher's Guide pp. 287–289; benches
4	1–2	Creative arts: Performing arts	Module 4: Our world	1. Tell a story	2 hrs	<p>Topic 1: Warm up and play</p> <ul style="list-style-type: none"> • Story development games • Physical warm ups for co-ordination and control (including spinal warm up, flexibility, jumps and leaps (safe landings) from one foot to the other in different directions and patterns) • Cool downs (including stretches and flowing movements) <p>Topic 2: Improvise and create</p> <ul style="list-style-type: none"> • Short story inspired by listening to a suitable piece of music and identifying the impact of the different musical elements • Movement sequences to explore aspects of the above story, using elements of dance (time, space, weight, energy), and combinations of locomotor and non-locomotor movements <p>Key terms: time, space, weight, energy</p>	Learner's Book pp. 451–454; Teacher's Guide pp. 304–306; CD tracks 18 and 19; CD player; found or made instruments

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
4	1-2	Creative arts: Visual arts	Module 4: Buildings and places	1. Let's look	1 hr	<p>Topic 3: Visual literacy</p> <ul style="list-style-type: none"> Observe visual stimuli in photographs and real objects to identify and name relevant art elements found in images of buildings and architecture Observe visual stimuli in photographs and real objects to identify and name examples of design principles found in images of buildings and architecture Questions to deepen and extend observation of elements and design principles 	Learner's Book pp. 477-480; Teacher's Guide pp. 318-320
4	2-4	Personal and social well-being	Topic 3: Health and environmental responsibility	2. Food hygiene	3 hrs	<p>Food hygiene:</p> <ul style="list-style-type: none"> Safe and harmful ingredients Food preparation Food storage Food-borne diseases 	Learner's Book pp. 374-383; Teacher's Guide pp. 262-268
4	2-4	Personal and social well-being	Topic 3: Health and environmental responsibility	Reading skills for Week 2, Week 3 and Week 4	1½ hrs	<p>Reading skills: reading with understanding and fluency</p> <ul style="list-style-type: none"> Reading about food hygiene: interpret/explain and relate what has been studied 	Learner's Book pp. 384-389; Teacher's Guide pp. 268-272
4	2	Physical education	Module 4: Refined sequences emphasising changes of shape, speed and direction	2. Change direction	1 hr	<ul style="list-style-type: none"> Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities Safety measures relating to sequenced movement activities. 	Learner's Book pp. 424-427; Teacher's Guide pp. 289-291; triangular bandages; jerseys; ice and plastic bags or ice bricks/freezer sachets; benches; hoops; ropes; ribbons

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
4	3	Physical education	Module 4: Refined sequences emphasising changes of shape, speed and direction	3. Skip and roll	1 hr	<ul style="list-style-type: none"> Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities Safety measures relating to sequenced movement activities 	Learner's Book pp. 428–431; Teacher's Guide pp. 291–293; mats; hula hoops; ribbons; balls
4	3–6	Creative arts: Performing arts	Module 4: Our world	2. Play with puppets	4 hrs	<p>Topic 1: Warm up and play</p> <ul style="list-style-type: none"> Story development games Singing warm-ups (including songs in unison, canon, in two-part harmony and/or call-and-response) Vocal warm-ups (including breathing, with chanting) <p>Topic 2: Improvise and create</p> <ul style="list-style-type: none"> Basic hand and/or head puppets, using found or recycled materials, inspired by an African story (traditional or contemporary) Note: Already-made puppets may also be used Musical signature tunes for each of the puppet characters using voice, found or made instruments <p>Topic 3: Read, interpret and perform</p> <p>A puppet performance, using dialogue, puppet movement and musical accompaniment. Consider characters, relationships and structure (conflict and resolution).</p> <p>Topic 4: Appreciate and reflect on</p> <p>Own and other's performances and processes using simple creative arts terminology</p> <p>Key terms: puppetry, canon, round, two-part harmony, chant</p>	Learner's Book pp. 455–463; Teacher's Guide pp. 307–312; made puppets or materials for puppet-making (small paper packets; crayons, koki pens or paints; coloured paper; scraps of fabric; glue; strands of wool); materials for set-making (large cardboard boxes and sheets of cardboard; paints; coloured paper; scraps of fabric; glue; strands of wool); CD track 15; CD player; found or made instruments

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
4	3–6	Creative arts: Visual arts	Module 4: Buildings and places	2. Drawing buildings	2 hrs	<p>Topic 1: Create in 2D, buildings, architecture and the environment</p> <ul style="list-style-type: none"> • Drawing and/or colour media: exploring a variety of media and techniques • Art elements: overview of developed use of all art elements found in own images of buildings, architecture and the environment • Design principles: reinforce relevant design principles in own images of buildings, architecture and the environment <p>Topic 3: Visual literacy</p> <ul style="list-style-type: none"> • Apply, identify and personally interpret in own work 	Learner's Book pp. 481–482; Teacher's Guide pp. 321–323; pencils; large sheets of paper; erasers; crayons, paints, koki's or coloured pencils; paint brushes
4	4	Physical education	Module 4: Refined sequences emphasising changes of shape, speed and direction	4. Create a routine (includes PET)	1 hr	<p>Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities</p>	Learner's Book pp. 432–433; Teacher's Guide pp. 294–295; mats; hula hoops; ribbons; balls; pens; paper; benches; learners' own music
4	5–7	Personal and social well-being	Topic 3: Health and environmental responsibility	3. Communicable diseases	3 hrs	<p>Communicable diseases such as mumps, tuberculosis, common colds, chickenpox, athletes' foot, etc.</p> <ul style="list-style-type: none"> • Causes of communicable diseases • Signs and symptoms of communicable diseases • Where to find information • Prevention strategies • Available treatment 	Learner's Book pp. 390–401; Teacher's Guide pp. 272–276
4	5–7	Personal and social well-being	Topic 3: Health and environmental responsibility	Reading skills for Week 5, Week 6 and Week 7	1½ hrs	<p>Reading skills: reading with understanding and fluency</p> <ul style="list-style-type: none"> • Reading about communicable diseases: interpret/explain and relate what has been studied 	Learner's Book pp. 402–409; Teacher's Guide pp. 276–280

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
4	5	Physical education	Module 4: Refined sequences emphasising changes of shape, speed and direction	5. Demonstrate your routine (includes PET)	1 hr	Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities	Learner's Book pp. 434–435; Teacher's Guide pp. 295–296; mats; hula hoops; ribbons; balls; benches; learners' own music
4	6	Physical education	Module 4: Refined sequences emphasising changes of shape, speed and direction	6. Balance your body	1 hr	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities	Learner's Book pp. 436–440; Teacher's Guide pp. 296–298; mats; hula hoops; balls; benches; chairs
4	7	Physical education	Module 4: Refined sequences emphasising changes	7. Rotate your body	1 hr	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities	Learner's Book pp. 441–442; Teacher's Guide pp. 298–299
4	7–10	Creative arts: Performing arts	Module 4: Our world	3. Cultural rituals and ceremonies (includes CAT)	4 hrs	<p>Topic 1: Warm up and play</p> <ul style="list-style-type: none"> Leading and following games <p>Topic 3: Read, interpret and perform</p> <p>Select a cultural ritual or ceremony (recorded or live); observe, discuss and rehearse for presentation to the class. Consider:</p> <ul style="list-style-type: none"> patterns, repetition and sequencing elements of music, dance, costume and props (if appropriate) performance area and audience arrangement appropriate entrances and exits <p>Topic 4: Appreciate and reflect on</p> <p>Cultural rituals and ceremonies, considering elements, including pattern, repetition and sequence</p> <p>Key terms: cultural ritual, ceremony, patterns, repetition, sequence</p>	Learner's Book pp. 464–475; Teacher's Guide pp. 312–317; props, costumes and music for ritual presentations

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
4	7–10	Creative arts: Visual arts	Module 4: Buildings and places	3. Making buildings	2 hrs	<p>Topic 2: Create in 3D or relief, buildings, architecture and the environment</p> <ul style="list-style-type: none"> • Skills and techniques such as pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: reinforce relevant art elements through own construction of buildings and architecture • Design principles: reinforce relevant design principles through use in own construction • Spatial awareness: reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, parts of model can extend into space <p>Topic 3: Visual literacy</p> <p>Observe visual stimuli in photographs and objects to identify and name relevant art elements found in images of buildings and architecture</p>	Learner's Book pp. 483–485; Teacher's Guide pp. 323–326; strong sheets of cardboard; pencils; erasers; glue; scissors; different-sized cardboard boxes; other recycled materials like empty toilet rolls, paper plates, paper cups, styrofoam trays, buttons, bottle tops, coloured paper, string and sequins; pastels; koki's; paint and paint brushes
4	8	Personal and social well-being	Topic 3: Health and environmental responsibility	4. HIV and AIDS	1 hr	HIV and AIDS education: myths and realities about HIV and AIDS including risks and perceptions about HIV and AIDS	Learner's Book pp. 410–412; Teacher's Guide pp. 280–282
4	8	Personal and social well-being	Topic 3: Health and environmental responsibility	Reading skills for Week 8	30 min	Reading skills: reading with understanding and fluency	Learner's Book pp. 413–414; Teacher's Guide pp. 282–283

Term	Week/s	Study area and stream	Topic/Module title	Unit number and title	Time allocation	Life Skills CAPS reference	Resources
4	8	Physical education	Module 4: Refined sequences emphasising changes of shape, speed and direction	8. Use space and shapes	1 hr	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities	Learner's Book pp. 443–445; Teacher's Guide pp. 300–301; chalk; cones or beakers
4	9–10	Personal and social well-being	Review: Term 4		2 hrs	Consolidation of work done during the year	Learner's Book pp. 415–416; Teacher's Guide pp. 283–286
4	9	Physical education	Module 4: Refined sequences emphasising changes of shape, speed and direction	9. Create a final routine (includes PET)	1 hr	Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities	Learner's Book pp. 446–447; Teacher's Guide pp. 301–302; pens; paper; learners' own music; hula hoops; benches; mats; ribbons; balls; chairs
4	10	Personal and social well-being	Formal assessment: End-of-year examination		1 hr	Formal assessment for Term 4: End-of-year examination	Teacher's Guide pp. 372–376
4	10	Physical education	Module 4: Refined sequences emphasising changes of shape, speed and direction	10. Demonstrate your final routine (includes PET)	1 hr	Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities	Learner's Book pp. 448–449; Teacher's Guide p. 303; learners' own music; hula hoops; benches; mats; ribbons; balls; chairs

2. Lesson-by-lesson

This section contains teaching notes for the units in the Learner's Book and answers to all the activities. It also provides informal assessment suggestions and suggested remedial and extension activities.

TERM 1

Personal and social well-being	39
Physical Education	68
Creative arts: Performing arts	85
Visual arts	107

TERM 2

Personal and social well-being	118
Physical Education	149
Creative arts: Performing arts	163
Visual arts	175

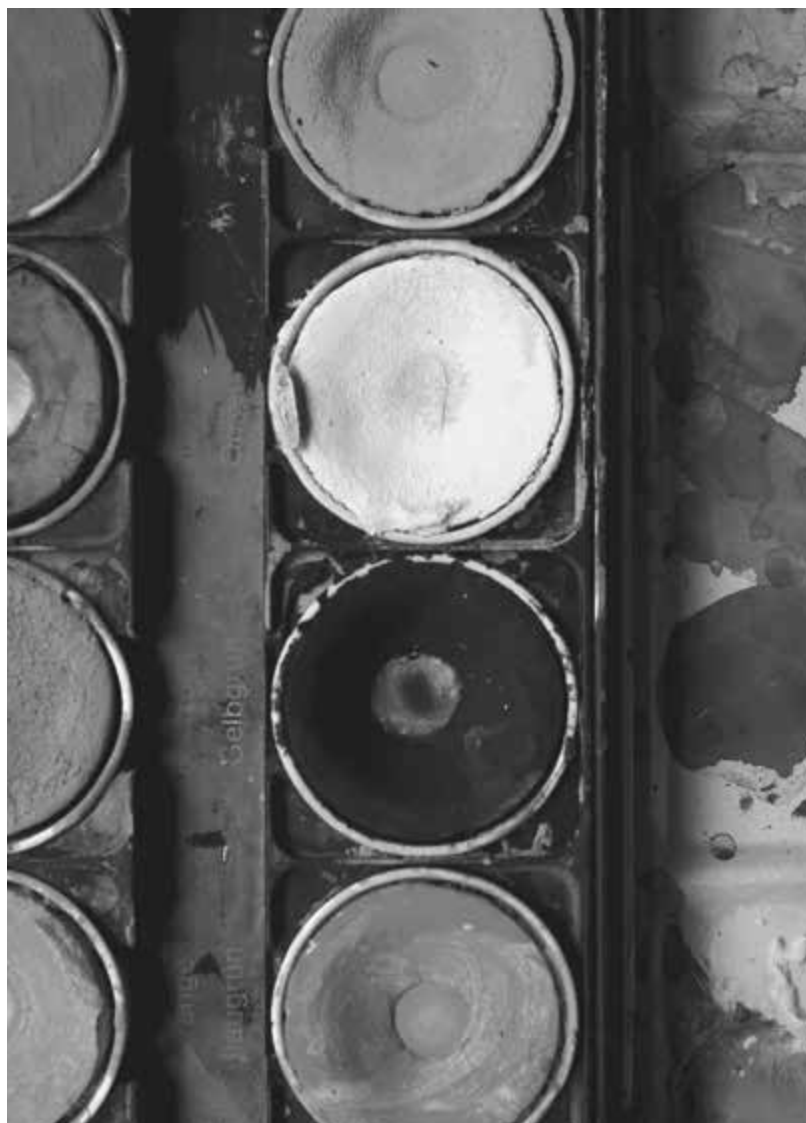
TERM 3

Personal and social well-being	185
Physical Education	220
Creative arts: Performing arts	235
Visual arts	249

TERM 4

Personal and social well-being	258
Physical Education	287
Creative arts: Performing arts	304
Visual arts	318

Term 1



Personal and social well-being

TOPIC 1: Development of the self

Unit 1

Body image

Learner's Book pages 4-11

Duration: 2 hours

Term and week/s

Term 1, Weeks 1-2

Topic

Development of the self

Resources

Learner's Book pages 4-11; old newspapers and magazines; glue; scissors; large sheet of paper

Curriculum and Assessment Policy Statement (CAPS) content

Positive self-esteem: body image

- Understanding and respecting body changes
- Other influences on body image: media and society
- Acceptance of the self

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into two one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	1	4-7	1-4
2	2	8-11	5-8

Lesson 1 (Week 1)

- Introduce the lesson by asking learners the questions at the beginning of the unit.
- Work through the information on the physical changes during puberty.

Activity 1

- Let learners work individually to respond to 2 (a) or (b).
- You could conclude this activity by asking learners to discuss their answers with the class.

Activity 2

- Introduce the activity by discussing emotional changes during puberty and reading and discussing the 'Ask Agony Aunt Ann' article in the Learner's Book.
- Learners should work on this activity individually. As the responses to these questions are very personal, learners should not have to discuss their answers with anyone else. However, if learners are happy to volunteer their responses, you could conclude the activity with a short class discussion.



Activity 3

- Introduce the activity by discussing the implications of a changing body image.
- Learners should work on this activity with a partner and write down their answers.

Work through the information on the importance of taking care of our bodies as they change. Ask learners if they have any further suggestions to add.

Activity 4

- Learners should work individually on this activity.
- You could conclude the activity and the lesson by asking if anyone would like to volunteer some of their responses.

Lesson 2 (Week 2)

Start the lesson by discussing the concept of body image and the influences that can lead to a person having a positive or negative body image. There is useful information on this in the Learner's Book.

Activity 5

- Learners should work first, on their own, and then as a class, to create a collage.
- Allow some time for (4) as this discussion will help the learners to be aware of how the media affects their body image.

Discuss the importance of accepting and appreciating our bodies by referring to the information in the Learners' Book.

You could ask a volunteer to read the poem *My body* aloud.

Activity 6

Let the learners write their poems on pieces of paper. Those learners who are comfortable with sharing their poems can display them on the classroom walls for other learners to read. Learners who do not want to do this should paste their poems in their books.

Discuss the tips for a positive body image in detail. Ask learners if they can think of any tips that they could add to the list.

Work through the Learner's Book information on tips for a positive body image and being happy with your body.

Activity 7

- Divide the class into two approximately equal teams. One team should argue that the statement 'Boys are more satisfied with their bodies than girls' is true, and the other should argue against it.
- Remind learners that in a debate they need to present an argument for or against an issue or topic irrespective of what their opinions are.



Activity 8

- Learners should work on this activity on their own.
- As this activity calls for a very personal response, learners should not be asked to share their answers with the class. However, you could ask if any of them have responses that they would like to volunteer for a brief class discussion to conclude the lesson.

Answers

Activity 1

2. a) Examples: boys will experience growth spurts, body odour, growth of body hair, growth of genitals, more noticeable muscles, a deeper voice, an oily skin and an increased appetite as the body needs more food to deal with growth and changes (learners could list any five).
b) Examples: girls will experience growth spurts, an increased appetite as a result of growth spurts, increased body hair, body odour, more fat on their bodies, the development of breasts, menstruation and an oily skin (learners could list any five).

Activity 2

1. & 2. Own answers.
3. Examples: talk to someone that you trust, take up a sport as exercise helps you stay fit and maintain a healthy weight, make sure that you eat healthily and find a hobby that you really enjoy. If you continue to feel very depressed, speak to a counsellor.

Activity 3

2. a) Learners could say something like, 'It is important to develop a healthy body image because you can only be happy if you like and respect yourself. You have to realise that everyone is different and everyone has unique and special qualities, including you.'
b) Examples: remember that you are unique and special, that people come in different sizes and shapes and that the 'perfect' people in the media often do not look like their digitally manipulated photographs. Make the most of what you have got: clean your skin regularly to avoid acne; eat healthily and do regular exercise in order to maintain a healthy weight; have good personal hygiene habits and wear clean clothes; dress in a way that you like and that suits you, so that you look good.

Activity 4

Learners' own answers.

Activity 5

4. b) Our ideas of what is and isn't attractive come from the media, which tends to promote a stereotype of what beauty is, and from our culture. For example, 'thin is beautiful' seems to be the message of our western culture and media, but in many African countries a fuller figure is seen as beautiful.

- c) No. When models appear in media photographs, they are usually carefully made up, and their clothes and hair have been professionally styled and groomed. Only the best photographs are chosen from a shoot, and these are then usually edited and retouched to remove any imperfections (such as spots or wrinkles), before the photographs are published.

Activity 6

Learners' own poems.

Activity 7

Learners' own opinions that should be supported by examples and explanations.

Activity 8

2. a) Example: My best friend is compassionate as she spends a lot of time helping people who are lonely or sad. She is funny and is able to make me laugh no matter how bad I feel. She is friendly and everyone in our class likes her. She is also enthusiastic and thinks of lots of fun things for us to do. She is intelligent and gets the top Maths marks in our class.

Informal assessment

Activity 1: Observe the learners during the class discussion. Assess whether their contributions demonstrate an understanding of the changes that boys and girls go through in puberty.

Activity 2: Learners should not have to share the answers to these questions with anyone, as this is essentially a self-assessment activity.

Activity 3: Allow the pairs to share their responses with the rest of the class. Listen to their contributions and assess whether they have understood the need to develop a positive body image and ways to develop a positive body image.

Activity 4: After a few weeks, you can ask learners to assess the progress that they have made using their personal exercise plan. They should think of a few ways to improve their progress and note their ideas down in their journals.

Activity 5: You could hold a short class discussion about the class collage, and ask learners to discuss the collage in terms of question 4. Listen to learners' contributions and assess whether they have understood how the media influences and distorts our ideas of what makes people attractive.

Activity 6: Ask learners to read their poems to the class. Assess whether each learner's poetry demonstrates respect and appreciation for their own body.

Activity 7: Listen to the learners' points in the debate carefully, and assess whether they have clearly understood the concept of body image, and the factors that influence a person's body image. Their responses should also demonstrate a clear understanding of the changes that boys and girls go through in puberty.

Activity 8: As this exercise is essentially personal and focused on self-assessment, learners should not have to share their responses with anyone.

Remedial

If learners are struggling to understand or come to terms with the emotional and physical changes that they are going through in adolescence, invite a local nurse or health worker to come and speak to the learners. You could ask learners to write out any questions that they might have, and put them into a box. They should not put their name on their question, and the questions should be sent to the speaker in advance. In this way, the learner's questions remain anonymous, and the speaker can address them without embarrassing the learner.

Extension

- Ask the learners to write a letter from a teenage body to its owner. In the letter, the body should explain what it is going through and how it would like to be treated and why.
- Ask learners to research the link between media-based concepts of beauty and eating disorders such as anorexia and bulimia. They should prepare a short presentation on their findings, for the class.

Week 1 Reading Skills: Growing and changing

Learner's Book pages 12-13

Duration: 30 minutes

Term and week/s

Term 1, Week 1

Topic

Development of the self

Resources

Learner's Book pages 12-13

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about positive influences on body image: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 1.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 1. Discuss some of the changes experienced by boys and girls. Discuss the difference in the rates of growth. If required go into more detail of the physical changes – body odour, personal hygiene, hair growth and periods.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.

- After the learners have had time to read the text once or twice, read through the questions in the box on page 13 of the Learner's Book with them.
- Allow them to answer the questions in groups (not mixed groups) of four or five. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary.

Answers

1. The article is about different changes that happen to your body as you grow up.
2. Your body has growth spurts which can sometimes make you feel uncomfortable with your body. Your feelings about yourself change and your relationships change. You experience some feelings more than you used to when you were younger.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Support reluctant readers by explaining that the reading is related to content they have already covered in the unit. So the topic and vocabulary will not be totally new and strange to them.

Slower readers will need to be encouraged to approach the reading with a positive mind-set. If they are supported through the reading process, they are more likely to feel that the experience has been a success and will be more positive about tackling the next reading. Don't let learners struggle unaided for long. They will soon become discouraged and it will be difficult to get them to be enthusiastic about reading in future. Either help the learner yourself or assign a reading buddy.

Extension

- Ask the learners to write a short poem about the funny side of growing up and draw a picture to illustrate the poem.
- You can also find poems for children on growing up on the following websites: <http://www.gigglepoetry.com/poem;aspx?PoemID=225&CategoryID=8>; <http://www.gigglepoetry.com/poem;aspx?PoemID=123&CategoryID=40>.

Week 2 Reading Skills: Fashionably you

Learner's Book pages 14–15

Duration: 30 minutes

Term and week/s

Term 1, Week 2

Topic

Development of the self

Resources

Learner's Book pages 14–15

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about positive influences on body image: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 1.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 1. Discuss the fashion clothing and hairstyles of today. Refer to pictures and talk about other fashion styles (Goths, punks, hippie, etc.).
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 15 of the Learner's Book with them.
- Allow them to answer the questions as a class. Encourage a number of different learners to respond to each of the questions.

Answers

1. The article is about clothes and different kinds of fashion.
2. We wear fashionable clothes to look different from our parents and other groups. Fashion is a way of showing who you are and what you value.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Show slower learners how to skim read a text to get the gist of what it is about. Also show them how to scan a text to find particular information.

Extension

Discuss personal fashion likes and dislikes with the learners. Allow them to cut pictures out of old magazines. Encourage each learner to create an A4 sheet with pictures of fashion items that they like.

Unit 2

Your abilities, interests and potential

Learner's Book pages 16–19

Duration: 3 hours

Term and week/s

Term 1, Weeks 3–5

Topic

Development of the self

Resources

Learner's Book pages 16–19

Curriculum and Assessment Policy Statement (CAPS) content

Abilities, interests and potential

- Identify own abilities, interests and potential
- Relationship between abilities, interests and potential
- Create opportunities for making the most of own abilities, interests and potential: explore a variety of sources
- Action plan to improve own abilities, pursue own interests and develop own potential

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Consider why you took up teaching as a career, and if your work is linked to your interests and abilities. If it is, this would be a good starting point for discussing the material in this unit with the learners.

Teaching the unit

Divide the unit into three one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	3	16–17	1
2	4	17	2
3	5	18–19	3–4

Lesson 1 (Week 3)

- Start the lesson with a class discussion based on the introductory questions at the beginning of the unit.

- Then explain how success and increased confidence leads to further success, and how a person's weaknesses can be turned to strengths.



Activity 1

- Learners should work on their own. Allow most of the rest of the lesson for them to complete the activity.
- You could conclude the lesson with a brief classroom discussion of some of the learners' responses. As these responses are personal, learners should volunteer, rather than being told to share their answers with the class.

Lesson 2 (Week 4)

Explain what interests are and how different people have different interests.



Activity 2

- Learners should work on their own to answer the questions given on page 17 of the Learner's Book.
- Let them complete their paragraphs for homework if necessary.

Conclude the lesson by discussing the link between concepts of abilities, interests and potential. There is useful information on this in the Learner's Book.

Lesson 3 (Week 5)

Start the lesson by discussing the value of making a career of doing something that is enjoyable and interesting. Read the case study, *Cathy's passion could save lives* to the learners and discuss it in detail.

Activity 3

- Learners should work with a partner to answer the questions.
- Allow some time to go through the learners' answers with the whole class.

Explain what an action plan is. Also explain that the point of the action plan that they will create is to develop their interests and abilities further. Some useful examples of how this can be done are shown in the illustration in the Learner's Book.



Activity 4

- If there is not enough time for learners to complete this activity in class, explain it to them and set it as homework.
- Learners should work on their own to copy and complete the table using the steps in (2) to guide them.

Answers

Activity 1

Learners' own answers.

Activity 2

3. Example: My main interests are reading and travelling. When my parents can't afford a plane or train ticket to somewhere interesting, then I travel to different places through my books. I read at least three books a week, and I think this is why my highest marks are also for my favourite subjects: English and History. I also love watching movie, and this is my favourite activity with my friends Hillary and Busi. We are all part of our school's movie club and are really looking forward to the 'make your own movie' workshop that they are organising next year.

Activity 3

2. a) Cathy first became interested in dogs when she was a baby (her favourite soft toys were always dogs or puppies).
 b) She found out more about service dogs by making friends with a guide dog working in her area.
 c) She became involved in training dogs by volunteering during the holidays, to work at an organisation that trained search and rescue dogs.
 d) I think that she is good at training dogs because she loved them and so they formed a good bond with her. The dogs would try to please her by being obedient.
 e) I do not think that Cathy had any idea of what kind of career she wanted to have one day, because she started training dogs out of interest and passion, and this turned into a career.

Activity 4

3. Example:

Ideas	1	2	3
My interests and abilities	Horse riding	Karate	Photography
What I can do to develop this	Volunteer to help at a riding for the disabled programme.	Work towards getting my next belt. Enter more competitions.	Join the school photographic club.
What I need to do this	Information on the local organisation.	Two practice evenings a week. Money to travel to competitions.	A good SLR camera.
Who I can get help from	I will look this up on the Internet.	I will work as a tour manager for the dojo, and then they will pay for my transport to competitions.	I will save all my birthday and Christmas money, and will get a Saturday morning job so that I can get the money to buy a good camera. Meanwhile, I will borrow Dad's camera.
When I will start (date)	I will do some research tonight, and hopefully start working next week.	I will speak to my karate sensei on Friday.	I will talk to Dad about his camera and ideas for a Saturday job, tonight.

Informal assessment

Activity 1: As this is a personal self-assessment activity, learners should not have to share their responses with their class. You could ask a few learners to share their responses with the class (if they volunteer to do so) and assess whether they have a clear understanding of their own abilities.

Activity 2: Ask the learners to work in groups of three or four to share their paragraphs and get feedback on their ideas.

Activity 3: Go through the answers from this memorandum with the learners and allow them to mark their own work. Accept alternative answers, provided that they are logical and well-motivated.

Activity 4: This activity can be assessed in the same way as Activity 2. It would probably be a good idea to ask learners to assess their progress in implementing their action plan, in a few weeks' time.

Remedial

If learners are struggling to list their abilities, ask them to think about something that they have received a compliment/s for. When discussing learners' interests, ask them what they do or would like to do with their time when they are not at school or doing their homework or chores. You could also ask learners to work in a pair with a stronger learner who knows them well, and who could help them to answer the questions in the activities.

Extension

Arrange for a few parents or members of your local community who have a variety of jobs to set up a careers evening or afternoon at the school. The volunteers should explain what their job entails, how they got into the line of work that they are in, and how they feel about their work.

Week 3 Reading Skills: The running shoes

Learner's Book pages 20–21

Duration: 30 minutes

Term and week/s

Term 1, Week 3

Topic

Development of the self

Resources

Learner's Book pages 20–21

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading texts on how to identify and develop own abilities, interests and potential: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 2.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 2. Tell learners that this story is about perseverance and practice. Explain how developing your interest requires practice or studying. Give examples of interests and how you can develop them.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 21 of the Learner's Book with them.
- Allow them to answer the questions as a class. Encourage a number of different learners to respond to each of the questions.

Answers

1. Mr Mokono said Pauline may take the running shoes home and start practising. If she runs a race and wins, she may keep the shoes.
2. Pauline wants to be a runner. She wanted to win the race. She wanted to keep the shoes.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Set time limits for reading the text. In this way slower learners will focus on the reading task and begin increasing their reading speed and fluency.

Extension

Ask each learner to research a person/sport/interest they admire, or give them an example of a person to research (pop star, actor, sportsman/woman, art, photography). Ask them to write down 10 points of interest about this person.

Week 4 Reading Skills: You can dance

Learner's Book pages 22–23

Duration: 30 minutes

Term and week/s

Term 1, Week 4

Topic

Development of the self

Resources

Learner's Book pages 22–23

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading texts on how to identify and develop own abilities, interests and potential: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 2.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 2. Ask the learners if they have ever been to an audition or a sports trial and explain how these are run, if necessary. Ask them to think about how they might feel as they try-out for a place in a sports' team or in a theatre production.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 23 of the Learner's Book with them.
- Allow them to answer the questions as a class. Encourage a number of different learners to respond to each of the questions.

Answers

1. The story is about Jacob going to an audition, trying something new and being successful.
2. Jacob thought he was a better singer when he started.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Some Intermediate Phase learners may still need support to make the shift from learning to read to reading to learn. Ways to do this are:

- to help learners to identify the text type before they start reading
- to explain how to approach different types of text
- to pre-teach new or difficult vocabulary
- to develop pre-reading skills such as looking at the pictures, reading the headings, subheadings, captions, labels and any information highlighted in boxes.

Extension

Select an extract from a piece of music or a song that will appeal to the learners and play it for them a few times. In groups of four, let them work out some simple dance moves to the extract. When they have had some time to do this, let each group teach one another their moves.

Week 5 Reading Skills: When $1 + 1 = 1$

Learner's Book pages 24–25

Duration: 30 minutes

Term and week/s

Term 1, Week 5

Topic

Development of the self

Resources

Learner's Book
pages 24–25

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading texts on how to identify and develop own abilities, interests and potential: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 2.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 2. Discuss the fact that everyone has different abilities. Talk about different skills that could be developed, ranging from sports, modelling and acting to maths.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 25 of the Learner's Book with them.
- Allow them to answer the questions in groups of seven or more. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary.

Answers

1. The story is about twins who have different abilities and how they used them to work together for craft day.
2. Jamie is good at maths and his sister is good at beadwork. They worked together.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Show slower learners some ways of working out the meaning of new words from the context. Also teach word attack skills such as:

- recognising the part of speech
- breaking down the word
- identifying prefixes such as un-, non-, re-, con- and dis-
- identifying suffixes such as -ed, -ing, ion, -ness, -ly and -ment.

Extension

Let the learners research making a product to sell (e.g. bracelet, wrist thong, necklace). Work out how much it will cost to make and how much it has to be sold for, to make a profit. Let them make the products and sell them at break time.

Unit 3

Peer pressure

Learner's Book pages 26–30

Duration: 2 hours

Term and week/s

Term 1, Weeks 6–7

Topic

Development of the self

Resources

Learner's Book
pages 26–30

Curriculum and Assessment Policy Statement (CAPS) content

Peer pressure:

- Examples of peer pressure in different situations: school and community
- Appropriate responses to peer pressure in different situations

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

- Consider examples of negative or positive peer pressure you have seen during your teaching career, or in your own time as a learner at school. You can use these examples (obviously without mentioning specific names) to highlight the points that you make to the learners while teaching this unit.

Teaching the unit

Divide the unit into two one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	6	26-28	1
2	7	28-30	2-4

Lesson 1 (Week 6)

- Introduce the lesson by having a class discussion about peer pressure. You can use the questions at the beginning of the unit as a starting point.
- Make sure that learners understand what peer pressure is, and the difference between positive and negative peer pressure, before they start working on Activity 1.

Activity 1

- You may wish to pair stronger readers with weaker ones for this activity.
- Learners should work with a partner to read the dialogues together and then identify and describe the examples of peer pressure in them.
- Allow time to discuss the learners' responses to the questions with the whole class.

Now turn
to LB page 31
for the
reading for
Week 6

Lesson 2 (Week 7)

Ask learners if they have any suggestions for appropriate ways to respond to peer pressure. Work through the information in the Learner's Book.

Activity 2

This activity allows learners to think about their position on different activities and how they could resist pressure from their peers to participate in them. It is helpful for learners to work out ways of responding to peer pressure before they experience it.

Discuss the importance of learners being able to stand up for their rights and morals, and of being assertive enough to say 'no' to negative peer pressure. There is excellent material for a discussion of these concepts in the Learner's Book.

Activity 3

- Allow about 10 minutes for this activity.
- Learners should work in a small group to discuss the situations and how they would respond to them.
- If there is time, allow some of the groups to share their responses with the rest of the class.



Activity 4

- Learners should work in groups of four to adapt the dialogues that they read in Week 6 in such a way that Matt and Lesedi respond positively and assertively to negative peer pressure.
- If you are short of time, ask the groups to choose one of the dialogues to role-play.
- Move around the classroom assisting learners, where necessary, to role-play their responses to peer pressure.

Answers

Activity 1

3. Joshua tries to convince Matt to see people who play chess as 'nerds' and 'freaks', he tries to persuade Matt not to do what Matt is really interested in, and he tries to convince Matt to disobey his mother and to lie to her about which extra-mural activity he had been to. Amy tries to persuade Lesedi to look down on 'fat' kids, to diet excessively and to shop-lift. Learners could identify any two of these examples for each dialogue.
4. This peer pressure is negative, as in both cases someone is being manipulated by a so-called 'friend' into doing something that they know is wrong, and that they do not want to do.

Activity 2

3. Examples: People who are real friends would respect my right to make my own decisions; I am not trying to force you to do things that you do not want to, why are you trying to force me?; I have a right to say 'no' and that is what I am saying now; I do not agree with what you want me to do, and so I am not going to do it.

Activity 3

2. In frame (a), the implication is that 'everyone' bunks Maths, and so if the boy holding the red book does not, he is odd and not part of the crowd. Deliberately missing lessons could get these learners into a lot of trouble, and because they will miss out on teaching time, they could get lower Maths marks. In frame (b), the girl who is speaking is trying to persuade the girl next to her to steal the drink of the girl sitting down. Theft is a serious offence, and this is also bullying behaviour. Therefore, the two girls could get into a lot of trouble if they do decide to steal the drink of the third girl.
3. Learners should illustrate responses that are assertive, rather than aggressive or insulting. For example, 'If everyone bunks Maths, the Maths teacher will realise and we will all get into trouble. Besides, I need to go to Maths if I am going to pass at the end of the year', or 'Stealing is wrong and taking that girl's drink would be unkind, so I am not doing it.'

Activity 4

Learners' own dialogues, which should illustrate responses that are assertive, rather than aggressive or insulting.

Informal assessment

Activity 1: Go through the answers in this memorandum with the learners, and let them mark their own work.

Activities 2 and 3: Let the learners share their ideas and give each other feedback, in small groups of three or four. If they have any particularly interesting

responses, they could share them with the class as a whole.

Activity 4: Ask the learners to perform their role-plays for the class. Assess whether they are able to show assertive and effective ways to respond to negative peer pressure. Allow the class to give the role-play groups constructive feedback as well.

Remedial

Some learners find it very difficult to be assertive, rather than aggressive. The following exercise is designed to allow them to understand the difference, and to practise being assertive. Write a number of imaginary scenarios where learners are asked to do something wrong, on separate pieces of paper. For example, you could write things like 'your best friend is trying to persuade you to have just one drag on a joint' or 'your best friend is trying to persuade you to bunk History'. Learners should work in pairs to role-play each scenario twice: once where the response is aggressive, and once where it is assertive. Learners should ask their class who watched them perform the role-plays to give them an 'assertiveness score' out of 10. They should continue to perform new role-plays until they have scored at least 8 out of 10.

Extension

Ask learners to examine some speeches by famous world leaders that have managed to motivate thousands or even millions of people to follow them. They should examine their speeches and evaluate what type of pressure these leaders put on people to convince them to follow their lead. They should also decide if the peer pressure used was positive or negative. For example, they could look at the speeches of Dr Martin Luther King, Former President Nelson Mandela, Malcolm X or Mahatma Gandhi.

Week 6 Reading Skills: Best Girl Friends

Learner's Book pages 31–32

Duration: 30 minutes

Term and week/s
Term 1, Week 6

Topic
Development of the self

Resources
Learner's Book
pages 31–32

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about ways to resist peer pressure: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 3.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 3. Remind them about different kinds of friends and groups of friends. Give examples of both positive and negative influences certain friends or groups can have on others.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 32 of the Learner's Book with them.
- Allow them to answer the questions in groups. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary.

Answers

1. The story is about Shana who wants to join a group of girls because she has no friends. But she has to steal and lie to join them.
2. She saw herself in the mirror and remembered that her gran said she must ask herself how she feels.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Encourage reluctant readers to at least try to read the weekly reading. Ask them to focus on what they can read and understand and not worry too much about words they cannot understand. Praise them for their efforts.

Extension

Allow learners to do a school survey to find out what other learners would do if they were Shana. Let them give feedback. Example: 'Four out of the five people I asked would not steal to join a gang'.

Week 7 Reading Skills: Zinzi's helpline

Learner's Book pages 33–34

Duration: 30 minutes

Term and week/s

Term 1, Week 7

Topic

Development of the self

Resources

Learner's Book pages 33–34

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about ways to resist peer pressure: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 3.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 3. Discuss a few problems learners might have with regards to peer pressure.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 34 of the Learner's Book with them.
- Allow them to answer the questions in groups of four or five. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary.

Answers

1. The text is about people asking for help with their problems and Zinzi advising them.
2. Zinzi asked Jay-Boy if he wanted to lie and if he wanted to have friends that may turn on him. I wouldn't want to lie nor have friends like that.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Demonstrate how learning to read content texts, and not just stories, is a way of finding out about interesting things in the world.

Extension

Ask learners to pretend they are writing to Zinzi about a problem. Let them swap work with a partner. Now let the partners pretend they are Zinzi and give advice on the problem.

Unit 4

Solving problems in conflict situations

Learner's Book pages 35–40

Duration: 2 hours

Term and week/s

Term 1, Weeks 8–9

Topic

Development of the self

Resources

Learner's Book pages 35–40

Curriculum and Assessment Policy Statement (CAPS) content

Problem-solving skills in conflict situations: keeping safe and how to protect self and others

- Mediation skills
- Peacekeeping skills: acceptance of self and others, demonstration of respect for others, co-operation, personal responsibility for one's actions, listening

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Consider your own attitude to conflict and techniques that you have found useful for resolving conflict. This will enrich your teaching of this unit.

Teaching the unit

Divide the unit into two one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	8	35–38	1–2
2	9	38–40	3–5

Lesson 1 (Week 8)

- Start the lesson by asking learners if they think conflict is a bad or a good thing.
- Use the information in the Learner's Book to discuss conflict as a natural part of life, the various aspects of conflict and how to deal with conflict.
- Discuss and explain mediation and the rules of mediation, using the information in the Learner's Book.
- Read the case study, *Can this friendship be saved?* to the learners.



Activity 1

- Let the learners work in pairs to complete the cartoon strip in their books. You may wish to pair a stronger writer with a weaker one. Also, allow learners to write in their home language if they want to.
- Let learners read another pairs' cartoon strip.

Read the information on the value and importance of mediation before learners begin Activity 2.

Activity 2

- Learners should work in a group to think of conflict situations that they have been involved in, and to role-play these conflict situations being mediated.
- You could conclude the activity and the lesson with a short discussion of how useful the learners found the mediation process.

Lesson 2 (Week 9)

- Introduce the lesson with a short discussion stimulated by the learners' responses to the questions about peacekeepers in the Learner's Book.
- Ask them if they have heard of Martin Luther King or Mahatma Gandhi, and let them brainstorm what they know about these great leaders.

Activity 3

Learners should work with a partner to read the case studies about Mahatma Gandhi and Martin Luther King and to answer the questions which follow in the Learner's Book.

Discuss the tips for keeping the peace with the learners. Ask them if they can think of any tips to add to the list.

Activity 4

- Learners should work on their own to complete the questionnaire. Let them write down each statement and 1–5 next to it.
- Explain that they should use their responses to assess their own skills as a peacekeeper.



Activity 5

- Let learners brainstorm ideas they have for rules and then, as a class, select the five or six most useful ones.
- Once everyone has agreed to the rules, the rules should be hung up on the classroom wall, as a reminder to learners to follow them.

Answers

Activity 1

2. Example: I would try to follow the steps of mediation (on page 37 of the Learner's Book). I would arrange for us to sit in a private place (for example, an empty classroom) and then give Shaun and Nobanzi the chance to explain what has happened to make them fight. While each of them is explaining the situation, I would insist that the other person listens without interrupting. I would take notes as they talk, and at the end of their explanations, I would try to summarise the main issues that each of them was upset about. If they agree that I have understood the situation correctly, I would then try to reach a compromise agreement about how they should both behave in the future. I would keep going with the negotiations until both parties had reached an agreement that they are happy with.
3. Example: Learners could draw a cartoon strip that shows Nobanzi apologising to Shaun for not being there for him when he heard the awful news about his mother being sick, and for putting parties before Shaun's sadness. They could draw a second cartoon strip showing Shaun saying that he realises that the fact that he does not make any effort to socialise with other people puts a strain on Nobanzi, and that he will try harder to socialise in the future.

Activity 2

Learners' own role-plays: assess these carefully to check that learners have clearly understood the steps in an effective mediation process.

Activity 3

2. a) Gandhi and King both believed that violence as a form of protest was wrong and ineffective; both Gandhi and King fought for equal rights for all of the citizens of their countries; both Gandhi and King were profoundly religious men; both men saw resisting oppression and unjust laws as their duty; both of them used passive resistance to bring about dramatic social changes; and both men were assassinated.
b) Both Gandhi and King showed others how to do all of the things listed on page 39 of the Learner's Book.
3. Learners' paragraphs should include the following points:
 - neither King nor Gandhi used violence as a form of protest
 - both men believed in the power of passive resistance
 - both men were fighting against unjust/oppressive laws and governments
 - both men stood up for their morals and beliefs and calmly and persistently negotiated for positive change in their countries
 - both men were motivated by a profound respect for other people, rather than personal greed or ambition.

Activity 4

Learners' own answers.

Activity 5

2. Example:

- Respect other people's things. If something does not belong to you, do not touch it, use it or move it without permission.
- Speak and listen to other people with respect.
- If something is bothering you, speak to the person responsible for the upsetting behaviour and tell them what they have done and why it is upsetting.
- Do not involve other people in gossip and talking behind people's backs.
- Treat other people with the same amount of respect that you would want them to treat you with.

Informal assessment

Activity 1: Hold a class discussion about how Shaun and Nobanzi's conflict should be mediated. Assess the learners as they contribute, to check that they have understood the mediation process correctly. Ask learners to display their drawings and then check their understanding of the mediation process.

Activity 2: Ask the learners to perform their role-plays for the class, or for another small group. Assess the learners' performances to check that they have understood the mediation process correctly.

Activity 3: You could go through the answers to questions 2 and 3 using the memorandum in this Teacher's Guide.

Allow learners to mark their own work. You could then allow learners to read their paragraphs out loud to the whole class or within small groups of three or four. You should listen to their contributions and check that learners have understood the material on Dr Martin Luther King and Mahatma Gandhi correctly, and that they understand why these men were brilliant peacekeepers.

Activity 4: As this is a personal self-assessment activity, learners should not have to share their responses.

Activity 5: Observe the learners during the class discussion to formulate the rules of a peaceful classroom. Assess whether their contributions demonstrate that they have understood the principles of conflict resolution.

Remedial

Use conflict scenarios you have witnessed at school or in your community and write these down for the learners. Ask them to work in groups to role-play a mediation process.

Extension

Show the learners a movie about Mahatma Gandhi or Martin Luther King (there are excellent films on both men). Afterwards, you can hold a class discussion on why their pressure for social change was impossible to resist, although the oppressive governments that they were resisting were determined not to allow change.

Week 8 Reading Skills: Old school, new ideas

Learner's Book pages 41–42

Duration: 30 minutes

Term and week/s

Term 1, Week 8

Topic

Development of the self

Resources

Learner's Book pages 41–42

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about peacekeeping and mediation skills: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 4.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 4. Discuss the process of mediation. Go into more detail of how a third person could assist in some arguments. Give examples of how violence does not solve problems.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 42 of the Learner's Book with them.
- Allow them to answer the questions in groups of four or five. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary

Answers

1. The article is about Principal Kahn getting the Grade 7 class to help solve problems in the school.
2. A mediator listens. They do not take sides. They help two people solve a problem.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

While the other learners are reading, you can work with a few learners who need remedial assistance. Alternatively, you can pair stronger readers with learners who find reading more difficult.

Extension

- Allow learners to do a survey of the number of arguments or disagreements they have witnessed in one week anywhere at school.
- As a project, ask learners to see if they can assist others to solve small problems. Let them write a report about their progress.

Week 9 Reading Skills: A one-act play

Learner's Book pages 43–44

Duration: 30 minutes

Term and week/s

Term 1, Week 9

Topic

Development of the self

Resources

Learner's Book pages 43–44

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about peacekeeping and mediation skills: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 4.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 4. Discuss a few arguments that arise in class. Example: the borrowing or lending of items, damage caused to learners' possessions, arguments on the sports field.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 44 of the Learner's Book with them.
- Allow them to answer the questions as a class. Encourage a number of different learners to respond to each of the questions.

Answers

1. The play is about Mpho, the prefect, helping Thomas and Gooding sort out their argument.
2. She said they should calm down. They should talk one at a time. They should listen to each other and not interrupt.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Discuss the content of the text with a small group of learners who need remedial assistance with reading. Let them read the text individually or in pairs. Then ask questions to help them interpret what they have read:

- What do you think about it?
- How does this relate to your life?

Let learners read through the text again afterwards to see if they understand it better.

Extension

Get learners to write a short story about arguments they have had and how they have sorted it out. Refer to: <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=1521>, for examples.

Formal Assessment Task: Assignment

Learner's Book pages 45–46

Term and week/s

Term 1, Week 10

Topic

Development of the self

Resources

Learner's Book pages 45–46

Curriculum and Assessment Policy Statement (CAPS) content

Peer pressure:

- Examples of peer pressure in different situations: school and community
- Appropriate responses to peer pressure in different situations

Background

In this task, learners are required to write an essay on positive and negative peer pressure

Outlining the task with the learners

- Allow time in Term 1, Week 7 after you have completed Unit 3, to talk about this Formal Assessment Task with the learners.
- Read through the task with them and answer any queries.
- Allow learners one or two weeks to complete the task.
- Draw the learners' attention to how the task will be assessed (see the marks in the Learner's Book).

The task

You will find this Formal Assessment Task on pages 45–46 of the Learner's Book.

Assessing the task

For information on how to assess the learners' completed tasks, please see Section 3 of this Teacher's Guide.

Review: Term 1

Learner's Book pages 47–48

Term and week/s
Term 1, Week 10

These activities provide an opportunity for learners to consolidate concepts and skills learnt in Term 1. Learners can complete them in class or as homework. It is suggested that they complete the activities individually as a means of self-assessment.

Mark the learners' work yourself so that you can provide additional assistance to learners who may need it.

Activity 1

Learners' own drawing and notes.

Activity 2

Learners' own answers.

Activity 3

1. Example:

Describe the situation	Identify the negative peer pressure	Think of the best way to respond
Mandla, who is in Grade 6, is offered some dagga by Thabo, also in Grade 6. Thabo tells Mandla that if he doesn't buy the dagga, or if he tells anyone else about the sale, Thabo will tell everyone at school that Mandla is a loser. He also tells him he should buy the dagga because 'all the cool guys smoke.'	To try to force Mandla to smoke, Thabo uses the threat of Mandla being treated badly by his peers, as well as the implication that Mandla will not be 'cool' if he does not smoke the dagga.	Do: refuse the drugs. Say: Anyone who takes drugs definitely is not cool. They are actually just taking stupid risks. If I have to take drugs for people to accept me or see me as cool, then I am just not interested in being accepted on these terms. My real friends will not expect me to be a drug abuser before they accept me. They will also ignore your lies.

Activity 4

1. Example: You could tell the girls who are calling the third girl names that name-calling is not an effective or acceptable way to resolve a problem. You could then offer to mediate the problem between the girls, in order to find out why there was conflict and to arrive at a resolution that they are all comfortable with. If they agree, you could follow the mediation process. If they do not, you could point out that name-calling is actually a form of bullying and that learners who bully others could be disciplined by the school.
2. The learners' paragraphs should include:
 - Reasons why it is better for learners to mediate problems themselves/what the benefits are of peer mediation.
 - How an effective peer mediation process should be run, so that all of the learners involved are respected and have their rights (for example, to dignity and privacy) respected.

Physical education

MODULE 1: Striking and fielding games

Unit 1

Develop ball skills

Learner's Book pages 50–61

Duration: 1 hour

Term and week/s

Term 1, Week 1

Resources

Learner's Book
pages 50–61; pens;
tennis balls; tennis
racquets or mini-
tennis bats

Curriculum and Assessment Policy Statement (CAPS) content

- Participation in a variety of striking and fielding games
- Safety measures during striking and fielding games

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

- Read through the information on the connection between a healthy body and healthy mind.
- Safety rules: Go over the 10 safety rules and check the area for hazards as mentioned in number 1. Ensure they all have water, sunscreen and hats if the lesson is outside and it is a hot day.

First Aid: Explain, by going through the text, the way learners should act in the event of an accident or injury. The ABC of First Aid is a universal approach to handling injury and accidents.

Activity 1: Warm up

- Go through the warm-up exercise carefully and allow learners to complete the cardio and stretching sections.
- Learners must be able to lead the warm-up session themselves.
- Learners do so in groups of eight.

Read the information about being fit for life and getting enough exercise with the learners and hold a class discussion. Allow for learner feedback and encourage learners who do not exercise to start doing so. Do not single out specific learners as this could embarrass them. Rather give local and feasible options for starting exercise in the area they live in, and tell the class how to contact these organisations or clubs.

Explain the difference between the three different types of exercise learners can do. Discuss the photographs and add more practical examples, e.g. helping with the housework is gentle exercise, mowing the lawn or sanding a door is moderate exercise and playing sports is

intense exercise. Learners cannot complete the next activity if they do not understand the three different types of exercise.

Activity 2: Participation

- Read through the activity with the learners. Let them copy and complete the table and then complete the questionnaire. They can just write the answers down.
- Ask the learners to show you their completed questionnaire. Ask them about their answers and how they plan to overcome them. You must remind them throughout the term about the pledge they signed in order for learners to be aware of how much exercise they should be doing weekly.

Activity 3: Movement performance

- As this is the first physical activity in this lesson, learners will need to jog for two minutes before starting.
- Exercise 1 is done on their own. Time: two minutes for whole class
- Exercise 2 is done with a partner. Time: five minutes for the whole class
- Exercise 3 is done in a group of six. Only one ball and racquet is required per group. Give groups time to practise the game and apply the rules.
- Exercise 4 is done in the same group of six but every two minutes another racquet is added to the group. The purpose of this game is for learners to practise controlling the ball, where to aim and direct the throw or hit. Encourage learners to hit softly and to move their feet a lot. They must also look in the direction they want to hit in.

Activity 4: Cool down

Complete the steps of the cool down. Ensure learners do them correctly.

Answers

Activity 2: There are no right or wrong answers for the table as they are personal answers. You will need to check that the learners have completed the questionnaire and have signed the pledge.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Safety rules: learners must be able to list all 10 points regarding the safety rules. This can be done verbally and in no particular order.

First Aid: Learners must engage with you and the class, and be able to identify the meaning of 'A', 'B' and 'C'. They must actively participate in the discussion and show an understanding of why the discussion is so important for their well-being. Learners must also be able to verbally list the five-step procedure to follow when faced with an injured person.

Activity 1: Learners must be able to run around the field four times. They must not walk and give up. Learners must be able to do all of the stretches correctly, as per instruction. Learners must know where the two gluteus, quadriceps, hamstring and Achilles' tendon muscles are. They must know to hold the stretch for 16 seconds and repeat the stretch on both sides.

Activity 2: Learners must complete this table completely. They must then complete the questionnaire completely. They must sign and date the pledge. They must be able to answer verbal questions about why exercise is good for them and what the pledge is for.

Activity 3: Learners must be able to do the following in each:

- Exercise 1: bounce the ball more than 10 times in a row in the allotted two minutes.
- Exercise 2: hit the ball, in a rally, with one other person five times each (10 times in total).
- Exercise 3: learners must be able to catch and throw the ball once without dropping it.
- Exercise 4: learners must be able to catch, throw and hit the ball to an intended target once without dropping it.
- Learners must be able to show the educator they can move to the side of the ball if necessary.

Activity 4: Learners must complete all five stages of the cool down.

Remedial

- Learners may need to 'get their eye in' before starting Activity 3 and 4 by hitting the ball, on their own, against a wall.
- They can also walk around the field or hall balancing the ball on a racquet. When doing so, ensure they relax their shoulders and look up every three steps to see where they are going.
- Try to get learners to remember to step into the ball when hitting and throwing it – encourage them to call their action out aloud to make it more fun (e.g. "Step!" or "Here I come!").

Extension

Learners can have a longest class rally competition. Offer them a prize for the pair that set the class record for most balls hit in a rally in one go.

Unit 2

Bat and bowl

Learner's Book pages 62-64

Duration: 1 hour

Term and week/s
Term 1, Week 2

Curriculum and Assessment Policy Statement (CAPS) content

- Participation in a variety of striking and fielding games
- Safety measures during striking and fielding games

Resources

Learner's Book pages 62–64; tennis balls; targets (e.g. piece of paper); tennis racquets or cricket bats; mini-tennis bats; wall; string or rope; tree or pole; recycled materials

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up exercise in Unit 1. Follow the steps in Unit 1 for this activity.

Activity 2: Safety measures

- Go over the 10 safety rules and check the area for hazards as mentioned in number 1.
- Go through the information on throwing techniques in the Learner's Book.

Activity 3: Participation

Exercise 1: Done in pairs. Time: three minutes

Learners must throw correctly, according to the technique shown in the photographs. Check that no one throws with limp wrists and without extending their arm when releasing the ball.

Exercise 2: Done in groups of six. Time: five minutes

Find any target (existing or made by the class and stuck on a wall). Again, ensure the correct throwing technique is being used by all learners.

Go through the information on batting techniques in the Learner's Book.

Activity 4: Movement performance

Exercise 1: In same pairs as Activity 3. Time: four minutes

Learners throw the ball at their partner's feet. Partner must move out the way before the ball hits them. They then retrieve the ball and throw the ball at the other partner's feet.

Exercise 2: In same pair. Time: five minutes

- Learners now practise hitting the ball with either a cricket bat or tennis racquet. Ensure they move their feet and do not stand glued to the ground.
- Learners can throw over or under arm.

Exercise 3: Additional drills for throwing and batting skills.

- Use a wall to hit the ball against.
- Hang a ball from a tree and practise hitting it.
- Make the bat and ball from recycled materials. Practise striking and fielding with the newly constructed equipment. Keep equipment for future lessons or let learners take their bat and ball home so they can practise and play at home.

Activity 5: Cool down

- Complete the steps of the cool down. Ensure learners do them correctly.
- Breathing must be regular, ensure learners do not hold their breath whilst holding the pose.
- The posture will be easier if the learners focus on their breathing instead of solely on their burning arms or legs.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: Learners must be able to run around the field four times. They must not walk and give up. Learners must be able to do all of the stretches correctly, as per instruction. Learners must know where the two gluteus, quadriceps, hamstring and Achilles' tendon muscles are. They must know to hold the stretch for 16 seconds and repeat the stretch on both sides.

Activity 2: Learners must be able to list all 10 points regarding the safety rules. This can be done verbally and in no particular order.

Activity 3: Learners must be able to throw correctly (as per instruction and photographs). Learners must be able to hit a 30 cm target with a ball from a minimum of 1 m away (can throw under or over arm). Learners must be able to catch a ball. Learners must be able to hit a ball, with a cricket bat or tennis racquet, that has been thrown to them with one bounce.

Activity 4: Learners must be able to hit a ball, with a cricket bat or tennis racquet, that has been thrown to them with one bounce. Learners must be able to exhibit a technique where they move their feet in order to get into the correct position to strike the ball

Activity 5: Learners must be able to complete 'The Warrior' stance on both sides and hold it for a minimum of 10 seconds with arms parallel to the ground, face relaxed, breathing regular and legs bent as per picture.

Remedial

- Learners who struggle with striking on target can use a tennis racquet instead of a cricket bat. The head of a tennis racquet is larger than the cricket bat, and therefore slightly easier.
- Learners who have difficulty throwing correctly must practise doing it step-by-step as per the photographs. Allow them to watch themselves in a mirror or glass reflection and get used to the new technique slowly.
- Allow learners who do use the correct technique to assist those that need it.

Extension

- Learners can reduce the size of the target and throw from further away to extend their aim and strike skills.
- Learners can hit faster balls.
- Learners can practise catching up-and-under throws (high-flying throws).

Unit 3

Create a game based on croquet

Learner's Book pages 65–68

Duration: 1 hour

Term and week/s

Term 1, Week 3

Resources

Learner's Book pages 65–68; pencils and pens; paper; rulers; additional pictures of croquet equipment and a croquet green; striking devices (e.g. tennis racquets, cricket bats, hockey sticks); balls (such as hockey or tennis balls); some sort of hoop device (such as hurdles, hula hoops, chairs)

Curriculum and Assessment Policy Statement (CAPS) content

- Participation in a variety of striking and fielding games
- Safety measures during striking and fielding games

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up exercise in Unit 1. Follow the steps in Unit 1 for this activity.

Activity 2: Safety measures

- Go over the 10 safety rules and check the area for hazards as mentioned in number 1.
- The focus of this lesson is not on mastering the art of the foreign game called croquet. The purpose is to teach the learners that games can be made up and applied easily.
- Croquet is being used as an example in this lesson. Learners must read through the rules and the way the game is played and then use this as inspiration for a new game they must invent.
- Allow them to discuss the different ways to play the game and to practise doing a roquet as per the instructions.

Activity 3: Participation

- The template is to be copied onto a new piece of paper.
- Work in groups of four.
- Allow learners to design their own game. This will take time and physical practice.
- They can use any of the equipment available.
- Give them 25 minutes.

Activity 4: Movement performance

They must then swop their game and the instructions with another group who will then attempt to play this new game. Expect confusion as it is quite likely groups have neglected a few important details. They can add these details as the group plays their game.

Activity 5: Cool down

Complete steps 1–5 of the cool down. Ensure learners do them correctly.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: Learners must be able to run around the field four times. They must not walk and give up. Learners must be able to do all of the stretches correctly, as per instruction. Learners must know where the two gluteus,

quadriceps, hamstring and Achilles' tendon muscles are. They must know to hold the stretch for 16 seconds and repeat the stretch on both sides.

Activity 3: Learners must be able to work in a team of four. Learners must be able to interpret existing information and come up with new ideas based on that. Learners must be able to copy down the template correctly and complete every section as per the specifications.

Activity 5: Learners must complete all five stages of the cool down.

Extension

- Learners can complete 'The Warrior' posture from Week 2 and hold it for as long as possible on each side of the body.
- Learners can try to beat their rally score from Week 2 if there is time at the end of Week 3's lesson.

Unit 4

Create a game based on lacrosse

Learner's Book pages 69–71

Duration: 1 hour

Term and week/s

Term 1, Week 4

Resources

Learner's Book pages 69–71; pencils and pens; paper; rulers; additional pictures of lacrosse equipment and a lacrosse field; striking devices (such as tennis racquets, cricket bats, hockey sticks);

Curriculum and Assessment Policy Statement (CAPS) content

Movement performances in a variety of striking and fielding games

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up exercise in Unit 1. Follow the steps in Unit 1 for this activity.

Resources (cont.)

balls (such as hockey, tennis); some sort of goal device (such as hurdles, hula hoops, soccer goals, chairs, beacons)

PET

The focus of this lesson is not on mastering the art of the foreign game called lacrosse. The purpose of this assessment is to teach the learners that games can be made up and applied easily. It is assessing the skill the learners first put into practice in Week 3 when they did a similar activity based on croquet.

For this week and next week's assessment, lacrosse is being used as a starting point for the learners to model their new game on.

Read through the rules and the way the game is played with the class and then allow the learners to use this as inspiration for a new game they must invent.

Activity 2: Participation

- The template is to be copied onto a new piece of paper.
- Work in groups of four.
- Allow learners to design their own game. This will take time and physical practice.

They can use any of the equipment available. They can also modify/add on to this equipment if needed, e.g. if they want to create lacrosse-looking nets then they can use a hockey stick and tape a plastic bag or a scoop cut out of a 2-litre ice-cream container on the end.

- Ensure they understand that the game they create is not just for four players. If they need more players (which they should), they will have to ask other class members to join them in their demonstration time next week. They also need to make provision for the umpire, as they have to come from the group of four. So someone will have to umpire and the other three will have to demonstrate along with new classmates.
- Give them 25 minutes to design and practise their unique game. Let them use the assessment criteria in Unit 5 to guide them.
- Observe the learners for formal assessment purposes. Use the information in Section 3 of this Teacher's Guide to guide your observation.

PET**Activity 3: Movement performance**

- Learners must then swop their game and the instructions with another group who will then attempt to play this new game. Expect confusion as it is quite likely groups have neglected a few important details. They can add these details as the group plays their game. This time is valuable in order to prepare adequately for next week's demonstration.
- Observe the learners for formal assessment purposes. Use the information in Section 3 of this Teacher's Guide to guide your observation.

Activity 4: Cool down

Complete steps 1–5 of the cool-down. Ensure learners do them correctly.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

The first formally assessed movement performance for Term 1 comes from Activities 2 and 3. Refer to the Formal Assessment section (Section 3) for assessment guidance and the rubric for the activities.

Extension

Learners can research lacrosse and croquet and demonstrate certain elements of these games to the class in next week's lesson.

Unit 5

Play the lacrosse game

Learner's Book pages 72-73

Duration: 1 hour

Term and week/s

Term 1, Week 5

Resources

Learner's Book pages 72-73; striking devices; balls; some sort of goal device (such as hurdles, hula hoops); unique modifications as per group's requirements

PET

Curriculum and Assessment Policy Statement (CAPS) content

Movement performances in a variety of striking and fielding games

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.

Activity 2: Movement performance

- Using their complete template as a starting point, each group must explain their game to the class. They must go through the different elements of the game as per the template.
- They must then ask class members to join them as they demonstrate their game. You should choose one group member to umpire the game (this will test all four group member's knowledge of the game) and give them 3-4 minutes to show the class how the game is played.
- At the end of each demonstration ask the group if everything has been demonstrated or if there may be additional information outstanding. Give them the opportunity to demonstrate this to the class before calling the next group up.
- Observe the learners for formal assessment purposes. Use the information in Section 3 of this Teacher's Guide to guide your observation.

Activity 3: Cool down

Complete steps 1–8 of the cool-down. Ensure learners do them correctly.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

The second formally-assessed movement performance for Term 1 comes from Activity 2. Refer to the Formal Assessment section (Section 3) for assessment guidance and the rubric for the activity.

Unit 6

Throw and catch

Learner's Book pages 74–75

Duration: 1 hour

Term and week/s
Term 1, Week 6

Resources

Learner's Book pages 74–75; tennis balls; tennis racquets, cricket bats or mini-tennis bats

Curriculum and Assessment Policy Statement (CAPS) content

Participation in a variety of striking and fielding games

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Re-read the material on throwing in Unit 2, if necessary.

Teaching the unit

Activity 1: Warming up

The learners learnt how to do this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.

Activity 2: Participation

This is based largely on revising the techniques taught in Unit 2. Refer the learners back to this unit, if necessary.

Go through the information on catching techniques in the Learner's Book.

Activity 3: Movement performance

- The focus of this activity is to practise catching from all different angles – high, low and to the side of the body – as well as with one and then two hands.
- When learners are practicing up-and-unders ensure they do so with the sun behind their backs.

Activity 4: Cool down

Complete steps 1–4 of the cool-down. Ensure learners do them correctly.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: Learners must be able to run around the field four times. They must not walk and give up. Learners must be able to do all of the stretches correctly, as per instruction. Learners must know where the two gluteus, quadriceps, hamstring and Achilles' tendon muscles are. They must know to hold the stretch for 16 seconds and repeat the stretch on both sides.

Activity 2: Learners must be able to throw a tennis ball, using the correct technique, a minimum distance of 10 m.

Activity 3: Learners must be able to catch the following type balls:

- an up-and-under catch with both hands held into their chest (arms must not be extended out towards the sky)
- a catch to the right-hand side of their body with right hand
- a catch to the left-hand side of their body with left hand
- a catch, with two hands, at knee level.

Activity 4: Learners must complete all four stages of the cool down. Learners must be able to breathe into their stomachs and beyond their chest.

Remedial

Activity 3: Pair learners together who find catching difficult. Let them rather focus on one or two of the catches that they find the simplest to achieve.

Extension

Learners particularly adept at catching can try to catch balls thrown from behind them where they have to anticipate the catch.

Unit 7

Play rounders

Learner's Book pages 76-77

Duration: 1 hour

Term and week/s
Term 1, Week 7

Curriculum and Assessment Policy Statement (CAPS) content

Participation in a variety of striking and fielding games

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Set up the field for rounders as per the diagram.

Resources

Learner's Book pages 76–77; tennis ball or rounders ball (soft balls, not hard like cricket or hockey balls); rounders bat, tennis racquet, cricket bat or mini-tennis bat; cones or beacons to mark out bases and bowlers square

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.

Read through the rules for pitching and batting with the class. Ensure each learner understands what they can and cannot do.

Then read through the rules for fielders and how scoring works. Ensure each learner understands how they score a 'rounder'.

Activity 2: Movement performance

- Divide the class in half. Allocate a batting and fielding team.
- Assist the fielders to set up.
- Assist the bowlers to bowl correctly.
- Assist the batsmen to stand correctly (sideways) and hit the ball. Reiterate that if they miss the ball all three throws, they can still run.
- You must score at first. Have a learner who also scores but be aware they will probably not make provision for half-rounders initially. Remember that only half a rounder is scored if a batsman first runs without hitting the ball (i.e. from batting square to first base).
- Help the class understand the correct rules by stopping the game and explaining the rules to all learners not just the individual who made the mistake or got confused.

Activity 3: Cool down

Complete both steps of the cool-down. Ensure learners do them correctly.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: Learners must be able to run around the field four times. They must not walk and give up. Learners must be able to do all

of the stretches correctly, as per instruction. Learners must know where the two gluteus, quadriceps, hamstring and Achilles' tendon muscles are. They must know to hold the stretch for 16 seconds and repeat the stretch on both sides.

Activity 2: Learners must be able to participate in a game of Rounders on both a fielding and batting side.

Activity 3: Learners must complete both stages of the cool-down.

Remedial

When learners are practising to hit the ball in the correct fashion at first, they must stand in a specific manner:

- they must be standing sideways, with their leading leg in front, and toes must be facing to the right of First base
- their elbow of their leading arm must be pointing towards the bowler (or just to the right of the bowler)
- they must bend their knees slightly

- they must twist their upper body by using their core muscles
- they must relax their shoulders
- they must breathe out as the ball is released from the bowler's grasp.

Extension

Learners particularly adept at catching can stand behind the batsmen and play 'Catcher'. This person is important as they must be able to react quickly, frequently and accurately.

Unit 8

Adapt hurling to make it safer

Learner's Book pages 78–79

Duration: 1 hour

Term and week/s

Term 1, Week 8

Resources

Learner's Book pages 78–79; additional pictures of hurling equipment; hockey sticks; tennis balls; soccer goals or rugby posts

Curriculum and Assessment Policy Statement (CAPS) content

Participation in a variety of striking and fielding games

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.

As with Unit 3 (croquet) and Unit 4 (lacrosse), the focus of this lesson is not on mastering the game of hurling. The purpose of this lesson, in particular, is to teach the learners that different games exist all over the world and that not all sports are universally the same.

Hurling is the example in this lesson. Learners must read through the rules and the way the game is played before using this information as inspiration for inventing a new game.

Allow them to discuss the different ways to play the game and to practise bouncing the ball on the end of a hockey stick.

Rule 2 in the list of rules means the ball cannot be placed on the stick by a player picking it up with their hands. The way the ball is placed on the stick is by 'scooping' it up off the ground with the end of the hurley (stick). This rule is not applied to the game the class will play – they can place the ball on the stick using their hands.

Activity 2: Movement performance

- Split the class up into teams of six.
- Read through the rules – ensure the players understand the game is non-contact.

- Allow 15 minutes per game. If time allows, swop teams and play again.
- The most difficult part of the game will be bouncing the ball on the stick and trying to move forward whilst doing so.

Activity 3: Cool down

Complete steps 1–5 of the cool-down. Ensure learners do them correctly.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: Learners must be able to run around the field four times. They must not walk and give up. Learners must be able to do all of the stretches correctly, as per instruction. Learners must know where the

two gluteus, quadriceps, hamstring and Achilles' tendon muscles are. They must know to hold the stretch for 16 seconds and repeat the stretch on both sides.

Activity 2: Learners must be able to participate in this game as part of a team of six whilst showing an attempt to apply the new set of rules as per instruction. Learners must exhibit an acute awareness of their own and their peer's safety at all times

Activity 3: Learners must be able to complete all five stages of the cool-down.

Remedial

- Learners do not have to be able to bounce the ball on the stick and move forward – they must just try to do so.
- The head of a hockey stick is smaller compared to a hurley so it is more difficult. If there is a learner who is seriously struggling, allow them to use a cricket bat or mini-tennis bat.

Extension

Learners who are particularly adept with rules can umpire the games and ensure the rules are adhered to.

Unit 9

Play non-contact hurling

Learner's Book page 80

Duration: 1 hour

Term and week/s

Term 1, Week 9

Resources

Learner's Book page 80; additional pictures of hurling equipment; hockey sticks; tennis balls; soccer goals or rugby posts

Curriculum and Assessment Policy Statement (CAPS) content

Participation in a variety of striking and fielding games

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.

PET

Activity 2: Movement performance

- The learners should play the non-contact version of hurling from Unit 8.
- Split the class up into teams of six.
- Allow 15 minutes per game. After one game, both teams are replaced and a new game begins. Umpire and assess whilst doing so or after each game before the next game begins.
- There is no half time or swapping sides in the 15 minutes per game.
- Observe the learners for formal assessment purposes. Use the information in Section 3 to guide your observation.

Activity 3: Cool down

Complete steps 1–4 of the cool-down. Ensure learners do them correctly.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

The third formally assessed movement performance for Term 1 comes from Activity 2. Refer to the Formal Assessment section (Section 3) for assessment guidance and the rubric for the activity.

Extension

Learners who are particularly adept with rules can umpire the games and ensure the rules are adhered to. This will allow you, as a teacher, to get a better overview of the players' skills.

Unit 10

Demonstrate your ball skills

Learner's Book pages 81–82

Duration: 1 hour

Term and week/s
Term 1, Week 10

Resources

Learner's Book
pages 81–82;
tennis balls; cricket
balls; cricket bats;
tennis racquets or
mini-tennis bats;
hockey sticks; wall
targets

Curriculum and Assessment Policy Statement (CAPS) content

Movement performances in a variety of striking and fielding games

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Set up the three different zones. Zone 1 must be near a wall.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.

PET

Activity 2: Movement performance

- Divide the class up in to three different groups. Learners must take their books with them.
- Within each group, each learner must work with a partner. Let them work through the assessment form for each zone, writing down only the task number and the result.
- The results need to be completed by the peer and then checked by you as you walk around and ensure they are completing the exercises correctly.
- There is no time limit per station. Learners can move from zone to zone at their own pace, provided they have completed all the activities by the end of the lesson.

Activity 3: Cool down

Complete steps 1–3 of the cool-down. Ensure learners do them correctly.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

The fourth formally assessed movement performance for Term 1 comes from Activity 2. Refer to the Formal Assessment section (Section 3) for assessment guidance and the rubric for the activity.

Extension

Learners who finish the activities early can set up their own catching, throwing and batting activities, and add on tasks they have achieved. For example, within their pair, they could mark out different distances (10 m, 14 m, 18 m) and test how far they can throw a tennis ball or they could try to establish a rally when hitting the ball over a minimum of 3 m or more.

Creative arts: Performing arts

MODULE 1: Tell a story

Unit 1

Making music

Learner's Book pages 84–86

Duration: 2 hours

Term and week/s

Term 1, Weeks 1–2

Resources

Learner's Book
pages 84–86;
CD tracks 5–7;
CD player; piano,
marimba or other
melodic instrument

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Warm up and play

- Body percussion games (including in unison, in canon, in two parts, and/or call-and-response)
- Vocal warm-ups (including breath control exercises, resonance, tonal qualities in speech/song)
- Singing warm-ups (including traditional songs in unison, canon, in two-part harmony and/or call-and-response)

Topic 2: Improvise and create

Music phrases with voice and/or instruments, exploring dynamics, tempo, articulation, pitch and rhythm

Topic 3: Read, interpret and perform

C major scale and simple melodies in C major

Key terms: breathing, focus, canon, call-and-response, two-part, C major, scale

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into two one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	1	84–88	1–6
2	2	88–90	7–11

Lesson 1 (Week 1)

This lesson focuses on dynamics and articulation in music.

Activity 1: Warm up and play

- Tell learners to get into the correct position for breathing exercises before singing – standing up straight with weight on both feet, shoulders down. Demonstrate if necessary.
- Let them release their breath on 10 counts. Then increase this to 14, 16 and 18 counts as you repeat the exercise.

Activity 2: Warm up and play

- Introduce this typical playground game by saying the words with the learners until they know them.
- Demonstrate the body percussion with one of the learners while the class says the words.
- Let them work in pairs until they can play the game confidently.
- Demonstrate the variations you want them to add when they work in fours – call-and-response, and using loud and soft voices.



Activity 3: Improvise and create

- Use CD track 5.
- Play track 5 on the CD.
- Revise the song with the learners. Sing it twice with them as a class and then let them sing it on their own until they are sure of the words.
- Read the information on musical phrases in the Learner's Book with the class.
- Play the track again for them and ask them to listen for musical phrases. Point out the first one for them.
- Let them work in pairs to do (3) and (4) of this activity in the Learner's Book. Assist if necessary.



Activity 4: Improvise and create

- Use CD track 6.
- Read about pitch, rhythm and tempo in the Learner's Book with the class. Check that the learners understand these terms.
- Play the phrase on track 6. Ask the learners to identify the changes – pitch, rhythm or tempo.
- Play the track again and let them write the answers in their exercise books.

Activity 5: Improvise and create

- Read through the section on dynamics in the Learner's Book with the class. If possible demonstrate the examples of dynamics on a musical instrument or with your voice. You will have to practise this well beforehand.
- Let the learners make three columns in their exercise books – under the headings Loud, Medium and Soft. They can arrange the signs for dynamics under these with the words alongside for easy reference (***f*** – loud; ***ff*** – very loud) (***mp*** – medium soft; ***mf*** – medium loud) (***p*** – soft; ***pp*** – very soft).
- Let them work with a partner to complete the activity.

Activity 6: Improvise and create

- Read through the section on articulation in the Learner's Book with the class. Demonstrate articulation by singing some phrases of *Doh-re-me* staccato, legato and with different emphasis.
- Let the class sing *Doh-re-me* again. Each time they sing it let them change some aspect – pitch, rhythm, tempo, dynamics and

articulation. It is important that the different effects are clearly applied so that the song is still recognisable.

- Let the learners work in groups to do (3) and (4) of the activity. Give them enough time to practise before they perform for the class.
- The learners who are not performing should write their comments on a checklist with the headings – pitch, rhythm, tempo, dynamics and articulation.

Lesson 2 (Week 2)

This lesson focuses on the C major scale, and revision of musical effects – articulation, dynamics, pitch, rhythm and tempo.

Activity 7: Warm up and play

- Do the humming exercise from previous grades, for warming up voices.
- Teach the whole class the canon before you divide into groups. Use the method in the box below.

How to teach a new song

- Sing, or say with accompaniment, the first phrase of the song.
 - The learners repeat after you.
 - Repeat.
 - Follow this guide for phrase 2.
 - Add two phrases together and let the learners repeat after you.
 - Continue in this way until the whole song has been learnt.
-
- Let the class sing the canon first in two groups, then in four groups. Give a clear signal for when each group should start.
 - For variation you can change the dynamics each time you sing the canon.

Activity 8: Read, interpret and perform

- Revise the information about the C major scale and the tonic solfa and letter names of notes, in the Learner's Book.
- Play the notes of the C major scale on a piano or some other melodic instrument while you give the letter and tonic solfa names. If you do not have an instrument, sing the notes giving first their letter names, then their tonic solfa names.
- Let the learners work in pairs to answer the questions in this activity and to sing the scale. Assist if necessary.



Activity 9: Read, interpret and perform

- Use CD track 5.
- Play the song on track 5 for the learners.
- Let the whole class sing the song.
- Let the whole class sing the C major scale using the tonic solfa names.
- Divide the class into two groups. One group sings the song, and the other group sings the scale.



Activity 10: Improvise and create

- Use CD track 7.
- Play the track for the learners.
- Teach the song to the whole class using the method in the box 'How to teach a new song' on page 87 in this Teacher's Guide.
- Divide the learners into groups and sing *Kumbala fista* as a call-and-response song. Each group needs to choose a leader to call.
- Demonstrate instructions (3) and (4) in the Learner's Book with one of the groups.



Activity 11: Read, interpret and perform

- Play track 7 on the CD.
- Tell the learners that they must listen for the highest and lowest notes and identify these in the written music in their Learner's Books when you play the track again.
- Refer to the music in the Learner's Book and ask the learners to identify the C major scale.
- Let the learners work in groups to answer (2), (3) and (4) of this activity.
- The class sings the song again before they work out the tonic solfa names of the first line.

Answers

Activity 8

3. The name of the first note of the C major scale is C.
4. eight
5. doh, re, me, fah, soh, lah, te, doh
6. C, D, E, F, G, A, B, C

Informal assessment

- Carefully observe the learners in Activity 6 because in this activity the learners need to apply the skills of articulation and creating dynamics. Do not expect the song to be sung perfectly but assess whether you can hear that the learners have understood these concepts and skills and are trying to incorporate them in their performance.
- Use Activity 10 to assess whether the learners understand how call-and-response songs work as well as whether they have an understanding of dynamics and tempo.
- Use Activity 11 to assess whether the learners understand pitch and how to articulate as they sing. The activity also provides an opportunity to assess the learners' knowledge of the C major scale.

Remedial

Choose other phrases from *Doh-re-me* and repeat Activities 4 and 6 with the learners. This will help to consolidate their understanding of pitch, dynamics and articulation.

Extension

- Choose another song that the learners know and repeat Activity 6.
- If learners master the C major scale with ease, you may wish to introduce them to the G major scale. Remember that you will need to teach them about half-tones if you do this.

Unit 2

Sound pictures

Learner's Book pages 91–92

Duration: 1 hour

Term and week/s

Term 1, Week 3

Resources

Learner's Book
pages 91–92;
musical instruments
with different tone
colour, pitch and
dynamics

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Warm up and play

- Vocal warm-ups (including breath control exercises, resonance, tonal qualities in speech/song)
- Singing warm-ups (including traditional songs in unison, canon, in two-part harmony and/or call-and-response)

Topic 2: Improvise and create

Sound pictures using instruments of different tone colour, pitch and dynamics to express a mood or idea

Topic 3: Read, interpret and perform

C major scale and simple melodies in C major

Key terms: breathing, focus, two-part, C major, scale

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

In this unit, learners work creatively to make sound pictures. They use previously learnt skills to do this. Good time management is essential to ensure enough time for the creative process, practise and performance.

Activity 1: Warm up and play

- Say the rhyme in the Learner's Book twice with the class.
- Demonstrate the rhyme pointing to the different body parts. The learners imitate you.
- Let the learners work in pairs to say the rhyme.
- Give the learners enough time to work out their tune and practise it before you invite them to perform for the class. Encourage them to be creative and to use what they have learnt about pitch, tempo, rhythm and articulation. Assist learners who need help to get started.

Activity 2: Read, interpret and perform

- This is a good warm-up exercise.
- Teach the song *Dance in the circle* using the method 'How to teach a new song' on page 87 in this Teacher's Guide.
- Sing the C major scale, descending, with the tonic solfa names. Hold each note for three counts. Let the learners practise this a few times.
- Divide the class into two groups that will sing together. The one group sings the song, while the other group sings the C major scale, descending.

Activity 3: Improvise and create

- Explain and demonstrate what a sound picture is.
- Read the poem aloud and explain unfamiliar words. Ask the learners what the sounds of the words make them think about.
- Teach the class the poem, two lines at a time.
- Let them work in groups of six–eight learners to create their sound pictures, using available musical instruments or body percussion. Point out that they should select and use instruments with different pitch and dynamics to create the sounds that go with the poem.
- Make sure that learners have enough time to create a special sound picture. Each group should be able to work apart from the other groups and have enough time to practise.
- Stress the importance of a good performance.

Activity 4: Improvise and create

- Create a spooky atmosphere when you read the poem aloud to the learners. Ask them what could make the sound OOOOOO (the wind, ghosts, an owl). Ask what the mood of the poem is.
- Say the words of the poem, two lines at a time. Let the learners repeat after you. Repeat until they know all the words.
- Let the learners work in groups of six–eight to do steps (3) and (4) of the activity.
- Make sure that the groups have enough time to create and practise their sound pictures.
- Each group must perform and give feedback to another group.

Informal assessment

Observe the learners as they create and perform their sound pictures. Assess whether they have used instruments

(including their voices) to create the idea of rain in Activity 3 and to create a scary mood in Activity 4.

Remedial

If learners struggle to choose appropriate instruments in Activities 3 and 4, give them the instruments appropriate for each poem and then ask them to use them to create sound pictures.

Extension

Let learners write their own poem or rap and create a sound picture for it.

Unit 3

Moving to sound

Learner's Book pages 93–95

Duration: 1 hour

Term and week/s
Term 1, Week 4

Resources

Learner's Book pages 93–95; CD track 8; CD player; instruments used to create sound pictures in Activity 3, Unit 2

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Warm up and play

- Physical warm up for co-ordination and control (including spinal warm up, body part isolations, the controlled and relaxed use of the joints, especially the knees, hips and ankles in dance steps and sequences)
- Cool-downs (including stretches and flowing movements)

Topic 2: Improvise and create

Movement sequences inspired by sound pictures to express a mood or idea

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up and play

- Focus of the activity: more technical warm-up exercise, the spinal roll
- Follow the step-by-step approach to the spinal roll exercise and take careful note of the photographs.
- At all times ensure that the following are adhered to:
 - The head must be the first to go down at the start of the roll and the last to come up at the end of the roll.
 - The knees must stay slightly bent after the 'hanging over the bar' stage up until the end of the roll.
 - At the bottom of the roll down, the sitting bones must be lifted up to the ceiling, not tucked under.
 - If you choose to use music, do not use music which is too fast as the exercise should be slow and flowing.
 - At the bottom of the roll, the knees should not be allowed to fall inwards and must stay vertically above the toes.

Activity 2: Warm up and play

- Focus of the activity: more technical warm-up exercise, arm swings with spinal twists
- When twisting the waist from side to side, the knees must stay slightly bent to avoid straining the lower back.

- Ensure that the whole body twists to the side and don't leave the hips, knees or shoulders behind.
- The twists must be done with momentum as they are not placed movements.
- The arms must also be 'thrown' so that they wrap around the body at the end of each twist. Don't place the arms.
- The exercise must also be repeated at least eight times to get the spine warmed up.

Activity 3: Warm up and play

- Focus of the activity: more technical warm-up exercise, rises and knee bounces
- On the rises the front thigh muscles (the quads) must be pulled tight at all times to ensure that the knees don't bend, especially on the lowering heels part of the rise.
- A good way of getting the learners to keep their balance is to get them to focus their eyes on something stationary in front of them. Also suggest that, as the rise starts, they imagine the movement starting from the bottom of the abdominal muscles. This will keep them focused on the stomach muscles pulling up.
- When the knee bounces have to be added, they must repeat the knee bounce eight times.
- On the knee bounces, make sure that they keep the posture and don't let the knees fall in towards each other. The bounces should have a relaxed feel to them.

Activity 4: Warm up and play

- Focus of the activity: jumps with soft landings
- Key things to watch out for are:
 - At all times the knees must remain vertically over the toes.
 - On the bounces and the landings of the small jumps, the knee-bends must have soft knee joints. Don't allow the knees to go rigid as they bend.

Activity 5: Improvise and create

- Focus of activity: movement sequences inspired by sound picture
- This activity links with Activity 3 from Unit 2. Allow the largest portion of the lesson time for it.
- Follow the steps of the activity in the Learner's Book.
- Try to encourage as much abstract movement as possible when putting the movements to the sounds as this will suit the mood of the poem better.
- Allow some time for the groups to discuss ideas but then stop them and instruct them to put them together in a movement sequence. If you do not do this, learners may not have enough time to complete and practise their movement sequences.
- If there is not enough time for each group to perform its sequence, pair up the groups and let them show one another their movement sequences.



Activity 6: Warm up and play

- Use CD track 8.
- Let the learners stand quietly and relax before you start the music.
- Talk them through the activity.

Informal assessment

Observe the learners during the warm-up activities and assess whether they are doing the exercises in the correct way. Correct learners' movements where necessary.

During the performance of the movement sequences, observe whether the learners have selected movements that reflect the sound pictures used.

Remedial

Correct learners as much as necessary during the warm-up exercises and allow them to do them at a slower pace if they need to. These warm-up exercises are repeated throughout the year so it is important for learners to understand the movements they are aiming for even if they cannot achieve them all yet.

Extension

Let learners create a movement sequence for their own poem or rap (see Extension activity for Unit 2).

Unit 4

Mime and movement

Learner's Book pages 96–97

Duration: 1 hour

Term and week/s

Term 1, Week 5

Resources

Learner's Book
pages 96–97

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Warm up and play

Concentration and focus games (using freezing/travelling, and sensory awareness)

Topic 2: Improvise and create

Expressive movement and mime in response to cues from teacher, focusing on all body parts, including showing emotions, characters and actions

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

You could start the lesson by explaining that warm-ups prepare both the body and the senses for drama.

Activity 1: Warm up and play

- Learners should work with the class to play 'K-I-N-G spells KING!' according to the instructions given in the Learner's Book.
- In order to achieve the objectives of this exercise you have to be fairly strict on the rules, but not so strict that the activity is no longer fun. As a number of learners should have the chance to be 'King', it is important not to let any of them be too strict (as they will stay King for too long).
- You can also play with the rhythm of how quickly you spell KING and turn around. Sometimes you should turn quickly, sometimes slowly, sometimes a mix of both. The learners will follow your example.
- You could conclude the activity by asking a few volunteers to discuss the techniques that they have learnt.



ADAPTION

If you have any deaf learners in your class, you can replace the words with the action of counting to five on your fingers so that everyone can see you, and then turn on five.

Discuss how important it is to be able to create accurate movements in mime, without using props. For example, if you mime drinking a glass of water, it should look as though you are drinking a glass of water, even though you are not holding anything in your hand.

Activity 2: Improvise and create

- Before learners start this activity, you should remind them that the more vividly they imagine what they are doing, the easier it will be to mime realistically. For example, they should not just mime drinking. They should decide in advance what they are drinking, and what type of cup they are holding. There are suggestions of how to mime these actions in the Learner's Book.
- Learners should work on their own to think about the actions needed to drink from a cup, push against a high wall and climb a ladder. When they have decided what actions are needed, they should mime these activities.
- You could conclude this activity by giving learners the opportunity to work with a partner and to critically assess each other miming the actions. They should give each other another constructive feedback.

Activity 3: Improvise and create

- Learners should work on this activity in pairs. They should think of a story that involves the mimed actions that they practised in Activity 2 (drinking from a cup, pushing against a wall and climbing a ladder). They should then choose characters to carry out these actions (for example, an old man and a child) and decide on the character's attitudes (for example, the old man could be a little drunk and tired and the child could be excited) and should mime their story while they stay in character.
- When learners have prepared and practised their mimed stories a few times, you could conclude the activity by giving learners the opportunity to perform their mimed dramatisation for the whole class.

- Once the learners have performed their mime once, you should tell them to change the attitude of the characters (for example, the old man could now be angry, and the child could be frightened), and they should then perform the mime with their characters in a new attitude. Try to choose attitudes for the learners that contrast with the ones they have chosen. You can also try to choose attitudes that contrast with the learners in real life. So, if a learner is always full of energy in class, get his character to have a laid-back attitude in his story.
- You can conclude the lesson by allowing learners to discuss their performances with their classmates, and to get constructive criticism about their work.

Informal assessment

Activity 1: Take note of any learner who is consistently sent back to the starting position. It is possible that they have sensory difficulties, poor co-ordination or poor concentration, and will need extra help with certain class activities.

You could end the activity by asking a few volunteers to explain the techniques they learnt, to the class. This is a form of self-assessment.

Activity 2: You should walk around the classroom and offer constructive criticism. Check that learners are following instructions, and if they are struggling to mime an action, ask them to describe the action to you before they start, in as much detail as possible.

It would also be a good idea to ask learners to work in pairs, and to assess one another critically as they practise their mimed actions. Learners should give each other constructive suggestions for improvement, and take turns to assess one another.

Activity 3: Once learners have worked out their mimed stories, you could ask them to join other pairs and form small groups. They could then perform their dramatisation for the group, and ask for constructive criticism.

Alternatively, if you have a small enough class, you could ask each pair to perform for the whole class, and to ask for constructive feedback afterwards.

Remedial

Learners sometimes find miming very difficult. Bring a few cups and some bottles of water to class. If learners are struggling with Activity 2, get a volunteer to sip from a cup of water in front of the learners, and then ask them to discuss the volunteer's actions in detail, before copying them.

Extension

Ask learners to put together a 'library' of mimed movements. Learners should work with a partner, and each pair should think of four activities (for example, eating a sticky bun, body-boarding down a big wave, catching a shark and a person painting their toenails). Let learners practise their movements and then show them to the rest of the class who can guess what they are doing.

Term and week/s

Term 1, Week 6

ResourcesLearner's Book
pages 98–102**Curriculum and Assessment Policy Statement
(CAPS) content****Topic 4: Appreciate and reflect on**

- Two different types of drama in South Africa, considering social or cultural context, purpose and unique characteristics (such as praise poetry, traditional storytelling, workshop theatre, physical theatre, children's theatre, pantomime)
- Key audience behaviours, such as respect, support, appreciation, silence while watching, applause

Key terms: audience behaviour, drama types**Preparation**

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

- Work through the material in the Learner's Book on protest, township, industrial and musical theatre. Allow for comments and questions as you do this.
- Find out if any of the learners have experienced any live or recorded versions of these types of theatre.

Activity 1: Appreciate and reflect on

- Learners should work with a partner to re-read the information on two of the types of South African theatre.
- Let them make notes on these using the table provided.
- After learners have completed their notes, they should work with their partners to discuss the similarities and differences between their two chosen types of theatre.

Introduce the concept of being a good audience member by asking learners if they have ever been in a show where their audience behaved badly. They should tell the class what the audience did and how this made them feel as a performer.

You can then discuss how to be a good audience member, and why being a good audience member is important. There is useful information on this in the Learner's Book.

Activity 2: Appreciate and reflect on

Learners should work with a partner to answer the questions on being a good audience member.

Activity 3: Appreciate and reflect on

- Learners should work on this activity in pairs. They should answer the questions given in the Learner's Book.
- As these questions all ask for subjective answers, you could conclude the lesson with a class discussion of the learners' responses.

Answers

Activity 1

3.

Type of theatre	What is it about?	Is there music or singing?	Is there dancing?	What sets or props are used?	Where can it be performed?
Protest theatre	It objects/ protests against social unfairness, e.g. the abuse of human rights or the abuse of political power	It can but it does not have to	It can but it does not have to	It doesn't usually use many props or sets	Anywhere – a theatre is not usually needed
Township theatre	It is about life in the townships – it can be about serious issues, but is often funny, colourful and musical	Yes – it involves jazz and singing	Yes	Sometimes it involves many props and sets, sometimes it involves very few	Sometimes it can be performed anywhere, but plays with big casts need to be performed in very big theatres
Industrial theatre	It is theatre used by a company to teach employees about something	Not usually	Not usually	Not usually	Anywhere, for example in car parks, offices or corridors
Musical theatre	Stories about love that leave the audience felling happy	Yes	Yes	Extravagant sets and props	Large school hall or big theatre

Activity 2

1. d; 2. c; 3. c; 4. a; 5. c

Informal assessment

Activity 1: Discuss the notes that learners wrote and read out the answers. Allow learners to mark their own work.

Activity 2: Go through the answers with the learners. Let them mark their own work.

Activity 3: Observe the learners during the class discussion. Assess whether their contributions demonstrate that they understand what appropriate audience behaviour is and why this behaviour is important.

Remedial

If learners are struggling to understand the differences between Protest theatre, Township theatre, Industrial theatre and Musical theatre, you could show them some examples from YouTube on the Internet. If you type in any of these theatre types, you will see that there are many clips available.

Extension

Ask learners to make posters for the school hall that advertise aspects of theatre etiquette.

Unit 6

An African folktale

Learner's Book pages 103–111

Duration: 4 hours

Term and week/s

Term 1, Weeks
7–10

Resources

Learner's Book
pages 103–111;
a djembe drum
for each group
of five learners
(alternatively,
learners can drum
on their desks)

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Warm up and play

- Vocal warm-ups (including breath control exercises, resonance, tonal qualities in speech/song)
- Physical warm-up for co-ordination and control (including spinal warm-up, body part isolations, the controlled and relaxed use of the joints, especially the knees, hips and ankles in dance steps and sequences)

Topic 3: Read, interpret and perform

- An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a short drama for presentation. Consider: clear plot and credible characters, highlighting key moments and using space and narrative devices effectively
- Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle, etc. Use these at key moments in the drama performance to underscore action, create an interlude, introduce tension and/or character

Topic 4: Appreciate and reflect on

Own and other's performances and processes using simple creative arts terminology

Key terms: African folktales, key moments, underscore, interlude, drumming technique

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into four one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	7	103–104	1–2
2	8	105–106	3–5
3	9	106–110	6–8
4	10	110–111	9–12

Lesson 1 (Week 7)

Remind learners of the importance of warming up their voices as well as their bodies.

Activity 1: Warm up and play

- Before learners start the activity, remind them to hum gently. They should never strain their voices or shout during voice warm-up activities.
- Learners should work independently and should follow your instructions as you read them from the Learner's Book.
- Ask learners to repeat the activity about three times. Do not repeat the activity any more than this, as learners may become dizzy.

Introduce the concept of developing a story by reading the information on page 103 of the Learner's Book. You should discuss the elements of a story, and make sure that the learners understand the technical terms.

Activity 2: Read, interpret and perform

- Read the story, *The Heart of a Monkey*, to the learners (pages 100–103 of this Teacher's Guide). It is important that the learners listen carefully as this story is the basis of the rest of the activities in the unit as well as for the formal assessment task (CAT) for Term 1.
- Let the learners work in groups to discuss the pictures and characters in the story.
- They answer the questions in their groups. Let them make a note of their answers so that they can refer back to them in later activities.
- Read the story again.

The Heart of a Monkey

A long time ago, a little town made up of a collection of low huts stood in a tiny green valley at the foot of a cliff. The people had taken great care to build their houses out of reach of the highest tides. On the very edge of the town, there was a tree so large that half its branches hung over the huts and the other half over the deep sea right above the cliff where sharks loved to come and splash in the water. The branches of the tree were full of fruit.

Every day, at sunrise, a big grey monkey could be seen sitting in the topmost branches having his breakfast and chattering to himself. After he had eaten all the fruit on the town side of the tree, the monkey swung himself along the branches to the part that hung over the water. One day, while he was looking out for a nice shady place to perch comfortably, he noticed a shark watching him from below with greedy eyes.

"Can I do anything for you, my friend?" asked the monkey politely.

"Oh! If you only would throw me down some of those delicious things, I should be so grateful," answered the shark. "After you have lived on fish for fifty years, you begin to feel you would like a change. And I am so very, very tired of the taste of salt."

"Well, I don't like salt myself," said the monkey. "So if you open your mouth I will throw this beautiful juicy fuyu into it," and, as he spoke, he pulled one off the branch just over his head. But it was not as easy to hit the shark's mouth as he had supposed. Even when the creature had turned on his back, the first fuyu only struck one of his teeth and rolled into the water. However, the second time the monkey had better luck, and the fruit fell right in.

"Ah, how good!" cried the shark. "Send me another, please."

The monkey grew tired of picking the fuyu long before the shark was tired of eating them.

"It is getting late, and I must be going home to my children," he said, "but if you are here at the same time tomorrow, I will give you another treat."

"Thank you, thank you," said the shark, showing all his great ugly teeth as he grinned with delight. "You can't guess how happy you have made me," and he swam away into the shadows, hoping to sleep away the time until the monkey came again.

For weeks, the monkey and the shark breakfasted together. It was a wonder that the tree had any fruit left for them. They became fast friends. They told each other about their homes and their children, and how to teach them all they ought to know. By and by, the monkey became rather discontented with his green house in a grove of palms beyond the town, and longed to see the strange things under the sea that he had heard of from the shark. The shark realised this and described even greater marvels. The monkey became more and more miserable about his own life as he listened.

Matters were in this state when one day the shark said, "I really hardly know how to thank you for all your kindness to me. Here I have nothing of my own to offer you, but if you would only consent to come home with me, how gladly would I give you anything that might happen to take your fancy."

"I should like nothing better," cried the monkey, his teeth chattering, as they always did when he was pleased. "But how could I get there? Not by water. Ugh! It makes me ill just to think of it!"

"Oh! Don't let that trouble you," replied the shark. "You have only to sit on my back and I will guarantee that not a drop of water shall touch you."

So it was arranged. Straight after breakfast the next morning, the shark swam right under the tree and the monkey dropped neatly on his back, without even a splash. After a few minutes – for at first he felt a little frightened of his strange position – the monkey began to enjoy himself. He asked the shark a thousand questions about the fish and the seaweed and the oddly shaped things that floated past them. As the shark always gave him some sort of answer, the monkey

never guessed that many of the objects they saw were as new to the shark as to himself.

The sun had risen and set six times when the shark suddenly said, "My friend, we have now performed half our journey, and it is time that I should tell you something."

"What is it?" asked the monkey. "Nothing unpleasant, I hope, for you sound rather grave?"

"Oh, no! Nothing like that. It is only that I heard that the sultan of my country is very ill. The only thing to cure him is a monkey's heart."

"Poor man, I am very sorry for him," replied the monkey, "but you were unwise not to tell me before we started our journey."

"What do you mean?" asked the shark, but the monkey, who now understood the whole plot, did not answer at once, for he was considering what he should say.

"Why are you so silent?" asked the shark.

"I was thinking what a pity it was you did not tell me while I was still on land, and then I would have brought my heart with me."

"Your heart! Why? Isn't your heart here?" said the shark, with a puzzled expression.

"Oh, no! Of course not. Is it possible you don't know that when we leave home we always hang up our hearts on trees, to prevent their being troublesome? However, perhaps you won't believe that, and will just think I have invented it because I am afraid, so let us go on to your country as fast as we can, and when we arrive you can look for my heart, and if you find it you can kill me."

The monkey spoke in such a calm way that the shark was quite deceived, and began to wish he had not been in such a hurry.

"But there is no use going on if your heart is not with you," he said at last. "We had better turn back to the town, and then you can fetch it."

Of course, this was just what the monkey wanted, but he was careful not to seem too pleased.

"Well, I don't know," he said, "it is a long way; but you may be right."

"I am sure I am," answered the shark, "and I will swim as quickly as I can." And so he did. In three days, they saw the fuyu tree hanging over the water. With a sigh of relief, the monkey grabbed the nearest branch and swung up.

"Wait for me here," he called out to the shark. "I am so hungry I must have a little breakfast, and then I will go and look for my heart," and he went further and further into the branches so that the shark could not see him. Then he curled himself up and went to sleep.

"Are you there?" cried the shark, who was soon tired of swimming about under the cliff, and was in haste to be gone.

The monkey woke up, but did not answer.

"Are you there?" called the shark again in a very cross voice.

"Oh, yes. I am here," replied the monkey, "but I wish you had not woken me up. I was having such a nice nap."

"Have you got it?" asked the shark. "It is time we were going."

"Going where?" inquired the monkey.

"Why, to my country, of course, with your heart. You can't have forgotten!"

"My dear friend," answered the monkey, with a chuckle, "I think you must be going a little mad. Do you take me for a washerman's donkey?"

"Don't talk nonsense," exclaimed the shark, who did not like being laughed at. "What do you mean about a washerman's donkey? And I wish you would be quick, or we may be too late to save the sultan."

"Did you really never hear of the washerman's donkey?" asked the monkey, who was enjoying himself immensely. "Why, he is the beast who has no heart. And, as I am not feeling very well, and am afraid to start while the sun is so high in case I get a sunstroke, if you like, I will come a little nearer and tell you his story."

“Very well,” said the shark sulkily, “if you won’t come, I suppose I may as well listen to that than do nothing.”

So the monkey began.

A washerman once lived in the great forest on the other side of the town.

He had a donkey to keep him company and to carry him wherever he wanted to go. For a time they got on very well, but by and by the donkey grew lazy and ungrateful for her master’s kindness, and ran away several miles into the heart of the forest. There she did nothing but eat and eat and eat, until she grew so fat she could hardly move.

One day as she was busy tasting a new kind of grass and wondering if it was as good as the grass she had had for dinner the day before, a hare happened to pass by.

“Well, that is a fat creature,” thought she, and turned out of her path to tell the news to a lion who was a friend of hers. Now the lion had been very ill, and was not strong enough to hunt for himself. When the hare came and told him that a very fat donkey was to be found only a few hundred metres off, tears of disappointment and weakness filled his eyes.

“What is the good of telling me that?” he asked, in a weepy voice, “you know I cannot even walk as far as that palm over there.”

“Never mind,” answered the hare briskly. “If you can’t go to your dinner your dinner shall come to you,” and she went back to the donkey.

“Good morning,” said she, bowing politely to the donkey. “Excuse my interrupting you, but I have come on very important business.”

“Indeed,” answered the donkey. “May I inquire what the business is?”

“Certainly,” replied the hare. “It is my friend the lion who has heard about your good qualities. He has sent me to beg your paw in marriage. He regrets that he is unable to make the request in person, but he has been ill and is too weak to move.”

“Poor fellow! How sad!” said the donkey. “But you must tell him that I feel honoured by his proposal, and will gladly consent to be Queen of the Beasts.”

“Will you not come and tell him so yourself?” asked the hare.

Side by side, they went down the road which led to the lion’s house. The donkey was so fat from eating she could only walk very slowly. The hare, who could have run the distance in about five minutes, had to creep along. When at last they arrived, the lion was sitting up at the entrance, looking very pale and thin. The donkey suddenly grew shy and hung her head, but the lion put on his best manners and invited both his visitors to come in and make themselves comfortable.

Very soon the hare got up and said “Well, as I have another engagement I will leave you,” and winking at the lion she bounded away.

The donkey expected that as soon as they were left alone the lion would begin to speak of their marriage but as he said nothing she looked up. To her surprise and terror she saw him crouching in the corner, his eyes glaring with a red light, and with a loud roar he sprang towards her. But the donkey had had time to prepare herself, and jumping to one side dealt the lion such a hard kick that he shrieked with the pain. Again and again he struck at her with his claws, but the donkey could bite as well as the lion, who was very weak after his illness. Finally a well-planted kick knocked him right over, and he rolled on the floor, groaning with pain. The donkey ran away as fast as she could and was lost in the forest.

Now the hare had not gone to do her business. She had hid in some bushes behind the cave, where she could quite clearly hear the sounds of the battle. When all was quiet again she crept out.

“Well, lion, have you killed her?” asked she, running up the path.

“Killed her, indeed!” answered the lion sulkily, “it is she who has nearly killed me. I never knew a donkey could kick like that”.

"Dear me! Fancy such a great fat creature being able to fight!" cried the hare. "Just lie still, and your wounds will soon heal," and she said goodbye to her friend, and returned to her family.

Two or three weeks passed, and only bare places on the donkey's back showed where the lion's claws had been, while, on his side, the lion had recovered from his illness and was now as strong as ever. He was beginning to think that it was almost time for him to begin hunting again, when one morning the hare arrived.

"Ah! There is no need to ask how you are," she said. "Still you mustn't overtire yourself, you know. Shall I go and bring you your dinner?"

"If you will bring me that donkey I will tear it in two," cried the lion savagely, and the hare laughed and nodded and went on her errand.

At last the hare caught sight of four hoofs in the air, and ran towards them. The donkey was lying on a soft cool bed of moss near a stream, rolling herself backwards and forwards with pleasure.

"Good morning," said the hare politely.

"Oh, it is you, is it?" she exclaimed. "What news have you got? "

"I mustn't stay," answered the hare, "but I promised the lion to beg you to pay him a visit, as he is not well enough to call on you."

"Well, I don't know," replied the donkey gloomily, "the last time we went he scratched me very badly, and really I was quite afraid."

"He was only trying to kiss you," said the hare, "and you bit him, and of course that made him cross."

"If I were sure of that," hesitated the donkey.

"Oh, you may be quite sure," laughed the hare. "But let us be quick," and rather unwillingly the donkey set out.

The lion saw them coming and hid behind a large tree. As the donkey went past, followed by the hare, he sprang out, and with one blow of his paw scratched the poor foolish creature dead before him.

"Take this meat and skin it and roast it," he said to the hare, "but my appetite is not so good as it was, and the only part I want for myself is the heart. The rest you can either eat yourself or give away to your friends."

"Thank you," replied the hare, balancing the donkey on her back.

She managed to drag it to an open space some distance off, where she made a fire and roasted it. As soon as it was cooked the hare took out the heart and had just finished eating it when the lion, who was tired of waiting, came up.

"I am hungry," said he. "Bring me the creature's heart; it is just what I want for supper."

"But there is no heart," answered the hare, looking up at the lion.

"What nonsense! Every beast has a heart. What do you mean?"

"This is a washerman's donkey," replied the hare gravely.

"Well, and suppose it is?"

"Oh, fie!" exclaimed the hare. "You are a lion and a grown-up and you ask a silly question like that. If the donkey had had a heart would she be here now? The first time she came she knew you were trying to kill her, and ran away. Yet she came back a second time. Well, if she had had a heart she wouldn't have come back a second time. Now would she? "

And the lion answered slowly, "No, she wouldn't."

"So you think I am a washerman's donkey?" said the monkey to the shark, when the story was ended. "You are wrong; I am not. It's time for you to begin your homeward journey. Have a nice voyage, and I hope you will find the sultan better. Farewell!"

And the monkey disappeared among the green branches, and was gone.

Adapted from *Swahili Tales*, by Edward Steere, LL. D.

Lesson 2 (Week 8)

Activity 3: Warm up and play

Learners should work on their own to follow your instructions as you talk them through the first voice warm-up activity.

Activity 4: Read, interpret and perform

Learners should work on their own to follow your instructions as you talk them through the second voice warm-up activity.

Activity 5: Read, interpret and perform

- This activity provides the foundation for further work on preparing the learners for their short drama linked to the story, *The Heart of a Monkey*.
- Let the learners spend the rest of the lesson on this activity. They should follow the steps of the activity closely. Move from group to group assisting where necessary.

Lesson 3 (Week 9)

- You can start the lesson by explaining that learners will be choosing some music to use as part of the dramatisation that they worked on in Activity 5.
- Practise the different strokes on the djembe drum so that you can demonstrate the techniques confidently.
- Allow enough time for learners to master the techniques.
- If possible, arrange to have these lessons outside so that you do not disturb other classes.

Activity 6: Warm up and play

- This is a warm-up exercise.
- Revise the song, *Dance in the Circle*, from Unit 2 with the class.
- Revise the descending scale of C major with the class.
- Divide the class into two groups, one for each of the above parts. Let them sing together.
- Let each group work separately to add body percussion, movement and direction to their part.
- Let the two groups sing together when they have practised.

Activity 7: Read, interpret and perform

- This activity is to familiarise yourself with the different strokes on the drum. Each stroke creates a different sound.
- As you read through the information in the Learner's Book, demonstrate the technique for each stroke on the djembe drum. Repeat several times so that the learners can see clearly what to do, and so that they can hear the bass, tone and percussive sounds.
- Divide the class into groups and give each group a djembe drum. Let the learners take turns to make the different sounds.
- Let the learners take turns to play the given rhythm and to change when you call out the different sounds you want them to make.

Activity 8: Read, interpret and perform

- You will need most of the lesson for this activity.
- Tell the learners to get into the groups they had for Activity 5. Give each group a djembe drum.
- Demonstrate the different rhythms and sounds in step (2) of this activity in the Learner's Book. The groups imitate you and practise the rhythms.
- Read through steps (3), (4) and (5) as well as the Assessment Rubric in the Learner's Book with the class. Check that they understand all the terms and know what to do.
- Let each group practise their story from Activity 5 before they add in the new sounds and rhythms.
- Stress the importance of practising before the performance.

Lesson 4 (Week 10)

Activity 9: Warm up and play

- This clapping version of the game, 'Follow my leader', will warm up the learners' hands and wrists for the drumming.
- Follow the steps in the Learner's Book closely.

Activity 10: Warm up and play

- This activity is used to warm up the learners' bodies.
- It is the same exercise as in Activity 1 of Unit 3. Follow the instructions for that activity but also note the additional instructions (steps 4 and 5) in the Learner's Book.

Activity 11: Warm up and play

Follow the instructions for Activities 3 and 4 of this unit.



Activity 12: Appreciate and reflect on

- Make sure you allow enough time for this part of the lesson.
- Learners can then prepare to watch the final performances. Remind them of theatre etiquette (the audience rules that they learnt about in Unit 5), before they start.
- Groups should take turns to perform the story they have prepared.
- Observe the learners for formal assessment purposes. Use the information in Section 3 to guide your observation.
- Once all of the groups have performed their stories, learners should use the assessment rubric to assess the performance of their own group and that of one other group. Let them write their assessments on pieces of paper and hand it to the other group. Learners should give one another constructive feedback.

Answers

Activity 2

4. a) The shark asked the monkey to pick fruit for him, and to drop it into his mouth from the tree.
b) They would discuss their homes, their children and how to raise their children.

- c) The monkey said he hated being in water.
- d) The shark wanted to eat the monkey.
- e) The monkey told the shark that he had left his heart in the tree. The shark was greedy, and wanted to eat the whole monkey, so he took him back to the tree to collect his heart.
- f) The monkey refused to get out of the tree and back onto the shark's back.
- g) The key moments in the story are when the monkey realised that the shark wanted to eat him, and told the shark that he had left his heart in the tree. Other key moments were when the donkey agreed to visit the lion the first and second times, and when the hare told the lion that the donkey had no heart, and the donkey believed him.
- h) The shark is greedy and cunning. However, he is so greedy that he does not realise that he has been tricked. The monkey is clever, and also enjoyed gloating when he had tricked the shark. The donkey was greedy and ungrateful.
- i) Learners' own answers.
- j) Learners' own answers.

Informal assessment

Activity 2: Read out the answers to the questions in (4) and let the learners mark their own work.

Activity 5: Observe the learners during the group work. Assess whether any of the groups require your assistance with completing the activity. You could conclude the lesson by asking learners to check that they can answer the questions listed against (5). They should also assess their progress and decide what further work needs to be done on their story.

Activity 7: Listen to the learners rhythms and observe their different drumming techniques. Provide additional assistance to learners who require it.

Activity 8: Observe the learners during the group work. Assess whether any of the groups require your assistance with completing the activity.

Formal assessment

The Creative Arts Task for Term 1 comes from Activity 12. Refer to the Formal Assessment section (Section 3) for assessment guidance for the activity.

Remedial

If learners are struggling to identify the beginning, middle and end of their story, or to identify the structure of their story, ask them to map the story, or to represent its structure using a diagram. They should arrange the events in chronological order, using a timeline. This often helps them to clarify the key moments in the story, and to see which events are most important in terms of the plot.

Extension

Dancing to dramatise stories is an ancient cultural tradition in Africa. Ask learners to create a dance that dramatises an African folktale that they have either researched, or written themselves. They should accompany the dance with music played on traditional African instruments, or music played on home-made instruments.

Creative arts: Visual arts

MODULE 1: People and animals

Unit 1

Let's look

Learner's Book pages 113–116

Duration: 1 hour

Term and week/s

Term 1, Weeks 1–2

Resources

Learner's Book
pages 113–116

Curriculum and Assessment Policy Statement (CAPS) content

Topic 3: Visual literacy

- Observe and discuss visual stimuli in photographs, artworks and real objects to identify monochromatic colour in images
- Questions to deepen and extend observation of elements and design principles

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- If you have any particularly interesting examples of work painted in monochromatic colours, it might be worth bringing them to class, so that you can illustrate the lesson with them.

Teaching the unit

Divide the unit into two 30-minute lessons as follows:

Lesson	Week	Pages	Activities
1	1	113–115	1–2
2	2	116	3–4

Lesson 1 (Week 1)

- Start the lesson by asking learners if they know what monochromatic colour is, and why artists might choose to work in a monochromatic palette. Explain that 'mono' means 'single or alone' and 'chroma' means 'colour' in ancient Greek.
- Discuss the differences between hues, tints, shades and tones. It is essential that learners understand these definitions before you continue with this unit. There is useful information and good illustrations in the Learner's Book.
- Discuss how the appearance of colour changes with changes in light. In the early morning and late afternoon, colour appears to be more saturated (hues are more intense), while in the middle of the day, colours have a paler tint (because more light falls on them).

Activity 1: Visual literacy

Discuss the questions in the Learner's Book with the whole class.

Discuss the meaning of the term 'abstract' with the learners. Use the information in the Learner's Book.

Activity 2: Visual literacy

Discuss the questions in the Learner's Book with the whole class.

Lesson 2 (Week 2)

You can start the lesson by reminding learners what monochromatic colour is, and asking them if they can see how monochromatic colour has been used in George Pemba's watercolour.

Activity 3: Visual literacy

Learners should work on this activity with a partner. They should answer the questions given in the Learner's Book.

Discuss Sekoto's work in the Learner's Book. Draw the learners' attention to the way in which shadow is used to create a sense of form and volume. They should notice how Sekoto has used tints for the sunlit areas and shades for the shadow areas.

Activity 4: Visual literacy

- Learners should work on this activity with a partner.
- You can conclude this activity and the lesson by discussing the learners' answers to the questions.

Answers

Many of the answers provided below are sample answers. Learners may give alternative answers. Accept all answers, provided that they are logical and learners can explain their reasoning.

Activity 1: Visual literacy

1. The darkest shades of brown and blue are underneath the objects (for example, under the fruit and leaves in the first painting, and the horses in the second).
2. The lightest shades are on top of the objects (for example, the water is almost white in the first painting and on the tops of the horses' and men's shoulders in the second painting).
3. As the objects are not lit from directly above, but from the right, the impression is created that it is either afternoon or morning. (The shadows would be directly beneath the subjects if they had been painted at midday as this is when the sun is directly overhead.)

Activity 2: Visual literacy

1. Yes.
2. Learners' own responses. Example: a landscape from above, with the individual lines representing rivers.

3. Learners' own responses.
4. Yes. (All of the colours are shades and tints of red, which has created a range of monochromatic colour that runs from black to a very light tint of brownish-red.)

Activity 3: Visual literacy

1. very pure/deep colours
4. Around midday (the shadows under the objects seem to be almost directly under the objects).

Activity 4: Visual literacy

2. No. Shadows and highlights are what artists use to create a sense of form and volume.

Informal assessment

Activities 1 and 2: Listen to the learners' contributions during the class discussion and assess whether they understand what monochromatic colour, hues, tints, shades and tones are.

Activities 3 and 4: Go through the activities with the learners and let them share their responses with the rest of the class. Allow learners to correct one another.

Remedial

- Tear up several small pieces of paper (30 is ideal) and write one of the following words on each slip: red, blue, yellow, black, and white. Each word should be on six pieces. Learners should then choose two or three pieces out of a box and say what the combination of the colours named on their pieces would produce.
- Bring some tint cards from a paint shop to class and discuss with the learners how they think each tint would be mixed.

Extension

- Ask learners to do a painting or drawing in which they use a monochromatic palette. They could use paints or pastels for this activity.
- Ask learners to research the work of artists who used a monochromatic palette. For example, Pablo Picasso and Georges Braque both went through phases in their careers when they used a very limited palette. Learners should investigate the reasons for these artists' choice of colours.

Unit 2

Monochromatic colour around you

Learner's Book pages 117–118

Duration: 1 hour

Term and week/s
Term 1, Weeks 3–4

Resources

Learner's Book pages 117–118; paper; rulers; pencils; paints; paint brushes; containers for water; plastic or newspaper to cover and protect desks

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Create in 2D, figures and animals

Drawing and/or colour media: exploring a variety of media and techniques

Topic 3: Visual literacy

Apply, identify and personally interpret in own work

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into two 30-minute lessons as follows:

Lesson	Week	Pages	Activities
1	3	117	1
2	4	118	2

Lesson 1 (Week 3)

Start the lesson by discussing how the colours in the environment change according to the time of day when they are seen. You could ask learners if they can think of any examples of this.

Activity 1: Visual literacy

- Let the learners go outside with a partner and look at the colour of objects in full sunlight or in overcast light. They should also compare colour in shadow as opposed to strong light.
- Ask learners to think about how colours change according to the time of day, and the seasons. Work through the information in the Learner's Book on this.

Have a short class discussion about the definition of tone, and the tonal scale that learners made with pencils when they were in Grade 5.

Explain that they will be making a monochromatic tonal scale, using paint.

Lesson 2 (Week 4)

Activity 2: Create in 2D

- Let each learner draw a rectangle, divide it and paint it according to the instructions in the Learner's Book.
- They should paint the first box a primary colour, and the remaining seven boxes in increasingly light tints of the primary colour.
- Learners should also make a tonal scale of increasingly dark tones. To do this, they should repeat the process described here, but should mix increasing quantities of black paint into their primary colour.
- You could conclude the lesson by giving learners the opportunity to walk around and look at one another's work. They should give each other constructive criticism, and use the feedback that they receive, to improve their work.

Answers

Activity 1: Visual literacy

Learners should notice that strong light tends to make colours look washed out, and weaker light makes them look brighter. Colours in shadows contain darker tones, while those in full light are lighter tints.

Informal assessment

Activity 1: When learners return to class, ask them to discuss their observations. Encourage them to comment on and add to one another's responses.

Activity 2: Allow learners to walk around the classroom and look at the other learners' work. They should offer constructive criticism when asked for it. After this peer review process, learners can make further improvements to their work if they wish to.

Remedial

If learners are struggling to see how the appearance of objects changes in different light conditions, get them to experiment under controlled conditions in the classroom. They should paint a few small squares of paper (approximately 3 cm x 3 cm) with different primary colours, and one square in black. Once they have done this, they should work in a darkened room, or put one square at a time in the bottom of a shoe box. They should then shine a torch on the squares, and take note of how the colour changes with the distance between the torch and the coloured square. They can also experiment with shining the torch through various filters (for example, a white piece of paper). They may be surprised to notice that if they use coloured filters, the colour of the square will change completely. For example, a yellow square with a blue light shining on it will look green (blue mixed with yellow makes green).

Extension

Ask learners to do a painting where their subject matter is not an object, but is light and the way that it makes an object look.

Unit 3

People and animals in art

Learner's Book pages 119–120

Duration: 1 hour

Term and week/s

Term 1, Weeks 5–6

Resources

Learner's Book pages 119–120; art paper; paints; paint brushes; plastic or newspaper to cover and protect desks; containers for water

Curriculum and Assessment Policy Statement (CAPS) content

Topic 3: Visual literacy

Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images of figures with animals

Topic 1: Create in 2D, figures with animals

- Drawing and/or colour media: exploring a variety of media and techniques
- Art elements: monochromatic colour used in own images of figures in an environment
- Design principles: balance used in own images of figures in an environment

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into two 30 minute lessons as follows:

Lesson	Week	Pages	Activities
1	5	119–120	1–2
2	6	120	2 (complete)

Lesson 1 (Week 5)

- Start the lesson by discussing the art of the South African San people, and how they depicted the interaction of humans and animals. Explain that San paintings were probably far more than simple decorations. It is thought that their paintings were a way for San holy men or shamans to communicate with the spirit world. Shamans would dance or sing themselves into a trance believing they could then communicate with spirits of animals. This is why these paintings often depict half-human, half-animal figures and animals that the San regarded as sacred.
- Discuss the composition in Rousseau's painting in the Learner's Book. Make sure they have a clear understanding of why it is a balanced composition.

Activity 1: Visual literacy

- Discuss the questions in the Learner's Book with the whole class.
- Use this activity to stimulate the learners' imaginations and give them ideas for their own pictures in Activity 2.

Activity 2: Create in 2D

- Have a short class discussion about which pictures of people and animals in the Learner's Book, learners like the most.
- Explain the activity to the learners and let them complete their drawing in this lesson.

Lesson 2 (Week 6)

Activity 2: Create in 2D

- Let the learners complete the painting of their pictures.
- Remind them that they need to use monochromatic colour. For example, a learner could choose to paint themselves riding on the back of a unicorn, and paint the whole picture in shades of blue.
- Remind learners to wash their brush carefully between each shade.

Answers

Activity 1: Visual literacy

1. This work tells us that Muafangejo's environment is rural and traditional. He depicts traditional round huts, a cattle kraal and several herds of cattle. He also depicts a big community, with many heads and faces surrounding the Western style buildings in the foreground. These buildings seem out of place in this traditional, rural background.
2. 'Natal where art school is' in the bottom right-hand corner, 'Zulu Land' near the centre and 'Buffalo (Umzinyatha) River between Natal and Zulu Land.'
3. Most of the shapes that the artist repeats are semi-circles.
4. The composition is balanced because of the repetition of the semi-circular shapes, the equal distribution of details, and the use of the white river shape that extends across the picture, linking the different parts of it together.
5. Muafangejo shows animals close to and in between the people, in order to show what an important aspect of rural culture cattle and sheep are.

Informal assessment

Activity 1: Listen to the learners' contributions during the class discussion and assess whether they are able to discuss the linocut.

Activity 2: Allow learners to walk around the classroom and look at the other learners' work. They should offer constructive criticism when asked for it. After this peer review process, learners can make further improvements to their work if they wish to.

Remedial

If learners are struggling to compose a picture about themselves ask them to divide their picture into separate areas and then fill each area in with narrative detail. They should consider what shape to make these separate areas, in order to create a balanced composition.

Extension

Comic strips are another art form that tells stories. Ask learners to draw a comic strip that tells a story or communicates an important message. Their story should also include animal characters.

Unit 4

Sculpting people and animals

Learner's Book page 121–122

Duration: 2 hours

Term and week/s

Term 1, Weeks
7–10

Resources

Learner's Book
pages 121–122;
A4 sketch paper;
pencils; clay;
containers for
water; newspaper
or plastic to cover
desks with; plastic
knives, forks,
toothpicks or blunt
pencils for creating
textures on clay;
scraps of cloth,
plastic bags and
tape to keep partly
finished sculptures
damp

Curriculum and Assessment Policy Statement (CAPS) content

Topic 2: Create in 3D, figures with animals

- Skills and techniques: earthenware clay
- Art elements: reinforce texture, shape/form in own models of human figure interacting with animal
- Design principles: introduce balance in own models of the human figure interacting with an animal
- Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space
- Appropriate tidiness and sharing of space

Topic 3: Visual literacy

- Apply learning to own work

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- If you have any examples of sculptures in clay, or sculptures that include human and animal figures, bring them to class.

Teaching the unit

Divide the unit into four 30-minute lessons as follows:

Lesson	Week	Pages	Activities
1	7	121–122	1
2	8	122	2
3	9	122	3 (begin)
4	10	122	3 (complete)

Lesson 1 (Week 7)

Refer to the Learner's Book and discuss the work of Helen Martins. It might interest learners to know that although she is a famous South African artist today, she was very lonely during her life time, and was shunned by most of the people in her home town of Nieu Bethesda. She never trained as an artist, and she sculpted to express her feelings.

Activity 1: Visual literacy

Let the learners answer the questions in pairs.

Explain what the learners will be doing over the next three lessons.

Lesson 2 (Week 8)

Remind the learners that they will sculpt their own person and an animal from clay. They will spend this lesson planning their sculpture.

Activity 2: Create in 3D

- Discuss the instructions for Activity 2.
- Learners should decide what type of animal they want to sculpt. Encourage them to be imaginative – the animal that they sculpt can be mythical and does not have to be realistic. They could combine a few animals to create a mythical beast. For example, they could draw an animal that has the body of a lion, with the head of a crocodile and the legs of a horse.
- Let the learners look at one another's drawings and offer and receive constructive feedback.

Lesson 3 (Week 9)

Start the lesson by discussing the techniques that learners learnt for working with clay in Grades 4 and 5. Remind the learners that:

- it is important that clay is the right consistency; it should be moist enough to bend, dry enough to hold its shape and should not have any lumps in it
- their sculpture must support its own weight. If it is top-heavy, it will probably collapse.

Activity 3: Create in 3D

- Explain the instructions for Activity 3. Remind learners that they will also have the next lesson (in Week 10) to work on this activity.
- At the end of the lesson, the learners should cover their sculptures with a damp cloth and then wrap them firmly in plastic. This will keep the clay moist enough to work with in the next lesson.

Lesson 4 (Week 10)

Activity 3: Create in 3D

- Learners should spend this lesson completing their sculpture of an animal with a human figure on its back.
- When they have finished sculpting, they should put their completed work in a warm, sunny place to dry.
- You can conclude the activity and the lesson by asking learners to arrange their finished sculptures in a group, in such a way that they tell an interesting story.
- The learners should tidy their workspace.

Answers

Activity 1: Visual literacy

2. The humans are sometimes large in comparison to the animals and at other times the animals tend to dominate the humans in terms of size. Animals and humans are composed of quite simple shapes, and humans tend to be flattened cylindrical shapes.
3. She used the things that she found (such as whole bottles or the car headlights for the cat's eyes and wire for its whiskers) as decoration. She painted parts of the sculptures, embedded crushed and broken glass into them, scraped textures into the cement (for example, the lines of the bird's wings in the second photograph).
4. Different textures have been created for cloth and hair (on the various human figures and animals). Shiny, smooth glass bottles have been used for the skirt in the first picture.

Informal assessment

Activity 1: Listen to the learners' contributions during the class discussion and assess whether they are able to describe Helen Martins' sculptures.

Activities 2 and 3: Look at the learners' work and offer them encouragement and feedback.

Are the learners able to:

- be creative
- draw their planned sculptures from different perspectives
- use different clay techniques to build sculptures and create textures on them
- create sculptures that do not topple over
- enjoy the process.

Remedial

If learners are struggling to design or draw their mythical creature, allow them to cut pictures of animals out of old magazines or newspapers. They should then cut the animal pictures into smaller parts and experiment with combining them in different ways before finally sticking everything together on a page. They can then draw, and later sculpt, from this collage.

Extension

Encourage learners to research mythical animals (for example, a unicorn or a phoenix) and to sculpt them in a way that conveys something of the animal's magical or mythical qualities.

Term 2



Personal and social well-being

TOPIC 1: Development of the self

TOPIC 2: Social responsibility

Unit 5

Self-management skills

Learner's Book pages 126–131

Duration: 2 hours

Term and week/s

Term 2, Weeks 1–2

Topic

Development of the self

Resources

Learner's Book pages 126–131

Curriculum and Assessment Policy Statement (CAPS) content

Self management skills:

- Responsibilities at school and home
- Prioritising responsibilities
- Developing an activity plan: homework, house chores and playing time

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into two one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	1	126–129	1–3
2	2	130–131	4–5

Lesson 1 (Week 1)

Discuss why people are gradually given more responsibility as they get older, and the benefits and disadvantages of this. You can use the material in the Learner's Book as a starting point for this discussion.

Activity 1

- Learners should work independently to complete the table in the Learner's Book. They should use it as a self-assessment of how well they are managing their current responsibilities.
- You should conclude the activity by giving learners the opportunity to share their findings with another learner and to explain the scores that they awarded themselves.

Using the information in the Learner's Book, discuss why it is important to be able to manage responsibilities effectively and the skills that are needed in order to be responsible. Then read the case study, *Edwin causes chaos*, to the learners.



Activity 2

- Let the learners discuss their ideas orally in (2) but write them down in (3).
- Allow time to go through the learners answers to (2) and (3) with the whole class.

Ask the learners what responsibilities they have at home. Allow for a few volunteers to answer.

Activity 3

- Learners consider and compare the responsibilities that they already have at home and others that they feel ready to take on. You could adapt this activity for learners who already have a great deal of responsibilities. In this case, allow them to rather think of ways to manage or share their responsibilities with others.
- Be aware that some learners may have numerous responsibilities at home because of their social situations or family dynamics. Be sensitive to learners who feel that they have too many responsibilities and, if necessary, refer them for counselling and/or to the local social worker for assistance.

Lesson 2 (Week 2)

Start the lesson by discussing some of the drawbacks of having responsibilities, especially when they are new. It will be useful if learners can think of any examples of when they have had this experience. Focus this discussion on responsibilities that learners have at school, as an introduction to Activity 4.

Activity 4

- Learners should work in one of six groups, with each group focusing on one aspect of school life.
- This activity gives learners practice in prioritising their responsibilities.
- Conclude this activity by allowing learners to present their lists to the whole class.
- Discuss the importance of good time management. Ask the learners if they have any tips for good time management that they would like to share with the class. You could point out that a good way to manage time effectively is to make an activity plan and to stick to it.

Activity 5

- Learners should work with a partner to each draw up their own activity plan for a week.
- Before the learners begin, go through how they should calculate how much time they have at home each day. Do an example on the board.
- Let the learners complete the activity while you move around the classroom, assisting where necessary.



- Conclude the activity by asking the class what they learnt from the activity. Allow a few volunteers to share their responses.

Answers

Activity 1

1.– 4. Example:

Area of my life	Responsibility 1		Responsibility 2		Responsibility 3	
School	Bring the right books to lessons	$\frac{7}{10}$	Arrive on time for my lessons	$\frac{6}{10}$	Do all of my homework	$\frac{9}{10}$
Home	Make my bed	$\frac{9}{10}$	Dry the dishes	$\frac{7}{10}$	Put dirty clothes in the laundry basket	$\frac{7}{10}$
Family	Help my sister with her reading	$\frac{9}{10}$	Visit Granny on a Sunday	$\frac{8}{10}$	Be patient with my baby sister	$\frac{6}{10}$
Friends	Help Vicky with Maths	$\frac{9}{10}$	Return my friends' phone calls	$\frac{9}{10}$	Tell my friends when I think they are doing something wrong (e.g. smoking)	$\frac{6}{10}$
Health and fitness	Eat three portions of fruit and vegetables a day	$\frac{7}{10}$	Go to soccer practice twice a week	$\frac{7}{10}$	Drink eight glasses of water a day	$\frac{5}{10}$
Total	$\frac{111}{150} \div 3 = \frac{37}{50} \times 2 = \frac{74}{100}$					

Activity 2

2. a) Dealing with the household rubbish is a serious responsibility as, if it is not done properly, there will be an increase in the population of flies, maggots, cockroaches and other pests. These creatures spread diseases and everyone in the house could get sick. Also, if the rubbish is not thrown away properly, it will rot and start to smell, which is very unpleasant and unhygienic for everyone in the house and even the immediate neighbourhood.
- b) He did not take his responsibility seriously and did not do his job properly. He probably did not think about the consequences of not carrying out this responsibility.
- c) Yes she is. Edwin was trusted by his family to carry out an important responsibility. His baby brother was covered in maggots, the neighbours complained about the smell of the rubbish and cockroaches were breeding in the house because Edwin did not carry out his responsibility properly. He must 'get his act together' before something more serious happens because of his irresponsible attitude to his household chores.
- d) He was probably feeling very guilty, upset and humiliated.

3. Example:
- a) Think about the consequences of not fulfilling his responsibilities; organise his time better; do his chores at a regular time and put a checklist up on his wall so that he does not forget to do them.
 - b) Make sure that the rubbish is taken outside for the rubbish collectors every Tuesday night, so that it is ready for the Wednesday collections; check the bins in the house every evening and empty them if they are full or smelly; and clean the kitchen bin with disinfectant twice a week.
 - c) The list above is in order of priority.
 - d) Edwin could organise his time so that he spends 15 minutes every evening after supper managing the household rubbish. In this way, this job will not feel overwhelming, but Edwin hopefully will not forget to do it, either.
 - e) Learners' paragraphs should include:
 - As long as people are alive, they continue to generate rubbish.
 - Neglecting proper management of rubbish for even a short time can have serious health and hygiene consequences.
 - This is a job that has to be done – if Edwin does not do it, he is endangering the health and comfort of his family, and someone else will have to take on his responsibility.
 - Behaving irresponsibly is actually selfish.
 - f) Edwin could make a checklist to put on his bedroom wall or make notes in his diary, so that he does not forget his responsibilities. He should also ask his parents for advice about how he can manage the rubbish most effectively (presumably they did this job before Edwin took it on).
 - g) Edwin could research responsible rubbish disposal on the Internet or at the library. He could find out which substances should not be disposed of in the household rubbish (for example, paint and dangerous chemicals) and he should tell his family to put these things separately in an area where his baby brother can't get to them. He could also set up household recycling, with separate bins for glass, paper and metal products. In this way, he could recycle some of his family's rubbish and help to protect the environment.

Activity 3

Learners' own answers.

Activity 4

Learners' own answers.

Activity 5

Learners' own answers.

Assessment

Activity 1: Learners should work in pairs to check each other's scores and to discuss the reasons for the scores that they gave themselves. They should think of ways that they can improve their scores.

Activity 2: Ask learners to share their answers with the whole class and allow them to mark their own work. Assess the learners during the class discussion of answers to check that they have understood correctly on the case study and the concept and implications of acting responsibly.

Activities 3 and 5: Let the learners share their ideas with one another, and give one another constructive feedback, in small groups of three or four.

Activity 4: Ask learners to share their answers with the whole class and allow them to mark their own work. Assess the learners during the class discussion of answers to check that they have correctly understood the area of responsibility that they were allocated, as well as the concept and implications of acting responsibly.

Remedial

If learners are struggling with the concept of why completing responsibilities is important, ask them to draw up a simple chart. In one column, they should make a list of their responsibilities and those of the people that they know (for example, their parents). They should list the consequences of not meeting these responsibilities in a second column. They should then list the benefits of meeting these responsibilities in a third column (note that benefits can take various forms such as physical, spiritual, emotional or financial benefits).

Extension

Ask learners to hold a panel discussion on the topic 'many of the problems that plague the world today have been caused by irresponsible behaviour.' They could consider problems such as soil erosion, climate change, water pollution, government corruption and overpopulation, in their discussion.

Week 1 Reading Skills: It's all in the 'P'!

Learner's Book pages 132–134

Duration: 30 minutes

Term and week/s

Term 2, Week 1

Topic

Development of the self

Resources

Learner's Book pages 132–134

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about self management skills: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 5.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 5.
- Remind learners about the importance of Grade 6 marks for getting into high school. Discuss the importance of planning and prioritising.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 134 of the Learner's Book with them.
- Allow them to answer the questions as a class. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. The article is about learning to organise and manage school work.
2. It is putting things in the order of importance or urgency.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Set time limits for reading the text. In this way slower learners will focus on the reading task and begin increasing their reading speed and fluency.

Extension

Give an example of homework/projects for all the subjects in Grade 6. Give the learners a date by which the work must be done. Get each learner to write a chart prioritising and planning the work by dividing it up into sections over the week so that the work can all be done by the due date.

Week 2 Reading Skills: Weekend's here!

Learner's Book pages 135–136

Duration: 30 minutes

Term and week/s

Term 2, Week 2

Topic

Development of the self

Resources

Learner's Book pages 135–136

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about self management skills: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 5.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 5.
- Talk about personal responsibilities regarding hygiene.
- Discuss responsibilities at home and how to help by doing chores.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 136 of the Learner's Book with them.
- Allow them to answer the questions as a class. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. It is about planning your weekend to include your chores, homework and having fun.
2. Try to do as much homework as possible during the week. Divide your chores up over the Saturday and Sunday. Divide your homework/study up over Saturday and Sunday.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Some Intermediate Phase learners may still need support to make the shift from learning to read, to reading to learn. Ways to do this are to:

- help learners to identify the text type before they start reading
- explain how to approach different types of text
- pre-teach new or difficult vocabulary
- develop pre-reading skills such as looking at the pictures, reading the headings, subheadings, captions, labels and any information highlighted in boxes.

Extension

- Get learners to list their various activities over weekends. Let them draw a weekend schedule and fill it in.
- Get each learner to write a short funny verse about doing things over the weekend.

Unit 6

Bullying

Learner's Book pages 137–146

Duration: 2 hours

Term and week/s

Term 2, Weeks 3–4

Topic

Development of the self

Resources

Learner's Book pages 137–146

Curriculum and Assessment Policy Statement (CAPS) content

Bullying: reasons for bullying

- Getting out of the bullying habit: where to find help

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Consider your own experiences of bullies and bullying. It could be useful to share some of these experiences with the learners as you teach the unit (obviously you would avoid using specific people's names).

Teaching the unit

Divide the unit into two one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	3	137–142	1–2
2	4	142–146	3–5

Lesson 1 (Week 3)

- Introduce the lesson by asking learners if they know what bullying is, and if they can name some of the different types of bullying. There is useful material for further discussion in the Learner's Book.

- Ask learners if they know why some people become bullies. Work through the information on this in the Learner's Book.
- Read Case study 1, *Picking on others is so funny!* and Case study 2, *Fighting to feel better* to the learners.

Activity 1

Let the learners work in groups of three or four to write down their answers to the questions on the case study.

Activity 2

- Let learners work in the same groups for this activity. They should begin working on this activity once they have completed Activity 1.
- Conclude the activity and the lesson with a whole-class discussion of the learners' answers for Activities 1 and 2.
- If you only have time for learners to complete Activity 1, then set Activity 2 as homework but let the learners complete it individually. You will need to allow time at the beginning of the next lesson to go through their answers to both activities.



Lesson 2 (Week 4)

Introduce this lesson by asking learners if they have ever considered the idea that bullying can be addictive, and if they have any suggestions for someone who realises that they are a bully and who wants to stop their behaviour. You can add to their suggestions by using the material in the Learner's Book.

Activity 3

- Use Case study 2 from the previous lesson, for this activity.
- If learners completed Activity 2 in class, let them work in the same groups for Activity 3.
- This activity assists learners to think of more positive ways of dealing with the causes of bullying.

Read the information under the heading *Break the habit* to the learners.

Activity 4

- Let learners continue to work in the same groups.
- Suggest that they refer to the information in the rest of the unit to assist them with their email.
- Conclude the activity by allowing groups to each give one piece of advice that they included in their emails to Troy or Anita.

Work through the information that learners can take to stop bullying, places where they can find help for bullying, how they can react to being bullied and how to deal with a bully.

Useful websites

Let the learners know about these useful websites:

- <http://www.stopbullyingnow.com> – go to: Advice for youth
- <http://teen.wikihow.com/Stop-Being-a-Bully>
- <http://www.nhs.uk/Livewell/Bullying/Pages/Howtostopbeingabully.aspx>
- <http://ezinearticles.com/?How-to-Stop-Being-a-Bully&id=1148559>
- <http://www.edurite.com/blog/being-a-bully-how-to-stop-being-one/2135/>
- <http://www.teenhelp.org/forums/f20-peer-pressure-bullying/t37532-im-bully-i-want-stop/>

It is important that learners understand how much damage can be caused by being bullied, and the importance of taking positive action and getting help if they are being bullied. There is useful information on this in the Learner's Book. This discussion is a useful introduction to Activity 5.

Activity 5

- If you do not have enough time to cover this activity in class, suggest that learners complete it for homework. They can report back to the class at the beginning of the next lesson.
- Learners should work in groups of three.
- Ask them to try to identify a situation that they have witnessed, but remind them not to refer to people's real names.
- You can conclude the lesson and the activity with a whole-class discussion of the learners' answers.



Answers

Activity 1

3. Some possible answers are that Anita wanted to: solve the problem of feeling isolated; to make herself feel better and more accepted; to have power over others; to feel more in control of her life; to be accepted by the cool kids, earn their respect, get their attention and stay popular with them; to hide her lack of social skills, insecurity and lack of self-esteem and self-confidence; to feel better by putting other kids down; to be funny and make others laugh; to express her own feelings of frustration and rejection; and because she came to enjoy hurting others.
4. a) Anita mimics the other kids because when she does, the cool kids laugh and Anita feels accepted. All of the reasons from question 3 would also apply here.
b) Anita gets a feeling of power, satisfaction and acceptance from the cool group. She feels as though she is clever and humorous because they laugh at her mimicry.
c) She is trying to solve her lack of social skills, her low self-esteem and shyness.
d) No. Anita still does not have any real friends, and she is depending on people who don't really know her or value her for who she actually is, for 'friendship' and self-esteem.

If she doesn't maintain the bullying that got the cool kids to accept her, they will reject her again.

- e) No. If she mimicked the kids in the cool gang, they would reject her.
 - f) No. They simply find her entertaining, and their 'friendship' depends on her being funny by being cruel to others. They are not interested in her being herself or in really getting to know her.
 - g) No. They will probably lose interest at some point. There is also a possibility that Anita will pick on someone who has the verbal or mimicking skills to mock Anita and make the cool group laugh at her, which would end their acceptance of her into the group.
 - h) No. Anita is probably regarded with dislike and quite a lot of fear by most people. They will be careful not to upset her, as they would not like to be mocked, but they will never truly like or trust her.
 - i) An example of a learner's answer is: 'A better way for Anita to solve her problems would be to make one or two genuine friends and to stop worrying about what the cool kids think of her. She needs to stop bullying others, because it will result in her having no true friends. No one will really want to get to know her or be her friend.'
5. Own answer.

Activity 2

3. Troy may be a bully for some or all of the following reasons: He could be trying to solve the problems he has at home, to make himself feel better and feel more in control of his life; to act out the abuse that he is experiencing at home, as well as the pain of his father's death; to be seen as powerful and dominant at school, which compensates for how powerless and dominated he is at home; to have power over others so that he feels like he controls everything at school; to look tough to others; to make up for a lack of self-esteem and a lack of self-confidence; to copy what is done to him when he is bullied at home; to get the respect of others; to put down other kids to make himself feel better; to express his feelings of frustration and anger; to copy his older brother's behaviour; because he doesn't know how to manage his anger; because he thinks that violence is a normal way to express feelings as this is what he has been taught by his abusive older brother; and because he has been bullying for so long that hurting others actually gives him pleasure.
4. a) He is dealing with the death of his father and his abusive older brother. It sounds like his older brother has an anger management problem and is possibly also an alcoholic.
- b) These problems have been going on since Troy's father died. As Troy's father died when he was a baby, Troy has always had a very hard time at home.

- c) Troy probably started bullying because he realised that there are people who are weaker and smaller than he is, who he can attack without much risk of being caught.
- d) Troy probably only targets younger boys because he knows that it is unlikely that they can or will fight back, and he is able to scare them into keeping quiet about the bullying. Also, he needs to feel powerful to feel good, and the more weak and vulnerable his victim is, the more powerful Troy feels.
- e) Bullying makes Troy feel calmer, more in control and better about himself (although the feeling does not last) because it provides him with a way to vent his anger and frustration.
- f) No. Bullying is not a good way for Troy to solve his problems at home because if he gets caught and his brother finds out that he is in trouble, this will probably be another excuse for his brother to abuse him. Also, bullying people at school has no impact on Troy's home life, which remains the same.
- g) A better way for Troy to deal with his problems would be to get help with dealing with his abusive brother. He should speak to a counsellor or phone Childline, and should consider charging his brother with abuse. However, if he does decide to charge his brother, he must make sure that he and his mother are safe before his brother finds out about this.

5. Own answer.

Activity 3

3. Example:

Dear Troy

I know that you beat up small boys a few times every week and I understand why you do it. I know that you are abused at home and feel very powerless, hurt and angry every time your brother attacks you. You might even think that your brother's behaviour is normal and that violence is the way that everyone expresses their anger and frustration. If this is what you think, you are so wrong! Beating other kids up isn't normal, it isn't right and it won't help you to solve your problems at home. In fact, all that is happening is that you are treating other people in the same way that your brother treats you, and for a short period of time after you have beaten up a kid you feel a bit better, because for once you feel as though you are the powerful one, the one in control. This is an illusion: your anger is managing you, and not the other way around.

If (and when) you get caught, you could get into serious trouble, especially if you injure another child badly. It is just a matter of time before one of your victims either reports you, or knows enough about self-defence to fight back, and then you will be caught. How do you think your brother will react if the school phones home about bad behaviour?

You need to get help urgently, either before you seriously injure someone, or your brother seriously injures you. Please phone Childline on 0800 055 555 or Lifeline on 0861 322 322 to get some counselling. They will help you to deal with your brother in a way that will not put you and your mother at risk.

I will keep writing to you, and when you have got some help, I will even tell you what my name is (right now I am too scared to tell you, in case you beat me up). I know how you feel because I was bullied and turned into a bully too.

Get help, PLEASE!

Activity 4

2. If she stops bullying, Anita will have to give up being popular with the cool kids and the feeling of pleasure that being cruel to others gives her.

3. Example:

Dear Anita

I know that the girl all the cool kids laugh with whenever she is cruel to others is not the real you. You should know that when you copied the way I walk because of my deformed legs, you really hurt me. You were mocking a physical deformity, but in doing so, your own soul is becoming harder and more twisted than my poor legs could ever be.

I remember when you were the shy girl who was grateful to anyone who paid you attention. Now you have got all the attention that you want – but at what cost? Those cool kids that you think of as your friends keep you around like some sort of performing pet. It's safer for them if you are mocking other people and you are on their side. They find you funny and entertaining, but they do not know or care about the real you. Deep down, you know that their 'friendship' is not real and if you actually told them how insecure and socially awkward you really feel, they would reject you at top speed.

Making vulnerable people feel worse about themselves is not a sign of strength or intelligence. It is a sign of weakness and insecurity. Please go and get help from the school counsellor or look up some of the 'how to stop bullying' websites on the Internet. It would be great if the kind and gentle Anita I know can be herself again. I (and many others) in our class would love to be your friend, and we would not expect you to put on a show all the time. We would also be keen to watch your first-night performance as a stand-up comic. You have so much talent to make people feel good through laughter – don't waste it!

Lots of love

Wendy

Activity 5

Own responses.

Informal assessment

Activities 1 and 2: Go through the answers given in this memorandum and ask learners to mark their own work.

Activities 3 and 4: Ask learners to share answers with the whole class and assess whether their responses indicate that

they have clearly understood the causes and remedies for bullying.

Activity 5: Ask groups to combine so that the groups can share their ideas and give one another feedback on them. Listen to the learners' contributions and assess whether they have clearly understood the negative impact of bullying, and the damage that it can do.

Remedial

If learners are struggling to understand how bullied or insecure people often become bullies, you could get them to select an object to represent a negative emotion such as anger or frustration (for example, the object could be a piece of black card). They could then role-play one person bullying another. While the bullying happens the bully should transfer their black card to the person who is bullied. The person who is bullied would then act in a second role-play where they demonstrate what they would do with the black card of their negative feelings. For example, they could pass the black card on by bullying another learner, or by phoning Childline and talking about their problem. You could then discuss the advantages and disadvantages of the learner's chosen course of action.

Extension

Ask learners to investigate your school's bullying policy and to make posters advising learners of the best course of action if they are being bullied. If your school does not have a clear bullying policy, you could suggest that learners work with the SRC and school management to draw one up.

Week 3 Reading Skills: Dear Riaan

Learner's Book pages 147–148

Duration: 30 minutes

Term and week/s

Term 2, Week 3

Topic

Development of the self

Resources

Learner's Book pages 147–148

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about how to get out of the habit of bullying; interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 6.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 6.
- Discuss things that happen in the class with regard to teasing or bullying. Also discuss the difference between harmless teasing and bullying.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 148 of the Learner's Book with them.
- Allow them to answer the questions in groups of five or six. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. The story is about Riaan who is teasing a girl in class and she writes him a letter telling him how she feels.
2. Riaan cried because he felt bad about teasing Charlene. He could also feel bad because he is being bullied at home.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Show slower learners some ways of working out the meaning of new words from the context. Also teach word attack skills such as:

- recognising the part of speech
- breaking down the word
- identifying prefixes such as un-, non-, re-, con- and dis-
- identifying suffixes such as -ed, -ing, ion, -ness, -ly and -ment.

Extension

Let the learners write their own short story about what it feels like to be bullied. If they have never been bullied, let them write about bullying that they have witnessed.

Week 4 Reading Skills: Are you the one?

Learner's Book pages 149–150

Duration: 30 minutes

Term and week/s

Term 2, Week 4

Topic

Development of
the self

Resources

Learner's Book
pages 149–150

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about how to get out of the habit of bullying: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 6.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 6.
- Ask learners if they experience feelings of anger and frustration. Discuss these feelings and ask how they express them.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 150 of the Learner's Book with them.
- Allow them to answer the questions as a class. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. The article is about bullying and how to stop being a bully.
2. Any two of the following: Physical – touching someone by punching, kicking, hitting. Verbal – using words that are nasty and hurtful. Silent/psychological – ignoring, excluding or walking away. Emotional – using the fact that someone is from a different cultural group to discriminate against them.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Slower readers will need to be encouraged to approach the reading with a positive mind-set. If they are supported through the reading process, they are more likely to feel that the experience has been a success and will be more positive about tackling the next reading. Don't let learners struggle unaided for long. They will soon become discouraged and it will be difficult to get them to be enthusiastic about reading in future. Either help the learner yourself or assign a reading buddy.

Extension

Let learners work in groups to do a survey. Ask them to take notes of different acts of bullying they see around the school. Stress that no names are to be used, just notes taken on the actions. Have a class discussion about the behaviour they have seen.

Unit 1

Stages of life

Learner's Book pages 152–157

Duration: 3 hours

Term and week/s

Term 2, Weeks 5–7

Topic

Social responsibility

Resources

Learner's Book
pages 152–157;
A4 paper

Curriculum and Assessment Policy Statement (CAPS) content

Cultural rites of passage:

- Important stages in the individual's life in South African cultures: birth, baptism, wedding and death
- Meaning of each stage
- Personal and social significance of each stage

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Consider the rituals that you have seen in other cultures and the rituals of your own family and culture. You may find it useful to describe these rituals during your teaching of this unit.
- Ask learners to find out how the rites of passage of birth, marriage and death are observed in their home and culture, before you start teaching this unit.

- If you are planning to get learners to perform their role-plays from Activity 3 in Week 6, you need to give them class time to plan their role-plays before you start teaching this unit. Alternatively, you will have to give them class time in a few weeks, in order for them to perform the Activity 3 role-plays for the class.

Teaching the unit

Divide the unit into three one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	5	152–153	1–2
2	6	154–155	3
3	7	156–157	4

Lesson 1 (Week 5)


- A good way to introduce this unit would be to ask learners the questions at the start of the unit in the Learner's Book. Make sure that learners have a clear understanding of the term 'rite of passage' before continuing with the unit.
- Work through the information on the way that birth is celebrated in various cultures and traditions as well as the three case studies.

Activity 1

- Learners should work with a partner to discuss their names.
- Let them complete (3) for homework. Ask them to record what they find out by completing the following sentence in their exercise books: *In my family, we celebrate the birth of a baby by ...*

Activity 2

- Let each learner complete his or her own labelled picture. Ask them to pay particular attention to small and interesting details at these ceremonies, e.g. the colour of the clothes that people wear, foods that are eaten.
- Once they have finished their drawings, learners should display them for the class.
- Encourage learners to look at their classmates and compare the details of their drawings with the birth ritual that they drew.



Now turn to
LB page 158
for the reading
for Week 5

Lesson 2 (Week 6)

- A good way to capture the learners' interest at the start of the lesson is to ask them how they feel about marriage, and if they would like to get married one day.
- You could then ask them to describe their dream wedding, and to explain why they would like to get married.
- This could be followed by a discussion of the various marriage ceremonies described in the Learner's Book. Encourage learners to share their own experiences of wedding ceremonies as you discuss this material.

Now turn to
LB page 160
for the reading
for Week 6

Activity 3

- It is important to warn learners that they must be respectful when they role-play cultural ceremonies.
- You might want to check which culture or religious group's marriage ceremony each group has chosen, so that the class presentations are varied and interesting. If you do not, there is a danger that all of the groups will perform the same ceremony.
- Allow learners to complete the planning for their presentations in this lesson.
- Schedule a time for them to share their presentations with the rest of the class.

Lesson 3 (Week 7)

- Introduce the lesson by asking learners how they feel about death and funerals.
- Discuss the funeral rites and traditions of various cultures, using the material in the Learner's Book. Encourage learners to contribute to the discussion with their own experiences of death rituals or funerals, but bear in mind that this may be a sensitive and sometimes emotional subject for some of your learners.

Now turn to
LB page 163
for the reading
for Week 7

Activity 4

- Learners should work in a group to answer the questions.
- Conclude the activity with a class discussion of the learners' answers.

Answers

Activities 1-4

Learners' own answers.

Informal assessment

Activity 1: Ask learners to share their responses with the rest of the class. Listen to their contributions and assess whether they have understood the concept of birth rituals, and the specific birth ritual that they discussed.

Activity 2: Ask learners to put their pictures up for display to the class. Let the learners look at each other's pictures and ask each learner to write a comment on a piece of paper about another learner's work and hand it to that person.

Activity 3: Observe the learners as they complete their role-plays. Assess their understanding of the wedding rituals of the particular religious or cultural group that they chose to depict. Assess how effectively they used food, props and costumes as part of their role-play.

Activity 4: Ask learners to share their responses with the rest of the class. Listen to their contributions and assess whether they have understood the concept of funeral rituals, the specific funeral rituals that they discussed and why funeral rituals are important.

Remedial

If learners are struggling to understand why rituals are important, you could get them to complete the following exercise. Ask them to make a column labelled 'Feelings' on a piece of paper. They should fill in the feelings that family members might feel at the time of the three major life events discussed in this chapter: birth, marriage and death. They should then draw a second column and explain how a ritual in a culture of their choice helps people to deal with their feelings. For example, if a feeling that they listed was 'fear of something happening to the baby' they could list 'prayers for happiness and well-being' as one of the things that the ritual provides.

Extension

Ask learners to hold a panel discussion on the topic 'Rituals are the glue that helps a community to stick together'.

Week 5 Reading Skills: An African birth ritual

Learner's Book pages 158–159

Duration: 30 minutes

Term and week/s

Term 2, Week 5

Topic

Social responsibility

Resources

Learner's Book
pages 158–159

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about important life stages in different cultures: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 1.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 1.
- Discuss different religions and the importance of names. Refer to the meaning of certain names. Include Zulu names given before the birth of a child.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 159 of the Learner's Book with them.

- Allow them to answer the questions in groups of four or five. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. The article is about imbeleko which is the birth ritual.
2. An 'imbeleko' is performed to welcome a new baby into the clan and introduce him/her to the ancestors.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Support reluctant readers by explaining that the reading is related to content they have already covered in the unit. So the topic and vocabulary will not be totally new and strange to them.

Extension

Ask learners to find photographs or draw pictures of themselves as babies. Ask them to collect information from family members about where they were born and if there was a ceremony held. Let the learners write up this information to go with their pictures/ photographs. Display it in the classroom.

Week 6 Reading Skills: Zulfah's wedding

Learner's Book pages 160–162

Duration: 30 minutes

Term and week/s

Term 2, Week 6

Topic

Social responsibility

Resources

Learner's Book
pages 160–162

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about important life stages in different cultures: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 1.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 1. Remind the class about different kinds of wedding celebrations. Mention the type of clothing and different receptions that could be held.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 162 of the Learner's Book with them.
- Allow them to answer the questions in groups of four or five. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. This article is about a Malay wedding.
2. The ceremony is held in a mosque and only the men attend the ceremony.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

While the other learners are reading, you can work with a few learners who need remedial assistance. Alternatively, you can pair stronger readers with learners who find reading more difficult.

Extension

Let the learners design a wedding invitation for themselves or someone else.

Week 7 Reading Skills: Coming of age

Learner's Book pages 163–164

Duration: 30 minutes

Term and week/s

Term 2, Week 7

Topic

Social responsibility

Resources

Learner's Book
pages 163–164

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about important life stages in different cultures: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 1.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 1.
- Discuss different religious groups and their particular coming of age ceremony and at what age it happens. Discuss what a 13th, 16th or 21st birthday means to some learners.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 164 of the Learner's Book with them.
- Allow them to answer the questions as a class. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. The article is about a Jewish boy who has a Bar Mitzvah when he turns 13 years old.
2. The Rabbi said he should be able to know the difference between right and wrong and be responsible for his actions. He was also old enough to keep his life focused on what is important, like family, community and beliefs.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Show slower learners how to skim read a text to get the gist of what it is about. Also show them how to scan a text to find particular information.

Extension

Allow learners to prepare a short performance about their anticipated coming-of-age experience. If there are learners whose families do not have any coming-of-age rituals, ask them to select a coming-of-age ritual performed by someone they know.

Unit 2

Human dignity

Learner's Book pages 165–168

Duration: 2 hours

Term and week/s

Term 2, Weeks 8–9

Topic

Social responsibility

Resources

Learner's Book
pages 165–168;
A4 paper; stapler

Curriculum and Assessment Policy Statement (CAPS) content

The dignity of the person in a variety of religions in South Africa

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Consider what your own attitudes towards human dignity are based on, and what attitudes are taught within your religion and/or culture. This could be useful information for your conversations with the learners as they complete this unit.
- Learners need to discuss their own religion and culture's attitudes towards human dignity in Week 9. It would be a good idea to ask them to go home and discuss this with their family members, before you teach this lesson.


Teaching the unit

Divide the unit into two one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	8	165–167	1
2	9	167–168	2–3

Lesson 1 (Week 8)

Start the lesson by asking the learners whether they know what 'dignity' is. Explain why human dignity is important. Refer to the Learner's Book information about the Constitution of South Africa and human dignity and how dignity is a value common to all religious teachings.



Now turn to
LB page 169
for the reading
for Week 8

Activity 1

- Learners should work on this activity individually. They should answer the questions in their exercise book.
- Read through the information with the learners and then let them work on their own.
- Allow time at the end of the lesson to go through the answers with them.

Read through Steps 1, 2 and 4 of Activity 2 with the learners and set this as a homework task.

Lesson 2 (Week 9)

Revise the meaning of 'dignity' with the learners.


Activity 2

- Allow some time for the learners to share the information they found out.
- Let them explain and discuss their pictures in groups of three.
- Display their pictures.

Discuss the importance of doing good deeds and the importance of having the right attitude towards doing good deeds. There is useful information on this in the Learner's Book.

Activity 3

- Learners should work on their own to create and update a good deed diary for the next two weeks.
- They can spend time in this lesson creating their diary and putting all of the necessary headings and information in it.
- You could conclude the lesson by giving learners the opportunity to discuss the good deeds that they are planning to do.



Now turn to
LB page 171
for the reading
for Week 9

Answers

Activity 1

Learners' paragraphs should include the following:

2.
 - *African Traditional Religion* teaches the concept of ubuntu which can be summed up with the saying 'I am a person because of other people'. In terms of this philosophy, to violate another person's dignity is to violate your own dignity because all people are interconnected and interdependent. Therefore people should share with and care for one another, because their community defines and supports them.
 - *Christianity* teaches that we are all children of God and are created in His image. Therefore we are all worthy of respect and have inherent dignity. We should treat others as we would like to be treated ourselves: with love and compassion.
 - *Buddhism* teaches that goodwill, kindness and compassion are essential for a person to achieve spiritual enlightenment and fulfilment. Buddhists see all living beings as being

interconnected and therefore worthy of respect. This is why Buddhists are vegetarians.

- *Hinduism* teaches that self-realisation and self-fulfilment only happen when we become as good as it is possible for us to be. Therefore, loving others, compassion and respecting the dignity of others are essential steps towards becoming spiritually fulfilled.
- *Islam* places great emphasis on the dignity of all human beings, and a Muslim's duty to uphold this dignity. One of the practises of Islam (zakat) which can involve the donation of a portion of a Muslim's income to supporting the poor, or stipulate some other form of help, is a very practical illustration of this.
- *Judaism* teaches that all human beings are made in the image of God, and that all human beings are therefore worthy of respect. This is why all people have a right to life, freedom and dignity.

Activities 2 and 3

Learners' own answers and writing.

Informal assessment

Activity 1: Go through the answers in this memorandum with the learners. If they have further information or alternative answers, ask them to explain them to the class.

Accept all logical, well-justified answers.

Allow learners to mark their own work.

Activity 2: Ask learners to share their responses in a whole-class discussion.

Assess their contributions to check that they demonstrate an understanding of human dignity and the various cultures and religions that this concept is based on. Ask learners

to display their pictures to the class and let them discuss one another's work. Ask learners to offer constructive feedback about the work on display.

Activity 3: This is a personal activity that requires individual commitment, and therefore learners should not be assessed on it. However, you could check that learners have laid their diaries out correctly and that they are updating them regularly. You could also ask learners to discuss their experiences in completing this task.

Extension

Invite a few religious leaders in the area to talk to the learners about what their faith teaches about human dignity.

Week 8 Reading Skills: Five letters

Learner's Book pages 169–170

Duration: 30 minutes

Term and week/s

Term 2, Week 8

Topic

Social responsibility

Resources

Learner's Book
pages 169–170

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about the dignity of a person in different religions: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 2.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 2. Remind the learners about the importance of 'human dignity' and what this term means.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 170 of the Learner's Book with them.
- Allow them to answer the questions as a class. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. These are letters written by South African children explaining the values of their cultures and/or religions.
2. The way we treat others is an important value.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Discuss the content of the text with a small group of learners who need remedial assistance with reading. Let them read the text individually or in pairs. Then ask questions to help them interpret what they have read:

- What do you think about it?
- How does this relate to your life?

Let learners read through the text again afterwards to see if they understand it better.

Extension

Ask learners to write in a speech bubble one thing that they value about their religion or culture. Let them cut out their speech bubbles and display them in the classroom.

Week 9 Reading Skills: Dinner at a friend

Learner's Book pages 171–172

Duration: 30 minutes

Term and week/s

Term 2, Week 9

Topic

Social responsibility

Resources

Learner's Book
pages 171–172

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about the dignity of a person in different religions: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 2.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 2. Discuss different kinds of food preferences and how all cultures use food in celebrations.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 172 of the Learner's Book with them.
- Allow them to answer the questions in groups. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. The story is about having dinner at a friend who belongs to a different religion.
2. Muslims wash their bodies with their left hand so they only use the right hand for eating.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Discuss the content of the text with a small group of learners who need remedial assistance with reading. Let them read the text individually or in pairs. Then ask questions to help them interpret what they have read:

- What do you think about it?
- How does this relate to your life?

Let learners read through the text again afterwards to see if they understand it better.

Extension

Choose a particular day and ask the learners to bring a sample of one of the foods used in their families' celebrations. Allow as many learners as possible to taste the different foods and let them discuss the different flavours of each.

Formal Assessment Task: Project

Learner's Book pages 285-286

Term and week/s

Term 2, Week 10 (task given to learners); Term 3 (learners submit completed task)

Topic

Social responsibility

Curriculum and Assessment Policy Statement (CAPS) content

Nation-building and cultural heritage: definition of concepts

- How cultural heritage unifies the nation: national symbols, national days
- National symbols such as flag, anthem, code of arms, etc.
- Celebrating national days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Children's Day, Women's Day, Africa Day, Mandela Day

Resources

Learner's Book
pages 285–286;
access to friends
and family
members

Background

In this task, learners are required to research a national day to see how it has changed or been adapted over time. They will interview friends and family members and write a report.

Outlining the task with the learners

- Allow time in Term 2, Week 10 after you have completed Unit 2, to talk about this Formal Assessment Task with the learners.
- Read through the task with them and answer any queries.
- Allow learners a few weeks (including the school holidays) to complete the task. Give them a date in Term 3 when their project will be due and they will need to do their presentations.
- Draw the learners' attention to how the task will be assessed (see the criteria on page 286 in the Learner's Book).

The task

You will find this Formal Assessment Task on pages 285–286 of the Learner's Book.

Assessing the task

For information on how to assess the learners' completed tasks, please see Section 3 of this Teacher's Guide.

Review: Term 2

Learner's Book pages 173–174

Term and week/s

Term 2, Week 10

These activities provide an opportunity for learners to consolidate concepts and skills learnt in Term 2. Learners can complete them in class or as homework. It is suggested that they complete the activities individually as a means of self-assessment.

Mark the learners' work yourself so that you can provide additional assistance to learners who may need it.

Activity 1

Learners' own answers.

Activity 2

3. Example:

Dear Pat Anon

It is understandable (although not acceptable) that you have become a bully. You have been verbally and physically abused, so part of you has learnt that this is a normal way to relate to people. I imagine that the abuse you suffered at home has also made you feel very angry,

frustrated and powerless. Part of the reason that bullying others makes you feel good is that it is an outlet for your anger, and it gives you a feeling of being the powerful one, the one in control.

Fortunately, you have realised that this ‘control’ is not really control at all, because your anger is managing you, rather than the other way around. You also have enough goodness and kindness in you to want to stop inflicting the pain that you have felt, onto other people. Admitting that you have a problem and asking for help is a huge step and took great courage, which means that you definitely have it in you to get past your bullying problem. You need to talk to a counsellor so that you can get help with dealing with your feelings, and also so that you can get help with dealing with your abusive mother. It is completely wrong that she is not caring for you, and that she has been abusive. She also needs help. Phone Childline on 0800 055 555 or Life Line on 0861 322 322. They have trained counsellors who will be able to make a real difference to your situation. You could also talk to your school counsellor (if your school has one), or an adult that you trust.

Activity 3

Learners’ own writing.

Activity 4

2. Learners’ paragraphs should include the following:

- Paragraph 1: the description should show an awareness that helping others in a way that increases their dignity means that they are seen and treated as equals; they are empowered as much as possible; and they are asked what help they need, rather than being stereotyped or told what to do.
- Paragraph 2: the description should show an understanding that looking down on people, treating them as inferiors, making them feel powerless or as though they are a failure are all ways of ‘helping’ others that decreases their dignity.

Physical education

MODULE 2: Fitness programmes

Unit 1

Check your fitness

Learner's Book pages 176–180

Duration: 1 hour

Term and week/s

Term 2, Week 1

Resources

Learner's Book pages 176–180; time-keeping device (watch, stop watch, cell phone); skipping ropes; four or more 2-litre bottles filled with water; benches/chairs; cones to measure out 50 m, 200 m, 400 m

Curriculum and Assessment Policy Statement (CAPS) content

- Participation in a physical fitness programme to develop particular aspects of fitness
- Safety measures relating to physical fitness activities

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Measure out 400 m, 200 m and 50 m.
- Fill four or more 2-litre bottles with water.
- Set up the equipment in the four different self-assessment zones.

Teaching the unit

What is 'fitness': teach the class about the five different components of fitness. Explain what agility, power, speed, flexibility and endurance are.

Activity 1: Warm up

- Go through the warm-up text carefully and allow learners to complete the cardio and stretching sections as per details.
- Learners must be able to lead the warm-up session themselves.
- Learners do so in groups of eight.
- Re-read Unit 1 from Term 1 if necessary. (The stretching session is the same as Term 1 and the learners should know it off-by-heart by now.)

Safety rules: Hold a class discussion. Listen and note the different ideas. Go over the 10 safety rules and check the area for hazards as mentioned in Unit 1. Ensure they all have water, sunscreen and hats if the lesson is outside and it is a hot day. You may need to add on new rules after the class discussion. Ensure all learners know of this new rule to avoid injury or near-miss accidents.

Activity 2: Safety measures

- Explain what 'sterile' means and why sterile dressings are so important.
- Ensure learners understand all five steps of dressing a wound and why gloves must be worn at all times.
- Let the learners pretend to dress the wound of a peer.
- They must work in pairs and apply the information as per the text. They can use their books initially, and then they must do the five steps (talking out aloud) without the help of the text.
- Walk around the class and listen to what they are saying – correct them and help them get it right. This is vitally important information.

Activity 3: Participation

- This task is done in pairs.
- It can be done in any order, as long as each activity is completed by the end of the lesson.
- Learners must bring their table to you upon completion. If a learner has not managed to complete a task you must assist them to do so. They can either attempt it in Week 1 if time allows or they can do so in the following weeks. Grade 6 learners should be able to complete all of these tasks apart from the splits.

Activity 4: Cool down

Complete steps 1–4 of the cool-down activity. Ensure learners do them correctly.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: Learners must be able to run around the field four times. They must not walk and give up. Learners must be able to do all of the stretches correctly, as per instruction. Learners must know where the two gluteus, quadriceps, hamstring and Achilles' tendon muscles are. They must know to hold the stretch for 16 seconds and repeat the stretch on both sides. Learners must be able to touch their toes with straight legs in both a sitting and standing position.

Activity 2: Learners must be able to define 'safety' and explain why rules are in place. Learners must be able to discuss the area-specific safety rules of their school or geographical region (for example, in certain areas lighting will need to be discussed, or in other areas the surface of the playing field will need to be checked carefully for hazards).

First Aid: Learners must be able to dress a wound using the five steps without their books for assistance. They need to verbally explain the five steps in the correct order and simulate the correct action.

Activity 3: Learners must be able to complete all activities apart from the splits.

Activity 4: Learners must be able to complete all four stages of the cool down.

Remedial

- Learners with poor shoulder and back muscles may need to lift half-full 2-litre water bottles for one minute.
- Learners can warm up their gluteus, hamstrings and Achilles' tendons before attempting to touch their toes without bending their legs.
- Learners can complete the splits either way (forwards or to the side).

Extension

Learners can increase the time and number of repetitions of any of the exercises in order to challenge themselves further.

Unit 2

Develop agility and speed

Learner's Book pages 181–185

Duration: 1 hour

Term and week/s

Term 2, Week 2

Resources

Learner's Book pages 181–185; time-keeping device for teacher; cones or beacons; hurdles; beanbags

Curriculum and Assessment Policy Statement (CAPS) content

- Participation in a physical fitness programme to develop particular aspects of fitness
- Safety measures relating to physical fitness activities

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Set up the eight different stations as per the diagrams and text.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.

Activity 2: Movement performance

- Teach the class about the concept of agility and why it is important. Explain what to do at each station.
- Depending on class size, there should be approximately five learners per station. This means that for the four minutes per station, learners must keep following on after each other and not break between learner 5 and learner 1. There must be a continuous loop of activity.
- Learners should arrange an order they stick to from station to station. For example, they can choose to order themselves from 1 to 5 based on height, or alphabetically-ordered first names, or who was born first. By sticking to this order they will be able to complete each station with little fuss or confusion.

- Station 5: learners are running forward and moving back to the start by doing so backwards. ‘Weaving’ means they are moving as though plaiting a rope between the beacons.

Activity 3: Cool down

Complete the cool down. Ensure learners do it correctly.

Formal assessment

Keep a record of every learner’s participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners’ participation.

Informal assessment

Activity 1: Learners must be able to run around the field four times. They must not walk and give up. Learners must be able to do all of the stretches correctly, as per instruction. Learners must know where the

two gluteus, quadriceps, hamstring and Achilles’ tendon muscles are. They must know to hold the stretch for 16 seconds and repeat the stretch on both sides. Learners must be able to touch their toes with straight legs in both a sitting and standing position.

Activity 2: Learners must be able to complete all activities at each of the eight stations.

Activity 3: Learners must be able to complete all five stages of the cool down.

Remedial

- Learners at Station 7 must bend their knees to avoid sore backs.
- Learners who struggle to pencil roll can do somersaults instead at Station 3.

Extension

- Learners can collect all objects and deposit them on the side of Station 7 and then, once all objects have been collected, they can place them back where they collected them from.
- Learners can hurdle over, as well as under, the hurdles in Station 8 for additional skill practice.

Unit 3

Box for fitness

Learner’s Book pages 186–188

Duration: 1 hour

Term and week/s
Term 2, Week 3

Curriculum and Assessment Policy Statement (CAPS) content

- Participation in a physical fitness programme to develop particular aspects of fitness
- Safety measures relating to physical fitness activities

Resources

Learner's Book
pages 186–188;
time-keeping
device for teacher;
cones or beacons;
skipping ropes

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Measure out laps between 100 m – 200 m in length.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.

Activity 2: Participation

- These are drills. This means they are non-contact.
- As a class, go through the five different drills. Only move on to the next drill once you are satisfied all learners are able to complete the drill correctly. Allow peers to assist where necessary.

Activity 3: Movement performance

- You should lead this activity again with the class doing the work out upon instruction.
- Time as necessary and allow learners to break when instructions say so.
- When partners are required, tell the class to get into pairs and explain the instruction to the class.
- The 'laps' can be any size track. Measure out a track before the lesson starts. It should be approximately 100 m–200 m.
- Place the skipping ropes at the front of the field so learners can run and get a rope when required.
- Repeat the workout – depending on time available, increase/decrease the amount of laps learners must complete.
- Give the learners a break of 1–2 minutes, but no longer.

Activity 4: Cool down

Complete both steps of the cool-down. Ensure learners do them correctly.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: Learners must be able to run around the field four times. They must not walk and give up. Learners must be able to do all of the stretches correctly, as per instruction. Learners must know where the two gluteus,

quadriceps, hamstring and Achilles' tendon muscles are. They must know to hold the stretch for 16 seconds and repeat the stretch on both sides. Learners must be able to touch their toes with straight legs in both a sitting and standing position.

Activity 2: Learners must be able to complete all five drills.

Activity 3: Learners must be able to complete two full workouts.

Activity 4: Learners must be able to complete all stretches of the cool-down.

Remedial

- Learners who are unfit must be able to complete a minimum of one boxing workout.
- Learners who struggle with scissor feet do not have to place their feet too wide apart.

Extension

Learners can complete three boxing workouts if they have the energy.

Unit 4

Assess your fitness

Learner's Book pages 189–190

Duration: 1 hour

Term and week/s

Term 2, Week 4

Resources

Learner's Book pages 189–190; time-keeping device for teacher; pens; cones or beacons; skipping ropes; four or more 2-litre bottles filled with water; bench or chair

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in a physical fitness programme to develop particular aspects of fitness

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Measure out distances of 50 m and 400 m.
- Prepare the water bottles (that act as weights).
- Set up four different stations: endurance, agility, power and flexibility.
- Create an assessment sheet for the learners. Write down the stations' names from the Learners' Book and then write the numbers underneath them.

Teaching the unit

Activity 1: Warm up

- The learners learnt how to do this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.



Activity 2: Movement performance

- Divide the class into four groups. Allocate a group per station.
- Each learner must complete the assessment at each station with a partner. Partners should check the activities are completed correctly and in full. Partners will have to time each other when not at the Endurance Station. They can use watches or count aloud.
- Learners should record whether their partners have successfully completed each activity on the assessment sheet you give them.
- You should stand at the Endurance Station to time the activities accurately.

- Blow the whistle after 7–10 minutes. Learners should then move to the next station.
- Learners are only required to complete each activity at each station once.

Activity 3: Cool down

Complete steps 2. a)–d) of the cool down. Ensure learners do them correctly.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

The first formally-assessed movement performance for Term 2 comes from Activity 2. Refer to the Formal Assessment section (Section 3) for assessment guidance and the rubric for the activity.

Extension

Learners can also complete three laps of the field/hall in the cool-down session.

Unit 5

Complete a fitness circuit

Learner's Book pages 191–193

Duration: 1 hour

Term and week/s

Term 2, Week 5

Resources

Learner's Book pages 191–193; time-keeping device for each station (10); cones or beacons; skipping ropes; hurdles; beanbags

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in a physical fitness programme to develop particular aspects of fitness

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Set up and number 10 different stations as described in the Learner's Book.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.

Activity 2: Movement performance

- Divide the class up into groups of four.
- Explain what to do at each station. Also allow the learners to refer to their Learner's Book to remind them of what to do at each station.



- Allow five minutes per station and then instruct the learners to move to the next station.
- Blow the whistle clearly to indicate to the learners when they must start and stop exercising.
- At some stations, learners will be able to do the activities more than once. At others, there will only be time for one go per learner. Point out that they should remain active at each station until you blow the whistle.
- You are not likely to be able to observe each learner completing each station. You will need to observe each pair of learners over about four stations. Use the information in Section 3 of this Teacher's Guide to guide your observation.

Activity 3: Cool down

Complete steps 1–4 of the cool-down. Ensure learners do them correctly.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

The second formally assessed movement performance for Term 2 comes from Activity 2. Refer to the Formal Assessment section (Section 3) for assessment guidance and the rubric for the activity.

Extension

Learners can also complete three laps of the field/hall in the cool-down session.

Unit 6

Do yoga for fitness

Learner's Book pages 194–196

Duration: 1 hour

Term and week/s

Term 2, Week 6

Resources

Learner's Book
pages 194–196

Curriculum and Assessment Policy Statement (CAPS) content

Participation in a physical fitness programme to develop particular aspects of fitness

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.

Activity 2: Participation

Look at the photographs in the Learner's Book with the learners and read the captions.

You should lead this activity first, demonstrating the postures. There should not be a break between each posture and breathing should be rhythmic.

Once you have demonstrated the sequence, let the learners practise each of the 12 postures separately until they can do them correctly.

Now put them together in the correct sequence and practise this as a class until you can do it without referring to the Learner's Book.

Activity 3: Cool down

Complete steps 1–5 of the cool-down. Ensure learners do them correctly.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: Learners must be able to run around the field four times. They must not walk and give up. Learners must be able to do all of the stretches correctly, as per instruction. Learners must know where the

two gluteus, quadriceps, hamstring and Achilles' tendon muscles are. They must know to hold the stretch for 16 seconds and repeat the stretch on both sides. Learners must be able to touch their toes with straight legs in both a sitting and standing position.

Activity 2: Learners must be able to complete the 12 steps of the Sun Salutation using their books as a guide by the end of the lesson (minimum requirement).

Activity 3: Learners must be able to complete all stretches of the cool down.

Remedial

Learners who are not supple must try their best as this will get better with practice. They must still make the salutation flow. Allow them to make adjustments, e.g. bend their knees on posture 3.

Extension

- Learners can complete the Sun Salutation as many times as possible, without stopping in between.
- You could also teach them other yoga postures like the 'fish' and 'mountain' postures.

Unit 7

Develop speed for sprints

Learner's Book pages 197–199

Duration: 1 hour

Term and week/s

Term 2, Week 7

Resources

Learner's Book
pages 197–199;
cones or beacons

Curriculum and Assessment Policy Statement (CAPS) content

Participation in a physical fitness programme to develop particular aspects of fitness

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Measure out 50 m, 100 m and 200 m on the track.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.

Activity 2: Participation

- These exercises cover the various parts of the body.
- Learners work in teams of four and complete them. Peers therefore informally assess the efforts of their classmates as well as keep time where necessary.
- In exercise 3, only the shoulders come off the floor in the crunches, while the other exercises are done with straight backs and sides.

Activity 3: Cool down

Complete steps 1–4 of the cool-down. These exercises are particularly important after sprinting. Ensure learners do them correctly.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: Learners must be able to run around the field four times. They must not

walk and give up. Learners must be able to do all of the stretches correctly, as per instruction. Learners must know where the two gluteus, quadriceps, hamstring and Achilles' tendon muscles are. They must know to hold the stretch for 16 seconds and repeat the stretch on both sides. Learners must be able to touch their toes with straight legs in both a sitting and standing position.

Activity 2: Learners must be able to perform the following: a squat, a lunge, a knee-to-chest stomach crunch, a bridge, a plank, 20 crunches, a 50 m, 100 m and 200 m sprint at 100% effort.

Activity 3: Learners must be able to complete all stretches of the cool-down. They must be able to point to the Achilles tendon, hamstring and quadriceps (quads) on the body.

Remedial

Learners who suffer from back pain while doing crunches can roll a jersey up into a 'tube' and put it in the small of their back as support.

Extension

- Learners can repeat the sprints in Activity 2 three times.
- Learners can hold the bridge and plank for 45 seconds on each side.

Unit 8

Create a fitness circuit

Learner's Book page 200

Duration: 1 hour

Term and week/s
Term 2, Week 8

Resources

Learner's Book page 200; pens and pencils; A4 paper; cones or beacons; skipping ropes; beanbags; hurdles

Curriculum and Assessment Policy Statement (CAPS) content

Participation in a physical fitness programme to develop particular aspects of fitness

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.

Activity 2: Participation

- Learners work in teams of four.
- All the groups' circuits will differ, however they must have covered the five aspects of physical fitness in their circuit. They are: agility, power, speed, endurance and flexibility.
- Let the learners use the previous circuits in Units 2 and 3 as well as the assessments in Units 4 and 5 for ideas and inspiration.
- Learners need to demonstrate their circuit to you in Week 9. Therefore in this lesson they need to focus on creating 8–10 good quality stations.
- They can use equipment you provide or request additional equipment from the school, if available.

Activity 3: Cool down

Complete steps 1–5. Ensure learners do them correctly.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: Learners must be able to run around the field four times. They must not walk and give up. Learners must be able to do all of the stretches correctly, as per instruction. Learners must know where the two gluteus, quadriceps, hamstring and Achilles' tendon muscles are. They must know to hold the stretch for 16 seconds and repeat the stretch on both sides. Learners must be able to touch their toes with straight legs in both a sitting and standing position.

Activity 2: Learners must be able to indicate, to you:

- the five aspects of physical fitness: agility, power, speed, endurance and flexibility
- the difference between the five aspects of physical fitness. In other words, what is an agility-based exercise compared to a power-based exercise? Walk around, watch the learners as they work together and ask them questions regarding the different aspects of fitness to glean the level of understanding.

Activity 3: Learners must be able to complete all stretches of the cool-down. They must be able to hold stretch (3) for a minimum of 10 seconds.

Remedial

Learners who indicate confusion regarding the five components of fitness must start at the beginning of the module and make notes on agility, power, speed, endurance and flexibility. They can draw mind-maps, spider diagrams and/or colourful diagrams in order to increase their comprehension of this topic.

Extension

Learners can choose to create a circuit of 12 stations.

Unit 9

Demonstrate your fitness circuit

Learner's Book page 201

Duration: 1 hour

Term and week/s

Term 2, Week 9

Resources

Learner's Book page 201; cones/ beacons; skipping ropes; beanbags; hurdles; any other equipment learners require for their circuits

PET

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in a physical fitness programme to develop particular aspects of fitness

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.

Activity 2: Movement performance

- Learners must be sitting down quietly whilst groups present their circuits.
- Make sure that when a group presents their circuit, each group member has the opportunity to explain at least two of the stations. Ask questions if you feel they are not completely sure about the elements of fitness.
- Observe the learners for formal assessment purposes. Use the information in Section 3 of this Teacher's Guide to guide your observation.

Activity 3: Cool down

Complete the cool down after learners have packed away the equipment.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

The third formally assessed movement performance for Term 2 comes from Activity 2. Refer to the Formal Assessment section (Section 3) for assessment guidance and the rubric for the activity.

Extension

Learners can select the best circuit and complete it as a class if time allows.

Unit 10

Demonstrate a yoga sequence

Learner's Book page 202

Duration: 1 hour

Term and week/s

Term 2, Week 10

Resources

Learner's Book
page 202

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in a physical fitness programme to develop particular aspects of fitness

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.

Activity 2: Participation

Allow the class, in their groups of four, to practise the 'Sun Salutation' for approximately 10 minutes of the lesson. Learners need to know the sequence without referring to the Learner's Book.

PET

Activity 3: Movement performance

- Let each group perform the sequence.
- Observe the learners for formal assessment purposes. Use the information in Section 3 of this Teacher's Guide to guide your observation.

Activity 4: Cool down

Let the learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

The fourth formally assessed movement performance for Term 2 comes from Activity 3. Refer to the Formal Assessment section (Section 3) for assessment guidance and the rubric for the activity.

Creative arts: Performing arts

MODULE 2: Moving to the music

Unit 1

The form of music

Learner's Book pages 204–207

Duration: 2 hours

Term and week/s

Term 2, Weeks 1–2

Resources

Learner's Book
pages 204–207;
CD tracks 9–11;
CD player;
percussion
instruments
(improvise using
rulers, pencil cases,
chalkboard, desks)

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Warm up and play

- Vocal warm ups (including breath control exercises, articulation in tongue twisters, proverbs, etc.)
- Singing warm-ups (including traditional songs in unison, canon, two-part harmony, and/or call-and-response)

Topic 2: Improvise and create

Short musical pieces, structured in binary form (A B), and ternary form (A B A)

Key terms: breathing, canon, call-and-response, two-part, tongue twister

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Listen to the CD tracks before the lesson to familiarise yourself with them.

Teaching the unit

Divide the unit into two one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	1	204–206	1–5
2	2	206–207	6–9

Lesson 1 (Week 1)

This lesson focuses on music in binary form.

Activity 1: Warm up and play

- Read the introduction to the activity in the Learner's Book.
- Demonstrate how to say the tongue twister *Peter Piper* with exaggerated vowels and consonants.
- Divide the class into groups of three and let them have a competition to see who can say the words the fastest. The words must be clear.



Activity 2 Warm up and play

- Use CD track 9.
- Play track 9 so that the learners can hear the melody of *Peter Piper*.
- Teach the melody using the method described in the box, 'How to teach a new song' on page 87 of this Teacher's Guide.
- Sing the song as a voice warm up. First sing it softly (piano) then sing a little louder, then louder still (forte).



Activity 3: Improvise and create

- Let the learners listen to track 10 on the CD.
- Explain the information about binary form in the Learner's Book.
- Refer to the music from the '*Surprise*' *Symphony* and point out the eight bars part A and part B.
- Play the track again and ask the learners to listen for the two different parts.



Activity 4: Improvise and create

- Use CD track 10.
- Let the learners listen to the music on track 10 again.
- Divide the class into groups of four and let them add accompaniment with the available instruments to the two different parts of the '*Surprise*' *Symphony*. They should use instruments with contrasting sounds for the two parts (A and B) so that they can be identified clearly.
- Give the groups time to practise their accompaniment and to perform it with the music.

Activity 5: Improvise and create

- The learners work in the same groups to create a piece of music in binary form. They can use instruments, voice and body percussion.
- Remind them to make sure that there is a contrast in sounds between the A and B parts.
- Give the learners time to practise and perform their pieces.

Lesson 2 (Week 2)

This lesson focuses on music in ternary form.

Activity 6: Warm up and play

- This activity should be fun and competitive.
- Read the words of the second verse of *Peter Piper* aloud to the class while they follow in their Learner's Books. Exaggerate the vowels and consonants.
- Let the learners imitate you.
- Now let the learners repeat the rhyme slowly, then faster and then very fast. The winner is the person who is able to repeat the rhyme the fastest, with the words still clear enough to identify.



Activity 7: Warm up and play

- Play CD track 9.

- Teach the words of the second verse of *Peter Piper* using the method in the box, 'How to teach a new song' on page 87 of this Teacher's Guide.
- Let the class sing the second verse a couple of times then the whole song.
- They repeat the song, singing faster and faster each time. The words must be identifiable.



Activity 8: Improvise and create

- Explain the information about ternary form in the Learner's Book to the class.
- Play the music of *Hungarian Dance No. 5* by Brahms on the CD. Tell the learners to listen for the three different parts.
- Repeat this so that the learners can hear the different parts again.
- Let the learners work in the groups they had for Activity 5. Each group adds accompaniment to the music. They can use sounds, instruments or body percussion. Listen to the music.
- When they have practised, let the groups perform together with the music.

Activity 9: Improvise and create

- The learners work in the same groups for this activity.
- Demonstrate the contrasting parts of ternary form before they start the activity.
- The groups follow the instructions in the Learner's Book to create their own ternary form piece.
- Give them enough time to practise their piece before they perform it.

Informal assessment

Activity 4: Observe the learners as they complete the activity and assess whether their accompaniment shows a clear contrast between A and B and is appropriate for the music.

Activity 5: Observe the learners as they complete the activity and assess whether their musical piece shows a clear contrast between A and B.

Activity 8: Observe the learners as they complete the activity and assess whether their accompaniment shows a clear contrast between A and B, and the second A and is appropriate for the music.

Activity 9: Observe the learners as they complete the activity and assess whether their musical piece shows a clear contrast between A and B, and the second A.

Remedial

If learners struggle with creating their own pieces in binary and/or ternary form, make up simple pieces using these forms and then teach them to the learners who can then play along with you.

Extension

Extend Activities 4 and 5 by teaching the learners about a rondo.

Unit 2

Dancing together

Learner's Book pages 208–211

Duration: 2 hours

Term and week/s

Term 2, Weeks 3–4

Resources

Learner's Book pages 208–211; own music for warm up and cool down (optional); CD track 8; CD player; drum; open space outside or in a hall

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Warm up and play

- Physical warm-ups for co-ordination and control (including spinal warm up, arm swings with knee bounces, knee bends and rises, parallel and turned out feet, feet together and feet apart, and co-ordinating with arms, dance steps and sequences)
- Spatial awareness games (including lunges, jumps, arm swings, etc.)
- Cool downs (including stretches and flowing movements)

Topic 2: Improvise and create

- Movement sequences, using elements of dance, including time: rhythms; space: patterning, symmetry and asymmetry; force: strong and light, jerky and smooth
- Movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus

Key terms: focus

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into two one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	3	209–209	1–4
2	4	210–211	5–8

Lesson 1 (Week 3)

Activity 1: Warm up and play

- Focus of the activity: warming up
- The spine-rolls and rises are repeated exercises which the learners learnt in Module 1. See the instructions for these exercises in Activities 1 and 3 of Unit 3, Module 1.

Activity 2: Improvise and create

- Focus of the activity: awareness of the space around you
- Try and encourage the learners to change the direction of the lunges often.
- Also the way they reach the arm out should be encouraged to vary each time.

Go through each of the elements of dance as they appear in the Learner's Book: rhythm, space, patterning, symmetry, asymmetry, force. Make sure that the learners understand these terms and demonstrate if necessary.

Activity 3: Improvise and create

- Focus of the activity: using pattern and symmetry in a movement sequence
- Allow the groups some time to choose the movements they will use and to think about how they will join them into a sequence.
- Once they have their movements, ask them to think about how to use them to create different floor patterns. In other words, they could start in a straight line and then move into a circle.
- Now let them add symmetrical arm movements.



Activity 4: Cool down

- Focus of the activity: cooling down
- Use CD track 8.
- Cool-downs are important to bring the learners' heart rates down after an activity and to generally calm them down before they return to the classroom. Always make time for them even if it is limited.
- This activity is a repeat of Activity 6, Unit 3 of Module 1. Refer to the instructions for that activity.

Lesson 2 (Week 4)

Activity 5: Warm up and play

- Focus of the activity: creating a warm-up ritual
- Help the learners make a list of the warm-up exercises they have learnt before. If you are in a room with a chalkboard, you could do it as a mind-map on the board. Alternatively, do it on a large sheet of paper and display this for the learners.
- Learners can also use the information in the Learner's Book to help them.
- Let the learners complete the rest of the activity on their own.
- If time is tight, split the various warm-up exercises amongst the groups.

Activity 6: Improvise and create

- Focus of the activity: awareness of the space around you
- This activity builds on Activity 2. The use of jumps instead of lunges means the learners have to be very aware of everyone moving around them as the jumps move across the floor a little.
- Learners will need to have space so do this activity outside or use the school hall if you have one.
- This is good training for when learners start to dance in a group where they have to learn the skill of being aware of other dancers and what is going on all around them.

Activity 7: Improvise and create

- Focus of the activity: maintaining eye contact and leading with different body parts
- Learners will also need space to do this activity.
- Make sure that learners are calm and composed before you start the activity.
- Some of them may find that they start to giggle as they make eye contact, but discourage this.



Activity 8: Cool down

- Focus of the activity: cooling down
- Use CD track 8.
- This activity is a repeat of Activity 6, Unit 3 of Module 1. Refer to the instructions for that activity.

Informal assessment

Observe the learners and assess whether they are able to:

- move with an awareness of the space around them
- use the elements of dance in a movement sequence with a particular focus on patterning and symmetry
- lead with different body parts and maintain eye contact as they dance.

Remedial

- If learners have difficulty with developing a floor pattern in Activity 3, draw one for them on a piece of paper and then let them interpret it in their movements.
- Put more able dancers with less able ones in Activity 5 so that the less able ones can get support.

Extension

Allow more able learners to develop their own cool-down routine in place of Activity 4. Then allow them to teach this routine to the rest of the class in place of Activity 8.

Unit 3

Exploring South African dance

Learner's Book pages 212–214

Duration: 1 hour

Term and week/s

Term 2, Week 5

Resources

Learner's Book
pages 212–214

Curriculum and Assessment Policy Statement (CAPS) content

Topic 4: Appreciate and reflect on

Two different types of dance in South Africa, considering social or cultural context, purpose and unique characteristics (such as Kwaito, Domba, Pantsula, Gumboot, Kwassa-kwassa, Contemporary, Ballet, Indian dance)

Key terms: African dance genres

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

- Work through the material in the Learner's Book on different types of dance in South Africa. Allow for comments and questions.
- Find out if any of the learners have experienced any live or recorded versions of these types of dancing.

Activity 1: Appreciate and reflect on

- Learners should work with a partner to re-read the information on two of the types of South African dance.
- Let them make notes on these using the table provided.
- After learners have completed their notes, they should work with their partners to discuss the similarities and differences between their two chosen types of dance.

Answers

Activity 1: Appreciate and reflect on

3.

Type of dance	Do males and/or females do this dance?	Where does it come from originally?	What kind of music is used?	Are costumes worn?	Where is it usually performed?
Gumboot dancing	Males	South Africa	None. Dancers create rhythm	Yes. T-shirts and jeans or overall pants, gumboots	Community events and on stage
Pantsula	Males and females	South Africa	Kwaito music	Yes. Smart, flashy clothes	Clubs, community halls, stages
Classical Indian dance	Males and females	India	Singing or music played on traditional Indian instruments	Yes and jewellery and bells around their ankles	Temples, stages
Contemporary dance	Males and females	USA	Any music including poetry	Simple costumes that allow them to move easily	Stages

Informal assessment

Activity 1: Discuss the notes with learners and read out the answers. Allow learners to mark their own work.

Remedial

If learners are struggling to understand the differences between the different forms of dance, you could show them some examples from YouTube on the Internet. If you type in any of these dance types, you will see that there are many clips available.

Extension

Ask learners to draw a picture of a dancer doing one of the forms of dance focused on in the unit.

Unit 4

The gumboot dance

Learner's Book pages 215–220

Duration: 5 hours

Term and week/s

Term 2, Weeks
6–10

Resources

Learner's Book
pages 215–220;
CD track 12;
CD player;
djembe drums

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Warm up and play

- Physical warm-ups for co-ordination and control (including spinal warm up, arm swings with knee bounces, knee bends and rises, parallel and turned out feet, feet together and feet apart, and co-ordinating with arms; dance steps and sequences)
- Vocal warm-ups (including breath control exercises, articulation in tongue twisters, proverbs, etc.)
- Cool-downs (including stretches and flowing movements)

Topic 3: Read, interpret and perform

- Select a cultural dance; observe and discuss the steps and styles of the dance in recorded or live performance; rehearse the cultural dance for presentation. Consider:
 - patterns, repetition and sequencing in the dance
 - musical accompaniment to the dance, focusing on rhythm
 - varying use of energy such as tension/relaxation, stillness and flow, etc.
 - performance area and audience arrangement
 - appropriate entrances and exits
- Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle and others, to accompany selected cultural dance

Key terms: drumming technique

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Listen to the music track before the lesson to familiarise yourself with it.

Teaching the unit

Divide the unit into five one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	6	215–216	1–3
2	7	216–217	4–7
3	8	217–219	8–11
4	9	219	12–13
5	10	220	14–15

Lesson 1 (Week 6)

Activity 1: Warm up and play

- Focus of the activity: warming up
- Let the learners create their own warm-up routines.
- Remind them that each group should only lead one exercise.

Activity 2: Read, interpret and perform

- Focus of the activity: learning the basic steps of the gumboot dance
- Look at the drawings with the learners and read the instructions under each one.
- Demonstrate each step and then let the learners copy you.
- Let them practice each step a few times before moving on to the next one.
- Ensure that the learners' bodies are dropped forward over their legs so that their boots can be easily hit by their hands. Their knees must stay relaxed and bent when doing all the steps.



Activity 3: Cool down

- Focus of the activity: cool down with stretching
- Make sure that the stretches are done slowly and that when the body is in a stretched position, there should not be any bouncing.
- Hold each stretched position for about eight to 16 counts of music before releasing in order to get the maximum benefit.

Lesson 2 (Week 7)

Activity 4: Warm up and play

- Focus of the activity: warming up
- This is a repeat of Activity 1. Follow the instructions for Activity 1 but ensure that the learners choose to lead a different exercise.

Activity 5: Read, interpret and perform

- Focus of the activity: practising the three basic steps of the gumboot dance
- Go through each of the basic steps of the dance with the whole class to remind learners of them in preparation for Activity 6.

Activity 6: Read, interpret and perform

- Focus of the activity: putting the basic gumboot dance steps together to create a sequence

- Allocate most of the lesson time for this activity.
- Work slowly through the instructions for the gumboot dance sequence in the Learner's Book with the learners.
- It would be best for you to demonstrate the first five moves and let the learners practise those before moving on to the next five. Let them add these to the first five moves and when they can complete the first 10 moves with ease, move on to teaching the next five moves. Do this until you have taught the whole dance.



Activity 7: Cool down

- Focus of the activity: cooling down
- This is a repeat of Activity 3. Follow the instructions for this activity.

Lesson 3 (Week 8)

Activity 8: Warm up and play

- This is a physical warm-up before you can start drumming.
- Demonstrate each of the instructions in the Learner's Book and tell the learners to imitate you.
- Repeat this, calling out the different exercises as you do so. The learners imitate you.

Activity 9: Read, interpret and perform

- Read through the information about the different drumming strokes in the Learner's Book.
- Demonstrate each stroke, and ask the learners to listen to the different sounds.
- Divide the learners into groups, each with a djembe drum. Demonstrate the different strokes again. Make sure that every learner has a chance to try this.
- If the groups are big, the learners waiting their turn can drum on their desks. The sound will not be the same, but they can practise the correct hand movements this way.
- Teach the new muffle sound. Ask the learners to listen for how the sound becomes softer when they do this.

Activity 10: Read, interpret and perform

- Divide the class into groups of eight to 10 learners, each group with a drum.
- Revise the different drum strokes. Demonstrate these again and let the learners copy you.
- Refer to the rhythms in Activity 8, Week 9 of Term 1 in the Learner's Book.
- See if the learners can remember how to analyse and clap these rhythms. Demonstrate if necessary.
- Let them practise clapping the rhythms a few times until they can do it correctly.
- Demonstrate each rhythm on a djembe drum. Let one or two learners from each group have a chance to imitate you.

- Demonstrate with each rhythm how some sounds can be muffled to make it more interesting. Encourage the learners to experiment with this.
- Make sure that everyone in the group has a chance to drum.

Activity 11: Read, interpret and perform

- It is best to do this activity outside where the learners will not disturb others.
- The learners work in their same groups, each with a drum.
- Let them clap a rhythm for a gumboot dance before they start drumming. It is important that they keep the rhythm steady.
- When they have practised their clapping rhythm let them start drumming. They use the different techniques to create different sounds.
- Encourage learners to incorporate previously learnt musical concepts like: dynamics and tempo to make their creation interesting.

Lesson 4 (Week 9)

Activity 12: Warm up and play

- Focus of the activity: warming up
- These activities are a repeat of earlier activities in the unit. Follow the instructions for Activities 1 and 8.

Activity 13: Read interpret and perform

- Focus of the activity: practising the gumboot dance and accompanying drumming rhythms
- Allow most of the lesson time for this activity.
- Emphasise to the learners that in their presentation next week, each group will have to perform twice so that each half of the group gets to show their dancing skills and drumming skills.
- As the learners practise, circulate from group to group assisting where necessary.

Lesson 5 (Week 10)

Activity 14: Warm up and play

- Focus of the activity: warming up
- These activities are a repeat of earlier activities in the unit. Follow the instructions for Activities 1 and 8.

Activity 15: Read, interpret and perform

- This activity draws together all the work that the learners have done this term.
- Decide on the order that the groups will perform and inform the learners.
- Seat the learners to create a performance area in the room. Remind them of appropriate audience behaviour.
- Allow each group to perform.
- Provide them with informal written feedback. (See 'Assessment' on the next page.)

Informal assessment

Activity 9: Observe the learners and assess how successful are they are at making the different sounds on the djembe.

Activity 10: Observe the learners and assess whether they are able to work out how to play the rhythm patterns from Activity 8, Unit 6, Module 1 on the drums on their own.

Activity 15: This activity draws together all the work that the learners have done this term. Use the following rubric to give the learners feedback on their performances and their achievements for the term. There is a copy of this in the Resources section of this Teacher's Guide for you to photocopy.

	Excellent	Good	Needs some improvement
Rhythm in the dance	All rhythms were correct for the gumboot dance	Some of the rhythms were correct for the gumboot dance	The rhythms were difficult to work out
Patterns and moves in the dance	Patterns and moves were clearly from the gumboot dance	Some of the patterns and moves were from the gumboot dance	There were hardly any or no moves and patterns from the gumboot dance
Use of space and group work	The group used space very well and worked together well	The groups use of space was good but could have been better. There were some times when the group could have worked together better	The group was too close or too far away from each other. They did not work together well
Use of drumming	The group played the drums in different ways and made different sounds and rhythms	The group played the drums in about two different ways and made some sounds and rhythms	The group played the drums in only one way and made hardly any different sounds and rhythms

Remedial

- Activity 1: Divide the learners into mixed-ability groups so that weaker learners can be supported.
- Activity 6: At the end of this activity, pair learners who are struggling with learners who can do the dance confidently. Ask them to practise together before the next lesson.

Extension

Activity 11: Let the learners create their own rhythm patterns to go with a song they like, using different drumming techniques.

Creative arts: Visual arts

MODULE 2: Plenty of patterns

Unit 1

Let's look at mandalas

Learner's Book pages 222–223

Duration: 1 hour

Term and week/s

Term 2, Weeks 1–2

Resources

Learner's Book
pages 222–223

Curriculum and Assessment Policy Statement (CAPS) content

Topic 3: Visual literacy

- Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name relevant art elements in lettering and/or radiating pattern
- Observe and discuss visual stimuli in photographs and real objects to identify and name balance in lettering and/or radiating patterns
- Questions to deepen and extend observation of elements and design principles in lettering and/or radiating patterns

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- You could research mandalas and the history and philosophy behind them. If you have any good examples or photographs of mandalas, bring them to class.

Teaching the unit

Divide the unit into two 30-minute lessons as follows:

Lesson	Week	Pages	Activities
1	1	222	1
2	2	223	2

Lesson 1 (Week 1)

Start the lesson by discussing the definition and purpose of mandalas with the learners.

Activity 1: Visual literacy

- Learners should work in pairs to answer the questions in the Learner's Book.
- Conclude the activity and the lesson by reviewing the learners' answers to the questions, in a whole-class discussion.

Lesson 2 (Week 2)

- Define the term, 'symmetry'. Ask the learners if they can think of any examples of symmetry in nature, and why symmetry is an important aspect of good design.
- Discuss the photographs of the baskets in the Learner's Book. It would be useful to discuss the visual impact of the symmetrical patterns of the baskets.
- Then discuss the information on the work of Lissa Ziranek and her mandala fabric design in the Learner's Book.

Activity 2: Visual literacy

Learners should work on this activity as a class. They should discuss and answer the questions given in the Learner's Book.

Answers

Activity 1: Visual literacy

1. a) The centre of the mandala is held in two black rings with identical patterns running through them. The inner black ring contains the only asymmetrical image in the mandala. This is a motif of a pink and red lotus flower (an important Buddhist symbol of purity of spirit), some lotus petals and a small circle that is set off-centre. Around the lotus is an incomplete circle in orange with a green border. These images form an interesting picture that uses the rest of the mandala as a 'frame'. After this, the regular patterns begin with a complete circle of blue inside the inner black ring. Between the black rings, there is a regular pattern of seven red petals with a symbol in each one.
b) Each colour is repeated throughout the mandala.
c) Some examples: The seven central petal shapes are repeated in the ring around the second last border of the mandala. The inner black ring is repeated.
2. a) No pattern is used in exactly the same way anywhere else on the mandala.
b) The centre of the mandala consists of a series of circles that are nestled within each other. This is surrounded by a series of overlapping squares with turrets on each side. The squares then sit inside other circles. The overall design of the mandala is based on a series of squares and circles repeated within one another. Similar patterns are therefore repeated throughout the mandala.

Activity 2: Visual literacy

1. red, blue and yellow
2. green and purple
3. Yes, she uses red and green next to each other, as well as purple and yellow.
4. Small interlocking circles that overlap the inner, middle and outer circles connect them, as do the four human figures and the cross

shaped design that radiates across the three circles. The three circles are also connected because red and yellow are repeated across the whole design.

5. Learners could say that because we identify with people, the human figures become more important in this design than the other more abstract shapes. Learners could also say that the human figures are smaller than most of the large circular shapes and they are the same colour as the background, which makes them seem less important than other elements of the design.

Informal assessment

Listen to the learners contributions during the class discussions and assess whether they are able to describe the elements and design principles used in the mandalas and mandala designs.

Remedial

If learners are struggling with the concept of symmetry, ask them to cut out symmetrical shapes and identify the axis of symmetry in their designs. They can fold a piece of paper in half and cut out any shape. When they unfold the paper, they should see that the two halves are symmetrical on either side of the fold line (which is the axis of symmetry). Ask them to experiment with folding paper more than once, so that they will work with more than one axis of symmetry.

Extension

- Give learners a compass and a ruler and ask them to experiment with combining circles and angular shapes along more than one axis of symmetry, to create complex geometrical patterns. They should then colour their patterns in, using colour as an element of their design.
- Sometimes asymmetry is an important part of design. Ask learners to draw or paint a design in which they deliberately use, as well as break, pattern and repetition.

Unit 2

Creative lettering

Learner's Book pages 224-225

Duration: 1 hour

Term and week/s
Term 2, Weeks 3-4

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Create in 2D, creative lettering and/or radiating pattern-making

- Drawing and/or colour media: exploring a variety of media and techniques

Resources

Learner's Book
pages 224–225;
art paper; pencils;
erasers; poster
paints; chalk
pastels; paint
brushes

- Design principles: reinforce balance in colours, shapes and sizes of own examples of lettering and/or radiating patterns

Topic 3: Visual literacy

Apply, identify and personally interpret in own work

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- If you have any interesting examples of creative lettering, it would be useful to bring them to school to show to the learners.

Teaching the unit

Divide the unit into two 30-minute lessons as follows:

Lesson	Week	Pages	Activities
1	3	224–225	1
2	4	225	2

Lesson 1 (Week 3)

- Discuss the use of negative space in the birthday card in the Learner's Book by Matthew Ziranek and Sonja Graser.
- Make sure that learners have a clear understanding of what negative space is. You could get learners to think about the importance of negative space in the creative design of letters by asking them which letter they think makes the most effective use of negative space.

Activity 1: Create in 2D

- Learners should work on this activity on their own. They should make a design using the letters of their name. Instead of decorating the letters of their name however, they should decorate the negative space around the letters, by using patterns.
- You could conclude the lesson and the activity by giving learners the opportunity to walk around the classroom and examine and comment on one another's work. Emphasise that feedback should always be constructive and respectful.

Lesson 2 (Week 4)**Activity 2: Create in 2D**

- Go through the instructions for this activity.
- Learners should work on this activity on their own. They should use the chalk pastels or poster paint to complete the design that they drew in the previous lesson.
- They should carefully balance cool colours (which tend to look as though they are receding) with warm colours (which tend to look as though they are coming forward towards the viewer), and they should repeat their colours throughout their design. For example, they might choose to alternate cool blue stripes with warm yellow lines. The yellows will look as though they are in the foreground,

while the blues will look as though they are receding. The learner could then repeat this design at regular, carefully chosen intervals throughout their work.

- Conclude this activity with a short discussion about how negative spaces are often even more interesting than positive spaces.

Informal assessment

Look at the learners' work and offer them encouragement and feedback. Note whether the learners are able to:

- create a name design using decorative lettering
- identify and use the negative spaces creatively
- use shapes, patterns, colour and size as elements of the design.

Remedial

- Ask learners to experiment with writing their names using different types of fonts. They could work on a computer to print their name out in different fonts, and then use these fonts to produce an artwork based on their name.
- If learners are struggling with the concept of negative space, show them some examples of negative space images. There are lots available on the Internet.

Extension

Ask learners to research negative space images, and to produce their own negative space image. They could also incorporate their name into the image.

Unit 3

Design a mandala

Learner's Book pages 226-227

Duration: 1 hour

Term and week/s
Term 2, Weeks 5-6

Resources

Learner's Book pages 226-227; drawing paper; pencils; rulers; paint; paint brushes; containers for water; newspaper or plastic to keep desks clean

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Create in 2D, creative lettering and/or radiating pattern-making

- Drawing and/or colour media: exploring a variety of media and techniques
- Art elements: relevant use of art elements in own images of radiating pattern
- Design principles: reinforce balance in colours, shapes and sizes of own examples of lettering and/or radiating patterns

Topic 3: Visual literacy

Apply, identify and personally interpret in own work

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into two 30-minute lessons as follows:

Lesson	Week	Pages	Activities
1	5	226	1
2	6	227	2

Lesson 1 (Week 5)

- Remind the learners about what they learnt about mandalas in Unit 1. There is also additional information in the Learner's Book.
- Show learners how to take their pulse, so that they can see what their heart rates are before and after they have drawn their mandala.

Activity 1: Create in 2D

- Learners should follow the steps in the Learner's Book to draw a mandala.
- Make sure that their designs radiate out of the centre of their page.

Lesson 2 (Week 6)

Remind the learners about the importance of using colour when creating patterns.

Activity 2: Create in 2D

- Go through the instructions with the learners.
- Learners should use the mandala design they created in Activity 1.
- They should use the same pattern of colours throughout their design and ensure that the whole design is painted. Learners should check that their design radiates outwards from the centre, and flows easily in a circle.
- When learners have completed their mandala design, they should take their own pulse, to see if working on the mandala has helped them to relax. If it has, their pulse rate should be lower than it was before they started work on their mandala designs.
- Learners should display their completed work on the wall and assess it, using the questions in (3). You may wish learners to answer the questions in pairs.

Informal assessment

Self-assessment forms part of Activity 2. Let the learners share their answers to the questions in (3) with a partner. Walk around the classroom and listen to the learners' self-assessment of their work.

Remedial

Some learners will struggle to produce mirror images around an axis of symmetry (particularly if they are dyslexic). You can help them to do this by letting them work with small mirrors to reflect parts of their design. They should then draw what they see reflected.

Extension

- Buddhist mandalas usually contain symbols that are important in Buddhist thought. Encourage learners to create a mandala that sums up their world view, or that contains symbols of their identity.
- Get a few small jars of coloured sand (this is available from most good craft shops or you can make your own with sand and powder paint) and give learners an opportunity to make a sand mandala. If they want to keep their work, they can work on stiff board that has first been coated with a thin layer of paper glue, so that the sand will stay in place. They will need toothpicks to manipulate the sand.

Unit 4

Working in relief

Learner's Book pages 228–230

Duration: 2 hours

Term and week/s

Term 2, Weeks
7–10

Resources

Learner's Book pages 228–230; A4 size card or strong paper; cardboard; a variety of collected materials for the card (e.g. stones, twigs, thread, wool, scraps of fabric); glue; pencils; erasers; paint or chalk pastels; paint brushes; containers for water; plastic or paper to cover and protect desks

Curriculum and Assessment Policy Statement (CAPS) content

Topic 2: Create in 3D, a relief mandala/radiating pattern

- Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials
- Art elements: reinforce in own construction of relief mandala/radiating pattern
- Design principles: use balance in own construction of relief mandala/radiating pattern
- Spatial awareness: use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others
- Appropriate tidiness and sharing of space

Topic 3: Visual literacy

Apply, identify and personally interpret in own work

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- If you have any photographs or examples of relief sculpture, bring these to class to display.

Teaching the unit

Divide the unit into four 30-minute lessons as follows:

Lesson	Week	Pages	Activities
1	7	228–229	1–2
2	8	229	2 (complete)
3	9	230	3 (begin)
4	10	230	3 (complete)

Lesson 1 (Week 7)

Discuss what a relief work is by referring to the examples of Helen Martin's relief works in the Learner's Book.

Activity 1: Visual literacy

- Learners should work with a partner to answer the questions.
- Allow some time for the learners to share their answers with the rest of the class in a whole-class discussion.



Activity 2: Create in 3D

- Explain that this activity is to be used for formal assessment purposes.
- Remind learners about negative space and the card they created in Unit 2. Explain that they should apply what they learnt in that activity to this one in which they create lettering in relief.
- Explain that they have the rest of this lesson and the next one to complete their cards. Encourage learners to complete steps 1–4 in this lesson. If they are not able to, allow them to complete this part of the activity for homework.



Lesson 2 (Week 8)

Activity 2: Create in 3D

- Let learners work on steps 5–7 to complete their cards.
- Learners should use the negative space between the letters creatively, as an inherent part of their design. They could fill the negative spaces with scraps of fabric, patterns or colour.
- Allow the learners to display their cards when they have completed them.

Lesson 3 (Week 9)

Remind the learners of the principles of mandala design, before telling them that they will be combining the principles of designing a mandala with the techniques for working in relief that they learnt in the last lesson.



Activity 3: Create in 3D

- Go through the instructions for Activity 3. Remind learners that this will be a CAT task, and that they will also be able to work on it in this lesson and the next (during Week 10).
- Let the learners use the pictures in the Learner's Book to help them with the process.

- Encourage learners to complete steps 1–6 in this lesson. If they are not able to, allow them to complete this part of the activity for homework.
- Remind them that their mandala design should be balanced, symmetrical and radiate out from a central point.



Lesson 4 (Week 10)

Activity 3: Create in 3D

- Allow learners to spend this lesson completing their relief mandalas.
- They should only glue their materials down on their design when they are completely happy with the way that it looks.
- Once learners have glued their found materials to their board, they can paint part or all of their mandalas, if they want to.
- When learners have finished their mandalas, they should put their completed work in a warm place to dry.

Answers

Activity 1: Visual literacy

1. The following parts of the sculptures are in relief: the owl's body and feet (although its wings are three dimensional); the textured panel of the sun's face behind the owl is in very slight relief; the figure of the woman on the right-hand side of the picture; and the two women against the wall.
2. Sculpture is three dimensional, which means that a viewer can walk right around it and view it from all sides. Relief work is two dimensional in that it cannot be viewed from all sides – it is meant to be seen from the front. However, relief work has a three dimensional element because it is not totally flat, like a drawing or a painting.
3. Glass from glass bottles.

Formal assessment

The Creative Arts Task for Term 4 comes from Activities 2 and 3. Refer to the Formal Assessment section (Section 3) for assessment guidance for the activities.

Remedial

Learners can make simple relief designs by tracing lines into the back of a piece of thick soft paper (water-colour paper works well), with the handle of a teaspoon. They should then colour in on the front of the page. They will see how the lines in relief are darker and stand out from the background.

Extension

An important aspect of relief work is texture. Ask learners to create an artwork for a blind person. The person should be able to identify the shape of the subject matter because it is raised about the background, and they should also get clues about what the artwork depicts from the texture of the subject matter.

Term 3



Personal and social well-being

TOPIC 2: Social responsibility

Unit 3

Caring for animals

Learner's Book pages 234–243

Duration: 2 hours

Term and week/s

Term 3, Weeks 1–2

Topic

Social responsibility

Resources

Learner's Book
pages 234–243

Curriculum and Assessment Policy Statement (CAPS) content

Caring for animals:

- Acts of cruelty to animals
- Taking care of and protecting animals
- Places of safety for animals

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into two one-hour lessons as follows:


Lesson	Week	Pages	Activities
1	1	234–237	1–2
2	2	237–243	3–5

Lesson 1 (Week 1)

- Introduce the lesson by asking learners the question at the start of the unit.
- You can then ask learners what their attitude towards cruelty to animals is. Encourage them to be honest in their responses by being as non-judgemental as possible. Learners may raise the fact that many people have no problem killing animals for food, or killing creatures like cockroaches or rats when they breed in our houses, which could spark an interesting discussion about the ethics of 'humane' slaughtering, and the killing of 'pests'.
- Work through the information in the Learner's Book with the learners.

Activity 1

- Read the quotes to the whole class and then allow the learners to complete the activity in groups of three or four.
- Conclude the activity with a brief whole-class discussion of the learners' responses to the questions.



Now turn to
LB page 244
for the reading
for Week 1

Ask the learners to define animal cruelty and to discuss the reasons why people are cruel to animals. They can refer to the reasons for bullying in Term 2, as many of the reasons are the same.

Activity 2

- Read the case study on page 235 in the Learner's Book to the learners.
- Let them work in pairs to complete the activity. If necessary, allow the learners to complete it for homework.

Lesson 2 (Week 2)

- Go through the learners' answers to Activity 2 with the whole class.
- Discuss places of safety that care for abandoned or mistreated animals. There is useful information on this topic in the Learner's Book.

Activity 3

Learners should work in a group to find out about animal welfare organisations in their area. They can then pool their information to make a class directory of the organisations that are active in their area.

You could introduce the ethical debate around euthanasia by asking learners what gives human beings the right to kill animals, even if they do so for 'humane' reasons. There is useful information on the topic of euthanasia in the Learner's Book.

Activity 4

- Learners should work in a group to answer ethical questions about euthanasia.
- Conclude this activity with a short class discussion of the learners' answers.

With the learners, discuss how animals should be cared for, and why proper care is important. Use the information in the Learner's Book and ask the learners if they have any tips to add to it. Emphasise the reasons why sterilising cats and dogs is so important.

Activity 5

- Activity 5 focuses on the importance of sterilisation.
- Learners should work in a group to read the case study and answer the questions and do the calculations that follow.
- Learners will probably be shocked at how many dogs can be bred after a five year period. A brief class discussion about their reactions to the results of their calculations would be a very effective way to end this activity and this unit.



Now turn to
LB page 246
for the reading
for Week 2

Answers

Activity 1

3. Learners' answers should include the following:

Quote 1: The feelings of animals are important and should be respected. Cruelty to animals tells you that a person is a bad person because (it is implied) they will probably treat people badly too.

Quote 2: Cruelty to animals damages the cruel person as much as it damages the animal. This is why children should be taught to be kind to animals.

Quote 3: A person who is cruel to animals is usually cruel to people too. It shows you that to have a country with low crime and people who are caring and non-violent, people need to promote kindness to animals.

Quote 4: It means that you should stand up for the rights of animals because this is God's will and you will be doing God's work.

Quote 5: Children should be taught to be kind to animals because if they are not, they grow up spiritually and emotionally damaged.

Quote 6: The quote implies that cruelty to animals is the mark of a morally corrupt person and a morally corrupt country.

Therefore, for a country to make moral progress, it is important that children are taught to stand up for animals.

Quote 7: We change our opinions about the feelings of animals to suit ourselves.

Quote 8: The main reason that animals suffer is because people do not do anything to stop their suffering, and most people who are cruel to animals are simply neglectful rather than deliberately cruel.

Activity 2

3. a) A school cleaner called the Animal Clinic to say that she had seen two janitors digging a hole at the edge of the school sports field and burying a live dog in it.
- b) The pit was opened as fast as possible, and even though the dog was barely alive when she was rescued, she survived and is recovering well.
- c) The dog was called 'Warrior' in recognition of the fact that she fought to live and survived one of the worst cases of animal abuse ever reported.
4. a) Learners' answers will vary, but they should realise that as the supervisor was in a position of power and they were following his orders, he should have been held most responsible and received the heaviest punishment. For example, he should possibly have been fired, and a criminal case should have been opened against him.
- b) Even though they were following orders, the janitors could have chosen to do the right thing, as the cleaner did. They decided to bury the dog and therefore they should also be punished. For example, perhaps they should also have been fired and charged with animal cruelty.
- c) Learners' own answers.

5. Example: Anyone who has so little feeling for another living creature that they are able to bury it alive must be suffering from a dangerous mental illness where they have no feelings for others. Therefore, they should be locked up in a hospital for dangerous mentally ill people.
6.
 - a) She risked losing her job by reporting the incident, as she would be getting a supervisor (and therefore a senior to her at work) and two of her colleagues into trouble. It seems that she did get fired after the incident.
 - b) She says that she does not regret what she did, even though it seems to have cost her her job. As far as she is concerned, it was more important to save Warrior's life, and to do the right thing.
 - c) Learners' answers will vary. Those members of her community who have the same moral values as her will be proud of her, although there are probably people who think that she paid too high a price, and that her children's future is more important than saving a dog's life. Her children may resent her because they are now facing hardship as she does not have a job, or they may be proud of her, despite the hardship, because she had the moral courage to do what was right.
 - d) Learners' answers will vary. Hopefully, most of them will say that they would call for help, or would try to dig the dog out of the pit.

Activity 3

Learners' own research.

Activity 4

2. and 3. Learners' own answers. Some factors to consider are that the vicious Rottweiler is untrained and possibly dangerous to people, so it will be difficult to find it a good home. The Labrador-cross is in a lot of pain, and will be very difficult to find a home for, as it has cancer that will be expensive to treat. There is a possibility that if it was given medical treatment, it would still die within a short period of time. The first dog suffers from arthritis, is a mixed breed and is quite old, which may be a drawback for people looking to adopt it, and the fourth dog is a mixed breed, which people do not always want when they are looking for a dog.

4. Learners will have their own answers here. Hopefully they will say that they do not want to put any dog down. This would also be a good starting point for a discussion about the ethics of when it is and is not acceptable to put a dog down (they may give the example of putting a dog down when it is ill and in pain).

Activity 5

3. Learners' own answers.

4.

The dogs having puppies	Number of females	Litters a year	Puppies	Total puppies
YEAR 1				
Lassie, a female dog could have:	1 x	3 x	10 =	30
Total puppies from Year 1				30
YEAR 2				
Lassie could have another:	1 x	3 x	10 =	30
If half of her Year 1 puppies are female, they could have:	(Year 1 total ÷ 2) 15 x	3 x	10 =	450
Total puppies from Year 2				480
YEAR 3				
Lassie could have another:	1 x	3 x	10 =	30
If half of all the Year 2 puppies are female, they could have:	(Year 2 total ÷ 2) 240 x	3 x	10 =	7 200
Total puppies from Year 3				7 230
YEAR 4				
Lassie could have another:	1 x	3 x	10 =	30
If half of the Year 3 puppies are female, they could have:	(Year 3 total ÷ 2) 3 615 x	3 x	10 =	108 450
Total puppies from Year 4				108 480
YEAR 5				
Lassie could have another:	1 x	3 x	10 =	30
If half of the Year 4 puppies are female, they could have:	(Year 4 total ÷ 2) 54 240 x	3 x	10 =	1 627 200
Total puppies from Year 5				1 627 230
Total number of puppies from the five years:				1 743 450

5. Learners' own answers.

6. When there are too many dogs, there are not enough people to look after them. This results in dogs being neglected and growing up half wild. These dogs are usually malnourished because they have to live off whatever scraps they can find, they get sick because no one will take them to a vet and they are not eating properly,

they can carry dangerous diseases such as rabies because they are not vaccinated, they continue to have puppies and the problems caused by too many dogs get worse because no one sterilises them, and they can be vicious and dangerous to people because they are basically wild animals.

7. The same problems happen with too many cats. The only difference is that cats are better at hunting, and so they will not only live off rubbish. They will also catch birds and small animals, which can have a very negative impact on the natural environment.

Informal assessment

Activities 1 and 2: Observe the learners during the class discussion. Assess whether their contributions demonstrate that they understand the link between general morality and being kind to animals.

Activity 3: Check that the learners have compiled their class directory accurately and in accordance with the instructions of the activity.

Activity 4: Hold a class discussion about the learners' answers and observe the

learners to check that their contributions demonstrate insight into the ethical implications of being kind to animals, as well as euthanasia.

Activity 5: You could read the answers as a starting point for discussion. There may be additional or alternative answers to some questions. In these cases, accept answers that are logical and that have been supported with relevant evidence.

Remedial

Arrange a tour of a local SPCA or other animal welfare organisation. Ask if a staff member could tell the learners the story behind the different animals that they are trying to find homes for. You can extend this activity further by asking if learners can help at the organisation – many are short staffed and grateful for the work done by volunteers.

Extension

Ask learners to research South Africa's laws on animal cruelty and decide whether or not they are strict enough. If they feel that they are not strict enough, help them to write a letter to the newspaper, members of your local town council and the MP for your area.

Week 1 Reading Skills: The stray

Learner's Book pages 244–245

Duration: 30 minutes

Term and week/s

Term 3, Week 1

Topic

Social responsibility

Resources

Learner's Book
pages 244–245

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about ways of taking care of animals and places of safety for animals: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 3.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 3. Discuss the rights of animals. Stress that even neglect is abuse. Mention the responsibility that comes with owning a pet.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 245 of the Learner's Book with them.
- Allow them to answer the questions as a class. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. The story is about a dog that has been neglected and escapes. She becomes a stray but is picked up by the Animal Welfare and Josh wants to take her home.
2. Bella escaped because she did not have food or water so she dug her way out under the fence.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Support reluctant readers by explaining that the reading is related to content they have already covered in the unit. So the topic and vocabulary will not be totally new and strange to them.

Extension

Ask learners to create an A4 poster with the heading, 'My pet's needs'. They should divide the poster into food and water, exercise and care. Let learners, who own pets, write about their own pets while other learners can use an imaginary pet. Learners could include photos of animals from magazines or of the real pets.

Week 2 Reading Skills: SANCCOB

Learner's Book pages 246-247

Duration: 30 minutes

Term and week/s

Term 3, Week 2

Topic

Social responsibility

Resources

Learner's Book
pages 246-247

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about ways of taking care of animals and places of safety for animals: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 3.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 3. Talk about pollution and the effects it has on the environment. Mention oil spills and plastic bags.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 247 of the Learner's Book with them.
- Allow them to answer the questions in groups of four or five.
- While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. The article is about how SANCCOB protects our coastline and penguins from oil spills. It also looks after other seabirds.
2. Don't use plastic straws, the seabirds think they are food. Don't litter. Use a cloth bag because plastic is killing our seabirds.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Some Intermediate Phase learners may still need support to make the shift from learning to read, to reading to learn. Ways to do this are to:

- help learners to identify the text type before they start reading
- explain how to approach different types of text
- pre-teach new or difficult vocabulary
- develop pre-reading skills such as looking at the pictures, reading the headings, subheadings, captions, labels and any information highlighted in boxes.

Extension

- Encourage the learners to visit the following websites:
http://www.hemptions.co.za/Blog/plastic_bag_story.htm
<http://www.iol.co.za/capeargus/plastic-spells-death-in-the-ocean-1.1080340>
- Let groups of learners collect information and create a large poster about plastic pollution.
- Let the groups organise a mini clean-up program.

Unit 4

Caring for people

Learner's Book pages 248–254

Duration: 2 hours

Term and week/s
Term 3, Week 3–4

Topic
Social responsibility

Resources
Learner's Book
pages 248–254

Curriculum and Assessment Policy Statement (CAPS) content

Caring for people:

- Considering others' needs and views
- Communicating own views and needs without hurting others
- Acts of kindness towards other people

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into two one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	3	248-252	1-3
2	4	252-254	4-6

Lesson 1 (Week 3)

- Introduce the lesson by discussing about how each person needs to balance their own needs with the needs of others.
- Then discuss the importance of being able to relate to others and of having healthy relationships with others, with specific reference to the philosophy of ubuntu and John Donne's poem, *No man is an island*, as provided in the Learner's Book.

Activity 1

- Learners should work in groups of three to complete the activity.
- Encourage learners to read their poems out loud to listen to the rhythm that they create, before they read them to the class.
- Allow the class to give each learner constructive feedback on their poems.
- Spend some time explaining how and why the needs and views of others should be considered. However, it is important to emphasise that nobody is in a position to solve everyone else's problems, and that sometimes it is appropriate not to act when someone else has a problem. Sometimes, just being prepared to listen and to empathise is all the support that a troubled person needs or wants. This discussion would be useful preparation for Activity 2.


Activity 2

Learners should work in pairs to discuss the situations described in the Learner's Book. They should plan and then present a role-play illustrating their responses to these situations.

Discuss the importance of a person respecting and communicating their own needs and views, whilst still respecting those of others. You could use the information in the Learner's Book as the basis for a discussion.

Activity 3

- This activity deals with our fundamental principles which should never be compromised.
- Learners should work in groups to discuss Gandhi's quote and how they should stand up for their most important beliefs.
- A discussion of the learners' responses to these questions would be an effective conclusion to this activity, and to the lesson.



Now turn to
LB page 255
for the reading
for Week 3

Lesson 2 (Week 4)

You can start the lesson in the Learner's Book about the importance and meaning of compassion. This is a good introduction to Activity 4.

Activity 4

- This activity focuses on Mother Teresa and her compassion.
- Learners should work with a partner to discuss Mother Teresa and ways in which they can also exercise compassion in their daily lives.
- You could conclude this activity by discussing the learners' responses, before talking about the case studies of South Africans who have shown great compassion for others.

Activity 5

- Learners should work with a partner to answer the questions on the case studies given in the Learner's Book.
- Let a few volunteers share their lists with the class and ask if there are any other characteristics the learners think should be added to the list.

Activity 6

- Learners should work on this activity on their own. Once they have made a list of ways that they can make a difference to other people, they should share their list with a small group.
- You can conclude the lesson and the activity by asking a few volunteers to share their ideas with the whole class.



Answers

Activity 1

3. The poem means that no person is completely isolated and separate from the rest of humanity. John Donne says that human beings are like part of a continent. If even a clod (a small lump of earth) is washed off a continent into the sea, the whole continent is affected. This is why the poet says that 'no man is an island'. If people could be like islands it would mean that they could exist completely separately from all other people, as islands are separate from continents. The poet says that because he (and the rest of mankind) are all interconnected, the bad luck or death of any one person affects every other person.
5. Example:
People are not islands, separated from everything else.
People are like parts of a continent; they are part of a greater whole. Whether a few grains of the sand of Africa or the whole of Cape Point are washed away into the sea, Africa will be smaller.
It makes no difference whether it is your friend or mine that has bad luck or dies – any person's death affects us, because we are people because of other people.
So the next time you hear a funeral bell ringing, don't ask who it is ringing for: it is ringing for you, it is ringing for me, it is ringing for all of us.

Activity 2

Learners' own answers and role-plays based on the flow chart in the Learner's Book.

Activity 3

3. Learners' own answers.
4. Example:
'I am sorry, but I will not do something that I think is morally wrong.'
'No, I will not do that. I think it is fundamentally wrong.'
'I could not do what you are asking and still keep my self-respect. I have to say no.'
'I think that what you are asking me to do is unethical, and so I can't do it.'

Activity 4

3. Examples are: generous, insightful, courageous, compassionate, and open. Accept logical alternatives.
4. Learners' own answers.
5. Learners' own answers.

Activity 5

2. Learners' paragraphs should include the following points:
 - What each of the people described in the case studies did that made a difference to the lives of ordinary South Africans.
 - A description of the effects of these peoples' actions on the lives of these ordinary South Africans.
3. Examples: perseverance, thoughtfulness, kindness, a positive attitude, creativity, determination, compassion, a thirst for knowledge, organised.

Activity 6

Learners' own answers.

Informal assessment

Activity 1: Discuss the learners' interpretations. Remember that poems can be interpreted in more than one way, so accept alternative answers, provided that they are correct, logical and the learners can explain their reasoning.

Activity 2: Observe the learners during their discussions and assess whether their contributions and then their role-plays demonstrate an understanding of how to consider other people's needs and views when dealing with difficult situations.

Activity 3: Ask the learners to share their ideas with the whole class. Assess whether they have understood the importance and ways of saying 'no' when they are asked to compromise on what they believe is fundamental.

Activity 4: Ask the learners to share their ideas with the whole class. Assess whether they have understood the importance of Mother Teresa's contributions to humanity, and the importance of being prepared to help others.

Activity 5: Ask learners to read their answers out loud to the class. Assess whether they have understood the case studies given in the Learner's Book.

Activity 6: Let the learners share their ideas and give each other feedback on them, within their small groups.

Remedial

Learners may struggle with the concepts and language of John Donne's poem, *No man is an island*. You can illustrate the idea behind the poem in a very practical way by cutting a paper chain of human figures. Fold a piece of paper several times and then cut out the shape of a simple human figure. Make sure that you leave part of the fold uncut, as this is what will hold the figures together when you unfold the paper. Ask each learner in the class to write their name on one of the figures, and then ask them what would happen if the chain was torn.

Extension

Ask learners to research a single person's impact on others and on their environment by asking them to try and list all of the things that they do in a single day. For example, they could start with get up, breathe, eat cornflakes with milk for breakfast. They should then list the effects that each action has on other people and the environment. For example, get up – mum has to get up to take me to school, breathe – I am creating carbon dioxide, which plants need to function, and I am breathing oxygen created by plants. This is particularly effective if this information is presented visually in the form of an organogram, with lines connecting the various influencing factors.

Week 3 Reading Skills: Lettie's dance group

Learner's Book pages 255–256

Duration: 30 minutes

Term and week/s

Term 3, Week 3

Topic

Social responsibility

Resources

Learner's Book
pages 255–256

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about different people's acts of kindness towards others: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 4.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 4. Talk to the learners about people they know who do things to help other people.
- Talk about dance groups, sports groups or other social groups and how they make you feel being a part of the group. Mention the positive aspects of being involved in something that makes you feel good about yourself.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 256 of the Learner's Book with them.
- Allow them to answer the questions as a class. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. The interview is about Lettie who runs a dance group for children.
2. She thinks it will keep them busy and away from gangs and drugs. It also makes them feel good about themselves.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Show slower learners how to skim read a text to get the gist of what it is about. Also show them how to scan a text to find particular information.

Extension

Let learners think up activities that a group would be interested in. For example dancing, singing, playing musical instruments, beadwork, art classes, etc. Let them do a survey in the school to see who would be interesting in joining such a group. If there is interest, see if some kind of activity can be arranged.

Week 4 Reading Skills: The postman

Learner's Book pages 257–258

Duration: 30 minutes

Term and week/s

Term 3, Week 4

Topic

Social responsibility

Resources

Learner's Book
pages 257–258

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about different people's acts of kindness towards others: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 4.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 4.
- Talk about kindness to others. Explain about doing things without expecting something in return.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 258 of the Learner's Book with them.
- Allow them to answer the questions in groups of two or three. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. In groups, encourage a number of different learners to respond to each of the questions.

Answers

1. The story is about a postman who does a kind deed which makes people happy.
2. He gave her the kitten because she was sad. Her husband had died.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Slower readers will need to be encouraged to approach the reading with a positive mind-set. If they are supported through the reading process, they are more likely to feel that the experience has been a success and will be more positive about tackling the next reading. Don't let learners struggle unaided for long. They will soon become discouraged and it will be difficult to get them to be enthusiastic about reading in future. Either help the learner yourself or assign a reading buddy.

Extension

Ask the learners to get into pairs. Let them discuss what they can help each other with. For example: I can help you with Maths and you can help me with my sprinting technique.

Unit 5

Nation-building and cultural heritage

Learner's Book pages 259–268

Duration: 3 hours

Term and week/s
Term 3, Week 5–7

Topic
Social responsibility

Resources
Learner's Book
pages 259–268

Curriculum and Assessment Policy Statement (CAPS) content

Nation-building and cultural heritage: definition of concepts

- How cultural heritage unifies the nation: national symbols, national days
- National symbols such as flag, anthem, code of arms, etc.
- Celebrating national days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Children's Day, Women's Day, Africa Day, Mandela Day

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into three one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	5	259–264	1–3
2	6	264–266	4–5
3	7	266–268	6–7

Lesson 1 (Week 5)

- You could start the lesson by asking learners the questions at the top of the first page of the unit, and discussing South African people's attitudes towards their culture and their heritage. This would lead naturally into a discussion about the Constitution and how it is related to nation-building.

- After this, you could discuss cultural heritage and where our culture comes from. This would be a logical introduction to Activity 1.

Activity 1

- Learners should work with a partner to discuss their cultural practices and identity.
- Ask some of the learners to share their responses with the whole class.

With learners, discuss the way that South Africa's cultural heritage can be used to unify the nation. Talk about South Africa's National symbols and how they were developed. This topic is covered in detail in the Learner's Book.

Activity 2

- Learners should work in a group to discuss their experience of South Africa's symbols.
- Discuss some of the learners' answers as a class.

Work through the information on the National Coat of Arms.

Activity 3

- Learners should work in pairs to answer the questions in the Learner's Book.
- For question 6, read out the explanation for each symbol in the following table.

Symbol	Your explanation of the symbol
1. Rising sun	The sun is the ultimate symbol of life, power and growth, because nothing survives or grows without light. It is a symbol of rebirth, and therefore of the rebirth of South Africa.
2. Secretary bird	This is a powerful bird that hunts snakes and therefore symbolises protection. It is also a bird that can fly, symbolising South Africa's ability to transcend the past and to rise to new heights.
3. Protea	The protea is a symbol of Africa's beauty. There are many different types of protea, so it could also represent diversity. Finally, it was a symbol that was used under the Apartheid government, so it shows how the new South Africa still acknowledges its past and transforms rather than discards the past.
4. Spear and knobkerrie	They represent defence and authority. They are lying down, which shows that they represent peace. They could also represent pride in traditional South African cultures.
5. Shield	Strength and defence
6. Elephant tusks	Wisdom, strength and a long memory
7. Ears of wheat	Fertility, growth, nourishment and South Africa's agriculture
8. Khoisan people	These images are similar to the people shown in ancient Khoisan rock art and symbolise South Africa's oldest culture. The figures are greeting each other, which symbolises unity.
9. Motto	Means: 'Diverse people unite'. This refers to the need for all of South Africa's diverse peoples, cultures, races and language groups to work together to overcome the past and build a positive future.
10. Colours of the Coat of Arms	Green symbolises growth, gold symbolises wealth and a bright future and red symbolises life (because it is the colour of blood) and warmth and power (because it is the colour of fire).

Now turn to
LB page 269
for the reading
for Week 5

- Give learners time to compare your explanation with their own interpretation of the symbol.
- You could conclude the lesson and the activity by asking a few learners to contribute their answers to a whole-class discussion.

Lesson 2 (Week 6)

Ask the learners what their favourite public holiday or national day is, and why. You could then use the questions in the Learner's Book, to start a discussion about public holidays and the reason why South Africa celebrates the national days that it does.

Activity 4

- Learners should work in a group to role-play a celebration of their choice. The class should be able to guess which National day they are role-playing, based on their performance.
- Allow enough time for the class to watch the performances.

Activity 5

Learners should work on their own to write a paragraph on reconciliation in South Africa. Set this activity as homework.

Lesson 3 (Week 7)

- Ask volunteers to read their paragraphs from Activity 5 to the class.
- Spend some time discussing Nelson Mandela and the positive impact he has had on South Africa.

Activity 6

- Learners should work with a partner to answer the questions in the Learner's Book.
- You can conclude the lesson by discussing the learners' responses to the questions, the significance of Mandela Day and the ways in which they can mark Mandela Day that are listed in the Learner's Book.

Activity 7

- Learners should work in a group to brainstorm ideas about how they can make a difference on Mandela Day.
- You can conclude the activity by discussing the learners' suggestions, and then conclude the lesson with a discussion of the various other national days celebrated in South Africa.

Now turn to
LB page 271
for the reading
for Week 6

Now turn to
LB page 273
for the reading
for Week 7

Answers

Activity 1

Learners' own answers.

Activity 2

1. Learners' own answers.
2. Learners' discussion points will vary, but some of the things that they might observe are: almost as soon as talks about a change from apartheid to democracy started, a commission to design the National symbols was created. This shows how powerful symbols are as a way of bringing about change, and changing and shaping the way that people think. The interim constitution was adopted shortly after this, and the national flag was adopted only four days before the first democratic elections. It took a while for the new National Anthem and the new Coat of Arms to be adopted, but perhaps this is because the national flag is the most obvious symbol of a country and therefore had to be changed first. In terms of time to design them and the philosophy behind them, the Constitution and the flag are almost inseparable.
3. Learners' own answers.
4. Examples: The South African flag appears on all 'proudly South African' products; on the jerseys and uniforms of South Africa's sports' teams; on things used or worn by sports fans such as clothing, vuvuzelas and hats; and on many things sold to tourists, such as key rings, cups and badges.
5. – 6. Learners' own answers.

Activity 3

2. 27 April 1994 was the date of South Africa's first democratic elections. The new Coat of Arms was unveiled on that date, six years later, because the date symbolised democracy, as does the Coat of Arms.
3. Learners' own explanation of each symbol. All logical points are acceptable.
4. Learners' own answers.
5. Example: The gold and green are traditional colours to represent South African sports teams. Green also symbolises growth – therefore green would be a popular choice and a practical way to show that the past has been transformed into a positive future. Gold symbolises wealth and prosperity, and the hope of most South Africans is that we can work together to create a bright and positive future.
6. Learners' own comparison. Their explanations are not wrong, just different.

Activity 4

Learners' own role-plays.

Activity 5

2. Learners' paragraphs should include the following points:
 - a) Their own opinion on reconciliation: whether or not it has happened, why it did or did not need to happen, where reconciliation still needs to happen.
 - b) Practical examples of how people can show a spirit of reconciliation, for example, trying to redress the wrongs of the past with affirmative action, legal land redistribution, a positive recognition of all of South Africa's languages and cultures, and getting involved in educational programmes for disadvantaged adults and children.

Activity 6

2. I, F, A, C, E, K, H, B, J, D, G
3.
 - a) Example: Nelson Mandela could not bear a system that he felt was totally unfair and oppressive of most of South Africa's population. When he looked around him, he could see that other South Africans did not have the same rights as the white population and their living conditions were far worse than those of white people. Anyone who was not white was discriminated against. Through a series of very unjust laws, many people were forcibly moved to areas where they did not want to live and many people were physically, psychologically and emotionally abused by the Apartheid government. Hundreds of thousands of people were arrested, often for crimes that they did not commit, and many were killed. Nelson Mandela fought for equality and freedom for all South Africans.
 - b) Example: It was very hard. He spent 27 years in prison. During that time he hardly saw his family, and his children grew up without him. His wife (Winnie Mandela) was constantly harassed by the police and was banished to a small town called Brandfort for many years. When one of his sons died in a car accident, Mandela was not even allowed to go to his funeral. He was in prison on Robben Island, where prisoners were given very little, very basic food and were forced to break rocks at the island's quarry. He lived in a tiny cell that he was only allowed out of for a few hours every day.

Activity 7

Learners' own ideas and action plans.

Informal assessment

Activity 1: Observe the learners during the class discussion. Assess whether their opinions demonstrate an understanding of how a person's culture and heritage contribute towards a person's identity.

Activity 2: Allow the learners to share their ideas with the rest of the class. Listen to their contributions and assess whether they have understood the concept and importance of the National symbols correctly. You could use the answer to question 4 given in the memorandum as a starting point for discussion.

Activity 3: Go through the answers given in the memorandum with the learners. Let them mark their own work, but also encourage them to discuss any alternative answers that they might have given. Accept all answers that are logical, correct and well-motivated. Use questions 4, 5 and 6 as a starting point for class discussion and ensure that learners are able to motivate their answers.

Activity 4: Observe the learners as they complete their role-plays. Assess whether

they are able to convey the importance and meaning of the national day that they have chosen to depict.

Activity 5: Ask learners to read their paragraphs out loud to the class. Assess whether they have understood the need for reconciliation and whether their examples of ways that people can show a spirit of reconciliation are realistic and practical.

Activity 6: Go through the answers given in the memorandum and ask learners to mark their own work, for question 2. You could use the answers given in this memorandum for question 3 as a starting point for a discussion in which you assess whether the learners have correctly and adequately understood Nelson Mandela's contribution to transformation in South Africa. Accept correct alternative and additional answers.

Activity 7: Ask the learners to share and discuss their ideas with the whole class. Encourage the class to contribute constructive criticism and additional suggestions.

Remedial

Put some of the less outgoing learners into one group for the role-play in Activity 4. Work with them to plan and present the role-play. Take part in it yourself and focus on boosting their confidence.

Extension

Ask learners to create a visual representation of the factors that have created their identity, and how powerful these factors are. The graphic could take any form – for example, they could use arrows of differing thicknesses, a selection of pictures, or a pie chart.

Week 5 Reading Skills: National Women's Day

Learner's Book pages 269–270

Duration: 30 minutes

Term and week/s

Term 3, Week 5

Topic

Social responsibility

Resources

Learner's Book
pages 269–270

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about nation-building and cultural heritage: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 5.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 5. Ask learners if they know what we commemorate on National Women's Day.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 270 of the Learner's Book with them.
- Allow them to answer the questions in groups of four or five. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. The article is about Women's Day and remembering what women did for our country when they marched in 1956.
2. The women were against carrying passes because they wanted to live and work where they wanted to.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Demonstrate how learning to read content texts, and not just stories, is a way of finding out about interesting things in the world.

Extension

Let the learners work in groups to research a famous woman, in any field, who has made a difference to our country – for example: Miriam Makeba, Helen Suzman, Fatima Meer. They might find this website useful: <http://zar.co.za/bio.htm>

Week 6 Reading Skills: Two men, two songs, one Anthem

Learner's Book pages 271–272

Duration: 30 minutes

Term and week/s
Term 3, Week 6

Topic
Social responsibility

Resources
Learner's Book
pages 271–272

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about nation-building and cultural heritage: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 5.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 5. Talk about how words and songs are important because they often reflect how people are feeling.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After learners have read the text once or twice, read through the questions in the box on page 272 of the Learner's Book.
- Allow them to answer the questions as a class. While they answer the questions, walk around the classroom and assisting where necessary. Encourage different learners to respond to each of the questions.

Answers

1. The article is the story of how our National Anthem came about.
2. C. J. Langenhoven and Enoch Sontonga. Their songs became our national anthem.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Some Intermediate Phase learners may still need support to make the shift from learning to read, to reading to learn. Ways to do this are to:

- help learners to identify the text type before they start reading
- explain how to approach different types of text
- pre-teach new or difficult vocabulary
- develop pre-reading skills such as looking at the pictures, reading the headings, subheadings, captions, labels and any information highlighted in boxes.

Extension

Let learners write a short poem about something that is important to them about our country. Give them suggestions. Example: I love our country because ... I am free to ... South Africa is ...

Week 7 Reading Skills: Making a difference

Learner's Book pages 273–274

Duration: 30 minutes

Term and week/s

Term 3, Week 7

Topic

Social responsibility

Resources

Learner's Book
pages 273–274

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about nation-building and cultural heritage: interpret/ explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 5.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 5. Remind learners about the example of dedication to freedom for all South Africans that is reflected in Nelson Mandela's life.

- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 274 of the Learner's Book with them.
- Allow them to answer the questions as a class. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. The article is about Mandela Day, which is not a holiday but has become a day where we remember the good Nelson Mandela has done and try to do good for others.
2. Learners' own ideas.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Show slower learners some ways of working out the meaning of new words from the context. Also teach word attack skills such as:

- recognising the part of speech
- breaking down the word
- identifying prefixes such as un-, non-, re-, con- and dis-
- identifying suffixes such as -ed, -ing, ion, -ness, -ly and -ment.

Extension

Create a Mandela Day commitment chart. Let the learners each write on a piece of paper what they commit to doing for 67 minutes on Mandela Day. Display these on a large sheet of paper in the classroom. Ask the learners to add a smiley face to their piece of paper if they do what they said they would on Mandela Day.

Unit 6

Gender stereotyping

Learner's Book pages 275–281

Duration: 2 hours

Term and week/s

Term 3, Weeks 8–9

Topic

Social responsibility

Resources

Learner's Book
pages 275–281

Curriculum and Assessment Policy Statement (CAPS) content

Gender stereotyping, sexism and abuse: definition of concepts

- Effects of gender stereotyping and sexism on personal and social relationships
- Effects of gender-based abuse on personal and social relationships
- Dealing with stereotyping, sexism and abuse

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Learners need to do some research in order to complete Activity 6 in the second lesson of this unit. You could get them to ask various family members about the changing roles that men and women have had at home and in terms of childcare, over the last decade. They should do this research in advance, and bring their findings to class in the second lesson of the unit (Week 9).
- Consider your own attitudes to gender, and the degree to which you tend to stereotype. For example, do you believe in certain stereotypes about men and women? Your own experiences could be a useful starting point for discussions with your learners.

Teaching the unit

Divide the unit into two one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	8	275–277	1–3
2	9	278–281	4–7

Lesson 1 (Week 8)

- Introduce the lesson by asking learners if they understand what gender stereotyping is. You should then explain the meaning of gender, which are the differences between men and women that society encourages. This will vary from one culture to another but could include things like girls being encouraged to be shy and boys being encouraged to be aggressive. Learners need to understand that a person's gender is not automatically the same as their sex, which is the physical and biological characteristics that make them male or female. Make sure that learners also understand what stereotyping is, and that stereotyping does not

only apply to gender roles. For example, people can be stereotyped according to their race, hair colour, language, religion numerous other factors. Learners should understand that stereotyping is simply assuming things about a person because they belong to a particular group. For example, assuming that someone must be able to dance well because they are Zulu is stereotyping. You could reinforce learners' understanding by asking if the learners have ever been stereotyped, and what basis they were stereotyped on.

- Ask learners how and why gender stereotypes are harmful (they should give specific examples).

Activity 1

- Learners should work with a partner to complete steps 2–4. They should work as a class to discuss question 5.
- Discuss the learners' responses as the class.

Work through the information on sexism with the learners.

Activity 2


- Learners should work on this activity with a partner. They should read through the case studies and answer the questions in the Learner's Book.
- Ask volunteers to share their answers with the rest of the class.

Ask the learners what they remember learning about child abuse in Grade 5. Encourage them to see the links between child abuse and the abuse of women.

Discuss why the abuse of women is such a big problem in South Africa, as well as the various types of abuse that women suffer.

Activity 3

- The purpose of this activity is for learners to recognise that all forms of abuse harm the victim and are unacceptable.
- Listen to the learners' group discussions and encourage debate.
- Let the learners share their responses with the rest of their class. Make sure that they understand that any form of abuse is unacceptable in terms of our constitution.
- For homework, ask learners to speak to their family members about the role that fathers have played in their children's lives over the generations. They will need this information for Activity 6 in the next lesson.



Now turn to
LB page 282
for the reading
for Week 8

Lesson 2 (Week 9)

Using the material in the Learner's Book, discuss the effects of abuse on people and their relationships.

Activity 4

- Learners should work on this activity with a partner. They should answer the questions given in the Learner's Book.
- You could conclude this activity by discussing the learners' answers in detail.

Introduce the next activity by discussing the information on dealing with stereotyping in the Learner's Book and asking the learners if they have any suggestions for fighting stereotyping.

Activity 5

- Learners should work on their own to work out the answers to the riddles in the Learner's Book and to compose a riddle related to stereotypes.
- Ask the learners to read their riddles to the class and allow the learners to guess the answers to the riddles.


Discuss how learners can deal with sexism and changes in gender roles.

Activity 6

- This activity needs to have been set as homework at the end of the previous lesson because it involves research.
- Allow time for the learners to share their paragraphs.

Activity 7

- Learners should work in a group to brainstorm and decide on one way in which they are going to contribute to a '16 Days of Activism' campaign at their school.
- Allow time for the whole class to decide on an action plan. Remember that an action plan needs to include who is responsible for different tasks and due dates for these.



Now turn to
LB page 283
for the reading
for Week 9

Answers

Activity 1

2. These statements are sometimes true some of the time. If a 'some' is put at the start of these sentences then they are true. None of these statements is true all of the time.
3. Examples: girls are naturally more caring, boys have better co-ordination, men make more logical decisions, men cannot multi-task, men do not understand women, women do not understand men, women do not understand sport.
- 4.–5. Learners' own answers.

Activity 2

3. Learners' answers should include the following.
 - Sexism has affected Ashley by making him feel left out, embarrassed and stupid for wanting to be part of what his sister Holly and her friend Dimpho are doing (having a makeover).

- It has affected Azarah by preventing her from fulfilling her potential and doing what she would love to do (and therefore possibly be good at).
 - Sexism is also preventing Yoliswa from doing what she loves and is good at.
 - Lerato is stereotyped as having to clean up after a boy, simply because she is a girl.
 - Lindiwe does not get a promotion because her boss does not trust in her ability to lead, and claims that the men in the company will not trust her to lead either. This is not because she lacks talent or experience but is simply a result of sexual stereotyping.
4. All of these people could feel angry, powerless, humiliated or depressed.

Activity 3

3. Any form of abuse against another human being is unacceptable because it harms them in some way. None is worse than another as they are harmful in different ways.

Activity 4

2. Abused people can react in different ways. They may withdraw, for example by being emotionally distant, silent, depressed or not taking care of the day-to-day needs of their family. They could also act out, for example by becoming very angry and easily upset. They could shout at others or abuse them in the same way that they have been abused, even if they love the people that they are abusing. Finally, after a long period of abuse, an abused person could 'snap' and have a complete and frightening personality change. Abused people may even try to chase friends and loved ones away, because they find it difficult to control their emotions when they are with people that they love.
3. Abuse can affect a person's relationship with their family and friends very badly, as being with the abused person can be frightening, unpredictable and very unpleasant or even dangerous.
4. The most important thing that family and friends can do is to listen when the person being abused wants to talk, and to encourage them to get help (preferably counselling).

Activity 5

2. Riddle 1: the surgeon is the boy's mother (because of sexual stereotyping our automatic assumption is that she is the boy's father).
Riddle 2: the pilot is the boy's aunt (because of sexual stereotyping we tend to assume that a pilot who is taking a boy fishing must be male and therefore his uncle).
3. Learners' own riddles.

Activity 6

3. Learners' three paragraphs should include the following points:
- Traditionally fathers were not expected to be 'hands-on'. Examples: They were the head of the household, the breadwinners and were not expected to deal with messy things like cooking, dirty nappies or emotions.
 - Masculinity tended to be defined in terms of what men did and did not do: For example, men that pushed prams were seen as being dominated by their wives and less than masculine. However, if men played a suitably manly sport with their sons (like rugby) and kept a strict eye on their daughters' behaviour (and particularly their boyfriends), this was acceptable.
 - Various factors have brought about changes in gender roles. Some of the most important factors that the learners could mention (and they should mention at least three of these) are:
 - the rise of feminism;
 - the fact that women were slowly given more rights and therefore more options (for example, female South African teachers used to have to stop teaching if they got married or fell pregnant, whereas it is now illegal to dismiss someone because of a pregnancy);
 - more career possibilities have opened up for women (for example, it was almost unheard of for women to be engineers, pilots or scientists 50 years ago);
 - women were given political power and this built their self-confidence so that they started wanting equal rights;
 - women started being given equal educational opportunities (many universities used to refuse women entry, but today over half of the applicants at many universities are female);
 - women took on men's roles during wars (particularly World War II) and discovered that they liked working so much that they did not want to go back to being stay-at-home mothers after the war;
 - the invention of effective contraception meant that women could choose if, when and how many children they had (which meant that they were not forced to be stay-at-home mothers because of multiple pregnancies);
 - as more women started to work, women started to gain economic independence from men;
 - changing economic climates have meant that many women have had to work in order for their families to survive;
 - factors such as migration and immigration, increasing urbanisation and industrialisation has often led to a breakdown in traditional cultures and gender roles.

Activity 7

Learners' own discussion and ideas.

Informal assessment

Activity 1: Ask learners to contribute all of their answers to a class discussion, and then assess whether their contributions demonstrate an understanding of gender stereotyping and its effects.

Activities 2 and 4: You could use the above answers as a starting point for discussion. Allow learners to mark their own work, and encourage them to contribute any alternative responses. Accept alternative answers, provided that they are correct and learners can explain their reasoning.

Activity 3: Observe the learners' contributions to discussion and assess whether they have understood the forms and impact of abuse.

Activity 5: You could give the learners the answers to question 2 and ask them to mark their own work. When learners present their riddles to the class, they should be encouraged to ask for constructive feedback from their peers.

Activity 6: Ask learners to read their paragraphs out loud to the class or to a smaller group, and to ask for constructive feedback. Listen to the learners' contributions and check that they have covered at least three of the major points listed above, but also accept alternative answers, if they are correct and explained logically.

Activity 7: Let learners share their ideas with the class and get constructive feedback from their peers.

Remedial

If learners are struggling to understand the concept of stereotyping and why it is problematic, ask them to make a list of things that they think males can't do, and the things that they think females can't do. Once they have made their list, ask them to give logical reasons for their opinions, and to find out if there are any examples of people who have done what learners thought they can't do. Learners will be surprised to find out how difficult it is to make absolute rules about what males and females can or cannot do.

Extension

Ask an elderly community member to talk to the learners about how much life has changed and why they think this has happened. Alternatively, you could arrange for your learners to visit an Old Age Home and chat to the residents that do not mind taking part in this research project. The residents may even enjoy the opportunity to chat. Remind learners to be polite, respectful and keep the difference between fact and opinion in mind.

Week 8 Reading Skills: Achieving a goal

Learner's Book page 282

Duration: 30 minutes

Term and week/s
Term 3, Week 8

Topic
Social responsibility

Resources
Learner's Book
page 282

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about ways to deal with stereotyping, sexism and abuse: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 6.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 6. Discuss which activities learners think should only be done by boys or girls. Get them to give the reasons why they think that.
- Give examples of activities that show both boys and girls can achieve greatness in the same field, e.g. music with Hugh Masekela and Miriam Makeba.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 282 of the Learner's Book with them.
- Allow them to answer the questions in groups. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. The story is about Sumaya who wanted to prove that girls could play cricket just as well as boys.
2. Yes, she did succeed. She was on the team and hit the winning runs.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Set time limits for reading the text. In this way slower learners will focus on the reading task and begin increasing their reading speed and fluency.

Extension

Let each learner create an A4 sized poster that challenges gender stereotyping. Ask them to use pictures on their posters and also to complete this sentence: I am a girl/boy and I can....

Week 9 Reading Skills: Words can hurt

Learner's Book pages 283–284

Duration: 30 minutes

Term and week/s

Term 3, Week 9

Topic

Social responsibility

Resources

Learner's Book
pages 283–284

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about ways to deal with stereotyping, sexism and abuse: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 6.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 6. Remind learners what stereotyping is.
- Explain how damaging name calling can be.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have read the text once or twice, read through the questions in the box on page 284 of the Learner's Book with them.
- Allow them to answer the questions as a class. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. The article is about calling people names or saying things about them that are not really true, but are stereotyping.
2. Any of the following: All nerds hate sports. All blonds are flirts. All people with scars are crooks.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Discuss the content of the text with a small group of learners who need remedial assistance with reading. Let them read the text individually or in pairs. Then ask questions to help them interpret what they have read:

- What do you think about it?
- How does this relate to your life?

Let learners read through the text again afterwards to see if they understand it better.

Extension

Ask each learner to write an anti-name calling slogan using some of these words: think, talk, names, hurt.

Formal Assessment Task: Project

Learner's Book pages 285-286

Remember to take in the learners' projects before the end of Term 3.

Review: Term 3

Learner's Book pages 287-288

Term and week/s

Term 3, Week 10

These activities provide an opportunity for learners to consolidate concepts and skills learnt in Term 3. Learners can complete them in class or as homework. It is suggested that they complete the activities individually as a means of self-assessment.

Mark the learners' work yourself so that you can provide additional assistance to learners who may need it.

Activity 1

Learners' own writing.

Activity 2

3. What follows are examples. Ensure that learners' answers are assertive, rather than aggressive, and focus on behaviour, not personal insults. Learners could then describe a positive or negative response from the person being spoken to.
- Situation 1: I would really like to borrow some of your things at times, if you do not mind. I really appreciate the way that you look after my things, and I would be very careful to look after yours in return.
 - Situation 2: You have been a good friend to me and I value your friendship. As your friend, I know what a kind, good person you are. This is why it bothers me when you are unkind to other people in our class.

Activity 3

Example:

Dear Oliver
You are invited to
my Heritage Day Celebration
on 24 September at 6.00 pm
at 19 Pluto Road, Woodstock, Cape Town, 7789

Dress: PROUDLY South African

Bring: A small plate of your favourite South African food and a CD of your favourite South African music to share with the other guests. I will provide a fire for cooking on and a DJ so that we can dance the night away!

This celebration is in honour of all the wonderful people, languages, food, cultures and races that make South Africa the place that it is, and me the person that I am.

RSVP: Ishmael Mabena-Smith 078 305424.

Activity 4

Learners' own answers. Example: Be who you want to be! Real men do not abuse women.

Physical education

MODULE 3: Moving to the rhythm

Unit 1

Safety and basic moves

Learner's Book pages 290–297

Duration: 1 hour

Term and week/s

Term 3, Week 1

Resources

Learner's Book
pages 290–297;
CD track 1;
CD player; chalk

Curriculum and Assessment Policy Statement (CAPS) content

- Participation in rhythmic patterns of movement with co-ordination and control
- Safety measures relating to rhythmic patterns of movement

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Safety measures

As this is the beginning of a new term, stop and give sufficient time to thinking about safety. Discuss the rules from Terms 1 and 2 and add any more that may be relevant.

Activity 2: Warm up

- This warm-up routine is based on the need for learners to have good posture and elongated muscles this term because they are going to be doing movements based on rhythmic postures and not short, sharp movements associated with outdoor sport.
- Lead the warm up for this lesson. Explain to the class they will need to follow carefully in order to be able to lead it from next week.
- Follow the steps for the activity in the Learner's Book.
- Continuously draw the learners' attention to their posture and ensure they develop an awareness of standing upright and opening up their chest and torso.
- Introduce aerobics to the learners by using the information in the Learner's Book.
- Aerobics develops hand-eye co-ordination as well as an awareness of timing and routine movements. It offers an opportunity for learners to move to music. You may want to allow them to bring their own music, provided it is appropriate.



Activity 3: Participation

- The step-touch, heel-touch, V-step and box-step are all based on the same principle of counting and moving in a specific pattern.
- Count out aloud as you teach these steps to assist the learners. Use learners who master the steps easily to assist others.
- Follow the illustrations carefully and always refer back to the name of the movement (i.e. the V-step) to assist you, as it relates directly to the movement you should be making.
- When the learners are familiar with the movements, put them to music. Use CD track 1 for this.

Activity 4: Cool down

Let the learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: Learners must be able to verbally list a minimum of 10 points regarding safety. They also need to know what safety issues are relevant to their unique environment. They must provide a minimum of one example of such an issue.

Activity 2: Learners must be able to run around the field a minimum of four times, at

three different paces. They must not walk and give up. Learners must be able to do all of the stretches correctly, as per instruction. They must know to hold the stretch for 16 seconds and repeat the stretch on both sides.

Activity 3: Learners must be able to show the educator they can complete all four movements, on both sides of the body, at least once. They just have to be able to step the movements to a 4-beat count. They can use their book for guidance. They do not need to be able to do it in a routine.

Activity 4: Learners must complete all five stages of the cool-down routine.

Remedial

Draw the steps on the floor with chalk. This will help learners to step in the correct order.

Extension

- If there are learners who master the steps easily, allow them to put them all together in a routine. They could also create their own movements as a means of extension that is, stepping in a star, or an 'L' or backwards.
- They can also speed up the movements, adding a clap and/or a jump in between each step.

Unit 2

Move in space

Learner's Book pages 298–301

Duration: 1 hour

Term and week/s

Term 3, Week 2

Resources

Learner's Book
pages 298–301;
CD track 1; CD
player; First Aid kit

Curriculum and Assessment Policy Statement (CAPS) content

- Participation in rhythmic patterns of movement with co-ordination and control
- Safety measures relating to rhythmic patterns of movement

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.

Activity 2: Safety measures

- Let the learners match the items in the picture with the list of items in a First Aid kit.
- They should also explain what each item is used for.

Go through the information on using circles for aerobics with the learners.



Activity 3: Movement performance

- Remind learners about the aerobic workout aerobics provides; how there is an instructor who leads it; the four steps they learnt last week; how both the left and right sides must be exercised at all times; the 4-count music and the tone of the class.
- The content of this lesson is centred on jogging (in a group) in a creative manner, different kicks and leg raises.
- Jogging provides an opportunity for aerobic workouts to be done in a creative and fun manner that is both age-appropriate and interesting.
- For Grade 6 learners you could simply give the whole class instructions such as, "Follow me – we are walking to the corner. Once we are there we are going to jog on the spot and do arm raises for the count of 20." Then they must jog to the opposite corner of the room and do leg raises for 20 counts. Then they can stand in a circle and you move in a clockwise direction for 32 counts, and change direction. After 32 counts they can jump on the spot in the circle, and then touch their toes after springing into the air for the count of eight.
- You could also have a theme for the session, for example, they are monkeys in the jungle leaping from tree to tree, and then

elephants flapping their ears and walking slowly through the bush. Then they become giraffes bending down to drink, followed by a flamingo balancing on one foot. You could also pretend the class were playing their favourite sport, or trying to balance on a tight rope in the circus. Do all this in a circle and you (the teacher) lead them in the direction you want them to move in.

- Learners may not have done this sort of thing before and will need time to get the counting and steps co-ordinated and synchronised. Encourage them and keep on counting and speaking out aloud throughout the lesson in order to assist them.
- Once they get the idea of moving, as a class, in a circle, let them give you suggestions and allow learners to lead the session.
- Then divide the class into groups of four after you've done an example or two of using jogging, kicks and leg lifts in a movement sequence.
- The learners can then create their own sequence using the different moves.

Activity 4: Cool down

Let learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: Learners must be able to lead the warm-up session themselves from this week. Learners must be aware of their posture and have an awareness of standing upright and opening up their chest and torso.

Activity 2: Learners must know the name of each item on the list and what they are used for. Learners must be able to link up the definitions with the items.

Activity 3: Learners must be able to jog in a group, complete two different kicks and one type of leg raise. Learners must be able to design, lead and follow a sequence using the different moves. This sequence should be fun, good exercise and an opportunity for learners to learn something new.

Activity 4: Learners must be able to complete all four stages of the cool-down.

Remedial

Allow learners to focus on just the legs for movements they need to consolidate. They do not have to add arms at the beginning as this may be too confusing. By focusing on the legs they can get the legs right and then add arms when they feel comfortable with this.

Extension

- If there are learners who master the steps easily, allow them to put them all together in a routine. They could also create their own movements as a means of extension, as well as developing their own theme for jogging and working in a circle as a class/group.

- Learners can increase the speed of the movements, adding a clap and/or a jump in between each step. They may also want to add a twist or full rotation.

Unit 3

Move with control

Learner's Book pages 302–304

Duration: 1 hour

Term and week/s

Term 3, Week 3

Resources

Learner's Book pages 302–304;
CD track 1;
CD player; chalk

Curriculum and Assessment Policy Statement (CAPS) content

- Participation in rhythmic patterns of movement with co-ordination and control
- Safety measures relating to rhythmic patterns of movement

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Master the two moves in this lesson before teaching the learners.

Teaching the unit

Activity 1: Warm up

The learners learnt this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.



Activity 2: Movement performance

- Demonstrate how to do 'The grapevine' and 'Around-the-world'.
- Allow time for everyone in the class to get it right and ask questions if necessary.
- Divide the class into groups of four – they can use the same groups as last week or create new ones.
- Learners can then create their own sequences to music using the different moves from Weeks 1, 2 and 3.

Activity 3: Cool down

Let learners complete the cool-down activity from Unit 2.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: Learners must be able to lead the warm-up session themselves from this week. Learners must be aware of their posture and have an awareness of standing upright and opening up their chest and torso.

Activity 2: Learners must be able to work in a group. Learners must be able to complete 'The grapevine' and an 'Around-the-world' movement from both sides (left and right). Learners must be able to design, lead and follow a sequence using the

different moves. This sequence should be fun, good exercise and an opportunity for learners to learn something new.

Activity 3: Learners must be able to complete all four stages of the cool-down from Unit 2.

Remedial

- Allow learners to focus on just the legs for movements they need to consolidate, especially the grapevine.
- You can also draw the different steps in chalk on the ground for them to follow.

Extension

- If there are learners who master the steps easily, encourage them to create their own movements as a means of extension. Make these moves aerobically demanding and tell learners to monitor this via their heart rate.
- They can also increase the speed of the movements, adding a clap and/or a jump in between each step. They may also want to add a twist or full rotation.

Unit 4

Create a routine

Learner's Book page 305

Duration: 1 hour

Term and week/s
Term 3, Week 4

Resources
Learner's Book
page 305; CD track
2; CD player

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in rhythmic patterns of movement with co-ordination and control

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up

The learners learnt this warm-up in Unit 1. Follow the steps in Unit 1 for this activity.



Activity 2: Participation

- Divide the class into groups of four – they can use the same groups as last week or create new ones.

- Learners can then create their own sequences using the different moves from Units 1, 2 and 3.
- They must read the assessment criteria in Unit 5 carefully and ensure they are following it.
- Encourage them to create a unique, fun, aerobically sound and educational routine. They must adhere to what has been taught about aerobics as a discipline: that there is always an instructor leading the class, the music has a clear 4-beat count, that classes should be fun and entertaining and that aerobics must make you sweat (i.e. it must be a good aerobic workout). They also need to have a good awareness of posture and exhibit this at all times.
- They can use CD track 2 for their routines or their own music.
- Observe the learners for formal assessment purposes. Use the information in Section 3 to guide your observation.

Activity 3: Cool down

Let learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

The first formally assessed movement performance for Term 3 comes from Activity 2. Refer to the Formal Assessment section (Section 3) for assessment guidance and the rubric for the activity.

Unit 5

Demonstrate your routine

Learner's Book page 306

Duration: 1 hour

Term and week/s

Term 3, Week 5

Resources

Learner's Book page 306; CD track 2 or own music; CD player

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in rhythmic patterns of movement with co-ordination and control

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up

The learners learnt this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.



Activity 2: Movement performance

- Allow time for each group to present their routine.
- Use CD track 2 or the learners' own choice of music.
- Observe the learners for formal assessment purposes. Use the information in Section 3 of this Teacher's Guide to guide your observation.

Activity 3: Cool down

Let learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

The second formally assessed movement performance for Term 3 comes from Activity 2. Refer to the Formal Assessment section (Section 3) for assessment guidance and the rubric for the activity.

Unit 6

Work leg and stomach muscles

Learner's Book pages 307–309

Duration: 1 hour

Term and week/s
Term 3, Week 6

Resources
Learner's Book pages 307–309;
CD tracks 1 or 2;
CD player; paper;
pencils and pens

Curriculum and Assessment Policy Statement (CAPS) content

Participation in rhythmic patterns of movement with co-ordination and control

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Master the moves in this lesson before teaching the learners.

Teaching the unit

Activity 1: Warm up

- The learners learnt this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.
- Show the class how to complete a basic hamstring curl, a step-out and a forward lunge. Let the learners practise these and complete them on both the left and right-hand side.
- Explain to them what a repeater is. This can be done in most moves, although the example in this case is the hamstring curl. A repeater is a fancy word for repeating the move on one side of the body. For example, instead of lifting the leg just once on the

right-hand side, you lift the leg three or four times in a row on one side of the body. The purpose of a repeater is to encourage balance, muscle stretch and strength gained through repetition.

- Then explain how to perform moves in different directions. The best way to understand (and explain) this is to imagine it from an aerial perspective. You are stepping in a cross, and doing so by leading with the right foot in a circle. Give the class adequate time to get the moves right. You may need to use the chalk to draw the steps on the ground for some learners. Divide the class into groups of four.



IMPORTANT

Learners must not place their knee over or beyond their foot when lunging. This is bad for the knee joint and can cause injury. The foot must be behind the knee when the step is taken in a lunge.



Activity 2: Participation

Learners practise doing hamstring curls, repeaters and creating a pattern by moving in different directions (they start with a 'cross' and a zigzag, either moving forward or back).

Teach the learners how to do the step-out and the forward lunge. Refer to the Learner's Book.

Activity 3: Participation

Learners now practise the step-out and lunge.

Activity 4: Movement performance

- Split the groups of four from Activity 3 into pairs.
- Let the learners create their own routine.
- Learners then swop their routines and peer assess.
- If there is not enough time for the learners to draw their routines, let them just teach another pair the routine.

Activity 5: Cool down

Let the learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: Learners must be able to lead the warm-up session themselves from this week. Learners must be aware of their posture and have an awareness of standing upright and opening up their chest and torso.

Activities 2-4: Learners must be able to do a hamstring curl, a lunge, a step-out and a hamstring repeater on both sides of the body. They must perform a lunge correctly - always placing the knee behind the foot and not over or beyond it. They must be able to perform a hamstring curl sequence in a pattern. They must be able to work in a group or in pairs and create routines. They must be able to peer assess another group's routine. They must always have good posture.

Activity 5: Learners must be able to complete all seven stages of the cool-down.

Remedial

- Allow learners to focus on just the legs for movements they need to consolidate, especially the hamstring sequence or repeaters.
- Continue to draw the different steps in chalk on the ground for them to follow.

Extension

- If there are learners who master the steps easily, encourage them to create their own movements as a means of extension. Make these moves aerobically demanding and tell learners to monitor this via their heart rate.
- They can also increase the speed of the movements, adding a clap and/or a jump in between each step. They may also want to add a twist or full rotation.

Unit 7

Work your arms and legs

Learner's Book pages 310–311

Duration: 1 hour

Term and week/s
Term 3, Week 7

Resources
Learner's Book
pages 310–311;
CD tracks 1 or 2;
CD player; chalk

Curriculum and Assessment Policy Statement (CAPS) content

Participation in rhythmic patterns of movement with co-ordination and control

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Master the moves in this lesson before teaching the learners.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.

Now show the class how to complete a slide-slide-shuffle-shuffle and a swing lunge. Let the learners practise these and complete them on both the left and right-hand side. Give the class adequate time to get the moves right. You may need to use chalk to draw the steps on the ground for some learners.



Activity 2: Participation

- Divide the class into groups of four.
- Learners practice the slide-slide-shuffle-shuffle and swing lunge. Both of these moves are high energy moves. The arms for the shuffle are just small 'pumps' next to the torso as the focus in this move is on the legs.

Activity 3: Cool down

Let learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: Learners must be able to lead the warm-up session themselves from this week. Learners must be aware of their posture and have an awareness of standing upright and opening up their chest and torso.

Activity 2: Learners must be able to do a slide-slide-shuffle-shuffle and swing lunge on both sides of the body. They must perform a lunge correctly - always placing the knee behind the foot and not over or beyond it. They must be able to perform these moves in time with the music. They must be able to work in a group and create routines. They must always have good posture.

Activity 3: Learners must be able to complete all five stages of the cool-down.

Remedial

- Allow learners to focus on just the legs for movements they need to consolidate.
- Continue to draw the different steps in chalk on the ground for them to follow.

Extension

- If there are learners who master the steps easily, encourage them to create their own movements as a means of extension. Make these moves aerobically demanding and tell learners to monitor this via their heart rate.
- They can also increase the speed of the movements, adding a clap and/or a jump in between each step. They may also want to add a twist or full rotation.

Unit 8

Work on your body

Learner's Book pages 312–313

Duration: 1 hour

Term and week/s

Term 3, Week 8

Resources

Learner's Book
pages 312–313;
CD tracks 1 or 2;
CD player; chalk

Curriculum and Assessment Policy Statement (CAPS) content

Participation in rhythmic patterns of movement with co-ordination and control

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Master the moves in this lesson before teaching the learners.

Teaching the unit

Activity 1: Warm up

The learners learnt to do this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.

Now show the class how to complete leg-extenders and knee-raisers. Then explain the role that marching plays in separating parts of an aerobics routine.

Let the learners practise these and complete them on both the left and right-hand side.

Give the class adequate time to get the moves right. You may need to use the chalk to draw the steps on the ground for some learners.



Activity 2: Participation

- Divide the class into groups of four.
- Learners practise the three moves and any other moves from this term.
- Explain that they will be using all these moves over the next two weeks in their assessments.

Activity 3: Cool down

Let learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: Learners must be able to lead the warm-up session themselves from this week. Learners must be aware of their

posture and have an awareness of standing upright and opening up their chest and torso.

Activity 2: Learners must be able to do a leg-extender and knee-raise on both sides of the body. They must also be able to march in sequence as a group. They must be able to perform these moves in time with the music. They must be able to work in a group and create routines, and always have good posture.

Activity 3: Learners must be able to complete all four stages of the cool-down.

Remedial

- If there are learners who are struggling to remember the moves teach them to look at the names to help. The names of the moves are always good indicators as to what to do, for example, a leg-extender is when you extend/stretch out your leg. So this means that they won't be bending their leg (this is shortening it), but instead pointing it as this is making it longer.
- Let the learners count out aloud, if necessary. This is an ideal way for them to keep up with the class and in time with the beat.

Extension

If there are learners who master the steps easily, encourage them to jog on the spot. This makes their routine more aerobically demanding, and they should feel it via their heart rate.

Unit 9

Create a coordinated routine

Learner's Book pages 314–315

Duration: 1 hour

Term and week/s

Term 3, Week 9

Resources

Learner's Book
pages 314–315;
CD track 3; CD
player; paper; pens

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in rhythmic patterns of movement with co-ordination and control

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up

The learners learnt this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.



PET

Activity 2: Participation

- Each group must create their routine as per the checklist.
- They should be working in groups of five.
- They will need to structure their routine carefully and make clear notes to follow.



Activity 3: Participation

- Each group must practise their routine.
- Depending on the number of groups you have in the class, give them a general time limit for their routine. It should not be less than five minutes, or more than 12.
- Observe the learners for formal assessment purposes. Use the information in Section 3 of this Teacher's Guide to guide your observation.

Activity 4: Cool down

Let learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

The third formally assessed movement performance for Term 3 comes from Activity 2. Refer to the Formal Assessment section (Section 3) for assessment guidance and the rubric for the activity.

Unit 10

Demonstrate your final routine

Learner's Book pages 316–317

Duration: 1 hour

Term and week/s

Term 3, Week 10

Resources

Learner's Book
pages 316–317;
CD track 3;
CD player

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in rhythmic patterns of movement with co-ordination and control

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up

The learners learnt this warm-up activity in Unit 1. Follow the steps in Unit 1 for this activity.



PET

Activity 2: Movement performance

- Allow the groups to present their routines.
- Observe the learners for formal assessment purposes. Use the information in Section 3 of this Teacher's Guide to guide your observation.

Activity 3: Cool down

Let learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

The fourth formally-assessed movement performance for Term 3 comes from Activity 2. Refer to the Formal Assessment section (Section 3) for assessment guidance and the rubric for the activity.

Creative arts: Performing arts

MODULE 3: Together and apart

Unit 1

Exploring conflict

Learner's Book pages 319–327

Duration: 3 hours

Term and week/s

Term 3, Weeks 1–3

Resources

Learner's Book
pages 319–327;
CD track 13; CD
player; found or
made instruments

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Warm up and play

- Action and reaction games
- Physical warm-ups for co-ordination and control (including spinal warm up, floor work, locomotor and axial movements, stretches, transfer of weight in all directions with turning, relaxed use of joints and safe landings in runs, leaps and gallops)
- Vocal warm-ups (including centring the voice, humming on voiced consonants and vowels, resonance)
- Cool downs (including stretches and flowing movements)

Topic 2: Improvise and create

- Short dialogues, exploring conflict within a specific context (Who? What? Where? When?)
- Movement sequences exploring conflict, using movement elements (time, space, energy, etc.) and a combination of locomotor and non-locomotor movements
- Music phrases exploring conflict, using voice, found or made instruments, rhythm and melody appropriately

Key terms: action, reaction, conflict, locomotor, non-locomotor, centring, rhythm, melody

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Listen to track 13 on the CD and learn the song.

Teaching the unit

Divide the unit into three one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	1	319–323	1–3
2	2	323–325	4–8
3	3	325–327	9–11

Lesson 1 (Week 1)

- You could start the lesson by asking learners if they think that conflict is good or bad, and why they have this opinion. You can then discuss the material that is at the start of this unit in the Learners' Book. It is important that learners realise that conflict is an essential ingredient of a good story.
- Work through the information and discuss the different types of conflict (internal, relational and external) explained in the Learner's Book.

Activity 1: Warm up and play

- Explain what 'word association' means. Use the Learner's Book to help you.
- Before learners start this activity, it is important to remind them that all contributions should be received without comment or judgement, and that they should say the first word that comes to mind, without thinking about their response. There are no 'wrong' answers in this exercise.
- Make sure the word that you say is something that the learners relate to. It could be related to conflict for example, 'struggle' or 'difference' or 'fight'.
- You should allow the game to continue until all of the learners have had a few turns.
- It is important to make sure that the exercise moves quickly so that learners do not have too much time to think about what they are going to say. This is also why joking and laughing should not be allowed, as this will interrupt the flow of the game.

Activity 2: Improvise and create

- When you explain Activity 2, make sure that learners understand that again, they should respond spontaneously and as quickly as possible. It is also important that they do not laugh or joke in response, as this slows the activity down and makes other learners self-conscious.
- Remind learners that they should touch one another gently and respectfully during the course of this game. However, they do not have to touch each other at all.
- Activity 2 should be played in the same way as Activity 1. However, this game should be played in pairs, and instead of learners responding to a word with a word, they should respond to an action with an action.

Activity 3: Improvise and create

- Allow most of the lesson time for this activity.
- Explain what 'creating a scenario' means. Use the Learner's Book to help you.
- The activity takes quite a long time so make sure that the learners get into groups quickly and start working immediately.

- If you think there will not be enough time for each group to do all three scenarios, let them complete one in class and perform this one. They can then complete the other two for homework.

Lesson 2 (Week 2)

This lesson focuses on expressing conflict through dance.

Activity 4: Warm up and play

- Focus of the activity: emotion in a warm-up activity
- By now the spinal roll is well-known so the part to focus on in this activity is the different emotions which must be added to the exercise.

Read the introduction about showing conflict in dance, in the Learner's Book.

Activity 5: Improvise and create

- Focus of the activity: turning with force
- Once the learners have mastered the turns then add the throw of the arm. After this, add the feeling behind the throwing of the arm.
- Make sure you do this in stages or else the learners may neglect a part of the exercise and just concentrate on the turn or on the feeling of the throw.

Activity 6: Improvise and create

- Focus of the activity: using eye contact to express emotion
- Be very clear that there should be no talking or giggling in this activity.
- Allow time at the end of the activity for the learners to express how they felt about the activity, especially when they had to use the emotion of anger.

Activity 7: Improvise and create

- Focus of the activity: expressing a fight through movement
- Make the learners aware of the need to respect each other's bodies whilst doing this exercise.
- The activity needs a serious approach so there cannot be any talking or laughing. This will break down the trust and the respect.

Activity 8: Warm up and play

- Focus of the activity: cool down with stretching
- Make sure that the stretches are done slowly and that when the body is in a stretched position there should not be any bouncing.
- Hold each stretched position for about eight to 16 counts of music before releasing in order to get the maximum benefit.

Lesson 3 (Week 3)

- This lesson is about the way music can be used to unite people who have a cause.

- Read the information about protest music in South Africa in the Learner's Book with the class.

Activity 9: Warm up and play

- Tell the learners to get ready for a warm-up exercise – stand up straight, weight on both feet, shoulders down.
- Demonstrate the exercise in the Learner's Book and let the learners imitate you.
- Let the learners choose the new vowels and consonants they want to sing.
- Demonstrate how to achieve a lighter and a fuller sound and let the learners imitate you.
- Repeat this several times. Tell the learners to focus on the different sounds they are producing.



Activity 10: Improvise and create

- Play CD track 13 while the learners listen with their eyes closed.
- Teach the song using the method described in the box, 'How to teach a new song', on page 87 of this Teacher's Guide.
- Explain the information about melodies and phrases in the Learner's Book.
- Play the track again and ask the learners what expression and feeling the melody and lyrics suggest – for example, pride, patriotism, courage, unity of purpose, righteousness.
- Work through steps 3 and 4 with the class.
- Clap the rhythm patterns and then play them on instruments and add them to the song.

Activity 11: Improvise and create

- Refer to the information on protest songs again and point out that these are often angry.
- Demonstrate with one of the learners how to do an angry call-and-response phrase, using your voice and an instrument. Check that they understand what nonsense words are.
- Let the learners work in pairs to work out their own phrases.
- Give the pairs an opportunity to demonstrate their phrases.

Informal assessment

Activities 1 and 2: Observe the learners as they complete the warm-ups and notice whether they are able to react quickly to an action.

Activity 3: While the learners are working on their scenarios, walk around the classroom in order to offer constructive criticism and check that learners are following instructions. Step (7) of the activity also provides feedback to the

learners on their group's performance.

If the group that answered the questions completely misinterpreted the performing group's dramatisation, then the performers obviously needed greater clarity in their script writing.

Activities 5-7: Observe the learners and assess whether they are able to express emotion without using words and whether they show respect for their partners when they work in pairs.

Remedial

If learners are struggling with the movement association activity (Activity 2), ask them to physically touch each other when they move. The responding learner should then move the part of their body that their partner touched.

Extension

- Ask learners to combine the three forms of conflict (relational, internal and external) from Activity 3 into a single script, and to perform their dramatisation for the class.
- Make Activity 6 more challenging by giving learners four more emotions to include.
- Extend Activity 7 by asking learners to add different levels and directions into their fight.
- Ask learners to find South African songs that focus on conflict.

Unit 2

Rhythm

Learner's Book pages 328–334

Duration: 2 hours

Term and week/s
Term 3, Weeks 4–5

Resources
Learner's Book
pages 328–334;
found or made
instruments

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Warm up and play

Action and reaction games

Topic 2: Improvise and create

Rhythmic patterns including the note values and rests studied, using body percussion, and any available instrument or voice

Topic 3: Read, interpret and perform

Rhythmic patterns in $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$, using body percussion and/or percussion instruments

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into two one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	4	328–330	1–5
2	5	330–334	6–11

Lesson 1 (Week 4)

This is a lesson about rhythm and time signatures. Focus on the pulse/beat of the music.

Activity 1: Warm up and play

- Demonstrate the instructions in the Learner's Book with one of the learners.
- Remind the learners to take turns to call and respond. Indicate the changeover if necessary.
- Indicate other ways to present a rhythm, such as tapping, clicking or stamping.

Activity 2: Read, interpret and perform

- Read the information on rhythm in the Learner's Book, with the class.
- Refer to the interest box on the other building blocks of music.

Ask for examples of rhythm patterns (sounds repeated in a certain order) they have heard in nature and their immediate environment.

Let the learners sit outside and listen to the sounds around them. These could be sounds of nature (wind, the sea, branches moving, animal sounds) or of the city environment (traffic, building sounds, people going past, music, door banging). Tell the learners to list these rhythm patterns and let them share them with the class.

Activity 3: Improvise and create

- Explain the information on the different meanings of rhythm in the Learner's Book. Demonstrate an example of each.
- Sit in a circle with the learners. Clap a clear, steady pulse and ask them to listen carefully.
- Now let them join you. They must listen carefully so that they clap the pulse in time with everyone else.
- Repeat the activity using other body percussion sounds and instruments.

Activity 4: Improvise and create

- Sit in a circle as before.
- Clap a pulse and let each learner join in, one by one, clapping the same pulse until everyone in the circle has had a turn.
- Clap a different pulse and repeat the exercise.

Activity 5: Read, interpret and perform

- Demonstrate with clapping the notes and rests in the table in the Learner's Book.
- Let the learners imitate you.
- Repeat the exercise a few times.
- The learners work in pairs and choose one rhythm pattern each to clap to their partner. Assist if necessary.

Lesson 2 (Week 5)

This lesson focuses on reading, interpreting and writing the rhythm patterns on the music staff.

Activity 6: Warm up and play

- This activity is a repeat of Activity 1.
- Demonstrate the instructions in the Learner's Book with one of the learners.
- Remind the learners to take turns to call and respond. Indicate the changeover if necessary.
- Indicate other ways to present a rhythm, such as tapping, clicking or stamping.

Activity 7: Improvise and create

- Refer to the information about rhythm and the information in the interest box, in particular tempo and dynamics, in the Learner's Book.
- Tell the learners to use as much as they can of this information to create their own rhythm patterns.
- Divide the class into groups of four and let them work out their rhythm patterns.
- Give them enough time to practise, and to perform their piece for the class.

Activity 8: Improvise and create

- Clap out a short rhythm a few times and invite one of the learners to come and write it on the board. Assist if necessary.
- The learners work alone to clap out their own rhythm and write it down.
- Let the learners work in pairs. The first learner claps out the rhythm for his or her partner a few times until the partner has learnt it.
- Invite one of the learners to come to the front. Learn each other's rhythms.
- Now demonstrate to the class what a poly-rhythm is by clapping your rhythms at the same time.

Activity 9: Read, interpret and perform

- Read the introduction to time signature or metre in the Learner's Book with the class.
- Point out where the time signature is in the music example provided and revise the names of the different notes.
- Let the learners try to clap out the music. Assist and repeat if necessary.
- Explain the information on time signatures to the learners.
- Work as a class to answer (2) of the activity.

Activity 10: Read, interpret and perform

- Demonstrate with clapping the rhythm of the first song and let the learners imitate you.
- Repeat with the other two songs.
- Clap each song again and ask the learners to count the beats in every bar of each song.

- Ask the learners to point out the time signatures. Can they explain the two numbers in a time signature?
- Point out the crochets and minims in the songs. Let the learners clap the note value of these.
- Divide the class into groups of four and let the learners complete (3) and (4) of the activity. They should write the answers for 4a)–d) in their exercise books.

Activity 11: Read, interpret and perform

- Read the information in the Learner's Book on the rhythm section of a band, and discuss the photograph with the class.
- Draw an example of a rhythm pattern on a staff on the board. Ask the learners to show you the time signature, rests and notes, and the bar lines.
- Tell the learners to create their own rhythm pattern on a staff, using all the elements you have pointed out.
- They can work it out by tapping a rhythm softly with two fingers on the palm of the opposite hand.
- When they are satisfied with the pattern they have chosen they follow steps 2–4 of the activity in their exercise books.
- They swap the written patterns with a friend and play each other's music.

Answers

Activity 9: Read, interpret and perform

$\frac{3}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ $\frac{4}{4}$

$\frac{4}{4}$ $\frac{4}{4}$ $\frac{3}{4}$ $\frac{4}{4}$

Activity 10: Read, interpret and perform

4. a) *Our friend, John*: four beats; *Calliope Song*: three beats;
I'm a Little Teapot: two beats
- b) eleven crochets in the whole song (plus two quavers)
- c) crotchet
- d) two

Informal assessment

Activities 1-5: Observe the learners and ask yourself these questions:

- How steady can they keep the pulse?
- Can they keep the pulse going all the time?
- How well do learners remember the notes and their value?
- Can they clap the rhythm patterns on their own?

Activity 11: Check the learners' written rhythms and make sure that the:

- stems of the notes go in the correct direction
- stems are attached to the correct side of the head of the note
- counts in each bar add up to what has been indicated by the time signature.

Remedial

- Revise the note values with learners, if necessary, and then write some simple rhythms on the board for the learners to clap or play on instruments.
- If learners have difficulty creating or writing their own rhythms, provide two bars of a rhythm on the board and let the learners add another two bars.

Extension

Let the learners research, listen to and discuss the other elements (building blocks) of music in more detail.

Unit 3

Exploring South African music

Learner's Book pages 335–337

Duration: 1 hour

Term and week/s
Term 3, Week 6

Resources
Learner's Book
pages 335–337

Curriculum and Assessment Policy Statement (CAPS) content

Topic 4: Appreciate and reflect on

Two different types of South African music, discussing the use of repetition and contrast and considering cultural context, lyrical content, mood and purpose of the music

Key terms: music types

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

- In this unit the learners engage with music from different cultures in South Africa.
- Emphasise the importance of showing respect for those differences.
- Work through the information in the Learner's Book with the learners. Allow for questions and comments.
- Ask the learners whether they know any of the songs mentioned in the information.

Activity 1: Appreciate and reflect on

- Read the information in the Learner's Book with the class. Encourage discussion about the different types of music.
- Tell the learners to make two columns in their exercise books under the headings – 'Cape Malay' and 'Zulu'.

- They should list five interesting points about each of these music types, under the appropriate heading.
- They should then list about three or four similarities and differences.
- Guide the learners with the written assignment. They should have a general introductory paragraph about African music, two paragraphs about what is interesting about each music style and a paragraph about the similarities and differences.
- Allow time at the end of the lesson for learners to share their responses with the rest of the class.

Informal assessment

Observe the learners during the class discussion. Assess whether their contributions demonstrate that they have developed their knowledge and understanding of South African music.

Extension

- Let the learners research and make notes about other types of South African music, for example, kwaito.
- Let the learners sing any of the songs they know mentioned in the unit.

Unit 4

South African songs

Learner's Book pages 338–346

Duration: 4 hours

Term and week/s

Term 3, Weeks
7–10

Resources

Learner's Book
pages 338–346;
CD tracks 14–17;
CD player;
photocopies of the
assessment rubric
(optional)

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Warm up and play

Singing warm ups (including South African songs in unison, canon, two-part harmony and call-and-response)

Topic 3: Read, interpret and perform

- Musical notation (note names on the lines and spaces of the treble clef) by singing notated songs and using tonic solfa
- Songs from at least two cultural traditions of South Africa in unison, canon, round or two-part harmony. Consider:
 - dynamics, melodic and rhythmic patterns
 - the movement (posture, facial expression, gesture) or dance element related to the song
 - style and mood

Topic 4: Appreciate and reflect on

Own and other's performances and processes using simple creative arts terminology

Key terms: canon, round, two-part, musical alphabet, repetition, lyrics, melody

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Listen to the tracks on the CD and learn the songs.

Teaching the unit

Divide the unit into four one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	7	338-341	1-3
2	8	341-343	4-7
3	9	344-345	8-9
4	10	345-346	10-12

Lesson 1 (Week 7)

Teach the class the songs. Use the method in the box, 'How to teach a new song', on page 87 of this Teacher's Guide.

Activity 1: Warm up and play

- Sing the greeting song *Funga Alafia* to the class and let them repeat it with you.
- Sing it again, slightly louder, and let the class repeat it with you.
- Repeat this exercise, singing louder each time.
- Now sing the song again softly, using the tonic solfa while the class follow the music in their Learner's Books.
- Let the learners repeat it after you.
- Repeat this exercise, singing slightly louder each time.

Activity 2: Read and interpret

- Read about songs that unite South African cultures in the Learner's Book. Encourage discussion about other examples the learners may know of.
- Read through the lyrics of *Halala Afrika*. Explain the meaning of the words to the learners.
- Ask the learners what the words tell us about the history of each culture. What did they do? Why did they clash?
- Ask the learners why they think a chorus is important.



Activity 3: Read, interpret and perform

- Play CD track 14 while the learners listen with their eyes closed.
- Play the song again and ask learners to raise their hands when they hear the chorus.
- Teach the song to the learners. Use the method in the box, 'How to teach a new song', on page 87 of this Teacher's Guide.
- Ask the learners to point out the chorus in the musical score.
- Revise the different music notes and ask the learners to work in pairs to name the notes in the chorus.

- Sing the chorus using the tonic solfa names of the notes while the learners follow in their Learner's Books.
- The learners imitate what you have done.

Lesson 2 (Week 8)

Activity 4: Warm up and play

- Read the information in the Learner's Book about songs from different South African cultures with the learners.
- Explain what a round is.
- Teach the round. Use the method in the box, 'How to teach a new song', on page 87 of this Teacher's Guide.
- Divide the class into two groups. Start the first group and give the other group a clear signal for when to start.
- Let the class practise it until they know when to start.



Activity 5: Warm up and play

- Play track 14 on the CD again.
- Practise the song with the whole class.
- Refer to step 3 of the activity in the Learner's Book. Ask the class about the history of the different cultures that the song expresses. What movements, hand gestures and facial expressions convey the mood associated with these events?
- Divide the class into groups. Let each group add these elements to their singing.



Activity 6: Warm up and play

- Play track 15 on the CD while the learners listen quietly with their eyes closed.
- Discuss the importance of rain songs in different cultures.
- Refer to the song and give the learners the translation of the words. Point out the two different parts of the song.
- Teach the song to the class. Use the method in the box, 'How to teach a new song', on page 87 of this Teacher's Guide.
- You may find it easier to teach both parts to the whole class, rather than trying to teach half the class at a time.
- Divide the class into two groups and let each group practise their part of the song until they can sing it well.
- Let the groups perform the song together several times.

Activity 7: Read, interpret and perform

- Demonstrate with clapping the first eight bars of the top part of the song, *Mangoane mpulele*. The learners should follow the music in their Learner's Books while you do this.
- Ask the learners to give you the letter names of the notes in this part of the song.
Note: The F should be F sharp (#), but as the learners have not dealt with this musical concept yet, refer to it simply as F.
- Clap the rhythm of the eight bars again and let the learners imitate you.

Lesson 3 (Week 9)



Activity 8: Warm up and play

- Play track 16 on the CD while the learners listen with their eyes closed.
- Translate the words. Let the learners give as much of the translation as possible.
- Play the track again.
- Teach the song to the class. Use the method in the box, 'How to teach a new song', on page 87 of this Teacher's Guide.
- Practise singing the song as a warm-up exercise. Start softly and sing a little louder each time.



Activity 9: Read, interpret and perform

- Play tracks 14 and 15 on the CD while the learners listen quietly.
- Discuss the assessment rubric so that the learners can prepare their songs well.
- Give them time to practise both songs and improve on movements, gestures and facial expressions that suit the mood of each song.
- Learners can also add accompaniment with made or found instruments.

Lesson 4 (Week 10)



Activity 10: Warm up and play

- Play track 17 on the CD
- Explain the meaning of the words in the call-and-response song.
- Teach the song to the class. Use the method in the box, 'How to teach a new song', on page 87 of this Teacher's Guide.
- Use the song as a warm up before the performance. Start softly and sing a little louder each time.



Activity 11: Read, interpret and perform

- Let the learners stand in the groups that they will perform in, in the next activity.
- Allow some time for them to run through each of the songs once as a class, before they perform them.



Activity 12: Appreciate and reflect on

- Use CD tracks 14 and 15.
- This activity draws together all the work that the learners have done this term.
- Explain how the assessment rubric works and provide each group with two copies of it (optional).
- Decide on the order that the groups will perform and inform the learners.
- Seat the learners to create a performance area in the room. Remind them of appropriate audience behaviour.
- Allow each group to perform.
- Let the learners comment on their own performance and give feedback to one other group using the rubric in the Learner's Book. Provide them with your own informal written feedback as well. (See 'Assessment' on the next page.)

Answers

Activity 3: Read, interpret and play

- (italic notes are held) C C C; *C* rest F A G; *G G G G G*; *G G* rest A G G; *G G* rest C C C; *C* rest F A G; *G* rest E E E; *E D F F E C*; *C* rest
- (italic notes are held) doh doh doh; *doh* rest fah lah soh; *soh* soh soh soh soh; *soh* soh rest lah soh soh; soh *soh* rest doh doh doh; *doh* rest fah lah soh; *soh* rest me me me; *me* re fah me doh; *doh* rest

Activity 7: Read, interpret and play

- a) (top row of first line) F G A / B A G / A A A A G / F F F D F:
// F F F /
(top row of second line) F F F F F F / G G G G G / A A A A G /
- b) Bar 1: CLAP and hold CLAP CLAP and
Bar 2: CLAP and hold CLAP CLAP and
Bar 3: CLAP CLAP CLAP CLAP CLAP and
Bar 4: CLAP CLAP CLAP CLAP CLAP and
Bar 5: CLAP and hold and CLAP CLAP
Bar 6: CLAP CLAP CLAP CLAP CLAP CLAP
Bar 7: CLAP CLAP CLAP CLAP CLAP and
Bar 8: CLAP CLAP CLAP CLAP CLAP and

Informal assessment

Activity 3: Listen and informally assess the learners' singing of the notes using their tonic solfa names. Also note whether the learners are able to name the notes.

Activity 5: Observe the learners during (3) of the activity and note whether the movements they choose compliment the music.

Activity 7: Note whether the learners are able to identify the letter names and clap the rhythm in the first eight bars.

Activity 12: This activity draws together all the work that the learners have done this term. Use the following rubric to give the learners' feedback on their performances and their achievements for the term. Make two copies for each group (one for their self-assessment and one for the assessment of another group) as well as enough copies for yourself. There is a copy of this rubric in the Resources section of this Teacher's Guide for you to photocopy.

Remedial

Let learners who struggle to sing some of the songs, join groups where there are stronger singers.

Extension

Find rain songs from other cultures around the world and teach them to the learners.

Creative arts: Visual arts

MODULE 3: People and objects

Unit 1

Let's look

Learner's Book pages 348–351

Duration: 1 hour

Term and week/s

Term 3, Weeks 1–2

Resources

Learner's Book
pages 348–351

Curriculum and Assessment Policy Statement (CAPS) content

Topic 3: Visual literacy

- Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images relating to own practical work
- Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images
- Questions to deepen and extend observation of elements and design principles in images

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into two 30-minute lessons as follows:

Lesson	Week	Pages	Activities
1	1	348–349	1
2	2	350–351	2

Lesson 1 (Week 1)

- Brainstorm the word 'composition' with the learners. Ask them if they know what makes a good composition in an artwork.
- Explain that the focus of this unit will be balance, line and space in different compositions. Make sure that learners understand what a balanced composition is, before you continue with the unit. You can use the two diagrams in the Learner's Book to explain this concept.
- Discuss the importance of line and space in composition, using Edvard Munch's lithograph, *The Scream*, as an example. There is useful information on this in the Learner's Book.

Activity 1: Visual literacy

- Learners should discuss the questions given in the Learner's Book as a class.
- Make sure that learners mention the elements of design that they have learnt about in previous years, during the course of their discussion.

Lesson 2 (Week 2)

Start the lesson by asking learners if they can list some of the things that artworks can be made from. Then discuss the work of Karin Lijnes and Willie Bester, using the material in the Learner's Book. This discussion would be a good introduction to Activity 2.

Activity 2: Visual literacy

- Learners should work on this activity with a partner. They should answer the questions in the Learner's Book.
- Allow the learners to share their answers with the rest of the class, before discussing William Kentridge's charcoal portrait and what the use of media in the portrait implies (see the Learner's Book).

Answers

Activity 1: Visual literacy

1. Example: The two figures further down the bridge are much smaller than the large screaming figure in the foreground. This heightens the sense that he is isolated from other people and desperately lonely.
2. Line is used to create a sense perspective, which is very disturbing. The wavy lines look like sound waves, heightening the sense of the figure screaming. The wavy lines in this lithograph create a texture that seems to move. The character's mouth is an oval shape which is echoed by the shape of his head. Colour is not used.
3. Learners' own answers.
4. Learners' own answers.

Activity 2: Visual literacy

1. Example: the black around the figure's head makes her look very threatened, because she is small in comparison, and it looks like the darkness is going to swallow her.
2. Yes – it is only done in shades of black and white.
3. Answers will vary, but important points to note are that Karin Lijnes' portrait is monochromatic, while Willie Bester's is in a range of colours; Lijnes' figure occupies a relatively small area of the whole image, while the boy in Bester's portrait takes up most of the picture area. Lijnes' portrait uses soft, expressionistic marks and lots of smudging, while Bester's brushstrokes are almost invisible in most of the painting. Lijnes' work has no frame, while the frame of Bester's painting is an important part of the painting itself as the words on the frame seem to be a comment on the boy's life.

Informal assessment

Listen to the learners' contributions during the class discussion and assess whether they are able to:

- name and comment on the use of art elements
- answer questions on the composition of different artworks
- understand how line and space are used in composition
- compare different types of portraits.

Remedial

If learners are struggling to understand how colour can have an emotional impact, photocopy *The Scream* a few times. Get learners to colour between the lines in different colours. For example, they could do a version in cool colours such as blues and greens, another version in warm colours such as reds and yellows and a few versions in different combinations of complementary colours. Ask the learners to then arrange the pictures in order of calm to disturbing, and get them to try and explain why the colours trigger this reaction in them.

Extension

Ask learners to modify the elements of design in Edvard Munch's *The Scream* to create a work called *The Greeting* or *The Laugh* or *The Opera Singer*. They could also suggest their own alternatives, provided that the basic composition remains the same. The point of this exercise would be to change the mood of the work by manipulating the elements of design.

Unit 2

Create a portrait

Learner's Book page 352

Duration: 1½ hours

Term and week/s

Term 3, Weeks 3–5

Resources

Learner's Book page 352; old magazines; wrapping paper; newspapers or plastic packets; glue; A4 art paper; pencils

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Create in 2D, images of people and/or objects

- Drawing and/or colour media: exploring a variety of media and techniques
- Art elements: reinforce relevant art elements through use in own observed images of portraits, shells, shoes, etc.
- Design principles: reinforce design principle emphasis through use in own observed images of portraits, shells, shoes, etc.

Topic 3: Visual literacy

Apply, identify and personally interpret in own work

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

- If you have any photographs or good examples of collage, these could be very useful for inspiring your learners.

Teaching the unit

Divide the unit into three 30-minute lessons as follows:

Lesson	Week	Pages	Activities
1	3	352	1 (begin)
2	4	352	1 (continue)
3	5	352	1 (complete)

Lesson 1 (Week 3)

- Start the lesson by discussing Karin Lijnes' portrait, *Paulina*, which is a collage made from beads and fabric, with the learners.
- Then explain that the learners will be making a portrait out of small pieces of coloured paper.



Activity 1: Create in 2D

- Explain Activity 1 in detail, before learners begin to work on their portraits.
- Learners should work on this activity with a partner. They should use small pieces of coloured paper to create a portrait of their partner.
- Explain to the learners they will also be able to work on their collage portraits over the next two lessons.
- Make sure that they complete steps 1 and 2 in this lesson.



Lesson 2 (Week 4)

Activity 1: Create in 2D

- Allow learners to continue to work on their collage portraits.
- Make sure that each pair of learners has completed drawing their portraits (steps 3–6) and begun to arrange the pieces of paper on their drawings by the end of the lesson.
- You will need to find a place to store the unfinished portraits where they will be undisturbed until the next lesson.



Lesson 3 (Week 5)

Activity 1: Create in 2D

- Allow learners to complete their collage portraits.
- Remind them not to stick their pieces of paper down until they are completely happy with the way that they have arranged them to form a portrait.

Formal assessment

The Creative Arts Task for Term 3 comes from Activity 1. Refer to the Formal Assessment section (Section 3) for assessment guidance for the activity.

Remedial

If learners are finding it difficult to 'shade' their portrait by using collage, you could allow them to shade in their drawing first, using pencil. They should use pitch black, two mid greys and white to shade their drawing. They should then divide their coloured papers into a very dark pile (which would be stuck to the pitch black areas), a very light pile (which would be stuck to the white areas) and two mid-tone piles (which would be stuck to the mid-tone grey areas). The mid-tone pieces of paper should be split into a lighter and a darker pile, to correspond with the lighter and darker grey mid-tones used on the drawing.

Extension

You could ask learners to work on a big collage (at least 1 m × 1 m square), where instead of using small pieces of paper, they use photographs of themselves. Darker photographs should be used in the dark areas of the collage, and lighter photographs should be used in the lighter areas.

Unit 3

Everyday objects

Learner's Book pages 353–355

Duration: 30 minutes

Term and week/s
Term 3, Week 6

Resources

Learner's Book pages 353–355; paper or polystyrene cups; A3 paper; pencils; rulers; everyday objects to draw

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Create in 2D, images of people and/or objects

- Drawing and/or colour media: exploring a variety of media and techniques
- Art elements: reinforce relevant art elements through use in own observed images of portraits, shells, shoes, etc.
- Design principles: reinforce design principle emphasis through use in own observed images of portraits, shells, shoes, etc.

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

- Start by discussing the importance of negative shapes in good design. Then discuss the negative space drawing of the candlestick in the Learner's Book.
- Talk about the concept of a still life and, with the learners, examine the still life by Willie Bester in the Learner's Book.
- Now discuss the drawings of mugs and the use of negative space to create interest for the viewer.

Activity 1: Create in 2D

- Learners should work on this activity on their own. They should do a drawing of cups on an A3 sheet of paper, and should ensure that their drawing is big enough to touch the borders of the paper.
- They should compose the drawing in such a way that they make interesting use of negative space.

Activity 2: Create in 2D

- If there is enough time, allow learners to work on Activity 2. However, if not, allow them to complete it for homework but go through the instructions so that they know what to do.
- Learners need to do a line drawing of a still life of a collection of everyday objects, for example, they could draw a shoe, a necklace, a red pepper cut in half and a lemon.
- They should make careful use of negative and positive shapes, and ensure that their positive shapes touch the sides of the paper in at least two places. For example, the space inside the red pepper and the shoe would be interesting, as would the negative space between the shoe and the lemon.

Informal assessment

Look at the learners' work and offer them encouragement and feedback. Also allow the learners to give each other constructive feedback.

Extension

If there is time available in the lesson, learners can begin Activity 2.

Unit 4

Everyday objects in clay

Learner's Book pages 356–358

Duration: 2 hours

Term and week/s

Term 3, Weeks
7–10

Curriculum and Assessment Policy Statement (CAPS) content

Topic 2: Create in 3D, modelling images

- Skills and techniques: earthenware clay
- Art elements: reinforce texture, shape/form through use in own observed models
- Design principles: reinforce balance through use in own observed models
- Spatial awareness: reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, parts of model can extend into space
- Appropriate tidiness and sharing of space

Resources

Learner's Book pages 356–358; A4 sketch paper; pencils; clay; containers for water; newspaper or plastic to cover desks; plastic knives, forks, toothpicks or blunt pencils for creating textures on clay; scraps of cloth, plastic bags and tape to keep partly finished sculptures damp; paint brushes; poster paints

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into four 30-minute lessons as follows:

Lesson	Week	Pages	Activities
1	7	356	1
2	8	357–358	2
3	9	358	3 (begin)
4	10	358	3 (complete)

Lesson 1 (Week 7)

Discuss the idea that everyday objects can be beautiful, and that beautiful things can be made from everyday objects. You can use John Bauer's *Blue tile* in the Learner's Book as an example of this.

Activity 1: Create in 3D

- Discuss the instructions for Activity 1. Remind learners that they must roll out their clay well, so that it does not contain any trapped air bubbles.
- Learners should work on their own to make a tile by following the instructions given in the Learner's Book. They should use everyday objects to make decorative impressions in the clay. For example, they could embed bottle tops in a regular pattern, and intersperse them with sunflower seeds to create a geometric floral design.
- Give learners the opportunity to walk around and discuss and give feedback on one another's work.
- The learners should tidy their workspace at the end of the lesson.

Lesson 2 (Week 8)

Activity 2: Create in 3D

- Go through the instructions in the Learner's Book for how to make a coil bowl. Demonstrate as you do this.
- Allow the rest of the lesson for the learners to work on this activity on their own.
- The learners should tidy their workspace at the end of the lesson.

Lesson 3 (Week 9)

Start the lesson by explaining why it is often helpful to draw an object before trying to sculpt it.

Activity 3: Create in 3D

- Go through the steps in this activity with the learners. Explain that they will have two lessons in which to complete it.
- They should then produce three drawings of their shoe: from the front, the side and the back. The aim of this exercise is to simplify their shoe into geometric shapes.

- The learners will need to complete steps 1–9 before the next lesson because their sculptures need to dry before they can paint them.
- If they still need to work into their sculptures, they should cover them with a damp cloth and then wrap them firmly in plastic. This will keep the clay moist enough to work with when they work on them after school or at break times.

Lesson 4 (Week 10)

Activity 3: Create in 3D

- Learners should spend the remainder of the lesson painting their shoe sculptures. They should use poster paints to decorate it with bright colours and interesting patterns.
- When learners have finished sculpting or painting, they should put their completed work in a warm, sunny place to dry.

Informal assessment

- Observe the learners as they work and offer them feedback and encouragement.
- At the end of each lesson, give learners the opportunity to walk around and discuss and give feedback to each other on their work.

Remedial

If learners are struggling to make their ceramic sculpture of a shoe, encourage them to photograph the shoe from various angles (they can use the camera on their cell phones if they wish), and to use the photographs as well as their drawings as a reference point for their sculpture.

Extension

- Making ceramic pots is an ancient art form. Ask learners to investigate a few methods of making pots, and experiment with making a few different types of pot.
- Ask learners to make ceramic sculptures of a variety of types of shoe, and to try to convey something of the shoe's owner as they do so. For example, they could make a clay sculpture of a designer high-heel, a workman's boot, a child's sandal and a grandmother's slipper.

Term 4



Personal and social well-being

TOPIC 3: Health and environmental responsibility

Unit 1

Basic First Aid

Learner's Book pages 362–371

Duration: 2 hours

Term and week/s

Term 4, Week 1

Topic

Health and environmental responsibility

Resources

Learner's Book pages 362–371; basic First Aid equipment (for example: latex gloves, plasters, sterile dressings, scissors, antiseptic liquid)

Curriculum and Assessment Policy Statement (CAPS) content

Basic first aid in different situations: cuts and grazes, burns, scalds and sunburn, stings and bites, bruises, poisoning, bleeding, choking

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Practise demonstrating the techniques described in this unit.

Teaching the unit

- Ask the learners if they know what they should do if one of their friends gets hurt on the playground. After a short discussion, you could move on to how to deal with cuts and grazes. Work through the information in the Learner's Book.
- Emphasise that learners must always wear gloves when dealing with wounds, as even tiny drops of blood can spread HIV/AIDS, hepatitis and other serious illnesses. If they don't have gloves, they can put plastic bags over their hands (in an emergency).
- Also emphasise that learners should never try to pull any foreign object out of a deep wound. A foreign object in a puncture wound sometimes acts as a plug that prevents or slows bleeding. If the object is removed, they could find themselves having to deal with an arterial bleed, where the patient can bleed to death within minutes. Also, they should not use force to remove an object that appears to be stuck (for example, a fish hook), as they could damage important parts of the body, like nerves, in the process.
- You can then discuss how to deal with the different types of bleeding. It would be useful to add that with severe bleeding it helps a lot if you elevate any part of the body that is bleeding and that is above the heart, as this slows the bleeding down. For example, if a person is bleeding badly from a head injury, they will bleed less if they are sitting up than if they are lying down. If the bleeding is coming from a part of the body below the heart (e.g. the legs), keep them lying flat.

- First Aid when someone is bleeding badly can save a life, so it would be a good idea to describe various scenarios to the learners and get them to practise how they would respond.
- Discuss how to deal with bruising before moving onto the section about burns.
- Important things to emphasise when teaching the learners about burns are that they should cool the burned area down as much as possible and as quickly as possible. If the patient has to be transported to a doctor or hospital, they should try to keep the burned area cool the whole time – either with clean water, or an ice pack. The longer they can keep the burned area cool, the more likely they are to prevent or minimise tissue damage. They must never put anything apart from water or ice on a burn. There are many traditional burn remedies such as toothpaste, butter or bicarbonate of soda, but if these are put on a burn they increase the risk of infection. The doctor will also have to clean these substances out of the burn before they can continue treatment. This is obviously very painful and causes even more tissue damage. If burns are small enough to be treated at home, they can use a specific medical burn ointment, on sterile gauze.
- It is advisable to ask learners to role-play how they would deal with various types of burns, as this is important knowledge. Again, suggest various scenarios that they can respond to.
- Emphasise how important it is to put any unconscious person into the recovery position, and ask your learners to practise putting one another into this position. Explain that an unconscious person who is not lying on their side could die simply because they choke on their own bodily fluids or their tongue (which can fall to the back of the throat because they are unconscious). Patients should be laid on their side with their mouth facing downwards, so that fluids can run out of their mouth and their tongue will drop away from the back of their throat.
- Discuss ways to prevent and treat sunburn, and the risks associated with sunburn.
- Discuss the treatment of stings and bites, and emphasise the importance of recognising an allergic reaction and getting medical help as fast as possible if a person does have an allergic reaction. Note that if a person has any sort of allergic reaction it is advisable to get them to a doctor, as they can go from suffering from a mild skin irritation to not being able to breathe very quickly, and allergic reactions are very unpredictable, even for trained medical professionals.
- Discuss the recognition and treatment of poisoning. Emphasise that the most important steps to take are to phone a poison centre for advice, to try to find out what the person has been poisoned with and to get the person medical help as quickly as possible. If the patient has swallowed something and the person helping them finds the container, they should give the container to the medical professional dealing with the patient.

- You could ask learners to role-play what they would do in various situations of poisoning.
- Discuss what learners should do if someone is choking. Demonstrate the Heimlich Manoeuvre for them, but emphasise that they should never do the manoeuvre on a person unless they are actually choking, as they can cause severe damage in the process.

Activity 1

- Learners should work in one of eight groups to deliver a presentation on dealing with a different emergency situation.
- Their presentation should include basic information on what to do, the purpose of what is being done and a demonstration of how the First Aid should be administered.
- After the learners' presentations, discuss the tips for dealing with an emergency situation.
- Emphasise the importance of staying calm, sending for help as quickly as possible, and putting an unconscious person in the recovery position (but only if doing so won't make their injuries worse).

Activity 2

- Learners should work in groups of three to role-play an emergency situation and how they would deal with it.
- Try to ensure that each group role-plays a different emergency situation.
- You can conclude the lesson by asking the learners to perform their role-plays.



Answers

Activity 1

Learners' own presentation based on the information in the Learner's Book.

Activity 2

Learners' own role-plays.

Informal assessment

Activity 1: Observe the learners during their presentation and demonstration, to ensure that they have understood the important aspects of the First Aid techniques that they are going to discuss

and demonstrate. Ask the class to also give the group constructive feedback.

Activity 2: Observe the learners as they complete their role-plays. Assess whether they are able to demonstrate practical and correct behaviour in specific emergency situations.

Remedial

Arrange for a volunteer from the local community (a doctor, a nurse or a person qualified in First Aid) to demonstrate basic First Aid procedures for the learners.

Extension

Write out various emergency scenarios on pieces of paper and put them face down in a box, or into a large envelope. Divide learners into groups of three and ask them to choose a scenario and then immediately role-play the way that they would react. They would not have time to practise or look up what they should do in an emergency situation, so this is a valuable exercise in thinking quickly and strategically. One learner should play the patient, and the other two should play the people that help them.

Week 1 Reading Skills: Basics for burns

Learner's Book pages 372–373

Duration: 30 minutes

Term and week/s

Term 4, Week 1

Topic

Health and environmental responsibility

Resources

Learner's Book pages 372–373

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about basic first aid: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 1.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 1.
- Discuss safety in the home with regard to hot liquids. Remind learners where and how to place containers of hot liquid, e.g. coffee, kettle, handles of pots on the stove, etc.
- Ask if anyone knows who to phone in an emergency.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 373 of the Learner's Book with them.
- Allow them to answer the questions in groups of four. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. The information tells us how to be safe and what to do if someone is burnt with hot liquid.
2. Any three: soap, butter, toothpaste, shoe polish, cooking oil, egg, sand, (body) cream. Any of these can make the burn worse and could infect it.
3. Learners' own answers.

Informal assessment:

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Encourage reluctant readers to at least try to read the weekly reading. Ask them to focus on what they can read and understand and not worry too much about words they cannot understand. Praise them for their efforts.

Extension

Allow each learner to make a small card with the following symbols and emergency numbers on it: ambulance, fire brigade, police station. Suggest that they display it at home.

Unit 2

Food hygiene

Learner's Book pages 374–383

Duration: 3 hours

Term and week/s

Term 4, Weeks 2–4

Topic

Health and environmental responsibility

Resources

Learner's Book pages 374–383

Curriculum and Assessment Policy Statement (CAPS) content

Food hygiene:

- Safe and harmful ingredients
- Food preparation
- Food storage
- Food-borne diseases

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Ask each learner to bring two food labels to school for the first lesson (Week 2). See Activity 2 for more details.

Teaching the unit

Divide the unit into three one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	2	374–376	1–2
2	3	376–378	3–5
3	4	379–382	6

Lesson 1 (Week 2)

Introduce the lesson by asking the learners why it is important to think carefully about what they eat. You can then discuss food additives and the effects and implications of additives.

Activity 1

- Learners should work in a group to create a collage with different food labels. Emphasise that they must read and discuss the information on the labels as they create their collage.
- You could conclude this activity with a brief class discussion about some of the information that learners read on the food labels they used in their collages.

Discuss food package labels in more detail using the information in the Learner's Book.

Activity 2

- Learners should work with a partner to analyse two food labels that they have brought in to class, in detail.
- You could conclude Activity 2 with a brief class discussion about the information on some the learners' labels.


Lesson 2 (Week 3)

- Revise what important information can be found on food labels.
- Then ask them why dates are important information on a food label, as this will introduce the importance of storing and preparing food correctly.
- Read through the information on storing and preparing food with the learners.

Read about and discuss the importance of indigenous knowledge systems, particularly in Africa, and how these ensured the survival of people and form the foundation of the knowledge we have today.

Activity 3

- Learners should work in a group to answer the questions in the Learner's Book.
- You could conclude this activity with a brief discussion of the learner's answers and the importance of indigenous knowledge systems.




Now turn to
LB page 384
for the reading
for Week 2

Discuss the rules for preparing food safely that are provided in the Learner's Book. Make sure that learners understand the reasons for these rules, before they start working on Activity 4.

Activity 4

Let the learners complete steps 1–3 in class and set step 4 as homework. Go through what is required in the report. Remind learners to use full sentences.



Now turn to
LB page 386
for the reading
for Week 3

Activity 5


- Explain this activity to the learners.
- You could work on (2) as a class and then allow time for the learners to complete (3).
- Alternatively, let them complete the whole activity individually.

Lesson 3 (Week 4)

- Introduce the lesson by asking the learners the questions relating to food-borne diseases. You could also ask them if they can list some of the causes of food-borne diseases, before discussing the information given in the Learner's Book. Make sure that learners understand the glossary definitions before discussing the symptoms and causes of food poisoning.
- Emphasise that some of the infections mentioned in the Learner's Book can also be transmitted by hand-to-mouth contamination. Various forms of diarrhoea are highly contagious (e.g. the type caused by a rotavirus), which is why a person does not always have to eat bad food to get infected by one of these viruses or bacteria. It is essential for learners to wash their hands after they have been to the toilet and to wash their hands before and after they have been in contact with someone who has an upset stomach.
- Conclude the discussion about food poisoning by asking the learners to work on Activity 6.

Activity 6

- Learners should work in a group to answer the questions given in the Learner's Book.
- Discuss the learners' answers before asking them to read and discuss the case studies on the causes and results of various food-borne diseases.
- It is important to discuss ways of avoiding getting food-borne diseases.
- You can conclude the lesson by emphasising why diarrhoea, although generally simple to treat, is potentially lethal.



Now turn to
LB page 388
for the reading
for Week 4

Answers

Activity 1

Learners' own collages.

Activity 2

Learners' own answers.

Activity 3

Learners' own answers.

Activity 4

3. Learners' own role-plays.
4. The learners' reports should include the following information about Lee's sickness:
 - Lee's symptoms: they will be the symptoms of food poisoning and could include stomach cramps, nausea, vomiting, diarrhoea, a shivery hot and cold feeling or a temperature.
 - Lee had eaten a piece of chicken, a potato, tinned beans, salad, and a tub of pudding that had been in the fridge for a while.
 - Any of these foods could have made Lee sick.
 - Lee's food could have made him sick because: if the chicken was old or not thoroughly cooked, it could have infected Lee with bacteria; if the potato or the salad had been contaminated (e.g. with *E. coli*) and then not properly washed he could have become very ill; if the tinned beans had been contaminated in production they could make him ill; and if any of the ingredients in the tub of pudding had been contaminated in production or gone off because it had been in the fridge for too long, Lee could get ill.
 - Lee could have been in contact with another person who was ill. Poor hand hygiene could then lead to mouth-to-hand infection with that person's illness.
 - Lee must make sure that he: stores his food properly; throws old food away if there is any chance that it is off; washes fresh fruit and vegetables in clean water before eating them; cooks chicken and fish thoroughly; and washes his hands after going to the toilet and before eating.

Activity 5

3. a) The restaurant inspector should list things like:
 - Coco and the chef should not smoke while preparing food.
 - Both should wash their hands before they prepare food, and Coco should not be wearing jewellery as it acts as a bacteria trap. Ideally she should wear a hat or a hair net to stop any of her hair from falling into the food, and she should wear plastic gloves, as she is preparing fresh food.
 - The kitchen should be kept clean and they must get rid of the rats and cockroaches, as these creatures spread disease.
 - Coco should not be using a cracked bowl, as bacteria build up in the cracks.
 - Spilt food should be cleaned up immediately, and dirty cloths should be washed and not left lying on surfaces. This is because spilt food and dirty cloths are ideal breeding grounds for bacteria.
 - Food should be prepared on a clean cutting-board, not counter surfaces.

- Dirty cutlery should be washed straight away.
 - Rubbish bins should be emptied as soon as they are full or smelly, and never be allowed to overflow onto the floor.
 - The chef should be wearing closed, protective shoes as he is working in the kitchen.
 - People should not cough or sneeze over food.
 - Food should not be allowed to boil over onto the stove, and if it does, the mess should be cleaned up immediately.
- b) I had a fabulous time in Coco's restaurant yesterday. There was lots of rotten food lying on the floor and tiny bits of rotten stuff stuck to the counter tops, because they never wipe anything down properly, and certainly never use any disinfectants or soap! I sat in the rotten food and a bit of salmonella, botulism and a couple of rotaviruses hitched a lift on my legs to the salad ingredients, which I landed on next. They were starting to heat up on the counter top, and the dirty cloth just made the rotting happen faster. What a delicious smell for me and my friends. I laid several eggs, which will hatch into cute baby maggots in a while, with any luck. When the cook sneezed on the mince, I went and bathed in his saliva and virus stew and then flew (still dripping) to the salad bowl, which had been kindly left uncovered. I also warmed my feet in some rat droppings which made a pretty pattern when I transferred them to the samoosa ingredients that were cooling on the top of a stove. I love that cook – he never puts a lid on anything, and leaves food standing for hours. I am a proud distributor of typhoid and cholera. By the time I had met up with all my other friends in the kitchen and we had sat and drooled on the plates, the crockery and the food, I reckon we had spread a bit of that around too! Of course, not everyone in the restaurant will get all of the diseases that I spread around, but with any luck, quite a few of them will get sick. Serves them right for swotting me and murdering my babies. I must be buzzzzzing off now ...

Activity 6

2. Learners' own answers. Contaminated food or poor hygiene could have caused the diarrhoea, and it could have been prevented by proper storage of food and better hygiene habits.
3. Example: bread
4. The main ingredients in bread are water and flour. A farmer would have farmed the wheat and then harvested it. Once it was harvested, the wheat seeds would have been separated from the stalks, and the farmer would have taken the wheat grain to a grain silo where it would have been stored, before being taken to a mill to be ground into flour. Once the wheat had been turned to flour, it should have been stored somewhere cool, dark and dry before it was transported to the industrial bakery. At the bakery, the wheat would be mixed

with tap water and a few other ingredients, before being baked to make bread. Once the bread had been baked, it would be left to cool before being sealed into bags and transported to the shops. At the shops it would be sold and people would take it home to eat.

5. Farmers have to be careful not to contaminate food crops with poisonous pesticides or other chemicals. If they do spray crops with chemicals, it has to be done so as to leave a safe amount of time before the crop is harvested. After harvesting, crops have to be stored in a cool, dark, dry place to prevent the growth of mildew and mould. The storage area must also be clean and free of rodents and insect pests. This is because dirt, rodents and insects all spread diseases. The mill should also work with and store the flour under the same conditions, for the same reasons. All of the equipment at the mill and later at the industrial bakery needs to be absolutely clean, to prevent bacterial or viral contamination of the flour. When the flour is mixed with water, the water must be clean and uncontaminated by chemicals, bacteria, viruses or parasites, as all of these things could make the people who buy the bread very ill. The bread must be transported to the shop and then stored in a clean, dry place so that it doesn't get mouldy. It must also be sold by the sell-by date so that it is still fresh when the customer buys it.

Informal assessment

Activity 1: Ask learners to display their collage and discuss what they noticed about the food labels. Encourage the learners to make constructive comments about their peers' observations.

Activity 2: Ask learners to discuss their answers with the class. Listen to their contributions and assess whether they have understood how to interpret food labels.

Activity 3: Ask learners to discuss their answers with the class. Listen to their contributions and assess if they have understood the value of indigenous

knowledge systems for preserving and storing food.

Activity 4: Discuss the points that learners should have included in their report and ask them to mark their own work. They could also exchange work, and mark the work of a peer, if you feel that they would be more objective and accurate this way.

Activities 5 and 6: Ask learners to share their responses with the rest of the class. Encourage the class to give them constructive feedback and assess whether they have understood the principles and reasons for food hygiene.

Remedial

Many learners struggle to imagine how easily tiny bacteria are spread. You can emphasise how this happens by buying a small container of edible glitter. Sprinkle a little of the glitter on the board where a learner will prepare a sandwich. Ask one learner to wash their hands and prepare a sandwich, which they should eat. At the end of break, ask all of the learners in the class to come to the front if they have any edible glitter on them. They will be amazed at how far the glitter has spread. You can then emphasise that bacteria spreads even further and faster, because it is smaller, and it also multiplies.

Extension

- Arrange a field trip to a local restaurant or to a supermarket. Ask (in advance) the manager to explain how food is stored, prepared and served in order to avoid contamination.
- Ask learners to make a poster with food hygiene, preparation and storage guidelines on it. Encourage them to put the poster up in their homes.

Week 2 Reading Skills: Food Expo

Learner's Book pages 384–385

Duration: 30 minutes

Term and week/s

Term 4, Week 2

Topic

Health and environmental responsibility

Resources

Learner's Book pages 384–385

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about food hygiene: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 2.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 2.
- Talk about storing foodstuffs: in the fridge, containers and jars. Discuss bought items and the dates on them (expiry dates and sell-by dates).
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After learners have read the text once or twice, read through the questions in the box on page 385 of the Learner's Book with them.
- Allow them to answer the questions in groups. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. The article is about the safe storing and handling of food and whether some foods are safe to eat.
2. Bacteria are everywhere in nature. They can be found in air, in water, in the soil and in the foods we eat.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Set time limits for reading the text. In this way slower learners will focus on the reading task and begin increasing their reading speed and fluency.

Extension

Ask learners to look in the kitchen cupboards and/or fridge at home and make a list of five articles and their expiry dates.

Week 3 Reading Skills: Famous chef visits school

Learner's Book pages 386–387

Duration: 30 minutes

Term and week/s

Term 4, Week 3

Topic

Health and environmental responsibility

Resources

Learner's Book pages 386–387

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about food hygiene: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 2.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 2.
- Ask learners how often they wash their hands. Remind them about when they should.
- Give examples of different jobs where it is essential that people should wash their hands regularly: people packing food at fast food outlets, doctors, dentists, nurses, chefs.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.

- After the learners have had time to read the text once or twice, read through the questions in the box on page 387 of the Learner's Book with them.
- Allow them to answer the questions as a class. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. A famous chef visits the school to talk about food hygiene and how important it is to wash everything. He also cooked a meal for the pupils.
2. Any three of the following: before you start handling food; immediately before and after handling raw food; immediately after using the toilet; immediately after coughing, sneezing, eating or drinking; after touching your hair, scalp or body. The reason is because your hands have germs on them and we don't want to transfer the germs to our food.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Show slower learners some ways of working out the meaning of new words from the context. Also teach word attack skills such as:

- recognising the part of speech
- breaking down the word
- identifying prefixes such as un-, non-, re-, con- and dis-
- identifying suffixes such as -ed, -ing, ion, -ness, -ly and -ment.

Extension

Let the learners create an awareness poster to inform other learners about the importance of washing their hands regularly. Let them use pictures on the poster and create a slogan for it.

Week 4 Reading Skills: Crash causes food poisoning

Learner's Book pages 388–389

Duration: 30 minutes

Term and week/s

Term 4, Week 4

Topic

Health and environmental responsibility

Resources

Learner's Book pages 388–389

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about food hygiene: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 2.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 2.
- Talk about the importance of not picking up food that has been discarded. Include the dangers of eating fruit that has fallen from trees on farms that use pesticides. Stress the importance of washing fruit and vegetables.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 389 of the Learner's Book with them.
- Allow them to answer the questions as a class. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. This is a newspaper report of how Mr Thembisa's, which that was meant for the pigs, was picked up by people.
2. Contaminated food has germs and harmful bacteria. It is dangerous because you can get food poisoning.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Extension

Allow each member of the class to do a survey by asking five learners in lower grades of the school the following questions: Would you pick up fruit that has fallen off a truck? Would you eat it straight away? Did you know that this could make you ill? Share the results of the survey as a class.

Unit 3

Communicable diseases

Learner's Book pages 390–401

Duration: 3 hours

Term and week/s
Term 4, Weeks 5–7

Topic
Health and environmental responsibility

Resources
Learner's Book pages 390–401

Curriculum and Assessment Policy Statement (CAPS) content

Communicable diseases such as mumps, tuberculosis, common colds, chicken pox, athletes' foot, etc.

- Causes of communicable diseases
- Signs and symptoms of communicable diseases
- Where to find information
- Prevention strategies
- Available treatment

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into three one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	5	390–393	1–2
2	6	394–397	3–4
3	7	397–401	5–6

Lesson 1 (Week 5)

- Introduce the lesson by asking learners the questions at the start of the unit. You could also ask them if they can name any communicable diseases.

- You could then discuss the causes, symptoms, prevention and treatment of TB as explained in the Learner's Book. The main things to emphasise to the learners are that anyone can get TB, TB is treatable, and once a person starts their TB treatment, it is essential that they finish it.

Activity 1

- Learners should work in a group to make up a short play about a family where two or three of the family members have TB. Allow about 10 minutes for this.
- Explain that their plays should be no longer than two minutes.
- Allow time for the learners to perform their plays.

Now turn to
LB page 402
for the reading
for Week 5

Activity 2

- Learners should work with a partner to create an information sheet to educate the learners at your school about TB. If there is not enough time in class for this, set it as a homework task.
- Display the information sheets around the school.

Lesson 2 (Week 6)

Introduce the lesson by asking the learners what they know about mumps. You can then discuss the causes, symptoms, treatment and prevention of mumps, using the information in the Learner's Book.

Activity 3

Learners should work in a group with at least one learner who has had mumps (if possible).

Discuss the causes, symptoms, treatment and prevention of chicken pox with the learners, using the information in the Learner's Book.

Now turn to
LB page 405
for the reading
for Week 6

Activity 4

Learners should work in groups to compose a song about having chicken pox, feeling itchy and not scratching. You could use the performance of their songs as a conclusion to the activity and to the lesson.

Lesson 3 (Week 7)

Introduce the lesson by asking the learners who has had a cold in their lifetime, or even in the last year. This is a good illustration of how common the common cold is. You can then discuss the causes, symptoms, prevention and treatment of colds. It is worth emphasising the difference between colds and flu, as flu can have far more serious side effects than a cold, and people tend to use the terms 'cold' and 'flu' interchangeably, as though they are the same thing.

Activity 5

- Learners should work in pairs to produce an information pamphlet about the common cold, according to the instructions in the Learner's Book.

- Allow about five minutes in class for the learners to plan these pamphlets and then let the learners complete them for homework.

Discuss the causes, symptoms, prevention and treatment of athlete's foot, before learners start working on Activity 6.

Activity 6

In this activity the learners work together to produce guidelines to stop the spread of athlete's foot.

Then discuss the importance of correct hand washing to prevent the spread of communicable diseases. Stress that it is important to always use soap and to wash all parts of their hands thoroughly. You can end the lesson with learners pretending to wash their hands while singing the 'Happy birthday' song three times so that they can get a sense of how long it should take to do it properly.



Answers

Activity 1

Learners' own plays.

Activity 2

2. Example of a slogan:
Night sweats, even in cold weather? Don't sweat it: put it to the test! TB can be treated, so get tested!

Activity 3

Example of questions on the questionnaire:

2. How did you feel before you experienced the swelling of your face?
Had you ever been vaccinated against mumps?
Do you know who you caught the mumps from?
Did one or both sides of your face swell up?
Did both sides of your face swell up at the same time?
Did you get a temperature?
What other symptoms did you have?
How long did you have a swollen face for?
What treatment did you get for the mumps?
Did you stay in quarantine (away from other people)?
If you were in quarantine, how long were you in quarantine for?
Did any of your family or friends get mumps after you had it?

Activity 4

Learners' own songs.

Activity 5

3. The learners' pamphlets should include the following information:
 - The causes of a common cold
 - The symptoms of a common cold
 - Prevention measures

- Treatment of colds, and when it is essential to go to the doctor.
- Learners should make their pamphlets eye-catching and lay the different categories of information out clearly.
- They should use language that Grade 2 learners can clearly understand (as this pamphlet is designed for the education of Grade 2 learners).
- They should use bullet points and as few words as possible.

Activity 6

2. Examples: Athlete's foot is a fungus that likes growing anywhere hot and damp. Therefore it grows well in showers, on bathroom floors, in the damp areas around swimming pools, on changing room floors, and in old shoes and dirty socks.
3. To prevent the spread of athlete's foot in a school change room:
 - Learners should not share socks, and should change their socks often.
 - Learners should not share towels.
 - Learners should not share shoes.
 - Learners should wear flip-flops, rather than walking around communal areas with bare feet.
 - The bathroom, shower and changing room floors should be washed regularly, with an antiseptic floor wash.

Informal assessment

Activity 1: Ask learners to present their plays to the rest of the class. Assess whether they have understood the most important facts about TB transmission; symptoms; impact on the patient's family and local community; and treatment.

Activity 2: Ask learners to display their information sheets to the class, and ask the class to give them constructive feedback on their slogan, use of colour, and design. Check that they have included the name of the nearest clinic that offers TB testing.

Activity 3: Learners should discuss their interview questions and results with the class, and ask for constructive feedback. Assess the learners' work to see whether they have understood the most important points about the causes, symptoms, transmission and treatment of mumps.

Activity 4: Let the learners perform their songs for the class and assess whether they have understood why it is important not to scratch if they have chicken pox.

Activity 5: Learners should display their pamphlets for the class and ask for constructive feedback. You should also assess their pamphlets to see whether they have clearly understood the causes, symptoms, treatment and transmission of the common cold. Learners should then present their pamphlets to Grade 2 learners, who should also give them a mark out of 10 and constructive feedback.

Activity 6: Ask learners to share their responses with the class. Listen to their contributions and assess whether they have understood the causes and prevention of athlete's foot in the specific areas where it commonly flourishes.

Remedial

The concept of the spread and multiplication of bacteria and viruses is a very abstract one for learners to understand. It would help them

to understand this concept if they can watch a short DVD or film clip that illustrates bacterial or viral multiplication and transmission. Excellent clips are available on YouTube on the Internet.

Extension

- Ask learners to research the life-cycle of one of the bacteria or viruses discussed in this unit. They should then create a character to represent this bacteria or virus and draw a poster to represent how it spreads, multiplies, is transmitted, possibly mutates and the effects that it has on its host.
- Ask learners to make posters that explain what athlete's foot is, and how it can be prevented. They should put these posters up in their school changing rooms.

Week 5 Reading Skills: My brother the spy

Learner's Book pages 402–404

Duration: 30 minutes

Term and week/s
Term 4, Week 5

Topic
Health and
environmental
responsibility

Resources
Learner's Book
pages 402–404

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about communicable diseases: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 3.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 3.
- Discuss symptoms of being ill, for example: sneezing, runny nose, headache, rash, high temperature.
- Ask learners if they have ever had any of these symptoms, if they knew what was wrong and what they did to get better.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 404 of the Learner's Book with them.
- Allow them to answer the questions in groups of four or five. While the learners are answering the questions, walk around the

classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. This story is about Lauren who wants to go to a party and tries to get rid of the spots that are appearing.
2. The three things are the headache, the spots and the tummy ache.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Slower readers will need to be encouraged to approach the reading with a positive mind-set. If they are supported through the reading process, they are more likely to feel that the experience has been a success and will be more positive about tackling the next reading. Don't let learners struggle unaided for long. They will soon become discouraged and it will be difficult to get them to be enthusiastic about reading in future. Either help the learner yourself or assign a reading buddy.

Extension

Let learners work in pairs to write their own funny stories about being ill. Allow them to read and act out the stories for the class.

Week 6 Reading Skills: Chicken pox

Learner's Book pages 405–406

Duration: 30 minutes

Term and week/s

Term 4, Week 6

Topic

Health and environmental responsibility

Resources

Learner's Book pages 405–406

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about communicable diseases: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 3.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 3.
- Ask the learners if any of them has ever had chicken pox. Ask them to describe how they felt and what they looked like.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 406 of the Learner's Book with them.
- Allow them to answer the questions as a class. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. The article is about chicken pox which is an infectious disease.
2. Chickenpox spreads in the air. If you have it you can pass it on.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Encourage reluctant readers to at least try to read the weekly reading. Ask them to focus on what they can read and understand and not worry too much about words they cannot understand. Praise them for their efforts.

Extension

Ask the learners to draw a humorous, cartoon-style picture of someone with chicken pox asking 'Can you tell I've got chicken pox?'

Week 7 Reading Skills: Communicable diseases

Learner's Book pages 407–409

Duration: 30 minutes

Term and week/s

Term 4, Week 7

Topic

Health and environmental responsibility

Resources

Learner's Book pages 407–409

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about communicable diseases: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 3.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 3. Discuss the meaning of the words 'contagious' and 'communicable' with the learners. Explain that lots of communicable diseases are highly contagious.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 409 of the Learner's Book with them.
- Allow them to answer the questions in groups of four or five. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. The article is about communicable diseases, how they spread and what you can do to help stop them spreading.
2. Cholera is spread by using contaminated water and also washing fruit and vegetables in contaminated water.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Some Intermediate Phase learners may still need support to make the shift from learning to read, to reading to learn. Ways to do this are to:

- help learners to identify the text type before they start reading
- explain how to approach different types of text
- pre-teach new or difficult vocabulary
- develop pre-reading skills such as looking at the pictures, reading the headings, subheadings, captions, labels and any information highlighted in boxes.

Extension

Ask learners to find out from their parents/guardians about the inoculations and injections they received as a baby. Encourage them to look at their clinic cards at home and find the information on them.

Unit 4

HIV and AIDS

Learner's Book pages 410–412

Duration: 1 hour

Term and week/s

Term 4, Week 8

Topic

Health and environmental responsibility

Resources

Learner's Book pages 410–412

Curriculum and Assessment Policy Statement (CAPS) content

HIV and AIDS education: myths and realities about HIV and AIDS including risks and perceptions about HIV and AIDS

- Caring for people with AIDS

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

- Introduce the lesson by asking learners to tell you what they know about the causes and transmission of HIV. Be aware that it is quite likely that one or more of your learners is infected, and even more likely that some of your learners will know family members and friends who are infected.
- Check that the following is mentioned regarding transmission of HIV: sex without a condom; sharing syringes and razors; blood transfusions; birth process and breastmilk; touching contaminated blood; touching medical waste; being treated by healthcare workers who don't wear gloves.
- You could then discuss the causes, transmission, myths and realities of HIV and AIDS. It is important to allow learners to ask questions and discuss any aspects of the illness that they are uncertain of.



Activity 1

- Learners should work on their own to complete this activity which summarises the facts about HIV and AIDS for the learners.
- You can conclude the activity by discussing the learners' responses.

You can then discuss how to care for people with AIDS, and where to get help with this. Use the information in the Learner's Book.

It is essential to also discuss where children who are coping with the trauma of dealing with a family member or friend who has the disease, can get help.

Activity 2

- Learners should work in pairs to produce a short play about getting help with caring for a family member who has AIDS.
- You can conclude the activity and the lesson by allowing learners to perform their plays for the class. They should ask for constructive feedback after their performances.

Answers

Activity 1

2. Any five of the following: do not touch anyone's blood under any circumstances (wear gloves if you are trying to help an injured person); do not share needles or touch any medical waste, especially syringes; do not share razors or toothbrushes; never have sex without a condom (and preferably only have sex when you and your partner have both been tested for HIV and have told each other your HIV status); avoid blood transfusions with blood that could be infected; and insist that any medical or dental professional that treats you wears gloves. (Learners should also add that anyone who is working on them, who could accidentally draw blood, should wear gloves – for example, tattoo artists).
3. Example: It is not true that *sleeping with a virgin will cure AIDS* and it is also not true that *AIDS is God's punishment for the sin of its victims*.

Activity 2

Learners' role-play using the information in the Learner's Book.

Informal assessment

Activity 1: Go through the answers in this memorandum with the learners and let them mark their own work.

Activity 2: Observe the learners as they complete their role-plays and assess whether they understand the need for support when caring for someone who is infected with AIDS, and where they can get help and support in nursing the AIDS patient.

Remedial

Make a pile of cards with one fact or myth about HIV or AIDS written on each card. Ask the learners to sort the piles into a 'fact' and 'myth' pile. You could make a few sets of these cards and get the learners to compete to see who can sort them correctly in the shortest time. Ask the learners to explain why the myth statements are actually myths.

Extension

Ask learners to choose the best play produced in Activity 2, and work on it further. They should then perform it for an appropriate audience, for example for the whole school at Assembly.

Week 8 Reading Skills: The secret

Learner's Book pages 413–414

Duration: 30 minutes

Term and week/s

Term 4, Week 8

Topic

Health and environmental responsibility

Resources

Learner's Book pages 413–414

Curriculum and Assessment Policy Statement (CAPS) content

Reading skills: reading with understanding and fluency

- Reading about caring for people with AIDS: interpret/explain and relate what has been studied

Preparation

Read through and familiarise yourself with the text and questions in the Learner's Book. Think about how this text relates to the content covered in Unit 5.

Teaching the lesson

- Introduce the text by reminding the learners what they learnt about in Unit 5.
- Remind learners that HIV can only be spread by being in contact with the blood or fluid of the infected person.
- Let the learners read the text on their own or in pairs. If some of the learners struggle with reading in English, pair each of these learners with a more competent reader.
- After the learners have had time to read the text once or twice, read through the questions in the box on page 414 of the Learner's Book with them.
- Allow them to answer the questions as a class. While the learners are answering the questions, walk around the classroom, listening to their responses and assisting them where necessary. Encourage a number of different learners to respond to each of the questions.

Answers

1. The story is about Vuyo who lets the class know that his brother has AIDS.
2. You cannot get the virus by hugging, eating together, sharing food, or sitting next to someone, because the virus does not travel through the air.
3. Learners' own answers.

Informal assessment

Monitor and assess the learners' contributions to the group discussion to identify whether the learners are able to:

- explain what the text is about
- answer a question that requires them to interpret the text
- name one thing they have learnt from the text.

Remedial

Show slower learners how to skim read a text to get the gist of what it is about. Also show them how to scan a text to find particular information.

Extension

Each learner should make a poster with the statement 'You do not get HIV or AIDS from...' and complete the statement to challenge any one of the myths about how HIV is spread. Let the learners use pictures from magazines to illustrate the statement. Display the posters around the school.

Review: Term 4

Learner's Book pages 415–416

Term and week/s

Term 4, Weeks
9–10

These activities provide an opportunity for learners to consolidate concepts and skills learnt in Term 4. Learners can complete them in class or as homework. It is suggested that they complete the activities individually as a means of self-assessment.

Mark the learners' work yourself so that you can provide additional assistance to learners who may need it.

Activity 1

3. • Example of the content of the pictures and the captions for **Situation 1:**

Picture 1: Picture of a boy of about 12 wrapping his Gran in a big blanket, to smother the flames burning on her back. 'Try to keep still Gran!'

Picture 2: Boy shouts at his younger sister of about 9 to dial 10111 and call an ambulance: 'Phone 10111, tell them what has happened and ask for an ambulance. Give them our address!'

Picture 3: Granny is semi-conscious. Boy gets her to lie down on a clean sheet on the bed: 'Lie down Granny! Help is coming soon!'

Picture 4: He pours cold water over her burns, but when his sister tries to pull her clothes off, he stops her: 'Don't pull her clothes off – her flesh might come away with them! Please get me more water, and as much ice from the fridge as you can find!'

Picture 5: The boy packs ice over his Grandmother's burns and keeps pouring water on her. He stops his sister when she tries to put butter on the burns. 'Don't do that! Butter will keep the heat in, and the doctor will just have to scrub the butter out later!'

Picture 6: Granny is now unconscious. Boy lies her in the recovery position. 'She is unconscious. We must put her into the recovery position so that she doesn't choke.' Paramedics are at the door. They say, 'It looks as though this boy might have saved his grandmother's life.'

- Example of the content of the pictures and the captions for

Situation 2:

Picture 1: A girl of about 13 is trying to hook food out of the mouth of her choking three-year-old brother. She shouts to her shocked friend of the same age: 'He is choking. I am trying to hook the food out, but I have to be careful not to push it further down his throat!'

Picture 2: The girl is sitting with her baby brother face down over her lap. She is holding his chest firmly with one hand and slapping his back with the other. 'This isn't working, I am going to try the Heimlich Manoeuvre.' The friend still looks horrified.

Picture 3: The girl has her brother sitting on her lap. She supports his back with one hand and makes a fist with the other hand, which is shown as pushing inwards and upwards between the belly button and the breastbone. 'One, two, three, four!' She does this four times.

Picture 4: Again, the girl is sitting with her baby brother face down over her lap. She is holding his chest firmly with one hand and slapping his back with the other. 'This isn't working – phone 10111. He's starting to lose consciousness!' Her friend is shown running towards the phone.

Picture 5: The girl is shown performing Artificial Ventilation on her brother. The friend is talking on the phone saying, 'She is trying to blow past the blockage to get air into his lungs!'

Picture 6: The girl and her friend are at the hospital, and her baby brother is smiling in the bed. A doctor tells the girl, 'Your baby brother is alive only because of your quick thinking!'

Activity 2

2. and 3. The learners' articles should include the following:

- *Introduction:* should deal with the causes of food poisoning (bacteria and viruses spread in contaminated food, water and by hand-to-mouth contact).

- *Buying food that is safe:* check that the food is not past its sell-by date, check that it is properly stored in the shop, check that the shop is clean and that the packaging on the food is not damaged.
- *Storing food safely:* the correct storage of dry goods, fresh foods and foods that should be refrigerated or frozen.
- *Preparing food safely:* rules for the safe and hygienic preparation of food. There must be emphasis on clean hands, clean preparation areas and clean utensils.
- *Eating food that is not contaminated:* warning signs that food could be contaminated, when food should be thrown away.
- *Conclusion:* reasons why food safety is so important, e.g. case studies where people have become very ill or died, or some of the diseases that are spread when food safety rules are not observed.

Activity 3

2. *List 1:* Avoid breathing in droplets of sputum by: keeping a safe distance away from people who are coughing or sneezing, especially if they don't cover their mouth when they do so; washing your hands regularly; and ventilating rooms well by opening doors and windows.

List 2: Get at least eight hours of sleep a night; deal with problems before they make you very stressed; eat a balanced diet with plenty of fruit and vegetables in it; get lots of exercise (at least half an hour a day); and try to drink at least eight glasses of water every day.

Activity 4

2.–3.

- *Food:* they will need a healthy diet. Even if they do not have much of an appetite, try to boost their immune system with fruits, vegetables and simple, non-greasy foods that are easy to digest.
- *Help going to the toilet:* they are likely to get severe diarrhoea but may be too weak to get to a toilet by themselves.
- *Hygiene:* they may need help getting to a bath or shower. As the disease progresses, they will probably need to be bed-bathed. The carer may need help with doing this.
- *Clean bedding:* as AIDS patients sometimes have bad diarrhoea and night sweats, their bedding needs to be changed often and must be washed well in hot, soapy water.
- *Help with taking their medicines:* AIDS patients have to take a number of medicines and some of them have to be taken at the same time every day, and in a specific way. They need help to make sure that they are taking their medicines correctly.
- *Help with getting to the doctor or clinic:* when an AIDS patient gets too weak to walk, they need to be driven to the doctor or clinic, or the doctor needs to come and see them. The patient will also need help with transport and medication costs.
- *Counselling:* the AIDS patient needs a qualified person to talk to about their fears.

- *Love:* AIDS patients need to know that they are loved and supported. They may be too tired and sick to talk or react, but when a person is dying, sometimes the only (and most valuable) thing that a loved one can give them is their presence. They need someone to hold their hand so that they do not have to face their suffering alone.
4. The Red Cross Society and the Hospice Palliative Care Association (HPCA) both provide nursing help for AIDS patients. Local clinics and religious leaders may also be able to help. There are support groups in many areas that help AIDS patients, their families and friends to deal with the psychological, physical and mental impact of the disease. The AIDS patient and their carers can get counselling for free on the Life Line AIDS Helpline on 0800 012 322 and children can call Childline on 0800 055 555. These calls are free and available 24 hours a day, every day. Many religious leaders are compassionate and non-judgemental. They are often willing to visit the dying and sit with them and offer them comfort.

Physical education

MODULE 4: Refined sequences emphasising changes of shape, speed and direction

Unit 1

Safety and basic moves

Learner's Book pages 418–423

Duration: 1 hour

Term and week/s

Term 4, Week 1

Resources

Learner's Book pages 418–423; benches; music for Activity 3 (optional)

Curriculum and Assessment Policy Statement (CAPS) content

- Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities
- Safety measures relating to sequenced movement activities

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Find upbeat music for the learners to walk and run to. This music should have an easily identifiable beat (3 or 4 counts) and not too much tempo change (optional).

Teaching the unit

Work through the information on gymnastics in the Learner's Book with the learners.

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1, Module 3. Follow the steps in this unit for this activity.

Work through the safety information with the learners, focusing especially on safety with gymnastics.

Go through the eight safety rules for gymnastics with the learners and hold a class discussion about their meaning and implementation.

Activity 2: Safety measures

- As this is the beginning of a new term, stop and give sufficient time to thinking about safety.
- Divide the class into groups of three.
- Give them 2–3 minutes to complete the activity and discuss the questions verbally in their group. Then hold a class discussion in which learners can share their answers.

Activity 3: Participation

- Be sure to convey that 'normal' every-day walking and running is not the focus of this activity! Learners have the opportunity to be creative and develop their own types of walking and running in this activity.
- You may also need to remind them that gymnastics is different to aerobics in a few ways. They are not walking and running as they did in aerobics. In gymnastics, there is a more formal and serious tone to the activities, with a large portion focusing on synchronicity. So although they are walking backwards, they need to do this in an artistic, co-ordinated and synchronised manner.

Activity 4: Movement performance

- Let learners work in groups of four.
- Learners have to take 10 moves from the walking and running options and create a gymnastic routine.
- Encourage them to use the moves provided at this stage of the term and they can develop their own moves as the term develops. They should focus on getting the basics right in this first lesson.
- Give the class, in their groups, 15 minutes to plan and practise this routine before getting together as a class and watching the different routines.
- Encourage and offer positive guidance to each group.

Activity 5: Cool down

Let learners complete the cool-down activity by following the steps in the Learner's Book.

Answers

Activity 2

3. 1: Rule 2; 2: Rule 5; 3: Rules 3, 5 and 7; 4: Rule 4; 5: Rules 1 and 7

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: All learners must be able to lead a session if asked to. They must have excellent posture and elongated muscles.

Activity 2: Learners must be able to

answer questions regarding the safety rules. They must get 100% success rate for the five scenarios offered if asked about them.

Activity 3: Learners must be able to walk and run in each of the ways described in the Learner's Book.

Activity 4: Learners must be able to complete 10 moves based on walking and running in a gymnastic routine.

Activity 5: Learners must complete all five stages of the cool down.

Remedial

Team-mates may help each other across the bench when they are balancing on it.

Extension

Learners who master the steps easily can add on more formations to their routine and make it 15 movements long.

Unit 2

Change direction

Learner's Book pages 424–427

Duration: 1 hour

Term and week/s

Term 4, Week 2

Resources

Learner's Book pages 424–427; music (optional); triangular bandages; jerseys; ice and plastic bags or ice bricks/freezer sachets; benches; hoops; ropes; ribbons

Curriculum and Assessment Policy Statement (CAPS) content

- Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities
- Safety measures relating to sequenced movement activities

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Ensure there are sufficient ice blocks in the trays in the freezer or the blocks/sachets are in the freezer cooling.
- Find upbeat music for the learners to jump and hop to. This music should have an easily-identifiable beat (3 or 4 counts) and not too much tempo change (optional).

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1, Module 3. Follow the steps in this unit for this activity.

Activity 2: Safety measures

- Go through the eight safety rules for gymnastics with the learners from Unit 1. Hold a class discussion revising their meaning and implementation.
- Work through the First Aid information on placing an arm in a sling.

Activity 3: Safety measures

- The two different methods of using slings are based on availability of equipment. Triangular bandages are normally found in a First Aid kit and are easy to use because of their shape. The other types of equipment (jersey, tie, belt or T-shirt) are used only when a triangular bandage is not available.

- Work through the steps in the Learner's Book with the learners, demonstrating as you go, if possible.
- Stress the importance of treating the patient gently and with care. It is likely they are in pain and the first aider needs to ensure they manage this pain without making it worse.
- Ice is always necessary when there is an injury. If the injury is open (e.g. the bone has broken through the skin), do not place the ice on the bone.
- Ice must not be placed directly on the skin/wound either. It must always be placed in a sterile cloth or plastic bag and then placed on the wound.
- When teaching learners how to use a triangular bandage, draw attention to the three points of the triangle. One point goes to the elbow, and the other two around their neck.
- Give learners 6–8 minutes to practise tying the two different types of slings in groups of four.

Work through the information on gymnastic jumps with the learners.

Activity 4: Participation

- Unit 1 focused on moving from left to right, forward and backwards. This unit focuses on moving up and down. This is done by bending, stretching, hopping and jumping.
- Demonstrate examples of the six different types of jumps where you start and land on both feet. Then give the class time on their own to practise the six different jumps as detailed in (2).
- The word 'level' refers to eye-level. Is the body high, in the middle of the line of sight or low to the ground?

Work through the information on gymnastic hops with the learners.

Activity 5: Participation

- Learners get into groups of four.
- They must now create a hopping sequence. Hopping, like jumping, can be done in various ways: you can hop on one foot, both feet, opposite feet, from one foot onto two, or from both feet onto one.
- Give the learners 5–8 minutes to develop unique and interesting hopping routines.

Activity 6: Movement

- Working in the same groups as in Activity 5, learners should then put the jumps and hops in this unit together in a gymnastic sequence.
- Draw their attention to the 'Tips', especially the one about landing on a slightly bended knee in order to reduce impact on the joint. (They should have learnt about this in their Performing arts lessons.)
- Give the learners 10 minutes to plan and practise before allowing them to link with another group and view each other's routines.

- They must add apparatus to their routine after showing the other group and receiving feedback about their sequence.

Activity 7: Cool down

Let learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: All learners must be able to lead a session if asked to. They must have excellent posture and elongated muscles.

Activity 2: Learners must be able to answer questions regarding the eight safety rules.

Activity 3: Learners must be able to tie a triangular bandage sling and an informal sling correctly (as per instructions).

Activities 4 and 5: Learners must be able to jump and hop in the five different manners. Learners must be able to move up and down in a creative and gymnastically relevant manner, not just forward, backwards, left and right. Learners must be able to change the pace, distance and shape of their jump and hop. Learners must be able to take part in a hopping routine and time their hop correctly so that they maintain the group movement.

Activity 6: Learners must be able to verbally explain why landing with a slightly bended knee is important. Learners must be able to use apparatus safely and creatively.

Activity 7: Learners must complete all six stages of the cool down.

Remedial

- Team-mates can hold hands when hopping in sequence.
- Learners can practise their hopping sequence in a mirror or window in order to help with the timing.

Extension

Learners who master the steps easily can add twists, 360 degree or 180 degree turns as these are also based on hops and jumps.

Unit 3

Skip and roll

Learner's Book pages 428-431

Duration: 1 hour

Term and week/s
Term 4, Week 3

Curriculum and Assessment Policy Statement (CAPS) content

- Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities
- Safety measures relating to sequenced movement activities

Resources

Learner's Book
pages 428–431;
mats; hula hoops;
ribbons; balls

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Set out the mats for learners to practise rolling on. There must not be large gaps between the mats.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1, Module 3. Follow the steps in this unit for this activity.

Activity 2: Safety measures

- Go through the eight safety rules for gymnastics with the learners.
- Hold a class discussion revising their meaning and implementation.

Work through the information on gymnastic skips with learners.

Activity 3: Participation

- Skipping (without a rope) continues the theme from Unit 2 where movement was varied at all heights or eye levels.
- Skipping is often performed in a zigzag formation.
- Vary the pace of the skipping for effect.
- Give the pair five minutes to practise synchronising their skipping.

Work through the information on gymnastic rolls with the learners. Either demonstrate the rolls yourself or ask a learner to do so once you have explained it.

Activity 4: Participation

- Learners can use the mats to practise doing a forward somersault, a backwards somersault, a pencil roll, a shoulder roll and a straddle roll.
- They must work in partners and you must ensure they are giving each other assistance where needed.
- Make certain they are protecting their necks and spines at all times.

Activity 5: Movement performance

- This activity is done in pairs initially. After 10 minutes allow two pairs to join up into a group of four and assist each other with rolls.
- This activity gives learners the opportunity to practise variations of the different rolls. It also gives them the opportunity to add apparatus whilst rolling.
- Rhythmic gymnasts do a lot of rolling on mats with apparatus. They will perform a forward roll at the same time as throwing a hula hoop or ball in to the air and then catch it once they've completed the roll. They also use ribbons by holding them as they do a pencil or shoulder roll and then the roll becomes even

more colourful and entertaining thanks to the apparatus that they've added.

- Completing a roll on a bench is also common and should be done with care at beginner's level. Place mats on either side of the bench and offer assistance to learners as they find their centre of gravity initially.
- Allow the groups to experiment with the different rolls and be creative about what equipment they add. There is no right or wrong.

Activity 6: Cool down

Let learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: All learners must be able to lead a session if asked to. They must have excellent posture and elongated muscles.

Activity 2: Learners must be able to answer questions regarding the eight safety rules.

Activity 3: Learners must be able to skip, with a partner, in a formation. They must be able to vary the pace and shape/direction of the sequence.

Activity 4: Learners must be able to complete an unassisted forward somersault, a backward somersault, a pencil roll, a shoulder roll and a straddle roll.

Activity 5: Learners must be able to use one type of apparatus with at least one type of roll.

Activity 6: Learners must complete all seven stages of the cool-down.

Remedial

- Team-mates can assist each other when practising a forward and backward somersault.
- Learners can assist each other when somersaulting on a bench by standing on either side of the bench.

Extension

- Learners who master the rolls can see how many rolls they can do in a row.
- Learners who find the cool-down exercise (Activity 6) easy can hold the stretch for a minute and then raise their legs in the air for a minute. They must tuck their buttocks in so their body is as straight as possible. This is called the candlestick and requires strong stomach muscles and gluteus. It is an excellent posture for developing the core muscles.

Unit 4

Create a routine

Learner's Book pages 432–433

Duration: 1 hour

Term and week/s

Term 4, Week 4

Resources

Learner's Book pages 432–433; pens; paper; learners' own music; hula hoops; benches; mats; ribbons; balls

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- In Week 3, explain to the learners that they should find music suitable for a gymnastics routine and bring it to class in Week 4.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1, Module 3. Follow the steps in this unit for this activity.

PET

Activity 2: Participation

- Divide the class into pairs.
- Learners must create their own sequences using the different moves from Units 1, 2 and 3.
- They must read the assessment criteria in Unit 5 carefully and ensure they are following it.
- The routines should:
 - include running, walking, hopping, skipping and rolling
 - have three different rolls and jumps, one hopping and skipping movement
 - link all of these movements with running and walking movements
 - include the use of one type of apparatus
 - use music
 - be between 60–90 seconds long.
- The learners can perform in unison (together), in canon (moving one after each other) or as a mirror image (moving together but reflecting each other).
- They also need to have a good awareness of posture and exhibit this at all times.
- Observe the learners for formal assessment purposes. Use the information in Section 3 of this Teacher's Guide to guide your observation.

Activity 3: Cool down

Let learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

The first formally assessed movement performance for Term 4 comes from Activity 2. Refer to the Formal Assessment section (Section 3) for assessment guidance and the rubric for the activity.

Unit 5

Demonstrate your routine

Learner's Book pages 434–435

Duration: 1 hour

Term and week/s

Term 4, Week 5

Resources

Learner's Book pages 434–435;
learners' own music; hula hoops; benches; mats; ribbons; balls

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm-up activity in Unit 1, Module 3. Follow the steps in this unit for this activity.

PET

Activity 2: Movement performance

- Allow time for the learners to present their routines to the class.
- Observe the learners for formal assessment purposes. Use the information in Section 3 to guide your observation.
- Give feedback to each pair upon completion of routine.

Activity 3: Cool down

Let learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

The second formally assessed movement performance for Term 4 comes from Activity 2. Refer to the Formal Assessment section (Section 3) for assessment guidance and the rubric for the activity.

Unit 6

Balance your body

Learner's Book pages 436–440

Duration: 1 hour

Term and week/s

Term 4, Week 6

Resources

Learner's Book pages 436–440; mats; hula hoops; balls; benches; chairs

Curriculum and Assessment Policy Statement (CAPS) content

Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Set out the mats for learners to practise headstands on. If there are no mats they can use their jerseys.

Teaching the unit

Activity 1: Warm up

- The learners learnt how to do this warm-up activity in Unit 1, Module 3. Follow the steps in this unit for this activity.

Read through the information on balance in gymnastics. Explain the difference between static and dynamic balances. Demonstrate the five short gymnastic balances to the class and allow the learners to try them out.

Activity 2: Participation

- Learners should get into pairs and practise the balances together.
- They then need to develop a short routine where they perform a balance of their choice and then link it with a move they've learnt in Term 4 (e.g. a jump or a roll).
- Give them five minutes to do this activity.

Work through the information on the five long gymnastic balances with the class. Demonstrate them and allow the learners to try them out.

Activity 3: Participation

- Remind learners that if you find a non-moving (stationary) object to focus on when balancing, it helps you to maintain your balance.
- For the headstand, ensure the learners are placing their hands and head in a triangle and not in a straight line.
- Also tell them to keep breathing regularly – most people tend to hold their breath when balancing and this makes it harder.
- They can get into pairs again and practice the five long balances for eight minutes.
- They must also create a small sequence in which they link two balances with other gymnastic movements.

Work through the information on paired gymnastic balances with the learners. Ask some learners to help you to demonstrate some of the balances to the class. Help them to balance carefully and stress the importance of safety in these balances.

Activity 4: Participation

- Join two pairs from Activity 3 to form a group of 4.
- Learners should practise paired balances where they use each other as apparatus.
- Ensure that the learners work safely.

Activity 5: Movement performance

- This activity allows learners to take the different balances they've been taught in this lesson and alter them slightly based on what they want to do. This could be a small change, for example, adding a small arm movement or a head tilt. It does not have to differ dramatically.
- Give the group of four, 10 minutes to experiment with balances and adding apparatus. They will need time for the process of making them their own.

Activity 6

- Let learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: All learners must be able to lead a session if asked to. They must have excellent posture and elongated muscles.

Activity 2: Learners must be able to complete a point balance, a full spin, a mule kick, a cartwheel and a handstand (with help, if necessary).

Activity 3: Learners must be able to perform a headstand (with help, if necessary), a Warrior 3, a Bird of Paradise, the Tree and a Wheel balance. Learners must not hold their breath whilst balancing.

Activity 4: Learners must be able to participate in at least one paired balance where they use each other as apparatus. Learners must exhibit a respect for safety.

Activity 5: Learners must be able to participate in a group and add apparatus to

balances. They must also be able to perform at least one unique balance based on a variation of the balances taught in this lesson.

Activity 6: Learners must complete all stages of the cool-down.

Remedial

Team-mates can assist each other when practising balances. They can hold on to each other's shoulders, or use a wall or chair to steady themselves.

Extension

Learners who master the headstand (or any other balances) could have a competition to see who could hold the balance for the longest. Set a class record for the term.

Unit 7

Rotate your body

Learner's Book pages 441–442

Duration: 1 hour

Term and week/s

Term 4, Week 7

Resources

Learner's Book
pages 441–442

Curriculum and Assessment Policy Statement (CAPS) content

Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm up activity in Unit 1, Module 3. Follow the steps in this unit for this activity.

Rotations are turns or spins. Work through the information on gymnastic rotations with the learners. If there are dancers in the class they will know that the head only moves once during a rotation. The body turns, and only right at the end does the head spin around in one sudden and rapid movement. This reduces dizziness and makes balancing much easier.

Demonstrate the difference between the rotations to the class. Explain to them what a pivot is – where you stand or sit on one spot and turn the body from that fixed spot.

Rotations should adhere to the general gymnastic principles of changing the height and eye level of the movements in a routine, so encourage the learners to bend their legs, turn on pointed toe, and stretch themselves lengthways to make the visual appeal of their rotations better.

Activity 2: Participation

Give the learners five minutes for this activity.

Activity 3: Participation

- With the same partner as in Activity 2, learners design four of their own rotations.
- Give them five minutes for this activity.
- They must then join with another pair and show each other their rotations.
- If time allows, sit the class down as a group and allow each group to present their rotations to the class and see how many different ones were created.

Activity 4: Cool down

Let learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. Use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: All learners must be able to lead a session if asked to. They must have excellent posture and elongated muscles.

Activity 2: Learners must be able to complete a half turn, a $\frac{3}{4}$ turn, a full turn

and a full turn repeated three times in succession. Learners must be able to complete a full turn with a straight leg and with a bent leg. Learners must be able to complete a rotation whilst seated on the ground with their legs raised in a V as well as with their knees bent. They can place their hands down at the end of the full rotation.

Activity 3: Learners must be able to design and perform a minimum of one unique rotation.

Activity 4: Learners must complete all six stages of the cool-down.

Remedial

For those learners with poor balance, allow them to make a target on the wall in front of them. They stare at it and, when rotating, they whip their head back to this spot as they turn their body.

Extension

Learners can see how many full turns they can complete in a row without falling over or wobbling.

Unit 8

Use space and shapes

Learner's Book pages 443–445

Duration: 1 hour

Term and week/s

Term 4, Week 8

Resources

Learner's Book
pages 443–445;
chalk; cones or
beakers

Curriculum and Assessment Policy Statement (CAPS) content

Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm up activity in Unit 1, Module 3. Follow the steps in this unit for this activity.

The purpose of this lesson is to consolidate all the different moves learners have been taught and to use them to move, as a group, in a set shape. Work through the information on shapes for group formations with the learners.

Activity 2

- This activity will need to be well-controlled and well-timed.
- Routine 1 is done in groups of four. Give the learners eight minutes to complete it as per the instructions.
- If there is an even number of members in a group, learners should use an even-sided shape (e.g. a square, a rectangle). If there is an odd-number of group members, they should use an odd-sided shape (e.g. a star, a pentagon).
- Allow groups to demarcate the shape they've chosen as the base of their formation with cones, beakers or chalk. (Cones would be best as the shapes have to change three times in this activity.)
- Routine 2 is done in groups of six. Give the learners eight minutes to complete it as per the instructions.
- Routine 3 is done in groups of eight. Give the learners eight minutes to complete it as per the instructions.
- If time allows, let each group of eight present their routine to the class.

Activity 3: Cool down

Let learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

Informal assessment

Activity 1: All learners must be able to lead a session if asked to. They must have excellent posture and elongated muscles.

Activity 2: Learners must be able to participate in groups of four, six and eight in a limited time frame and still produce a gymnastics routine. They must be able to base their routine on a shape that suits the structure of the space in which they are performing and the size of their group.

Activity 3: Learners must complete all seven stages of the cool-down.

Remedial

Learners who do not do well in group situations or under time pressure can page through their text books for five minutes (before splitting them up into groups) and write down five of their favourite moves. They can then use these moves as part of the overall routine. This will make them feel less anxious or nervous that they may not know what to do.

Extension

Learners can complete two extra circuits in the warm-up and cool-down sessions. They can do this running or any way you feel suits them.

Unit 9

Create a final routine

Learner's Book pages 446–447

Duration: 1 hour

Term and week/s

Term 4, Week 9

Resources

Learner's Book pages 446–447; pens; paper; learners' own music; hula hoops; benches; mats; ribbons; balls; chairs; beam (optional); vault (optional); pommel horse (optional)

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- In Week 8, explain to the learners that they should find music suitable for a gymnastics routine and bring it to class in Week 9.
- Get the apparatus out of the store room and into the hall.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm up activity in Unit 1, Module 3. Follow the steps in this unit for this activity.



Activity 2: Participation

- Divide the class into groups of four to six learners.
- Learners must create their own sequences using the different moves from the whole of Module 4.
- They must read the assessment criteria in Unit 10 carefully and ensure they are following it.
- The routines should:
 - include running, walking, hopping, skipping, rolling, balancing and rotating
 - follow a floor shape
 - include three different rolls and jumps, one hopping and skipping movement, three different balances (including one group balance), two rotations, one walking or running group formation and a variety of walking or running movements to join the other movements
 - include the use of one type of apparatus
 - use one piece of low-level apparatus and one piece of high-level apparatus (where possible)
 - use music
 - be between 60–90 seconds long.
- The learners can perform in unison (together), in cannon (moving one after each other) or as a mirror image (moving together but reflecting each other).
- They also need to have a good awareness of posture and exhibit this at all times.
- Observe the learners for formal assessment purposes. Use the information in Section 3 of this Teacher's Guide to guide your observation.

Activity 3: Cool down

Let learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

The third formally-assessed movement performance for Term 4 comes from Activity 2. Refer to the Formal Assessment section (Section 3) for assessment guidance and the rubric for the activity.

Unit 10

Demonstrate your final routine

Learner's Book pages 448–449

Duration: 1 hour

Term and week/s

Term 4, Week 10

Resources

Learner's Book pages 448–449; learners' own music; hula hoops; benches; mats; ribbons; balls; chairs; beam (optional); vault (optional); pommel horse (optional)



Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Get the apparatus out of the store room and into the hall.

Teaching the unit

Activity 1: Warm up

The learners learnt how to do this warm up activity in Unit 1, Module 3. Follow the steps in this unit for this activity.

Activity 2: Movement performance

- Give the learners five minutes to practise their routine.
- Allow time for the learners to present their routines to the class.
- Observe the learners for formal assessment purposes. Use the information in Section 3 to guide your observation.
- Give feedback to each pair upon completion of the routine.

Activity 3: Cool down

Let learners complete the cool-down activity by following the steps in the Learner's Book.

Formal assessment

Keep a record of every learner's participation in the lesson. You can use the Physical Education Record Sheet in the Formal Assessment section (Section 3) for recording the learners' participation.

The fourth formally assessed movement performance for Term 4 comes from Activity 2. Refer to the Formal Assessment section (Section 3) for assessment guidance and the rubric for the activity.

Creative arts: Performing arts

MODULE 4: Our world

Unit 1

Tell a story

Learner's Book pages 451–454

Duration: 2 hours

Term and week/s

Term 4, Weeks 1–2

Resources

Learner's Book pages 451–454; CD tracks 18 and 19; CD player; found or made instruments; pictures of the instruments of the orchestra (optional)

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Warm up and play

- Story development games
- Physical warm-ups for co-ordination and control (including spinal warm up, flexibility, jumps and leaps (safe landings) from one foot to the other in different directions and patterns)
- Cool-downs (including stretches and flowing movements)

Topic 2: Improvise and create

- Short story inspired by listening to a suitable piece of music and identifying the impact of the different musical elements
- Movement sequences to explore aspects of the above story, using elements of dance (time, space, weight, energy), and combinations of locomotor and non-locomotor movements

Key terms: time, space, weight, energy

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- Listen to the music tracks before the lesson to familiarise yourself with them.
- Find posters or pictures to show the learners all the instruments of the orchestra (optional).

Teaching the unit

Divide the unit into two one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	1	451–453	1–3
2	2	453–454	4–6

Lesson 1 (Week 1)

Activity 1: Improvise and create

- Read the introduction in the Learner's Book about musical stories, and the instructions for the activity.

- Demonstrate the instructions. Invite a competent learner to the front of the class and tell the learner the name of your character and what he or she looks like. Ask the learner to tell more about the character. For example, what kind of person the character is.
- Let the learners work in pairs to build their story.



Activity 2: Improvise and create

- Use the information in the Learner's Book to introduce the class to the story of *Peter and the Wolf*.
- Point out the different instruments in the pictures and explain what an orchestra is.
- Play track 18 on the CD while the learners listen quietly with their eyes closed.
- Check that the learners know the story. Ask them to name the different characters and to say what each did.
- Play the track again. Tell the learners to listen for the theme tune of the different characters and what the music tells us about each character.
- Let the learners read the summary of the beginning section of the story again.
- Play the music for this part of the story again. Tell the learners to listen to the way the music tells the story.

Activity 3: Improvise and create

- The learners work in pairs and read the beginning part of the story of *Peter and the Wolf* again.
- Tell them to discuss a new way for the story to continue. Ask them to think about the instruments they could use to tell the events. Make sure that you have a variety of instruments available and that everyone has access to them.



Lesson 2 (Week 2)

Activity 4: Warm up and play

- Use CD track 19.
- Focus of the activity: warming up
- This warm-up is more complex than the ones the learners have done before. Some of the movements will be familiar but new ones have been added.
- With the body isolations, be sure to check that the learners only move the part of the body that the exercise is focused on. For example, when moving the shoulders with shoulder lifts and shoulder rolls, the head and neck should not move.
- With the leg kicks, make sure that learners are lying on their backs and their legs are straight. Also make sure the lower back is pressed into the floor and don't let the hips move too much. Tell learners to try and keep both their hip bones facing the ceiling at all times.



Activity 5: Improvise and create

- Use CD track 18.
- Focus of the activity: development of characters through dance
- Begin by playing the CD track to remind the learners about the characters.
- Use the synopsis of the story on page 452 of the Learner's Book for this activity.
- The learners need to select movements that truly represent the character they have been given. Encourage them to use abstract movements as well as structured movements.



Activity 6: Warm up and play

- Use CD track 19.
- Focus of the activity: cooling down
- This activity needs to be done with the learners' eyes shut so that they can concentrate and not be distracted by the amusing look of their classmates' movements.
- Let the learners complete the cool-down as per the steps in Learner's Book.
- Encourage the learners to silently identify the part in the music which represents their character and to go straight into the arm movements chosen in Activity 5 to represent the character.
- Allow the cool-down stretches to just flow from step (3).

Informal assessment

Activities 2 and 3: Observe the learners and note whether they are able to hear each of the characters depicted by the music. Also observe how they use the instruments and body percussion to develop the story.

Activities 4 and 5: Observe the learners and note whether they are able to complete body isolations successfully and select and perform movements that develop one of the characters from *Peter and the Wolf*.

Remedial

Activity 3: If some learners have difficulty with this activity, let them join more able learners to create a group of three so that they are able to have more support. Alternatively, work with a small group of learners who have difficulty with the activity and help them develop a story with musical sounds in a much more guided way.

Extension

- Encourage more confident and experienced dancers to perform their sequences for the class. This also helps other learners to think about movements and movement combinations they could use in their own sequences.
- If you have a DVD player available, you could try to get the ballet of *Peter and the Wolf* to show the learners. Let them compare their movements with those used in the ballet.

Unit 2

Play with puppets

Learner's Book pages 455–463

Duration: 4 hours

Term and week/s
Term 4, Weeks 3–6

Resources

Learner's Book pages 455–463; made puppets or materials for puppet-making; small paper packets; crayons, koki pens or paints to decorate puppets; coloured paper; scraps of fabric; glue; strands of wool; materials for set-making; large cardboard boxes and sheets of cardboard; paints; coloured paper; scraps of fabric; glue; strands of wool; CD track 15; CD player; found or made instruments; copies of the assessment rubric (optional)

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Warm up and play

- Story development games
- Singing warm-ups (including songs in unison, canon, in two-part harmony and/or call-and-response)
- Vocal warm-ups (including breathing, with chanting)

Topic 2: Improvise and create

- Basic hand and/or head puppets, using found or recycled materials, inspired by an African story (traditional or contemporary) Note: Already-made puppets may also be used
- Musical signature tunes for each of the puppet characters using voice, found or made instruments

Topic 3: Read, interpret and perform

A puppet performance, using dialogue, puppet movement and musical accompaniment. Consider characters, relationships and structure (conflict and resolution)

Topic 4: Appreciate and reflect on

Own and other's performances and processes using simple creative arts terminology

Key terms: puppetry, canon, round, two-part harmony, chant

Preparation

- Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.
- If you are not using made puppets, allow time outside of the allocated lesson time for the learners to make the puppets. They will need these for Week 4.
- Allocate time outside of the lesson time and gather materials for learners to make sets for their puppet show.

Teaching the unit

Divide the unit into four one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	3	455–458	1–5
2	4	459–460	6–7
3	5	460–462	8–11
4	6	462–463	12–13

Lesson 1 (Week 3)

You could start the lesson by having a general discussion on the history and types of puppets, using the information in the Learner's Book. Ensure that learners understand the glossary terms before explaining Activity 1.

Activity 1: Warm up and play

- Learners should work with their classmates to build a continuous story. You will start the story and, after a few sentences, the learner to your left should continue. After a few sentences the learner to their left should continue, and so on until the story ends.
- Allow the game to continue until all of the learners have had a few turns.
- Let the learners 'feel' when they should hand the story to the next person. Therefore, try to intervene as little as possible. However, learners should not talk for too long.
- If you need to help learners know when to stop or hand over the story, you can bring in a ball of string or wool with knots tied at regular intervals. The first person begins telling a story as they unwind the string. When they reach a knot they must give the ball and the story to the next person to continue. (You can also use this technique for Activity 2.)

Activity 2: Warm up and play

- Activity 2 should be carried out in the same way as Activity 1. However, each learner should continue the preceding story with either 'fortunately' or 'unfortunately' as their first word, before they continue the story.
- Continue the activity until each learner has had a few opportunities to play.

Activity 3: Read, interpret and perform

- Read the story, *Gingile and the Honeyguide*, to the learners.
- Use the questions as a basis for a class discussion of the story. This is an important preparation for the learners' puppet shows.

Activity 4: Improvise and create

- Learners should work in groups of three to write a short script for a puppet show that tells the story of *Gingile and the Honeyguide*.
- The script should include instructions about what the puppets should actually do during the course of the puppet show.
- Walk around and see what progress the learners are making with scripting their puppet shows. Assist where necessary.
- If learners are unable to complete their scripts in class, they should do so as homework.

Activity 5: Improvise and create

- Read through the steps in the activity and the relevant information box/es with the learners.

- If learners are making their own puppets, they should complete them for homework. If necessary, arrange a time after school or during breaks where learners can get together to make their puppets.
- Do the same for the sets.
- Make the materials for puppet-making and set-making available to the learners over the course of the week, if you are not arranging special ‘making’ sessions.

Lesson 2 (Week 4)

- The lesson focuses on the creativity of the learners.
- It is important that learners are familiar with the story, *Gingile and the Honeyguide*.
- Ensure that they have the materials and instruments they need.
- Ensure that they have enough time and space to develop their puppet show.



Activity 6: Warm up and play

- Play track 15 on the CD while the learners listen with their eyes closed.
- Tell them that they will be using this song as the theme song for their puppet show.
- Let the learners sing the song, *Mangoane mpulele*, from Term 3 as a warm up. They start softly and can then repeat the song, singing a little louder each time.

Activity 7: Read, interpret and perform

- Make sure you allow enough time for this activity.
- Read the story, *Gingile and the Honeyguide*, from Week 3 with the learners.
- Work out a short summary with them and write this on the board. This will be their reference for the events for the activity.
- Read the introduction to the activity in the Learner’s Book.
- Go through the different steps of the activity. Explain where necessary.
- Relate the concept of signature tunes to the music for *Peter and the Wolf*, and to TV characters in the programmes they watch.
- The learners work in the groups they had for Activities 4 and 5 to complete this activity.

Lesson 3 (Week 5)

You can introduce this lesson by explaining the importance of rehearsals, using the information in the Learner’s Book.

Activity 8: Warm up and play

- Let the learners follow your instructions as you talk them through the activity.
- Remind them that they should never strain their voices or shout when they perform a warm-up activity.

Activity 9: Warm up and play

Learners should work individually to follow your instructions and perform this lip warm-up exercise.

Activity 10: Warm up and play

- Let the learners follow your instructions as you talk them through the activity.
- They should repeat the sentences in the Learner's Book over and over again, as fast as possible, until they make a mistake. They should try to increase the number of times that they can say the sentences without making a mistake.
- Remind learners that they should not strain their voices or shout.

Activity 11: Read, interpret and perform

- Learners should revise their story and check that they have clear answers to the questions in (3).
- Let the learners spend most of this lesson practising their puppet shows.
- It would be useful to give them a few minutes at the end of the lesson to use the points in the tip box to make sure that they have structured their performance well and to decide what further work they need to do.

Lesson 4 (Week 6)

Introduce the lesson by reminding learners that they will be delivering their final puppet-show performance in this lesson. You could emphasise that if they make a mistake, they should just keep going.

Activity 12: Warm up and play

- Allow a few minutes for the learners to warm up.
- This is a repeat of earlier warm-up exercises. Refer to the instructions for Activities 9, 10 and 11.

Activity 13: Appreciate and reflect on

- Allow most of the lesson time for this activity.
- Learners should assemble around the designated stage area, to watch the puppet shows.
- Remind learners of the importance of theatre manners.
- After the performances, learners should assess their own performance of one other group. You may wish to specify which groups learners are to assess, in order to make sure that all of the groups are assessed by their peers. If so, do this before the performances begin.
- You may wish learners to use photocopies of the assessment rubric. If so, you will find a photocopiable version in Section 4 of this Teacher's Guide.

Answers

Activity 3: Read, interpret and perform

3. a) Gingile, the honeyguide and a leopard.
- b) Example: Gingile was ungrateful and greedy (because he took honey that the honeyguide had led him to, and did not leave any of the honey for the honeyguide). He was also foolish because he did not think that the honeyguide might try to take revenge, or that it was odd that he could not hear the buzzing of the bees in a hive. The honeyguide was clever and vengeful. The leopard was grumpy because he snarled when he was woken up from his sleep.
- c) Example: The story takes place in the bush. It would probably have lots of long grass and indigenous trees (for example, wild fig trees). There would not be many houses or people around.
- d) Gingile follows the honeyguide to a hive, but he is too greedy to share the honey he finds with the honeyguide who led him to the hive.
- e) Gingile follows the honeyguide to another tree. He does not realise that, instead of leading him to a hive, the honeyguide has led him to a tree with a sleeping leopard in it. The leopard wakes up and snarls at Gingile, who falls from the tree and injures himself.
- f) Gingile has learnt his lesson. He never eats honey again without leaving the sweetest part of the honeycomb for the honeyguide to eat.
- g) Example: He learnt not to be greedy, and that it does not pay to be ungrateful to cheat those that have helped you/have power over you.

Informal assessment

Activity 3: Observe the learners during the class discussion. Assess whether their answers to the questions demonstrate that they have understood the story.

Activity 7: Observe the learners and identify those who require assistance with creating signature tunes.

Activity 13: Self- and peer-assessment: Learners provide feedback on their own and another group's performance using the assessment rubric supplied. You will find a photocopiable version of the rubric in Section 4 of this Teacher's Guide.

Remedial

- If learners are struggling to move their puppets effectively, they could watch a recording of a stage performance of a show such as Disney's *The Lion King*, to see how effectively large puppets can be used. There is also a lot of useful footage on YouTube, including various puppet shows and tutorials on how to manipulate puppets.
- If learners are struggling to make their puppets, there are excellent video tutorials on puppet-making on YouTube.

- Activity 7: Work in a more guided way with groups who have difficulty creating signature tunes. Make suggestions about which instruments to use and how to use them.

Extension

- Let learners find the signature tunes of their favourite cartoon characters or characters from television shows.
- Ask learners to research the history of puppet making (which goes back to the times of the ancient Egyptians), and the important part that it has played in many cultures around the world.

Unit 3

Cultural rituals and ceremonies

Learner's Book pages 464-475

Duration: 4 hours

Term and week/s
Term 4, Weeks 7-10

Resources
Learner's Book pages 464-475; learners' own props, costumes and music for chosen ritual

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Warm up and play

Leading and following games

Topic 3: Read, interpret and perform

Select a cultural ritual or ceremony (recorded or live); observe, discuss and rehearse for presentation to the class. Consider:

- patterns, repetition and sequencing
- elements of music, dance, costume and props (if appropriate)
- performance area and audience arrangement
- appropriate entrances and exits

Topic 4: Appreciate and reflect on

Cultural rituals and ceremonies, considering elements, including pattern, repetition and sequence

Key terms: cultural ritual, ceremony, patterns, repetition, sequence

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into four one-hour lessons as follows:

Lesson	Week	Pages	Activities
1	7	464-470	1-4
2	8	471-472	5-8
3	9	472-473	9-10
4	10	474-475	11-13

Lesson 1 (Week 7)

- You could introduce this lesson by asking learners what they think the most important events in a person's life are, and why. You could then ask them how these events are celebrated in their own homes.
- Make sure that the learners have a clear understanding of the meaning of the terms 'ritual' and 'ceremony'. You could also ask learners to name some rituals that they know of. There is useful information on this in the Learner's Book.
- You can then discuss the importance of music and dance in rituals, as well as specific examples where music and dance are part of rituals, using the information in the Learner's Book. Allow learners to add to this and to think of their own examples of rituals where music and dance is important.

Activity 1: Read, interpret and perform

- Let each learner in a group of five summarise one of the rituals in the Learner's Book and then share their answers with the rest of the group.
- While the learners are completing the activity, walk around the classroom and listen to what they are talking about. Try to get them to isolate the similarities and not only the differences in the various rituals. You can prompt them by asking questions like: What did you learn about someone else's culture that you didn't know before this class? What culture has the same activities as yours? Did you know this before the class?
- You could conclude the lesson with a whole-class discussion of the learners' answers.

Activity 2: Warm up and play

- This is a warm-up activity.
- Learners should stand in a circle and work as a class following the instructions in the Learner's Book.
- Each movement should follow logically after the movement of the previous learner, so that the combined movements form a dance sequence.

Activity 3: Read, interpret and perform

- Read the definition of 'culture' to the learners and explain any difficult words.
- Discuss the definition with the learners by asking them whether they think it is accurate. Is there something else that they think should be added to it?

Work through the information on Zulu rituals with the learners. Ask them if any of them has ever witnessed or participated in any of the rituals.

Activity 4: Read, interpret and perform

- Learners should work in a small group to discuss and answer the questions.
- Note: it is important that the class remains respectful of each other's rituals.
- If there is time, allow the learners to share their responses with the class.

Lesson 2 (Week 8)

Activity 5: Appreciate and reflect on

- Let the learners work in groups of about four. You may wish to place the learners in groups so that they are as diverse as possible.
- Let the learners work through the activity in the Learner's Book. Allow about 15 minutes for this.
- Note: it is important that the class remains respectful of each other's rituals.

Activity 6: Read, interpret and perform

- Learners should stay in the same groups they were in for Activity 5.
- Let them choose a ritual from those that they have discussed or another one. Explain that they will be required to perform this ritual for the rest of the class so they should choose one that interests them but also would be interesting for an audience to watch.

Activity 7: Read, interpret and perform

Learners should continue to work in their same groups to discuss how they are going to stage their ritual, in terms of props, costumes and the responsibilities of each group member.

Activity 8: Read, interpret and perform

- This is a homework activity.
- Learners should research the ritual that they are going to perform. Refer to the Learner's Book for the information that is required.

Lesson 3 (Week 9)

Activity 9: Warm up and play

- This is a trust-building exercise that includes leading and following.
- Learners should work in pairs, where one learner is a leader, and one is a follower. The leaders should blindfold the followers and lead them around the room. The leaders can take their followers on a journey that involves different levels (for example, crawling under a table), but the leaders must keep the followers safe by telling them about any obstacles that they must step over or around, and by making sure that they don't collide with anything or trip.

Activity 10: Read, interpret and perform

- Allow the rest of the lesson for the learners to work on the presentation of their rituals.
- Allow the learners to work through the activity in the Learner's Book.
- Move around the classroom, spending a short time with each group to ensure that they are on track and to provide assistance or information.
- You should also remind the learners that their final performance will be formally assessed in the next lesson.

Lesson 4 (Week 10)

Remind the learners that this lesson will be used to formally assess their final performance of their chosen ritual.

Activity 11: Warm up and play

- Learners should repeat the roll-up and roll-down exercise described in the Learner's Book.
- Remind learners to move smoothly and softly, as violent movements could result in injuries.

Activity 12: Warm up and play

Learners should work in their groups to play *Copy Cats* according to the instructions given in the Learner's Book.



Activity 13: Appreciate and reflect on

- Give the learners a few minutes to practise their routines before they perform them.
- Decide on the order that the groups will perform and inform the learners.
- Seat the learners to create a performance area in the room. Remind them of appropriate audience behaviour.
- Allow each group to perform.
- Observe the learners for formal assessment purposes. Use the information in Section 3 of this Teacher's Guide to guide your observation.

Answers

Activity 1

Ritual	Who performs	When and where	Costumes, props, makeup and instruments	Purpose and meaning
Xhosa initiation song	Xhosa boys	At the end of their initiation when they return home	White clay painted on their bodies, special blankets	'I am the one who stings'
Khoisan rain dance	Men and women	Around a fire	None	Contact ancestors to send rain
Venda python dance	Venda girls	At the end of their initiation	Drums, beads	Symbolises that the girls are ready to be reborn as women; also performed to ask the python god to send good rains next year
Jewish circle dance	Everyone at a wedding	Wedding reception	Folk music, chairs, bridal dress, suit for the groom	To celebrate with the bride and groom
Indian classical dance rituals	Women	Temples and stages	Elaborate costumes and jewellery, makeup. Music played on traditional Indian instruments	To show the spiritual through the physical and emotional body

Informal assessment

Activity 1: Go through the answers with the learners. Let them mark their own work.

Activity 3: Observe the learners during the class discussion. Assess whether their contributions demonstrate that they understand what a ritual is.

Activity 4: Observe the learners during the group and class discussions. Assess

whether their contributions demonstrate that they understand the purpose and importance of rituals.

Formal assessment

The Creative Arts Task for Term 4 comes from Activity 13. Refer to the Formal Assessment section (Section 3) for assessment guidance for the activity.

Remedial

If learners are struggling to think of rituals that they perform as a family, ask them to think of the last time that they had to dress up smartly, or stand in a group to have their photograph taken. You could then ask them what occasion was being celebrated and how and why the behaviour of the people at the occasion differed from their every-day behaviour. Ask them to think about things such as if there was a guest/guests of honour, if anyone wore anything special, if elaborate or different food was served, and if there was any special dancing, singing or music.

Extension

- Ask learners to hold a short panel discussion on the topic 'Why are rituals important?'
- Ask learners to research and dramatise an ancient ritual from a South African or other culture. For example, they could dramatise an Egyptian mummification ceremony, or a San trance dance. They should also explain the significance of the ritual.

Creative arts: Visual arts

MODULE 4: Buildings and places

Unit 1

Let's look

Learner's Book pages 477–480

Duration: 1 hour

Term and week/s

Term 4, Weeks 1–2

Resources

Learner's Book
pages 477–480

Curriculum and Assessment Policy Statement (CAPS) content

Topic 3: Visual literacy

- Observe visual stimuli in photographs and real objects to identify and name relevant art elements found in images of buildings and architecture
- Observe visual stimuli in photographs and real objects to identify and name examples of design principles found in images of buildings and architecture
- Questions to deepen and extend observation of elements and design principles

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into two 30-minute lessons as follows:

Lesson	Week	Pages	Activities
1	1	477–479	1–2
2	2	479–480	3–4

Lesson 1 (Week 1)

- Start the lesson by discussing the importance and functions of buildings, and explaining why architecture is an art form.
- Then discuss Peter Clarke's painting *Ruin* and the use of symbolism in the painting. Ask learners what they think the title refers to (a ruined house, a ruined body, a ruined life?).

Activity 1: Visual literacy

- Let learners work with a partner to answer the questions.
- Allow time for them to share their answers with the rest of the class.

Compare the composition of Peter Clarke's painting *Ruin* with Willie Bester's painting *Joyce Ntobe's Mini Market*. Make sure that learners understand the term 'balanced composition' before they start Activity 2.

Activity 2

Learners should work as a class to answer the questions.

Let learners compare the architecture depicted in *Joyce Ntobe's Mini Market* with the architecture of Willie Bester's home in Cape Town. Ask them to think about what the architecture of Willie's home has in common with the building in his picture.

Discuss the architecture of Willie Bester's house in detail. There is information on this in the Learner's Book, as well as questions that can be used to stimulate discussion.

Lesson 2 (Week 2)

Start the lesson by discussing the photographs in the Learner's Book of the Notre Dame Cathedral in Paris and the Ndebele home. Ask the learners what the two buildings have in common, and how they differ. There is some information on this in the Learner's Book.

Activity 3: Visual literacy

- Learners should work with a partner to answer the questions in the Learner's Book.
- Conclude this activity by discussing the learners' answers in a class discussion.

Activity 4: Visual literacy

- Go through the instructions with the learners and then let them complete the activity questions in pairs.
- Allow time to go through the learners' answers with the whole class.

Answers

Activity 1: Visual literacy

1. The reddish brown of the house and ground.
2. The lines of the fence and the shadows of the bushes.
3. Example: a symbol of hardship and suffering.

Activity 2: Visual literacy

1. Yes, but the building would look more isolated in the middle of the picture.
2. String, pieces of paper, sacking, corrugated cardboard and newspaper.
3. It looks like corrugated iron sheeting, which is used to build many buildings and homes in South Africa.
4. The sky probably would have looked 'right' (like sky), but it would not have been as interesting. This sky looks polluted, because of the black letters showing through the paint.

Activity 3: Visual literacy

1. Notre Dame Cathedral is a church so it is used for prayer and church services by many. The Ndebele home is a place for a family to live.

2. Yes. The front of Notre Dame Cathedral is very grand and it was built to honour God. The Ndebele house is covered in patterns that reflect the Ndebele family's culture and traditions.
3. Notre Dame Cathedral is tall and rectangular with arches in it. The Ndebele home is rectangular with a triangular shaped roof.
4. The cathedral has stone walls that have been carefully carved into a series of recessed arch shapes that are repeated all over the front of the cathedral. The walls of the Ndebele house are relatively smooth, although they are not absolutely flat.
5. The design on the facade of the cathedral consists of three sets of triangular arches at the bottom. This shape is repeated in a series of layers above it, with arches of different sizes. The Ndebele patterns on the house are geometric shapes (squares, triangles and rectangles) and straight lines. Contrasting colours and the strong contrast between black and white are also used to make the patterns stand out even more.
6. The cathedral arches are a rectangle topped with a curved triangular shape, and there is a circle in the middle of the facade. The shapes on the Ndebele house are all straight-edged. There are no curved lines or shapes.

Informal assessment

Listen to the learners contributions during the class discussion and assess whether they are able to:

- talk about the symbols used in artworks and architecture
- identify the art elements photographs and artworks of buildings
- to describe and discuss the architecture of their school building.

Remedial

Learners do not always realise that a well-designed building suits the people and purpose that it was designed for. You can reinforce this concept by asking learners to think of functional built areas such as a shopping mall, a cinema or a public sports facility, and then discussing how these buildings are suited to their purpose.

Extension

- Ask learners to make a miniature scale-model of a building that is beautiful and has a specific function, such as a place of worship, a sports facility or a shopping mall. They must be able to explain how the building that they have designed suits the purpose that it was designed for.
- Ask learners to look carefully at Willie Bester's multi-media work *Joyce Ntobe's Mini Market* and to produce their own multi-media work, in which they use various materials to depict a human-made landscape of their choice.

Unit 2

Drawing buildings

Learner's Book pages 481–482

Duration: 2 hours

Term and week/s

Term 4, Weeks 3–6

Resources

Learner's Book pages 481–482; a variety of pencils; large sheets of paper; erasers; newspaper or plastic to cover and protect desks; crayons, paints, koki's or coloured pencils; containers for water; paint brushes

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Create in 2D, buildings, architecture and the environment

- Drawing and/or colour media: exploring a variety of media and techniques
- Art elements: overview of developed use of all art elements found in own images of buildings, architecture and the environment
- Design principles: reinforce relevant design principles in own images of buildings, architecture and the environment

Topic 3: Visual literacy

- Apply, identify and personally interpret in own work

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into four 30-minute lessons as follows:

Lesson	Week	Pages	Activities
1	3	481	1 (begin)
2	4	481	1 (complete)
3	5	482	2 (begin)
4	6	482	2 (complete)

Lesson 1 (Week 3)

- Start the lesson by discussing how the buildings depicted in artworks can be either real or imaginary. Explain to the learners that they will be drawing imaginary buildings in this unit.
- Introduce the idea of imaginary buildings by asking the learners what their dream school would look like, and how they would design the school building if they had the choice.

Activity 1: Create in 2D

- Discuss the instructions for Activity 1.
- Before learners start their drawing, you should ask them to consider what angle they want to depict their building from. For example, they could draw the building from the front, back, side, or an elevated position such as looking directly down on the building.
- Remind learners to use light and shadow to create a sense of the structure and volume of the building that they draw.

- Tell them that they have this lesson and the next one in which to complete their drawings.

Lesson 2 (Week 4)

Activity 1: Create in 2D

- Allow learners to complete their pencil drawings.
- Display them when they have finished and allow the learners to view each other's artworks.

Lesson 3 (Week 5)

Activity 2: Visual literacy and create in 2D

- Go through the instructions for the activity. Explain that learners have this lesson and the next one to complete the activity.
- Before learners start their drawing, you should ask them to consider what angle they want to depict their building from. For example, they could draw the building from the front, back, side, or an elevated position such as looking directly down on the building. You might want to tell them to use a specific angle or view, so that their perspective is logical when you combine the learners' drawings of their dream homes, to make a small town.
- Remind learners to use light and shadow to create a sense of the structure and volume of the building that they draw.
- Let the learners walk around and look at one another's work during the course of the lesson. During this time, learners should exchange constructive criticism and act on this advice to improve their work.

Lesson 4 (Week 6)

Activity 2: Visual literacy and create in 2D

- Allow learners to complete their own pictures.
- When all of the learners have drawn their dream houses, they should paste them together on a large piece of paper, to make a class picture of a small town.
- Encourage the learners to comment on the completed artwork.

Informal assessment

- Observe the learners as they work and offer them feedback and encouragement.
- At the end of each lesson, give learners the opportunity to walk around and discuss and give feedback to each other on their work.

Remedial

- Some learners might need extra help to design their dream building. Ask them to list a few things that they do not like about their home or their school. They should then think about their favourite building and make a short list of the things that they like about that building. When they design their building, they should design it to include the things that they like.

- If learners are struggling with perspective in their drawings, show them that all lines that lead into the picture will ultimately converge on a vanishing point. This vanishing point will be on the horizon line if they are at the same level as the subject that they are drawing. The vanishing point will be above the horizon line if they are looking up at their subject and below the horizon line if they are looking down on it. There are a number of excellent tutorials on YouTube that explain this concept very well.

Extension

Learners can create a three dimensional scale model of their dream school or their dream building. If a number of learners do this extension activity, you could combine the scale models to form a small town.

Unit 3

Making buildings

Learner's Book pages 483–485

Duration: 2 hours

Term and week/s

Term 4, Weeks
7–10

Resources

Learner's Book pages 483–485; strong sheets of cardboard; pencils; erasers; glue; scissors; different-sized cardboard boxes such as matchboxes, shoeboxes, chocolate boxes, cereal and egg boxes; other recycled materials like empty toilet rolls, paper plates, paper cups, styrofoam trays, buttons, bottle tops, coloured paper, string and sequins; pastels; koki's; paint and paint brushes; plastic or newspapers to protect desks

Curriculum and Assessment Policy Statement (CAPS) content

Topic 2: Create in 3D or relief, buildings, architecture and the environment

- Skills and techniques such as pasting, cutting, wrapping, tying, joining various recyclable materials
- Art elements: reinforce relevant art elements through own construction of buildings and architecture
- Design principles: reinforce relevant design principles through use in own construction
- Spatial awareness: reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, parts of model can extend into space

Topic 3: Visual literacy

Observe visual stimuli in photographs and objects to identify and name relevant art elements found in images of buildings and architecture

Preparation

Familiarise yourself with the material in this unit by reading through the information and activities in the Learner's Book and Teacher's Guide.

Teaching the unit

Divide the unit into four 30-minute lessons as follows:

Lesson	Week	Pages	Activities
1	7	483–484	1–2
2	8	484	3
3	9	485	4 (begin)
4	10	485	4 (complete)

Lesson 1 (Week 7)

- Start the lesson by discussing Jackson Nkumanda’s art work in the Learner’s Book. Remind the learners of what the term ‘in relief’ means and how it is applicable to this artwork.
- Ask learners to brainstorm all of the non-traditional materials that they think could be used to create art.

Activity 1: Visual literacy

- This activity provides preparation for the learners for Activity 3.
- Learners should work on this activity with a partner.
- Discuss the learners’ answers in a whole-class discussion.

Activity 2: Visual literacy

- This activity also provides preparation for the learners for Activity 3.
- Let the learners work with the same partner as in Activity 1.
- Allow time for the learners to share their answers with the class.

Lesson 2 (Week 8)

Start the lesson by reminding learners of what ‘working in relief’ and ‘recycled materials’ mean.

Activity 3: Create in 3D

- Learners should work on this activity on their own. They should create their own relief picture of a built-up landscape, using recycled materials to do so. They can also paint into their landscape if they want to.
- Allow time for the learners to walk around the classroom and look at the other learners’ work.
- Give learners time to tidy their workspace at the end of the lesson.

Lesson 3 (Week 9)

Start the lesson by discussing the cardboard box sculpture shown in the Learner’s Book. Ask learners what techniques and materials they think were used to make the sculpture.

Activity 4: Create in 3D

- Go through the instructions with the learners. Explain that they have this lesson and the next one to complete their cardboard sculptures.

- Make sure that the learners consider composition, the impact of negative space and what the sculpture will look like from various angles before they glue the various parts together.
- Encourage learners to walk around and offer one another constructive feedback on their work.
- Allow time for the learners to tidy their workspace at the end of the lesson.

Lesson 4 (Week 10)

Activity 4: Create in 3D

- Allow learners to complete their cardboard sculptures.
- Remind them to consider the impact of a variety of textures as they use paint and recycled materials to decorate their sculptures.
- Let learners display their sculptures when they are finished and walk around and view other groups' sculptures.
- Allow learners enough time to tidy their workspace at the end of the lesson.

Answers

Activity 1: Visual literacy

1. Wire and rubber (for bicycles), fake plants, layers of textured and brown paper (for ground), paint, plastic (for some three dimensional buildings), corrugated cardboard (for ploughed fields) and cellophane (for water).
2. The buildings in the foreground (particularly in the race finish area) are far more three dimensional than those in the background, which is why those at the top of the painting consist mainly of thickened paint with some embedded textured paper. The buildings in the foreground are also much bigger, which reinforces the sense of perspective. Nkumanda shows different types of building, for example a modern style house on the right, and beautiful Cape Dutch architecture in the foreground.
3. The buildings at the top of the picture are meant to be further away, which is why they are painted smaller and flatter than those in the foreground (at the bottom of the picture).
4. The cyclists seem to be racing through Cape farmland. The greenery, ploughed fields created from corrugated cardboard and the little tractor all imply that this is a farming area. The Cape Dutch houses imply that it is in the Cape.
5. Red, yellow and blue. (Nkumanda has used a lot of red in his work, for example on the roofs of some of the houses. He also uses some blue, for example on the lake to the right of the painting, and for the roof of the Cape Dutch house that is two thirds up the painting. There is not much yellow, apart from the walls of one of the houses to the right of the painting.)
6. Orange, green and purple. (The only secondary colour that has been used in large quantities is the green of the fields.)

7. The lettering that Nkumanda uses probably refers to the sponsors of the competition, who were also probably responsible for commissioning this artwork.
8. Yes, but the painting gets flatter towards the background.

Activity 2: Visual literacy

1. Willie Bester
2. Willie Bester's work does not tend to be as much in relief. He tends to create flatter works and relies on the textures of his recycled materials to create a sense of place and perspective (for example, he uses corrugated cardboard to represent corrugated iron). He does not always use the materials naturalistically. For example in *Joyce Ntobe's Mini Market*, he uses newspaper for the sky.

Informal assessment

- Listen to the learners' contributions during class discussions.
- Observe the learners as they work and offer them feedback and encouragement.
- At the end of each lesson, give learners the opportunity to walk around and discuss and give feedback to each other on their work.

Remedial

If learners are struggling to create their relief work of a built-up landscape, take a photograph of a suitable landscape with a cell phone or camera. Learners can then draw their landscape from a photograph, before adding textures to it to create a work in relief.

Extension

Ask learners to create a three dimensional model of an existing building (for example, St Peter's Cathedral in Rome), an imaginary place (for example, a city described in a fantasy novel) or a place that is familiar and special to them (for example, their home or their school).

3. Formal Assessment

1. Assessment in Life Skills in Grade 6	328
2. Programme of assessment	329
3. Assessment in Personal and social well-being	333
4. Assessment in Physical education	337
5. Assessment in Creative arts	360
6. Recording and reporting	366
7. Photocopiable assessment resources	367

1. Assessment in Life Skills in Grade 6

Assessment in Grade 6 is made up of:

- informal or daily assessment
- formal assessment.

In *Study & Master Life Skills Grade 6*:

- informal assessment advice is given as part of the lesson guidance in the Lesson-by-lesson section (Section 2) of this Teacher's Guide
- some details on formal assessment are also provided in the Lesson-by-lesson section but more detailed guidance and assessment tools are provided in this section.

2. Programme of assessment

The programme of assessment provided in *Study & Master Life Skills Grade 6* is in line with the Curriculum and Assessment Policy Statement for Life Skills and thus spreads out the formal assessment tasks for each study area throughout the year.

Study area: Personal and social well-being					
Term	Type of Assessment	Learner's Book page reference	Teacher's Guide page references	Total number of marks	Total number of marks for recording purposes
1	Task: Assignment	pages 45-46	Section 2, pages 65-66; Section 3, page 334	30	30
2	Test	n/a	Section 3, pages 335 and 368-371	30	30
3 (Given to learners in Term 2)	Project	pages 285-286	Section 2, pages 146, 218; Section 3, pages 335-336	30	30
4	End-of-year examination	n/a	Section 3, pages 336 and 372-376	60	30
Study area: Physical education					
Term	Type of Assessment (Physical Education Task: PET)	Learner's Book page reference	Teacher's Guide page references	Total number of marks	Total number of marks for recording purposes
1	Frequency of participation during Physical education periods	n/a	Section 5, page 378	20	20
1	Outcome of movement performance 1	pages 69-71	Section 2, pages 74-75; Section 3, pages 337-339	5	5
1	Outcome of movement performance 2	pages 72-73	Section 2, page 76; Section 3, pages 339-340	5	
1	Outcome of movement performance 3	page 80	Section 2, page 82; Section 3, pages 341-342	5	5

Study area: Physical education					cont...
Term	Type of Assessment (Physical Education Task: PET)	Learner's Book page reference	Teacher's Guide page references	Total number of marks	Total number of marks for recording purposes
1	Outcome of movement performance 4	pages 81-82	Section 2, page 83; Section 3, pages 342-343	5	
2	Frequency of participation during Physical education periods	n/a	Section 5, page 378	20	20
2	Outcome of movement performance 1	pages 189-190	Section 2, page 154; Section 3, pages 343-344	5	5
2	Outcome of movement performance 2	pages 191-193	Section 2, page 155; Section 3, pages 344-345	5	
2	Outcome of movement performance 3	page 201	Section 2, page 161; Section 3, pages 346-347	5	
2	Outcome of movement performance 4	page 202	Section 2, page 162; Section 3, pages 347-348	5	5
3	Frequency of participation during Physical education periods	n/a	Section 5, page 378	20	20
3	Outcome of movement performance 1	page 305	Section 2, page 225; Section 3, pages 348-349	5	5
3	Outcome of movement performance 2	page 306	Section 2, page 226; Section 3, pages 350-351	5	

Study area: Physical education					cont...
Term	Type of Assessment (Physical Education Task: PET)	Learner's Book page reference	Teacher's Guide page references	Total number of marks	Total number of marks for recording purposes
3	Outcome of movement performance 3	pages 314-315	Section 2, page 232; Section 3, pages 351-352	5	5
3	Outcome of movement performance 4	page 316	Section 2, page 233; Section 3, pages 353-354	5	
4	Frequency of participation during Physical education periods	n/a	Section 5, page 378	20	20
4	Outcome of movement performance 1	pages 432-433	Section 2, page 294; Section 3, pages 354-355	5	5
4	Outcome of movement performance 2	pages 434-435	Section 2, page 295; Section 3, pages 356-357	5	
4	Outcome of movement performance 3	pages 446-447	Section 2, pages 301-302; Section 3, pages 357-358	5	5
4	Outcome of movement performance 4	pages 448-449	Section 2, page 303; Section 3, pages 358-359	5	

Study area: Creative arts					
Term	Type of Assessment	Learner's Book page reference	Teacher's Guide page references	Total number of marks	Total number of marks for recording purposes
1	Creative arts Task 1: Performing arts	pages 103-111	Section 2, pages 98-106; Section 3, pages 360-362	40	40
2	Creative arts Task 2: Visual arts	page 229	Section 2, pages 181-183; Section 3, pages 362-363	40	40
3	Creative arts Task 3: Visual arts	page 352	Section 2, pages 251-252; Section 3, pages 363-364	40	40
4	Creative arts Task 4: Performing arts	pages 464-475	Section 2, pages 312-316; Section 3, pages 364-365	40	40

3. Assessment in Personal and social well-being

In Personal and Social Well-being, learners will complete four formal assessment tasks. These tasks make up 30% of the total mark for Life Skills in Grade 6. The tasks are as follows:

- assignment or case study (for *Study & Master Life Skills Grade 6* an assignment has been selected)
- test
- project
- end-of-year examination.

Assignment

The assignment is the Formal Assessment Task for Term 1. It provides a holistic assessment of the knowledge, skills and values related to particular content from the annual teaching plan for Term 1 as well as their application in different contexts. The necessary resources and information are provided and the learners are required to apply problem-solving skills in order to complete the task.

Test

The test is the Formal Assessment Task for Term 2. It is completed by learners at the end of the second term and consists of a range of questions that require the learners to recall knowledge, demonstrate their understanding of it and apply it.

Project

The project provides the formal assessment mark for Term 3. Because of the time needed to complete it, the project is given to learners during the second term for submission during the third term. The nature of the project is determined by the particular content from the annual teaching plan to which it relates. It includes collecting, interpreting and presenting findings in a written product that may be reported or performed by the learners.

End-of-year examination

The examination is the Formal Assessment Task for Term 4. It is completed by learners at the end of the fourth term as part of the internal examination timetable of the school. The examination uses different types of questions to assess learners' recall, understanding and application of knowledge and skills from the annual teaching plan.

Below you will find guidance and assessment tools for each of the above tasks. In 'Photocopiable assessment resources' at the end of this section of the Teacher's Guide, you will find the following resources related to assessment in Personal and social well-being:

- Test (pages 368–369)
- Marking memorandum for the test (pages 370–371)

- End-of-year examination (pages 372–374)
- Marking memorandum for the end-of-year examination (pages 375–376)
- Personal and social well-being Formal Assessment Task Record Sheet (page 377)
- Life Skills Mark Sheet (page 380).

Resources

Learner's Book
pages 45–46

Formal Assessment Task: Assignment

Term 1, Week 10

Background

In this task, learners are required to write an essay on positive and negative peer pressure.

Outlining the task with the learners

- Allow time in Term 1, Week 7 after you have completed Unit 3, to talk about this Formal Assessment Task with the learners.
- Read through the task with them and answer any queries.
- Allow learners one or two weeks to complete the task.
- Draw the learners' attention to how the task will be assessed (see the marks in the Learner's Book).

The task

You will find this Formal Assessment Task on pages 45–46 of the Learner's Book.

Assessing the task

Use the following criteria to assess the learners' essays.

Assessment criteria: Assignment	Marks	Learner's marks
1. The plan: <ul style="list-style-type: none"> • is in the form of notes or a mind map • has the information required 	2 3	
2. The draft: <ul style="list-style-type: none"> • is about two pages long • has a title • has all the sub-headings • has been edited and corrected 	1 1 1 2	
3. The final essay: <ul style="list-style-type: none"> • is neat and well presented • has a cover page with a title, your name and the date • has all the sub-headings • has definitions of positive and negative peer pressure • gives examples of positive peer pressure and its effects • gives examples of negative peer pressure and its effects • explains how peer pressure can lead to conflict • explains how to respond to peer pressure • explains how to avoid putting pressure on peers • has a conclusion 	2 1 1 1 4 4 2 2 2 1	
Total	30	

Resources

Test: Teacher's Guide pages 368–369; Marking memorandum: Teacher's Guide pages 370–371

Formal Assessment Task: Test**Term 2, Week 10****The task**

You will find a test on pages 368–369 of this Teacher's Guide.

Assessing the task

You can use the memorandum on pages 370–371 of this Teacher's Guide to assess the learners' test answers.

Formal Assessment Task: Project**Term 3 (Given to learners in Term 2, Week 10)****Resources**

Learner's Book pages 285–286; access to friends and family members

Curriculum and Assessment Policy Statement (CAPS) content

Nation building and cultural heritage:

- Celebrating national days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Children's Day, Women's Day, Africa Day, Mandela Day

Background

In this task, learners are required to research how a national day has changed over time by interviewing friends and family members. They also have to write a report.

Outlining the task with the learners

- Allow time in Term 2, Week 7 after you have completed Unit 1, to talk about this Formal Assessment Task with the learners.
- Read through the task with them and answer any queries.
- Allow learners a few weeks to complete the task. Give them a date in Term 3 when their project will be due and they will need to do their presentations.
- Draw the learners' attention to how the task will be assessed (see the criteria in the Learner's Book).

The task

You will find this Formal Assessment Task on pages 285–286 of the Learner's Book.

Assessing the task

Use the following criteria to assess the learners' completed projects.

Assessment criteria: Project	Marks	Learner's marks
1. Questionnaire		
• neat and well presented	1	
• clear questions	1	
• has enough space to write the answers	1	
• asks for information on the national day	1	
• asks questions on how it has changed and possible reasons why	2	
• asks questions on how people feel about the changes	2	
2. Interviews		
• were done with at least six people	1	
• were done with people from each age group	1	
• gave answers to all questions on the questionnaire	2	
3. Report		
• has a cover page with a title, learner's name and the date	1	
• has an introduction that explains what learner wanted to find out and how the research was conducted	2	
• has findings on the national day	4	
• has findings on how it has changed or been adapted over the years	4	
• has learner's recommendations on what should be done	4	
• has a conclusion with the main lessons learnt	2	
• includes the completed questionnaires	1	
Total	30	

Resources

Examination:
Teacher's Guide
pages 372–374;
Marking
memorandum:
Teacher's Guide
pages 375–376

Formal Assessment Task: Examination

Term 4, Weeks 9-10

The task

You will find an end-of-year examination on pages 372–374 of this Teacher's Guide.

Assessing the task

You can use the memorandum on pages 375–376 of this Teacher's Guide to assess the learners' examination answers.

4. Assessment in Physical education

The focus of assessment in Physical education is divided into two parts: participation and movement performance. Both of these are assessed through class observation and make up the Physical Education Task (PET) which constitutes 30% of the term and year marks for Life Skills.

Participation

Through participation in Physical education periods, learners are exposed to the value of regular participation in physical activity. Participation in Physical education also contributes to learners' physical and social development and to building their self-confidence. It is measured using the criterion 'frequency of participation during Physical education periods'.

Movement performance

Through observation, each learner is assessed at the level at which he/she is capable of performing. Movement performances should not be used to encourage a sense of competition.

You will notice that in *Study & Master Life Skills* four opportunities to observe the learners are provided for each term. This is because many of the activities used for formal assessment purposes extend over two weeks (Weeks 4 and 5, and Weeks 9 and 10). If you do not wish to use all of these observation opportunities, you can use the ones in Weeks 5 and 10 only.

Activities used for PET purposes are indicated with the following icon in the Learner's Book and this Teacher's Guide:



Below you will find guidance and assessment tools for each of the PETs. In 'Photocopiable assessment resources' at the end of this section of the Teacher's Guide you will find the following resources related to assessment in Physical education:

- Physical education Record Sheet (page 378)
- Life Skills Mark Sheet (page 380).

Movement performance 1: Term 1

Term 1, Week 4

Curriculum and Assessment Policy Statement (CAPS) content

Movement performances in a variety of striking and fielding games

Resources

Learner's Book page 70; pencils and pens; paper; rulers; additional pictures of lacrosse equipment and a lacrosse field; striking devices (such as tennis racquets, cricket bats, hockey sticks); balls (such as hockey, tennis); some sort of goal device (such as hurdles, hula hoops, soccer goals, chairs, beacons)

Background

In this task, learners are required to create their own unique striking and fielding game based loosely on the game of lacrosse. They will be assessed on the following:

- How they used the rules of lacrosse in a new and unique way
- How well they worked together to create the new game.

Outlining the task with the learners

Allow time in Week 3 to talk about the idea behind creating a new game based on an existing one. Explain to the class that this type of idea will be the basis for their assessment in Weeks 4 and 5.

The task

- You will find this Physical Education Task on page 70 of the Learner's Book.
- For notes on how to manage this activity see Unit 4, Module 1 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following rubric to assess the learners' movement performance. Please note that marks are awarded only based on the first row of the rubric, i.e. 'outcome of movement'. The description that follows in the rows beneath this provide further description of the 'outcome of movement' within the context of the specific activity being assessed. In other words, these descriptions will assist you in deciding on how many marks to award for the 'outcome of movement' category.

	Limited (0–1 mark)	Adequate (2–3 marks)	Proficient (4 marks)	Excellent (5 marks)
Outcome of movement performance (5 marks)	Requires significant attention: movements do not produce the desired outcome at all	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome

Further descriptions related to the context of the activities				
Planning, preparing and practising their new game	No sign of practising at all. Requires teacher intervention to get going with task. Shows no understanding of how to complete assessment task.	Practice evident but slow to get going with task and incorporating what needs to be done. Team work lacking - not taking all members of group into consideration.	Planning and practice clearly evident, group trying different moves, taking all members of group into consideration. Team work good, positive. Indicates plans to modify equipment, but not sure of details by end of lesson. Evidence of umpiring visible but not all four members of group able to do so with confidence.	Routine completely rehearsed at end of lesson. Group have used time extremely well and have completed the task with maturity and ease. Indicates plans to modify equipment, and plans to do so practically and cost-effectively. Evidence of umpiring visible and all four members of group able to do so with confidence.

Movement performance 2: Term 1

Term 1, Week 5

Resources

Learner's Book page 72; striking devices (such as tennis racquets, cricket bats, hockey sticks); balls (such as hockey, tennis); some sort of goal device (such as hurdles, hula hoops, soccer goals, chairs, beacons); unique modifications as per group's requirements

Curriculum and Assessment Policy Statement (CAPS) content

Movement performances in a variety of striking and fielding games

Background

In this task, learners are required to explain and demonstrate their unique striking and fielding game based on the game of lacrosse. They will be assessed on the following:

- How well they managed to explain their game to others
- How well they demonstrated their game
- How well they involved the class in the explanation and demonstration of their game
- How they used the rules of lacrosse in a new and unique way
- How much additional research they did
- Whether they made the rules clear enough for others to understand
- Whether their game was good exercise or not
- How much effort they put into creating new/modified equipment
- Whether their modifications were practical and cost-effective
- Whether they were able to umpire their own game effectively.

Outlining the task with the learners

Allow time in Week 3 to talk about the idea behind creating a new game based on an existing one. Explain to the class that this type of idea will be the basis for their assessment in Weeks 4 and 5.

The task

- You will find this Physical Education Task on page 72 of the Learner's Book.
- For notes on how to manage this activity see Unit 5, Module 1 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following rubric to assess the learners' movement performance. Please note that marks are awarded based only on the first row of the rubric, i.e. 'outcome of movement'. The description that follows in the rows beneath this provide further description of the 'outcome of movement' within the context of the specific activity being assessed. In other words, these descriptions will assist you in deciding on how many marks to award for the 'outcome of movement' category.

	Limited (0–1 mark)	Adequate (2–3 marks)	Proficient (4 marks)	Excellent (5 marks)
Outcome of movement performance (5 marks)	Requires significant attention: movements do not produce the desired outcome at all	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome
Further descriptions related to the context of the activities				
Explanation and demonstration	Explanation and demonstration completely confusing, unrehearsed. Group not cohesive unit	Explanation and demonstration looks rehearsed and slightly organised. Group not cohesive unit	Explanation and demonstration well rehearsed and clear to follow	Explanation and demonstration extremely well rehearsed and game very easy to follow
Link to original game	Shows no link to lacrosse at all	Link to lacrosse vaguely apparent	Link to lacrosse apparent	Link to lacrosse apparent but new rules unique and exciting
Use of equipment	No knowledge of equipment modification	Equipment modification done but not in a practical or cost-effective manner	Equipment modified in cost-effective but not practical manner	Equipment modified in both cost-effective and practical manner
Umpiring	No umpiring skills evident	Umpiring skills only evident in one or two members	Evidence of umpiring apparent but not all four members of group able to do so with confidence	Evidence of umpiring apparent in all four members of group
Usefulness of game as a form of exercise	Game very poor example of exercise	Game not good opportunity for exercise (too confusing/ stop-start/static)	Game average opportunity for exercise	Game provides excellent exercise

Movement performance 3: Term 1

Term 1, Week 9

Resources

Learner's Book page 80; additional pictures of hurling equipment; hockey sticks; tennis balls; soccer goals or rugby posts

Curriculum and Assessment Policy Statement (CAPS) content

Movement performances in a variety of striking and fielding games

Background

In this task, learners are required to participate in a non-contact striking and fielding game that is based on the game of hurling. They will be assessed on:

- Their ability to run in and commit to the game for a full 15 minutes (their fitness)
- Their ability to remember the rules and follow them
- Their sportsmanship
- Their ability to be part of a team and communicate effectively
- Their individual commitment to scoring goals and being part of a team.

Outlining the task with the learners

Allow time in Week 8 to tell the learners that their assessment will be based on the non-contact version of hurling.

The task

- You will find this Physical Education Task on page 80 of the Learner's Book.
- For notes on how to manage this activity see Unit 9, Module 1 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following rubric to assess the learners' movement performance. Please note that marks are awarded based only on the first row of the rubric, i.e. 'outcome of movement'. The description that follows in the rows beneath this provide further description of the 'outcome of movement' within the context of the specific activity being assessed. In other words, these descriptions will assist you in deciding on how many marks to award for the 'outcome of movement' category.

	Limited (0–1 mark)	Adequate (2–3 marks)	Proficient (4 marks)	Excellent (5 marks)
Outcome of movement performance (5 marks)	Requires significant attention: movements do not produce the desired outcome at all	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome

Further descriptions related to the context of the activities				
Play ability	Unable to run on the field when necessary, unfit and a hindrance to the team	Able to run when play requires it, unable to create play through fitness	Good level of fitness, allowing player to run into areas of play	Superb level of fitness, allowing player to both create and run into area of play
Knowledge and application of the rules	No knowledge of the rules of the game	Has knowledge of some of the rules of the game	Knowledge of most elements of the game	Knowledge of all elements of the game
Sportsmanship	Poor sportsmanship	Sportsmanship apparent	Good sportsmanship	Excellent sportsmanship
Team work	No interest in team work or scoring goals	Attempts to be part of a team and score goals but not always successful	Good commitment to the team	Excellent commitment to the team

Movement performance 4: Term 1

Term 1, Week 10

Resources

Learner's Book page 81; tennis balls; cricket balls; cricket bats; tennis racquets or mini tennis bats; hockey sticks; wall; targets

Curriculum and Assessment Policy Statement (CAPS) content

Movement performances in a variety of striking and fielding games

Background

In this task, learners are required to complete stations that have been set up in order for the learners to assess their batting, catching and throwing skills. They will be assessed on the following:

- Bat with a variety of bats/sticks
- Catch a ball in a variety of ways
- Throw and then catch a ball
- Throw a ball at a target.

Outlining the task with the learners

Explain to learners in Week 9 that they will be completing a circuit to try out their batting, catching and throwing skills in Week 10.

The task

- You will find this Physical Education Task on page 81 of the Learner's Book.
- For notes on how to manage this activity see Unit 10, Module 1 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following rubric to assess the learners' movement performance. Please note that marks are awarded based only on the first row of the rubric, i.e. 'outcome of movement'. The description that follows in the rows beneath this provide further description of the 'outcome of movement' within the context of the specific activity being assessed. In other words, these descriptions will assist you in deciding on how many marks to award for the 'outcome of movement' category.

	Limited (0–1 mark)	Adequate (2–3 marks)	Proficient (4 marks)	Excellent (5 marks)
Outcome of movement performance (5 marks)	Requires significant attention: movements do not produce the desired outcome at all	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome
Further descriptions related to the context of the activities				
Batting	Cannot bat correctly: unable to move their feet as required, unable to connect the bat with the ball, cannot hold the bat correctly.	Can bat correctly but only for 50% of the time: unable to move feet as required, unable to connect the bat with the ball, cannot hold the bat correctly.	Can bat correctly but only for 75% of the time: unable to move feet as required, unable to connect the bat with the ball, cannot hold the bat correctly.	Bats correctly 100% of the time: moves feet and steps in to the space as required, places the shot off the bat, holds the bat correctly.
Catching	Cannot catch a ball: extends arms out straight in front of the body, cannot step into the catch and stays glued to ground, cannot catch with one hand.	Can catch a ball but only for 50% of the time: extends arms out straight in front of the body, cannot step into the catch and stays glued to ground, cannot catch with one hand.	Can catch a ball but only for 75% of the time: extends arms out straight in front of the body, cannot step into the catch and stays glued to ground, cannot catch with one hand.	Catches all types of balls/throws 100% of the time: two-handed, one-handed, up-and-unders, low balls, to the side of the body.
Throwing	Cannot throw correctly: throws with limp wrist, cannot throw further than 10 m, cannot hit a target with ball.	Can throw correctly but only for 50% of the time: throws with limp wrist, cannot throw further than 10 m, cannot hit a target with ball.	Can throw correctly but only for 75% of the time: throws with limp wrist, cannot throw further than 10 m, cannot hit a target with ball.	Throws successfully 100% of the time and with strength, able to throw further than 10 m, and with accuracy (can hit intended target).

Resources

Learner's Book page 189; time-keeping device for teacher; pens; cones or beacons; skipping ropes; four 2 litre bottles filled with water; bench or chair

Movement performance 1: Term 2

Term 2, Week 4

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in a physical fitness programme to develop particular aspects of fitness

Background

In this task, learners are required to complete stations that have been set up in order for the teacher to assess their levels of endurance, agility, power and flexibility. They will be assessed on the following:

- Endurance
- Agility
- Power and strength
- Flexibility.

Outlining the task with the learners

Allow time in Week 3 to explain to learners that they will be completing a fitness circuit for assessment purposes in Week 4.

The task

- You will find this Physical Education Task on page 189 of the Learner's Book.
- For notes on how to manage this activity see Unit 4, Module 2 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following rubric to assess the learners' movement performance. Please note that marks are awarded based only on the first row of the rubric, i.e. 'outcome of movement'. The description that follows in the rows beneath this provide further description of the 'outcome of movement' within the context of the specific activity being assessed. In other words, these descriptions will assist you in deciding on how many marks to award for the 'outcome of movement' category.

	Limited (0–1 mark)	Adequate (2–3 marks)	Proficient (4 marks)	Excellent (5 marks)
Outcome of movement performance (5 marks)	Requires significant attention: movements do not produce the desired outcome at all	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome
Further descriptions related to the context of the activities				
Completion of four stations	Completes less than 30% of the activities in the assessment.	Completes 30% to 49% of the activities.	Completes 50% to 79% of the activities and does so well.	Completes 80% or more of the activities and does all the assessment tasks correctly.

Resources

Learner's Book page 191; time-keeping device for each station (10); cones or beacons; skipping ropes; hurdles; beanbags

Movement performance 2: Term 2 Term 2, Week 5

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in a physical fitness programme to develop particular aspects of fitness

Background

In this task, learners are required to complete the 10 stations that have been set up in order to assess their levels of speed and agility. They will be assessed on the following:

- Agility
- Speed
- Overall fitness
- Posture.

Outlining the task with the learners

Allow time in Week 4 to explain to learners that they will be completing a circuit to demonstrate their agility and speed for assessment purposes in Week 5.

The task

- You will find this Physical Education Task on page 191 of the Learner's Book.
- For notes on how to manage this activity see Unit 5, Module 2 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following rubric to assess the learners' movement performance. Please note that marks are awarded based only on the first row of the rubric, i.e. 'outcome of movement'. The description that follows in the rows beneath this provide further description of the 'outcome of movement' within the context of the specific activity being assessed. In other words, these descriptions will assist you in deciding on how many marks to award for the 'outcome of movement' category.

	Limited (0–1 mark)	Adequate (2–3 marks)	Proficient (4 marks)	Excellent (5 marks)
Outcome of movement performance (5 marks)	Requires significant attention: movements do not produce the desired outcome at all	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome
Further descriptions related to the context of the activities				
Completion of stations to test speed and agility	Learner does not display any agility or speed, is unable to follow the task requirements and exhibits no desire to learn how to do so.	Learner displays very little agility or speed, but attempts to complete the tasks correctly and with enthusiasm.	Learners exhibits good agility and speed, completing the tasks with an above average level of skill. Learner displays commitment and enthusiasm.	Learners exhibits excellent agility and speed, completing the tasks with no mistakes and in below-average time. Learner displays continuous commitment and enthusiasm throughout.

Movement performance 3: Term 2

Term 2, Week 9

Resources

Learner's Book
page 201; cones/
beacons; skipping
ropes; beanbags;
hurdles; any other
equipment learners
require for their
circuits

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in a physical fitness programme to develop particular aspects of fitness

Background

In this task, learners are required to present an exercise circuit they have created. They will be assessed on the following:

- How enjoyable their circuit is for learners to complete
- How much exercise it provides
- Whether it includes all five components of fitness (agility, power, speed, flexibility and endurance)
- How easy to follow their written presentation is
- The amount of effort they put in
- How well they worked as a team.

Outlining the task with the learners

Allow time in Week 8 to discuss this assessment in detail and answer questions that arise. Ensure, before the end of the lesson in Week 8 that all learners understand what the five different components of fitness are and exactly what the task entails.

The task

- You will find this Physical Education Task on page 201 of the Learner's Book.
- For notes on how to manage this activity see Unit 9, Module 2 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following rubric to assess the learners' movement performance. Please note that marks are awarded based only on the first row of the rubric, i.e. 'outcome of movement'. The description that follows in the rows beneath this provide further description of the 'outcome of movement' within the context of the specific activity being assessed. In other words, these descriptions will assist you in deciding on how many marks to award for the 'outcome of movement' category.

	Limited (0–1 mark)	Adequate (2–3 marks)	Proficient (4 marks)	Excellent (5 marks)
Outcome of movement performance (5 marks)	Requires significant attention: movements do not produce the desired outcome at all	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome

Further descriptions related to the context of the activities				
Fitness circuit	No plan handed in, no preparation completed, learners display apathy and disinterest towards the task and do not have a circuit ready to assess.	A circuit with eight stations is created and a plan handed in. The plan is untidy and unclear and does not cover the five components of fitness in a clear and orderly fashion. The circuit is demonstrated but there is no clear understanding of its point or purpose by the group members.	A circuit with eight stations is created and a neat and orderly plan is handed in. The circuit looks like fun, but there does not appear to be sufficient opportunities for exercise. Learners have worked as a team but not all team members appear to be 100% involved.	A circuit with 10 stations is created and a plan of extremely high standard is handed in. This plan is easy to follow, colourful and logical with good diagrams. The circuit is fun as well as exercise-rich. All members of the group are involved and motivated.

Movement performance 4: Term 2

Term 2, Week 10

Resources

Learner's Book
page 202

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in a physical fitness programme to develop particular aspects of fitness

Background

In this task, learners are required to perform the 'Sun Salutation' sequence in groups of four. They will be assessed on:

- Whether their postures were in the correct order
- Whether they were completed correctly
- Whether their breathing was consistent and rhythmic
- Their style and posture
- How well they worked as a group.

Outlining the task with the learners

Allow time at the end of Week 9's lesson to tell learners that they will be required to perform the 'Sun Salutation' in groups for assessment purposes during the next lesson. Suggest that they practise the sequence before the next lesson.

The task

- You will find this Physical Education Task on page 202 of the Learner's Book.
- For notes on how to manage this activity see Unit 10, Module 2 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following rubric to assess the learners' movement performance. Please note that marks are awarded based only on the first row of the rubric, i.e. 'outcome of movement'. The description that follows in the rows beneath this provide further description of the 'outcome of movement' within the context of the specific activity being assessed. In other words, these descriptions will assist you in deciding on how many marks to award for the 'outcome of movement' category.

	Limited (0–1 mark)	Adequate (2–3 marks)	Proficient (4 marks)	Excellent (5 marks)
Outcome of movement performance (5 marks)	Requires significant attention: movements do not produce the desired outcome at all	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome
Further descriptions related to the context of the activities				
Sun Salutation	Learners are unable to complete the sequence, they display apathy and disinterest towards the task and have not learnt the 12 postures at all.	Learners are able to complete the sequence, however, they require visual assistance or prompting from the teacher. Their movements are a mixture of correct and incorrect, with some postures appearing graceful and others appearing short and rigid.	Learners complete the sequence without any aids or prompting. The sequence flows and there are only a few errors. Learners show an understanding of what flexibility means and their 'Sun Salutation' looks as though it flows and is one complete movement most of the time.	Learners complete the sequence without any aids or prompting. The sequence flows and there are no errors. Learners show an understanding of what flexibility is and their 'Sun Salutation' flows from start to finish as one complete movement.

Movement performance 1: Term 3

Term 3, Week 4

Resources

Learner's Book
page 305;
CD track 2;
CD player

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in rhythmic patterns of movement with coordination and control

Background

In this task, learners are required to create their own aerobics routine. They will be assessed on the following:

- Team work
- Planning

- Whether all 10 moves are included
- Whether each group member has an opportunity to be the instructor
- Whether the routine is long enough to be a good aerobic workout
- How interesting and fun their routine is.

Outlining the task with the learners

Allow time in Weeks 1, 2 and 3 to tell the class that the elements of aerobics taught in each lesson will be assessed in Weeks 4 and 5.

The task

- You will find this Physical Education Task on page 305 of the Learner's Book.
- For notes on how to manage this activity see Unit 4, Module 3 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following rubric to assess the learners' movement performance. Please note that marks are awarded based only on the first row of the rubric, i.e. 'outcome of movement'. The description that follows in the rows beneath this provide further description of the 'outcome of movement' within the context of the specific activity being assessed. In other words, these descriptions will assist you in deciding on how many marks to award for the 'outcome of movement' category.

	Limited (0–1 mark)	Adequate (2–3 marks)	Proficient (4 marks)	Excellent (5 marks)
Outcome of movement performance (5 marks)	Requires significant attention: movements do not produce the desired outcome at all	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome
Further descriptions related to the context of the activities				
Creating a routine	Group showed no motivation to develop routine; required teacher intervention to begin task. By end of lesson, exhibited only minor developments towards creating a routine with three distinct sections, the 10 moves (minimum) and the whole group having an opportunity to instruct.	Group showed motivation to develop routine yet required teacher assistance to develop understanding of task. By end of lesson, exhibited skeleton routine with three distinct sections, the 10 moves (minimum) and the whole group having an opportunity to instruct was visible, but not consolidated sufficiently.	Group showed good motivation to develop routine. By end of lesson, group's routine exhibited three distinct sections, the 10 moves and the whole group having an opportunity to instruct.	Group showed high motivation to develop a fun, aerobically sound and unique routine. By end of lesson, exhibited routine with three distinct sections, the 10 moves plus more unique ones, and great synergy within the group encouraging every member to instruct.

Movement performance 2: Term 3

Term 3, Week 5

Resources

Learner's Book
page 306;
CD track 2 or own
music; CD player

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in rhythmic patterns of movement with coordination and control

Background

In this task, learners are required to perform the routines they created in Unit 4 (Week 4). They will be assessed on the following:

- Team work
- Planning
- Whether every group member instructs
- Whether all 10 moves are included
- Whether the moves are performed correctly
- How they use the space and change direction in order to do so effectively
- How their routine matches the music
- How they synchronise their movements (with the instructor, each other and the music)
- Their posture throughout the routine
- Whether the routine is long enough to be a good aerobic workout
- How interesting and fun it is

Outlining the task with the learners

Allow time in Weeks 1, 2 and 3 to tell the class that the elements of aerobics taught in each lesson will be assessed in Weeks 4 and 5.

The task

- You will find this Physical Education Task on page 306 of the Learner's Book.
- For notes on how to manage this activity see Unit 5, Module 3 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following rubric to assess the learners' movement performance. Please note that marks are awarded based only on the first row of the rubric, i.e. 'outcome of movement'. The description that follows in the rows beneath this provide further description of the 'outcome of movement' within the context of the specific activity being assessed. In other words, these descriptions will assist you in deciding on how many marks to award for the 'outcome of movement' category.

	Limited (0–1 mark)	Adequate (2–3 marks)	Proficient (4 marks)	Excellent (5 marks)
Outcome of movement performance (5 marks)	Requires significant attention: movements do not produce the desired outcome at all	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome
Further descriptions related to the context of the activities				
Performing own aerobic routine	Routine did not have required three distinct sections or 10 moves, was not aerobically valuable, not all members had an opportunity to instruct; routine was boring and unsynchronised, music was inappropriate or completely absent.	Group attempted to put a routine together but there was little structure, poor music selection, fewer than 10 moves, was not long enough to be aerobically valuable, not all members had an opportunity to instruct; routine was unsynchronised yet all members attempted to perform sequence.	Group's routine exhibited three distinct sections, the 10 moves were well executed, the whole group had an opportunity to instruct, music was appropriate and had a 4-count beat, learners had fun during routine as well as aerobic exercise.	Group's routine was fun, aerobically sound and unique. There were three distinct sections, the 10 moves plus more unique ones, and great synergy within the group. Every member instructed and there was a high level of synchronisation and team work.

Movement performance 3: Term 3

Term 3, Week 9

Resources

Learner's Book
page 314;
CD track 3;
CD player;
paper; pens

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in rhythmic patterns of movement with coordination and control

Background

In this task, learners are required to work in groups of five to create an aerobics routine using all the movements they have learnt in Term 3.

They will be assessed on the following:

- Team work
- Planning
- Whether all 20 moves are included
- Whether each group member has an opportunity to be the instructor
- Whether the routine is long enough to be a good aerobic workout
- How interesting and fun their routine is.

Outlining the task with the learners

Allow time in Week 8 to tell the class that the aerobics movements taught in each lesson of the term will be assessed in Weeks 9 and 10.

The task

- You will find this Physical Education Task on page 314 of the Learner's Book.
- For notes on how to manage this activity see Unit 9, Module 3 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following rubric to assess the learners' movement performance. Please note that marks are awarded based only on the first row of the rubric, i.e. 'outcome of movement'. The description that follows in the rows beneath this provide further description of the 'outcome of movement' within the context of the specific activity being assessed. In other words, these descriptions will assist you in deciding on how many marks to award for the 'outcome of movement' category.

	Limited (0–1 mark)	Adequate (2–3 marks)	Proficient (4 marks)	Excellent (5 marks)
Outcome of movement performance (5 marks)	Requires significant attention: movements do not produce the desired outcome at all	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome
Further descriptions related to the context of the activities				
Creating a routine	Group showed no motivation to develop routine; required teacher intervention to begin task. By end of lesson, exhibited only minor developments towards creating a routine with three distinct sections, the 20 moves (minimum) and the whole group having an opportunity to instruct.	Group showed motivation to develop routine yet required teacher assistance to develop understanding of task. By end of lesson, exhibited skeleton routine with three distinct sections, the 20 moves (minimum) and the whole group having an opportunity to instruct was visible, but not consolidated sufficiently.	Group showed good motivation to develop routine. By end of lesson, group's routine exhibited three distinct sections, the 20 moves and the whole group having an opportunity to instruct.	Group showed high motivation to develop a fun, aerobically sound and unique routine. By end of lesson, exhibited routine with three distinct sections, the 20 moves plus more unique ones, and great synergy within the group encouraging every member to instruct.

Movement performance 4: Term 3

Term 3, Week 10

Resources

Learner's Book
page 316;
CD track 3;
CD player

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in rhythmic patterns of movement with coordination and control

Background

In this task, learners are required to work in groups of five to perform their own aerobics routine using all the movements they have learnt in Term 3. They will be assessed on the following:

- Team work
- Planning
- Whether every group member instructs
- Whether all 20 moves are included
- Whether the moves are performed correctly
- How they use the space and change direction in order to do so effectively
- How their routine matches the music
- How they synchronise their movements (with the instructor, each other and the music)
- Their posture throughout the routine
- Whether the routine is long enough to be a good aerobic workout
- How interesting and fun it is.

Outlining the task with the learners

Allow time in Week 8 to tell the class that the aerobics movements taught in each lesson of the term will be assessed in Weeks 9 and 10.

The task

- You will find this Physical Education Task on page 316 of the Learner's Book.
- For notes on how to manage this activity see Unit 10, Module 3 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following rubric to assess the learners' movement performance. Please note that marks are awarded based only on the first row of the rubric, i.e. 'outcome of movement'. The description that follows in the rows beneath this provide further description of the 'outcome of movement' within the context of the specific activity being assessed. In other words, these descriptions will assist you in deciding on how many marks to award for the 'outcome of movement' category.

	Limited (0–1 mark)	Adequate (2–3 marks)	Proficient (4 marks)	Excellent (5 marks)
Outcome of movement performance (5 marks)	Requires significant attention: movements do not produce the desired outcome at all	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome
Further descriptions related to the context of the activities				
Performance of own aerobics routine	Group disorganised and routine hardly developed. No clear sign of the three distinct sections, the 20 moves (minimum) or the whole group having an opportunity to instruct. Music absent or inappropriate. Little to no sign of group work or desire to work together to create an aerobically-sound and fun routine.	Group showed attempt had been made to create a routine. However, no clear sign of the three distinct sections, the 20 moves (minimum) or the whole group having an opportunity to instruct. Music appears to be difficult to follow or inappropriate. Group appears to have tried to work together but did not produce routine of adequate quality.	Group's routine exhibited three distinct sections, the 20 moves were well executed, the whole group had an opportunity to instruct, music was appropriate and had a 4-count beat, learners had fun during routine as well as aerobic exercise.	Group's routine was fun, aerobically sound and unique. There were three distinct sections, the 20 moves plus more unique ones, and great synergy within the group. Every member instructed and there was a high level of synchronisation and team work.

Movement performance 1: Term 4

Term 4, Week 4

Resources

Learner's Book page 432; pens; paper; learners' own music; hula hoops; benches; mats; ribbons; balls

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities

Background

In this task, learners are required to create a gymnastics routine using the movements they have learnt in Units 1–3. They will be assessed on the following:

- Team work
- Planning
- Whether all the moves have been included
- Whether the routine is 60–90 seconds long
- How interesting their routine is
- How well they practised.

Outlining the task with the learners

Allow time in Week 3 to tell the class that the gymnastic movements taught in Weeks 1, 2 and 3 will be assessed in Weeks 4 and 5.

The task

- You will find this Physical Education Task on page 432 of the Learner's Book.
- For notes on how to manage this activity see Unit 4, Module 4 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following rubric to assess the learners' movement performance. Please note that marks are awarded based only on the first row of the rubric, i.e. 'outcome of movement'. The description that follows in the rows beneath this provide further description of the 'outcome of movement' within the context of the specific activity being assessed. In other words, these descriptions will assist you in deciding on how many marks to award for the 'outcome of movement' category.

	Limited (0–1 mark)	Adequate (2–3 marks)	Proficient (4 marks)	Excellent (5 marks)
Outcome of movement performance (5 marks)	Requires significant attention: movements do not produce the desired outcome at all	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome
Further descriptions related to the context of the activities				
Creating a gymnastic routine	Pair showed no motivation to develop routine; required teacher intervention to begin task. By end of lesson, exhibited only minor developments towards creating a routine with the required moves and apparatus.	Pair showed motivation to develop routine; by end of lesson, exhibited elements of a routine with the required moves and apparatus, but with too little structure to appear organised. Practiced small amounts in hour.	By end of lesson pair showed planning and practice of a good, solid, well-timed routine. Included all required movements and apparatus. Practiced throughout lesson.	By end of lesson pair showed planning and practice of excellent standard. All movements included in a unique and well-executed manner. Used apparatus extremely well.

Movement performance 2: Term 4

Term 4, Week 5

Resources

Learner's Book page 434; learners' own music; hula hoops; benches; mats; ribbons; balls

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities

Background

In this task, learners are required to perform their own gymnastic routine using all the movements they have learnt so far in Term 4.

They will be assessed on the following:

- Team work
- Planning
- Whether all the moves have been included
- Whether low-lying apparatus is used or not
- Whether the moves are completed correctly and safely
- How they use the space and change direction in order to do so effectively
- How their routine matches the music
- How they synchronise their movements or do them one after each other
- Their posture throughout the routine
- Whether the routine is 60–90 seconds long
- How interesting their routine is
- How well they know and perform their routine.

Outlining the task with the learners

Allow time in Week 3 to tell the class that the gymnastic movements taught in Weeks 1, 2 and 3 will be assessed in Weeks 4 and 5.

The task

- You will find this Physical Education Task on page 434 of the Learner's Book.
- For notes on how to manage this activity see Unit 5, Module 4 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following rubric to assess the learners' movement performance. Please note that marks are awarded based only on the first row of the rubric, i.e. 'outcome of movement'. The description that follows in the rows beneath this provide further description of the 'outcome of movement' within the context of the specific activity being assessed. In other words, these descriptions will assist you in deciding on how many marks to award for the 'outcome of movement' category.

	Limited (0–1 mark)	Adequate (2–3 marks)	Proficient (4 marks)	Excellent (5 marks)
Outcome of movement performance (5 marks)	Requires significant attention: movements do not produce the desired outcome at all	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome
Further descriptions related to the context of the activities				
Performing own gymnastic routine	Routine very poorly presented, none of the criteria were met – no music, no moves, no synchronisation, no sign of practice occurring, with no apparatus.	Pair presented a routine that had elements of practice but not of sufficient quality – music poorly selected, apparatus not fitting or well-used, moves not completed properly, no evidence of practice to master the skills.	Pair presented a routine that had clear elements of practice – music well selected, apparatus well used, moves all present and completed properly, routine a suitable length of time.	Pair presented a routine that was superbly rehearsed. All moves present and well-executed, music well chosen, apparatus used uniquely, routine correct length of time, unique and entertaining.

Movement performance 3: Term 4

Term 4, Week 9

Resources

Learner's Book page 446; pens; paper; learners' own music; hula hoops; benches; mats; ribbons; balls; chairs; beam (optional); vault (optional); pommel horse (optional)

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities

Background

In this task, learners are required to create a gymnastics routine using the movements they have learnt in Term 4. They will be assessed on the following:

- Team work and planning
- Whether all the moves have been included
- Whether apparatus has been included
- Whether the routine is 60–90 seconds long
- How interesting their routine is and how well they practised.

Outlining the task with the learners

Allow time in Week 8 to tell the class that the gymnastic movements taught throughout Term 4 will be assessed in Weeks 9 and 10.

The task

- You will find this Physical Education Task on page 446 of the Learner's Book.
- For notes on how to manage this activity see Unit 9, Module 10 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following rubric to assess the learners' movement performance. Please note that marks are awarded based only on the first row of the rubric, i.e. 'outcome of movement'. The description that follows in the rows beneath this provide further description of the 'outcome of movement' within the context of the specific activity being assessed. In other words, these descriptions will assist you in deciding on how many marks to award for the 'outcome of movement' category.

	Limited (0–1 mark)	Adequate (2–3 marks)	Proficient (4 marks)	Excellent (5 marks)
Outcome of movement performance (5 marks)	Requires significant attention: movements do not produce the desired outcome at all	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome
Further descriptions related to the context of the activities				
Creating and preparing a gymnastic routine	Group showed no motivation to develop routine; required teacher intervention to begin task. By end of lesson, exhibited only minor developments towards creating a routine with the required moves and apparatus.	Group showed motivation to develop routine; by end of lesson, exhibited elements of a routine with the required moves and apparatus, but with too little structure to appear organised. Practiced small amount in hour.	By end of lesson group showed planning and practice of a good, solid, well-timed routine. Included all required movements and apparatus. Practiced throughout lesson.	By end of lesson group showed planning and practice of excellent standard. All movements included in a unique and well-executed manner. Used apparatus extremely well.

Movement performance 4: Term 4

Term 4, Week 10

Resources

Learner's Book page 448; learners' own music; hula hoops; benches; mats; ribbons; balls; chairs; beam (optional); vault (optional); pommel horse (optional)

Curriculum and Assessment Policy Statement (CAPS) content

Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities

Background

In this task, learners are required to perform their own gymnastic routine using all the movements they have learnt in Term 4. They will be assessed on the following:

- Team work
- Planning
- Whether all the moves have been included
- Whether low-lying or high-level apparatus are used or not
- Whether the moves are completed correctly and safely
- How they use the space and change direction in order to do so effectively
- How their routine matches the music

- How they synchronise their movements or do them one after each other
- How well they execute the group walking/running formation
- How well they use the floor shape for the group walking/running formation
- Their posture throughout the routine
- Whether the routine is 60–90 seconds long
- How interesting their routine is
- How well they know and perform their routine.

Outlining the task with the learners

Allow time in Week 8 to tell the class that the gymnastic movements taught throughout Term 4 will be assessed in Weeks 9 and 10.

The task

- You will find this Physical Education Task on page 448 of the Learner’s Book.
- For notes on how to manage this activity see Unit 10, Module 4 of the ‘Lesson-by-lesson’ section (Section 2) of this Teacher’s Guide.

Assessing the task

Use the following rubric to assess the learners’ movement performance. Please note that marks are awarded based only on the first row of the rubric, i.e. ‘outcome of movement’. The description that follows in the rows beneath this provide further description of the ‘outcome of movement’ within the context of the specific activity being assessed. In other words, these descriptions will assist you in deciding on how many marks to award for the ‘outcome of movement’ category.

	Limited (0–1 mark)	Adequate (2–3 marks)	Proficient (4 marks)	Excellent (5 marks)
Outcome of movement performance (5 marks)	Requires significant attention: movements do not produce the desired outcome at all	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: movements mostly produce the correct desired outcome	Exceptional level of skill: movements always produce the desired outcome
Further descriptions related to the context of the activities				
Performing a gymnastic routine	Routine very poorly presented, none of the criteria were met – no music, no moves, no synchronisation, no sign of practice occurring, with no apparatus.	Group presented a routine that had elements of practice but not of sufficient quality – music poorly selected, apparatus not fitting or well-used, moves not completed properly, no evidence of practice to master the skills.	Group presented a routine that had clear elements of practice – music well selected, apparatus well used, moves all present and completed properly, routine a suitable length of time.	Group presented a routine that was superbly rehearsed. All moves present and well-executed, music well chosen, apparatus used uniquely, routine correct length of time, unique and entertaining.

5. Assessment in Creative arts

The focus of assessment in Creative arts is on learners' participation and ability to respond to instructions, improvise with confidence, communicate through Visual and Performing arts' tools, work sensibly with others and be creative. A Creative arts Task (CAT) is administered twice a year for each stream, viz. Performing arts and Visual arts and thus there are four CATs in the year with one in each term. Assessment takes place through class observation. The CAT constitutes 40% of the term and year marks for Life Skills.

Performing arts CATs

Performing arts CATs must take place in two terms of the year. This CAT can be taken from any of the tasks in Topic 2 (Improvise and create) or Topic 3 (Read, interpret and perform) that combine at least two of the three art forms (viz. Music, Dance and Drama).

Visual arts CATs

Visual arts CATs must take place in two terms of the year and in alternate terms to the Performing arts CATs. This CAT can be taken from any creative task in the term that takes a minimum of three periods (1½ hours) to complete.

Activities used for CAT purposes are indicated with the following icon in the Learner's Book and this Teacher's Guide:



Below you will find guidance and assessment tools for each of the CATs. In 'Photocopiable assessment resources' at the end of this section of the Teacher's Guide you will find the following resources related to assessment in Creative arts:

- Creative arts Task Record Sheet (page 379)
- Life Skills Mark Sheet (page 380).

Creative arts Task, Term 1: Performing arts

Term 1, Week 10

Curriculum and Assessment Policy Statement (CAPS) content

Topic 3: Read, interpret and perform

- An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a short drama for presentation. Consider: clear plot and credible characters, highlighting key moments and using space and narrative devices effectively

Resources

Learner's Book page 111; a djembe drum for each group of five learners (alternatively, learners can drum on their desks)

- Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle, etc. Use these at key moments in the drama performance to underscore action, create an interlude, introduce tension and/or character

Background

In this task, learners are required to:

- Read an african folktale
- Relate this to their own experience and interpret it
- Act out a story
- Use drumming techniques to support the telling of their story.

They will be assessed on their ability to:

- Present a story that has a clear plot and credible characters
- Identify key moments and use drumming rhythms to highlight these
- Use the available space and narrative devices effectively.

Outlining the task with the learners

Allow time at the beginning of Unit 6 to tell the learners that they will be performing stories that they will develop and that are based on an African folktale during the last lesson of the term (Week 10).

The task

- This Creative arts Task is on page 111 of the Learner's Book.
- For notes on how to manage this task see Unit 6, Module 1 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following rubric to assess the learners' performances.

Category	A	B	C
1. Story (6 marks)	The story was brilliant! (5–6 marks)	The story was good but needed a bit more work. (2–4 marks)	The story was weak compared to everyone else's. (0–1 marks)
2. Plot (7 marks)	The plot was clear and easy to follow. (6–7 marks)	Plot was mostly understandable but a bit confusing in parts. (3–5 marks)	Plot was difficult to follow throughout. (0–2 marks)
3. Characters (7 marks)	The characters were all credible. (6–7 marks)	Some of the characters were better than others. (3–5 marks)	Only one or no credible characters. (0–2 marks)
4. Key moments (7 marks)	The key moments were very well highlighted. (6–7 marks)	Most of the key moments were clear. (3–5 marks)	No key moments were clear. (0–2 marks)

Category	A	B	C
5. Use of space (6 marks)	The group used space very well when they performed. (5–6 marks)	Their use of space was good but it could have been better. (2–4 marks)	The group performed on only one spot. (0–1 mark)
6. Use of drumming and other sounds (7 marks)	Played rhythms accurately and could clearly hear the difference in sounds. (6–7 marks)	Some sounds and rhythms could have been played better. (3–5 marks)	Sounds used were all the same. The rhythms were not clear. (0–2 marks)
Total marks: 40			

Creative arts Task, Term 2: Visual arts

Term 2, Weeks 8-10

Resources

Learner's Book pages 229–230; A4 size card or strong paper; cardboard; a variety of collected materials for the card (e.g. stones, twigs, thread, wool, scraps of fabric); glue; pencils; erasers; paint or chalk pastels; paint brushes; containers for water; plastic or paper to cover and protect desks

Curriculum and Assessment Policy Statement (CAPS) content

Topic 2: Create in 3D, a relief mandala/radiating pattern

- Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials
- Art elements: reinforce in own construction of relief mandala/radiating pattern
- Design principles: use balance in own construction of relief mandala/radiating pattern
- Spatial awareness: use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others

Background

In this task, learners are required to make a birthday card in relief and a relief mandala. They will be assessed on:

- Their spatial awareness
- The design of their mandala
- Their use of relief techniques.

Outlining the task with the learners

Allow time at the beginning of Unit 4 to tell the learners that the activities in this unit are to be used for formal assessment. Explain that they will be required to use what they learnt in the previous units as they create artworks in relief.

The task

- You will find this Creative arts Task on pages 229–230 of the Learner's Book.
- For notes on how to manage this task see Unit 4, Module 3 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following criteria to assess the learners' artworks.

	Marks	Learners' marks
Activity 2, Unit 4 (Birthday card in relief)		
1. Does the writing fill most of the space on the card?	4	
2. Is the shape of the letters interesting?	4	
3. Has the negative space been used artistically?	4	
4. Is there creative use of the materials to create a relief design?	4	
Activity 3, Unit 4 (Relief mandala)		
1. Is the design balanced, symmetrical and radiating from a central point?	8	
2. Has a variety of materials been used in interesting ways?	8	
3. Does the finished artwork demonstrate that the learner knows how to work in relief?	8	
Total	40	

Creative arts Task, Term 3: Visual arts Term 3, Weeks 3-5

Resources

Learner's Book page 352; old magazines; wrapping paper; newspapers or plastic packets; glue; A4 art paper; pencils

Curriculum and Assessment Policy Statement (CAPS) content

Topic 1: Create in 2D, images of people and/or objects

- Drawing and/or colour media: exploring a variety of media and techniques
- Art elements: reinforce relevant art elements through use in own observed images of portraits, shells, shoes, etc.
- Design principles: reinforce design principle emphasis through use in own observed images of portraits, shells, shoes, etc.

Background

In this task, learners are required to create a collage portrait of a classmate. They will be assessed on:

- How they sketch the outline of their partner in pencil first
- Their ability to use small pieces of different coloured paper to create a portrait
- Their use of darker colours for the shadow areas and the lighter colours for highlights in their portraits.

Outlining the task with the learners

Allow time after at the beginning of Unit 2 to tell the learners that their collage portraits will be used for formal assessment purposes and that they will be working on them for three weeks.

The task

- You will find this Creative arts Task on page 352 of the Learner's Book.

- For notes on how to manage this task see Unit 2, Module 3 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following criteria to assess the learners' completed artworks.

	Marks	Learners' marks
1. Is the learner able to tear and sort the pieces of paper and/or plastic packets to create the materials for the collage?	8	
2. Is the learner able to sketch an outline of his/her partner?	8	
3. Does the drawing of the learner's partner demonstrate an understanding of the negative spaces around the head?	8	
4. Is the learner able to use the small pieces of different coloured paper/plastic to create the portrait?	8	
5. Does he/she use darker colours for the shadow areas and the lighter colours for highlights in the portrait?	8	
Total	40	

Creative arts Task, Term 4: Performing arts

Term 4, Week 10

Resources

Learner's Book page 475; learners' own props, costumes and music for chosen ritual

Curriculum and Assessment Policy Statement (CAPS) content

Topic 3: Read, interpret and perform

Select a cultural ritual or ceremony (recorded or live); observe, discuss and rehearse for presentation to the class. Consider:

- patterns, repetition and sequencing
- elements of music, dance, costume and props (if appropriate)
- performance area and audience arrangement
- appropriate entrances and exits

Background

In this task, learners are required to prepare and perform a selected cultural ritual. They will be assessed on:

- Team work offstage: how well the group worked together in the classes leading up to the performance?
- Team work onstage: how well did the group work together onstage?
- Accuracy: how accurately they presented the activities in the ritual?
- Dance: was there dance in the ritual? How well did they perform it?
- Music: was there music in the ritual? How well did they perform it?
- Clarity: could the audience hear what they were saying?
- Costumes: were their costumes well-planned? Did they look like people who actually participate in the ritual?
- Meaning: could the group give a good explanation of the ritual and what it means to the people who practise it?

Outlining the task with the learners

Allow time at the beginning of Unit 3 to tell the learners that they will be performing a ritual during the last lesson of the term (Week 10).

The task

- You will find this Creative arts Task on page 475 of the Learner's Book.
- For notes on how to manage this task see Unit 3, Module 4 of the 'Lesson-by-lesson' section (Section 2) of this Teacher's Guide.

Assessing the task

Use the following rubric to assess the learners' performances.

Category	4–5 marks	2–3 marks	0–1 mark
Team work offstage (5 marks)	The group worked well together. Everyone participated and offered ideas. The group listened to everyone's suggestions.	Generally, the group worked well together, but not everyone participated. Some people took over and did not listen to everyone's suggestions.	The group was fractured and did not work well together in the lead up to the performance.
Team work onstage (5 marks)	The cast worked well together and supported each other onstage.	In general, the cast worked well together but there were some exceptions.	No one was listening to each other onstage. Some people tried to attract all the attention for themselves.
Accuracy (5 marks)	The portrayal of the ritual was accurate.	Most of the portrayal of the ritual was accurate but some elements were not.	The performance was far from an accurate portrayal.
Dance (5 marks)	The group used space well when they performed and their movements were good.	Their use of space and movement was good but it could have been better.	The movements were poorly performed. The space was badly used.
Music (5 marks)	The music and/or songs used were accurate and well-performed.	The music and/or songs used were generally accurate and performed well, but they could have been better.	The music used was inappropriate and/or badly performed.
Clarity (5 marks)	I could hear everything that the group was saying when they spoke or sang.	I could hear most of what was said or sung.	I struggled to hear what was being said or sung.
Costumes (5 marks)	The costumes were accurate in terms of colour and style, and were well-thought out.	The costumes were accurate but they could have been better.	The costumes were disappointing or inappropriate to the ritual.
Meaning (5 marks)	The group knew exactly what the ritual was all about and presented their explanation in an interesting way.	In general, the group knew what their ritual meant and found a way to communicate that to the audience.	The group was not clear on what the meaning of the ritual was. The group failed to communicate its meaning to the audience.

6. Recording and reporting

The results of all Formal Assessment Tasks should be recorded and are used for reporting on the learners' performance each term. The table below details how the learner's Life Skills mark for each term is arrived at:

Term	Formal assessment tasks	Marks per term	
		For recording	For reporting
1	Assignment	30	100
	PET	30	
	CAT	40	
2	Test	30	100
	PET	30	
	CAT	40	
3	Project	30	100
	PET	30	
	CAT	40	
4	Examination	30	100
	PET	30	
	CAT	40	

Records of the learners' performance provide evidence of the learners' conceptual progression within the grade and their readiness to progress or be promoted to the next grade.

Reporting is the process of communication learners' performance to the learners themselves, their parents/guardians and other schools, where applicable. Although you will record actual marks achieved on the record sheet for Life Skills, you will need to report this as a percentage for the subject on the learners' report cards. In addition, the following rating codes and descriptors should be used:

Rating code	Description of competence	Percentage
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

7. Photocopiable assessment resources

The assessment resources on the pages that follow may be photocopied for use with *Study & Master Life Skills Grade 6*.

Total: 30 marks

Section A (15 marks)

1. Complete the table below about the changes that take place during puberty. You must read the changes in the left-hand column and then decide whether the fact applies to boys or girls. Put a cross in the correct column. (If the fact applies to both girls and boys, put a cross in both columns.)

	Girls	Boys
1. Body fat increases		
2. Pubic hair grows		
3. Underarm hair grows		
4. First menstrual period occurs		
5. Voice breaks and gets deeper		
6. Hips widen		
7. Testicles grow larger		
8. Pimples may appear		
9. Skin and hair become more oily		
10. Breasts begin to enlarge		
11. Height and weight increase		
12. Facial hair grows		

(6)

2. Decide whether the facts below are True or False.
- Hormones cause the physical changes during puberty.
 - Usually, a girl will get her first period at about the same age her mother did.
 - Girls should not bath or swim when they are menstruating.

(3)

3. Carefully read the table below and match the number with the correct letter to complete each sentence.

1. Bullies like to feel...	a. negative self image.
2. The Christian religious ceremony introducing a child into the church community is called...	b. develop your potential and improve your self-esteem.

3. Brainstorming lots of options is an important step of ...	c. problem solving.
4. Working hard in all areas of your school life could ...	d. baptism.
5. Bullies enjoy seeing others feeling ...	e. important and in control.
6. Judging physical appearance by looking at models in magazines can cause a ...	f. afraid, alone or in pain.

(6)

Section B (15 marks)

Read the following story about Dintle Sibiya and then answer the questions.

Dintle Sibiya is 12 years old and attends Crestview Primary in Durban. She is in Grade 6 and is struggling. She lives with her aunt as her parents work in Johannesburg. Her aunt also has three children who are jealous of Dintle. Dintle does a lot of the chores at home. If she doesn't do this the other children are horrible to her and blame her for things she hasn't done.

Dintle has put on some weight and the girls at school are teasing her about it and making nasty remarks. She is starting to feel left out and that she has no friends. Most of her 'friends' eat too little so they can be thin. She spends a lot of time looking at magazines and wishing that she looked more like the models in the magazines. She loves the magazines and dreams about working for a fashion magazine when she leaves school. She writes well and spends a lot of time drawing different fashion designs.

1. Write down these details: Dintle's age, grade and school. (1)
2. Explain why things are difficult for Dintle at home. (4)
3. What advice would you give Dintle to improve her situation at home? (2)
4. What are the reasons for Dintle putting on weight? (2)
5. What do you call the situation when girls are teasing, being nasty and leaving Dintle out of things? (1)
6. What could she do about this situation? (2)
7. What do you think Dintle's interests and abilities are? (2)
8. How could she use her interests and abilities to improve how she feels about herself? (1)

Total: 30 marks

Section A (15 marks)

1.

	Girls	Boys
1. Body fat increases	X	
2. Pubic hair grows	X	X
3. Underarm hair grows	X	X
4. First menstrual period occurs	X	
5. Voice breaks and gets deeper		X
6. Hips widen	X	
7. Testicles grow larger		X
8. Pimples may appear	X	X
9. Skin and hair become more oily	X	X
10. Breasts begin to enlarge	X	
11. Height and weight increase	X	X
12. Facial hair grows		X

$$(12 \times \frac{1}{2} = 6)$$

2. a. True
b. True
c. False

$$(3 \times 1 = 3)$$

3. 1 e
2 d
3 c
4 b
5 f
6 a

$$(6 \times 1 = 6)$$

Section B (15 marks)

1. 12 years old, Grade 6, Crestview Primary (1)
2. She lives with her aunt, her parents are far away, she has to do a lot of house work and her cousins are nasty to her. (4)
3. She should speak to her aunt, her parents and or a teacher and tell them how she is feeling. (2)
4. Either she is unhappy and is eating too much or she is going through puberty. (2)
5. Bullying (1)
6. She should speak to her aunt, her parents and or a teacher. She could stand up to the other girls. She could ignore the other girls and join another group. (2)
7. Her interests are fashion, drawing and designing clothes and her abilities are writing well. (2)
8. She could do well at school, it could improve her self-esteem, develop her abilities and interests, and it would help her get into college to train in a job. (1)

Time: 75 minutes

Total: 60 marks

Section A (25 marks)

1. Decide whether these statements are True or False.
 - a. You can catch HIV from sharing utensils.
 - b. AIDS can be cured by healthy eating and exercise.
 - c. More women than men are HIV positive.
 - d. It is the right of people living with HIV or AIDS to be treated with respect and dignity.
 - e. If a man is HIV positive he can be cured by having sex with a virgin.
 - f. Washing your hands carefully and regularly is one of the most important things you can do to prevent catching diseases like the common cold.
 - g. Putting butter or margarine on a burn helps it.
 - h. Reconciliation Day is on 16 December each year.
 - i. Our national flower is the arum lily.
 - j. Usually, sexism means that boys are treated better than girls.

(10)

2. Complete each sentence by matching each number with the correct letter.

1. Food should never be left ...	a. before touching food.
2. Cholera ..	b. if eaten in large quantities, can be harmful.
3. After food has been cooked, it should only be put in the fridge when ...	c. is spread through the air when an infected person coughs, sneezes or spits.
4. Tuberculosis (TB) ...	d. is a water-borne disease.
5. Always wash your hands carefully with soap ...	e. uncovered.
6. Don't sneeze or cough over food but rather ...	f. can be prevented by being immunised with a vaccine.
7. Mumps ...	g. it has cooled.
8. Salt ...	h. completely cooked to be safe to eat.
9. A symptom of Athlete's Foot is ...	i. turn your face away and wash your hands straight afterwards.
10. Chicken must be ...	j. dry, peeling skin.

(10)

3. Name the colours of the South African national flag. (5)

Section B (20 marks)

Read the article and then answer the questions.

Wet Nose Animal Rescue Centre is a 'right to life' organisation that rehabilitates abandoned, neglected and abused animals. Animals are not put to sleep, they stay until they can get a new home or if they are lost they are reunited with their owners. Dogs, cats and horses are safely kept until loving new homes are found. Should an animal be in such a bad state that it cannot be rehabilitated or in severe pain and suffering then a vet will humanely put the animal to sleep.

Tracy Forte founded Wet Nose in April 1999. She started with this dream: to ensure that healthy animals get a second chance in life and receive love.

Many of the animals at Wet Nose have been hurt by their experiences, so the animals have to be helped to overcome problems they've developed because of abuse. Wet Nose Animal Rescue Centre vets treat animals against disease and treat any problems at the veterinary clinic; helpers in the kennels provide everything from meals to cuddles and volunteers take the dogs for long walks.

Wet Nose also rehome pets for people who are unable to keep their pets. They offer a support-group service for owners who are having problems with their pets and can advise people whose animals are having behaviour problems.

Adapted from: <http://www.wetnose.org.za/>

1. Describe what the 'Wet Nose Animal Rescue Centre' does. (2)
2. When was the 'Wet Nose Animal Rescue Centre' started? (1)
3. Who started it? (1)
4. Why was the centre started? (2)
5. Why would somebody start a centre like this? (2)
6. What do people do to animals that cause them harm? (3)
7. Why do you think people abuse animals? (2)
8. How should people look after their animals? (4)
9. Besides this organisation, where else can lost or abused animals be taken? (1)
10. What could somebody like you do to help animals? (2)

Section C (15 marks)

1. Read the paragraph about girls in rural areas in developing countries.

In many areas of the developing world, by the time a girl is 12 she is cleaning the house, cooking and looking after younger children or old relatives. She might only eat after the men and boys have eaten. Boys are more likely to be vaccinated, see a doctor and attend school. Some parents believe that there is no point in educating a girl if she is just going to work for her husband's family. In some parts of the world, girls spend 15 hours a day fetching water and firewood.

2. Write a paragraph where you answer the following questions.
 - a. How are things different for boys and girls in developing countries?
 - b. Would your life be easier if you were a boy or a girl?
 - c. How did you you feel when you read the above paragraph?(10)
3. Write a paragraph where you answer the following questions:
 - a. What can you do in your own situation which would make the most of your own life?
 - b. What advice can you give to others so that girls and boys are not treated differently?
 - c. What can we do as a country to make sure that girls and boys have equal future opportunities?(5)

Total: 60 marks

Section A (25 marks)

1. a. False
- b. False
- c. True
- d. True
- e. False
- f. True
- g. False
- h. True
- i. False
- j. True

(10 x 1 = 10)

2. 1 e
- 2 d
- 3 g
- 4 c
- 5 a
- 6 i
- 7 f
- 8 b
- 9 j
- 10 h

(10 x 1 = 10)

3. red, white, green, yellow, black

(5 x 1 = 5)

Section B (20 marks)

1. They look after and rehabilitate abused and lost animals. They help find the owners of lost pets and find new homes for new pets. (2)
2. April 1999 (1)
3. Tracy Forte (1)
4. She had a dream to ensure that healthy animals get a second chance in life and receive love. (2)
5. She loved animals, hated seeing neglected, abused animals not having a home. She wanted to change things and make sure animals were loved. (2)

6. Any three examples: They don't feed them, they go away without looking after them, they tease them, they hurt them, they don't take them to a vet when they are sick, they don't sterilize them so that they keep having babies. (3)
7. Examples: They don't believe that animals have rights, they don't like animals, they don't know it's against the law to hurt animals, they feel angry and they take it out on animals or they are mentally ill and enjoy hurting others. (2)
8. They should feed their animals the correct food regularly, they should give them shelter from the wind and cold, they must always have fresh water, they should give their animals exercise, they should give their animals affection, they should take their animals to a vet or clinic if they are ill, they should sterilise their pets. (4)
9. Examples: SPCA, Anti-Cruelty Animal League, DARG, TEARS (1)
10. Any two examples: Volunteer at an animal organisation, offer to look after people's pets when they go away, offer to walk busy or old people's dogs, educate people on how to look after their pets. (2)

Section C (15 marks)

2. Example:
Girls have to clean the house, cook, look after relatives, only eat after the men and boys have eaten. Some girls don't get vaccinated, don't see a doctor or go to school. Some girls can spend up to 15 hours per day collecting firewood. It would be easier to be a boy as there is much less work. I feel sad for the girls. (10)
3. Example:
Work very hard at school and be grateful for what I have and how I live. Everyone, children, teachers, the government, the police and parents should treat girls and boys, men and women the same. Housework should not be divided up according to whether you are a boy or a girl. Rules should not be different for girls and boys. Girls and boys should have equal opportunities to be educated. Teachers should encourage girls and boys equally and in all subjects. Men and women should have equal work opportunities. (5)

Personal and social well-being Formal Assessment Task Record Sheet

	Learner's names	Term 1: Assignment (30)	Term 2: Test (30)	Term 3: Project (30)	Term 4: Examination (30)*
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

* The examination is out of a total of 60 marks. Learners' marks must be converted, for recording purposes, to a mark out of 30 i.e. divide learner's mark by 2.

Physical education Record Sheet

Term:	1. Frequency of participation in PE periods (P = period)*										2. Movement performance (0 = observation)**						Total for term (30)				
	Learner's names	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	%	Marks (20)	O1	O2	O3		O4	Marks (20)	Recorded marks (10)	
1.																					
2.																					
3.																					
4.																					
5.																					
6.																					
7.																					
8.																					
9.																					
10.																					
11.																					
12.																					
13.																					

* Use 'a' to indicate when a learner is absent. Use 'x' when a learner was present but did not participate. Use 'p' to indicate that a learner was present and participated.

** Study & Master Life Skills provides for four opportunities to observe the learners for formal assessment purposes because many of the activities extend over two weeks (Weeks 4 and 5, and Weeks 9 and 10). If you do not wish to use all of these observation opportunities, you can use the ones in Weeks 5 and 10 only. If you do this, only complete the 'O1' and 'O2' columns and the 'Recorded marks' column for 'Movement performance'.

Creative Arts Task (CAT) Record Sheet

	Learner's names	Term 1: CAT 1 marks (40)	Term 2: CAT 2 marks (40)	Term 3: CAT 3 marks (40)	Term 4: CAT 4 marks (40)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

Life Skills Mark Sheet

Term:

Year:

Class:

	Learner's names	Personal and social well-being (30 marks)	Physical education (30 marks)	Creative arts (40 marks)	Total for term (100 marks)	Rating code
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

4. Resources

- | | |
|--|------------|
| 1. CD: list of tracks | 382 |
| 2. Photocopiable additional resources | 384 |
| 3. Lesson plan template | 406 |

1. CD: list of tracks

This Teacher's Guide comes with a CD that provides music tracks for some of the Physical education and Performing arts lessons. Refer to Section 2 (Lesson-by-lesson) for more information on the lessons and activities in which the CD is to be used. You will find the following icon in this section and in the Learner's Book to indicate where the CD is needed:



Here is a summary list of the tracks on the CD.

Track number	Description	Study area	Activity in Learner's Book
1	Music for aerobics	Physical education	Term 3, Module 3, Unit 1, Activity 4; Unit 2, Activity 3; Unit 3, Activity 2
2	Music for PET aerobics sequence	Physical education	Term 3, Module 3, Unit 4, Activity 2; Unit 5, Activity 2
3	Music for PET aerobics sequence	Physical education	Term 3, Module 3, Unit 9, Activity 2; Unit 10, Activity 2
4	Music for PET gymnastics sequence	Physical education	Term 4, Module 4, Unit 9, Activity 2; Unit 10, Activity 2
5	Musical accompaniment for <i>Doh-re-me</i>	Creative arts: Performing arts	Term 1, Module 1, Unit 1, Activity 3
6	Phrase from <i>Doh-re-me</i> with changes in pitch, rhythm and tempo	Creative arts: Performing arts	Term 1, Module 1, Unit 1, Activity 4
7	Accompaniment for <i>Kumbala fista</i>	Creative arts: Performing arts	Term 1, Module 1, Unit 1, Activity 10
8	Cool-down music	Creative arts: Performing arts	Term 1, Module 1, Unit 3, Activity 6
9	<i>Pied Piper</i> tune	Creative arts: Performing arts	Term 2, Module 2, Unit 1, Activity 2
10	Theme for the ' <i>Surprise</i> ' Symphony	Creative arts: Performing arts	Term 2, Module 2, Unit 1, Activity 3
11	<i>Hungarian Dance No. 5</i> by Brahms	Creative arts: Performing arts	Term 2, Module 2, Unit 1, Activity 8
12	Music for cool-down	Creative arts: Performing arts	Term 2, Module 2, Unit 4, Activities 3 and 7

Track number	Description	Study area	Activity in Learner's Book
13	Accompaniment for <i>Battle Hymn of the Republic</i>	Creative arts: Performing arts	Term 3, Module 3, Unit 1, Activity 10
14	Accompaniment for <i>Halala Afrika</i>	Creative arts: Performing arts	Term 3, Module 3, Unit 4, Activities 3, 5 and 9
15	Accompaniment for <i>Mangoane mpulele</i>	Creative arts: Performing arts	Term 3, Module 3, Unit 4, Activities 6 and 9
16	Accompaniment for <i>Dis 'n Nuwe Jaar</i>	Creative arts: Performing arts	Term 3, Module 3, Unit 4, Activity 8
17	Accompaniment for <i>Uyamemeza edingeni</i>	Creative arts: Performing arts	Term 3, Module 3, Unit 4, Activity 10
18	Extracts from <i>Peter and the Wolf</i>	Creative arts: Performing arts	Term 4, Module 4, Unit 1, Activities 2 and 5
19	Warm-up music	Creative arts: Performing arts	Term 4, Module 4, Unit 1, Activity 4

2. Photocopiable additional resources

The following resources may be photocopied for use with *Study & Master Life Skills*. They include worksheets (for remedial and extension) and information sheets. These resources supplement the material in the Learner's Book and their use is therefore optional.

Assessment rubric

Link with CAPS annual teaching plan: Performing Arts (Module 2, Unit 6)

Term 2, Week 10

	Excellent	Good	Needs some improvement
Rhythm in the dance	All rhythms were correct for the gumboot dance	Some of the rhythms were correct for the gumboot dance	The rhythms were difficult to work out
Patterns and moves in the dance	Patterns and moves were clearly from the gumboot dance	Some of the patterns and moves were from the gumboot dance	There were hardly any or no moves and patterns from the gumboot dance
Use of space and group work	The group used space very well and worked together well	The groups use of space was good but it could have been better. There were some places in the performance where the group could work together better	The group were too close or too far away from each other. They did not work together well
Use of drumming	The group played the drums in different ways and made different sounds and rhythms	The group played the drums in about two different ways and made some sounds and rhythms	The group played the drums in only one way and made hardly any different sounds and rhythms

Link with CAPS annual teaching plan: Performing Arts (Module 3, Unit 4)

Term 3, Week 10

Names of learners:			
	A	B	C
General impression	Songs were well-sung with good tone and the words were clear.	The songs were well-sung in parts but they need a little more practice.	The songs were not sung well and they need a lot more practice.
Clarity	The words were clear and easy to hear.	The words were not always clear. It was difficult to hear the words in some parts.	The words were not clear at all. The songs were mostly too soft or too loud.
Movements	Worked well with the song and made it more interesting.	Mostly worked well with the song but some movements didn't match the words.	There were very few movements and/or they did not match the words.

Assessment rubric

Link with CAPS annual teaching plan: Performing Arts (Module 4, Unit 2)

Term 4, Week 10

Names of learners:			
Category	A	B	C
Plot	The plot was clear and easy to follow.	I could understand most of it but I was confused in some parts.	I didn't know what was going on through most of the performance.
Characters	The characters were all credible.	Some of the characters were better than others.	I didn't believe any of the characters.
Key moments	The key moments were easy to point out.	Some of the key moments were clear.	There were no key moments that I could see.
Use of space	The space was used very well by the puppets.	The use of space was good but it could have been better.	The puppets only stayed on one spot.
Use of music	The signature tunes matched the characters' personalities well and the music helped create the atmosphere.	The signature tunes matched the characters' personalities fairly well and at times the music helped to create the atmosphere.	The music was a bit confusing and did not really match the characters or the atmosphere of the performance.

Peer pressure

Link with CAPS annual teaching plan: Peer pressure

Term 1, Weeks 6–7

1. Which pressures do you find the hardest to resist?

2. What would be the best ways to prepare yourself for these situations?

3. Have you ever tried to pressure a friend to do something harmful?
How did it make you feel?

4. Have you pressured a friend in a positive way? Explain.

5. Would you risk losing a friendship if you felt strongly about something?

6. How can peer pressure get you into trouble?

7. How can you maintain healthy peer pressure in the classroom?

Solving conflict

Link with CAPS annual teaching plan: Problem-solving skills in conflict situations

Term 1, Weeks 8–9

Tick (✓) the healthy ways of resolving conflict, and put a cross (X) for the unhealthy ways.

	Healthy	Unhealthy
Smacking		
Mediating		
Kicking		
Discussing		
Swearing		
Negotiating		
Spitting		
Apologising		
Humiliating		
Shoving		
Listening		
Throwing things		
Admitting when you are wrong		
Blaming others		
Expressing your feelings		
Arguing		
Hiding		
Withdrawing		
Ignoring		

Role-playing solving a problem (1)

Link with CAPS annual teaching plan: Problem-solving skills in conflict situations

Term 1, Weeks 8–9

1. Read the following scenario.

Crystal and Raez and the basketball

The bell has just gone for break-time and Mrs Bergstedt is about to let her learners out. She hears two learners yelling at the top of their voices and the other learners gathering around them. She quickly walks over and says to them that she sees that they have a problem. Both of them are clinging tightly to the basketball. She says to them to let her hold it for the time being.

Crystal says angrily, "I had it first and he tried to snatch it from me by kicking me hard on the shin."

Raez retaliates angrily, "That's not true!"

2. Help Crystal and Raez solve their problem using the six problem-solving steps below.

Step 1: Begin problem-solving

- Make a statement (ask what is happening).
- Stop aggressive behaviour.
- Neutralise the object of the conflict (ball).

Step 2: Define the problem

- Learners need to be specific when describing the problem.
- Help learners analyse the cause of the problem.
- Ask who this problem affects and how it affects them.

Step 3: Gather data (get information)

- Get as much information as possible, but make sure it is relevant to the problem.
- Find out what each person wants – what are their goals concerning the problem?
- Help each person state their feelings about the problem and the goals/solution.

Step 4: Brainstorm ideas (generate alternative solutions)

- What are some solutions to this problem? (List all solutions.)
- Which option is best to solve this problem?

Step 5: Agree on a solution

- Do both learners agree on the solution?
- What steps should be included in the plan?

Step 6: Follow-through (implement and evaluate the solution)

- Put the solution/plan into action.
- Evaluate how well it is working (if not working, go back to Step 1).

Role-playing solving a problem (2)

Link with CAPS annual teaching plan: Problem-solving skills in conflict situations

Term 1, Weeks 8–9

1. Read the story.

Sibusiswe becomes assertive

Sibusiswe is unhappy. He says that he feels that his classmates take advantage of him and take him for granted. It is now becoming problematic because he feels angry all the time. Sometimes he just has an outburst or becomes aggressive with his classmates.

2. With a partner, role-play the different problem-solving steps to help Sibusiswe solve his problem.

Step 1: Begin problem-solving

- Make a statement (ask Sibusiswe what is happening).
- Stop his aggressive behaviour.

Step 2: Define the problem

- Ask Sibusiswe to be specific when describing the problem.
- Help Sibusiswe analyse the cause of the problem.
- Ask who this problem affects and how it affects them.

Step 3: Gather data (get information)

- Get as much information as possible, but make sure it is relevant to the problem.
- Find out what Sibusiswe wants – what are his goals concerning the problem?
- Help Sibusiswe state his feelings about the problem and the goals/solution.

Step 4: Brainstorm ideas (generate alternative solutions)

- What are some solutions to Sibusiswe's problem? (List all solutions.)
- Which option is best to solve his problem?

Step 5: Agree on a solution

- Does Sibusiswe agree on the solution?
- What steps should be included in his plan?

Step 6: Follow-through (implement and evaluate the solution)

- How can Sibusiswe put the solution/plan into action?
- How will Sibusiswe know how well his plan is working?

Peace Club project

Link with CAPS annual teaching plan: Peace-keeping skills

Term 1, Weeks 8–9

Mahatma Gandhi said, "If we are to reach real peace in this world and if we are to carry on a real war against war, we shall have to begin with children. Most importantly, children of the world should be inculcated with the value of peace. The acquisition of peace as a value, instrumental and terminal, should become an integral part of the socialization that begins at home and extends to school, community and nation. They need to be educated on the importance of peace and peace-making."

Your task is to help set up a Peace Club at school. The Peace Club will operate for the entire year, but the class will divide into smaller groups, and each group will get a chance to run the club for a period of time.

Work in a small group.

1. Decide on and write down the aims of the Peace Club.

2. Write the kind of activities that the Peace Club will have, e.g. puppet shows, dramas, song and music activities.

3. Write a peace song for the club. Perform it for the class.

Are you a compassionate person?

Link with CAPS annual teaching plan: Caring for people and animals

Term 3, Weeks 1–2 and 3–4

1. Are these statements True or False. Tick (✓) the correct answer.

	True	False
I am always willing to give and share my time with others.		
I enjoy being helpful.		
I am a giver and do not expect anything in return.		
I am gentle, friendly and considerate of others.		
I try my best to be understanding.		
I feel the emotions of others.		
Love, sympathy and compassion are my strong qualities.		
I treat people and animals with kindness and respect.		
I am sensitive to the needs of others.		
I respond to the needs and concerns of others.		

2. Think about what you have learnt about yourself. Are you a compassionate person? Or, how could you show more compassion?

What would you do?

Link with CAPS annual teaching plan: Caring for people

Term 3, Weeks 3-4

Write about one of the following topics.

- 1. It is said that children are self-absorbed and do not care about anyone but themselves. Many of them feel that it is not cool to be caring! What are your feelings about this?

- 2. Do you think that we live in an uncaring world? Describe what you think the world would be like if people could show that they really care about each other and do caring things for each other.

Nelson Mandela's childhood: autobiography

Link with CAPS annual teaching plan: Nation-building and cultural heritage

Term 3, Weeks 5–7

From the autobiography, *Long Walk to Freedom* (abridged version)

Mvezo is a tiny village on the banks of the Mbashe River in the Transkei. It is surrounded by rolling hills and fertile valleys. A thousand rivers and streams keep the countryside green even in winter. The village is a sleepy and peaceful place where nothing much has changed for hundreds of years. It was here that I was born on 18 July 1918.

I was born into the Madiba clan, which is part of the Thembu tribe. Madiba was a Thembu chief who ruled in the Transkei many years ago.

My father, Gadla Henry Mphakanyiswa, was a chief and a member of the Thembu royal family. Although my father could not read or write, he was a wise man who knew much about the history of our people. He was a trusted adviser to the king.

When I was born my father gave me the name Rolihlahla, which means 'pulling the branch of a tree'. Put more simply, it means 'trouble-maker'. He could not have known what lay ahead of me. But looking back at all the 'trouble' I have caused, it was a good name.

My mother, Nosekeni Fanny, was the third of my father's four wives. Together they had four children, three daughters and myself. Altogether my father had 13 children, four boys and nine girls. I was the youngest of the boys.

When I was still a baby, my father suffered a great hardship which was to change our lives forever. He lost his chieftainship – all because of an ox.

One day, a man complained to the magistrate that one of father's oxen had strayed on to his land. The magistrate ordered my father to appear before him. But my father, who was a proud man, and refused to go to the magistrate. He felt the magistrate did not have the right to summon him – he believed that this was a tribal matter.

My father paid a heavy price for not obeying the magistrate. He not only lost his chieftainship, but he lost his cattle and land as well. We had no choice but to leave our home.

The move away from Mvezo took me to a place (Qunu) where I was to spend some of the happiest years of my life.

The balloon game

Link with CAPS annual teaching plan: Gender stereotyping

Term 3, Weeks 8–9

In this game, learners burst balloons representing stereotypes about males and females.

You will need

- two dozen multi-coloured inflated balloons
- two dozen paper or tag board sentence strips, 10 cm wide by 40 cm long
- crayons or koki pens
- common pin

Before the lesson

1. Cut strips of paper approximately 10 cm wide and 40 cm long.
2. Inflate the balloons and store them in a plastic rubbish bag in a cupboard.

What to do

1. Draw this chart on the board:

Man	Woman

2. Ask learners to copy the chart onto a piece of paper.
3. Then ask them to write words or phrases that describe the qualities of a man under the word 'man' and words or phrases that describe a woman under the word 'woman'. To get the ball rolling, you might ask them to share a few ideas with their classmates. They may come up with some of the following ideas:
Man – active, sports lover, short hair, hard working, truck driver, breadwinner, strong
Woman – loving, nurse, shop, likes flowers, cries easily, long hair
4. Give learners a few minutes to write their lists.
5. Work in small groups. Ask learners to share their lists with group members.

6. Give each group two minutes to brainstorm additional words or phrases describing a man, and two minutes to brainstorm additional words or phrases describing a woman.
7. Work as a class. Write one list of words and phrases about men and women on the board.
8. Ask learners to look again at their group list. Give them a few moments. Then ask them to share their reactions. Ask some of the following questions:
 - Are you happy with your lists? Do you see any changes you would like to make to them?
 - Are there terms that do not belong under the heading they are under?
 - Are there terms that could fit under both headings?
 - Is it fair to say that all men are tough or that all women cry easily? Can you think of any exceptions amongst people you know?
9. Lead them to the conclusion that the statements are too general to always be true. Encourage them to recognise that it is unfair to make such sweeping statements. Help them make the connection between the phrases and the term 'stereotype'.
10. Now give each learner a sentence strip. Ask them to write a different stereotype of male and female qualities onto the strip. They should write as big and as bold as they can.

Bursting stereotypes

11. Take the bag of inflated balloons from the cupboard.
12. Ask learners to come to the front of the room one by one, to read their sentence strip aloud to the class and to hold it up for all to see.
13. Hold up a balloon as the learner asks other learners to say why the stereotype is incorrect. Once satisfied that the stereotype has been seen for what it is, pop the balloon. The learner can then tear up the sentence strip.
14. Finally, ask learners to share how they felt about the game. What did they learn? Were there times during the lesson when they felt angry or sad?

Adapted from <http://www.Educationworld.com/index.shtml>

Voting for class president

Link with CAPS annual teaching plan: Gender stereotyping

Term 3, Weeks 8–9

1. Explain to learners that they will vote for a class president.
2. Begin by discussing the various duties of a class president, for example, making choices about class events, leading learners out during a fire drill, etc.
3. Next, ask learners to brainstorm a list of characteristics that a president should have, for example, leadership, ability to make decisions, managing people, and so on.
4. Tell the learners that they are going to vote on whether they think a boy or girl should be class president. Ask them to write a 'G' if they think the class president should be a girl, and a 'B' if they think it should be a boy. Have them place their paper ballot in a ballot box.
5. Take the slips out and tally the votes.
6. Announce the vote. Then discuss:
 - How many people voted for boys? How many for girls?
 - Which gender got the most votes? How many more votes?
 - Did you choose a boy or girl for your class president?
 - Why did you make this choice?
 - In the next election in South Africa, do you hope a woman runs for president? Why?
 - Pretend that you are going to vote for the president of our country. There is a woman and a man who have equal skills. Would you vote for the man or the woman? Why?

Act like a man

Link with CAPS annual teaching plan: Gender stereotyping

Term 3, Weeks 8–9

1. Write 'Act like a man' on the board.
2. First ask the boys what it means to 'act like a man', what behaviours or expectations do you think of? Write their words on the board.
3. Then ask the girls what it means and record their answers.
4. Draw a box around the lists. Explain that this list shows the attitudes and behaviours that boys are pressured to adopt in the process of becoming men in our society. Men and boys are not born this way; these roles are learned.
5. Now, write 'Be ladylike', on the board.
6. Ask the girls what it means to 'be ladylike', what behaviours or expectations do you think of? Write their words on the board.
7. Then ask the boys what it means and record their answers.
8. Draw a box around this list. Explain that this list shows the attitudes and behaviours that girls are expected to conform to as they grow up being female in our society.
9. Have a discussion on where we learn these gender roles. (Discussion prompts: Who teaches us these stereotypes? People in entertainment? Sports? Media? Ask for specific examples to add to the list.)

Universal precautions for wounds and blood spills

Link with CAPS annual teaching plan: Basic First Aid

Term 4, Week 1

The following precautions are used throughout the world to deal with wounds and blood spills.

Standard precautions:

- Treat all blood and body fluids as if it is infected with HIV.
- Wash your hands well with soap and water before you start and when you are finished cleaning wounds and blood spills.
- Cover your hands with gloves or plastic bags so that you do not touch any blood or body fluids.
- If you touch any blood, wash your hands immediately. If any blood splashes into your eyes, nose or mouth, flush it out with running water for at least three minutes.
- Let the person manage his/her own bleeding if possible.

Dealing with wounds

- To stop bleeding: Put pressure on the wound to slow the bleeding.
- For grazes and small cuts: Hold the area under running water. Clean with cotton wool and disinfectant. Dry and cover with waterproof dressing.

Dealing with blood spills

Keep others away from blood and body fluids. Soak up spilt blood with absorbent material, e.g. paper, dry soil or sawdust. Place used material and gloves in double plastic bags, tie and throw in the garbage bin. Spray the bloodstained area with a disinfectant solution.

First Aid word search

Link with CAPS annual teaching plan: First Aid

Term 4, Week 1

The words in the box are all things that can be found in a First Aid kit. Find them in the word search block. The words can be arranged across, up, down and diagonally, and can be in any direction.

bandage

gloves

manual

scissors

water

dressing

icepack

plaster

tape

wipes

M	R	T	S	E	P	I	W	B	S
D	A	G	F	G	J	C	L	T	S
B	A	N	D	A	G	E	A	N	C
S	G	I	U	R	V	P	Z	I	I
E	P	S	Q	A	E	A	R	T	S
V	N	S	U	W	L	C	F	X	S
O	A	E	E	A	R	K	S	T	O
L	P	R	E	T	S	A	L	P	R
G	F	D	B	E	Y	U	A	N	S
P	R	D	T	R	S	E	V	A	K

Tuberculosis

Link with CAPS annual teaching plan: Communicable diseases

Term 4, Weeks 5–7

Tick (✓) True or False for each sentence.

	True	False
A communicable disease is a disease that passes from one person to another.		
TB is not a communicable disease.		
TB germs do not make holes in the lungs.		
All people who are infected get TB.		
The TB germs only become active when the body's defences can no longer control them.		
People who do not get enough good food to eat are at risk of getting TB.		
People who live in overcrowded conditions are not at risk of getting TB.		
One of the signs of TB is a cough that lasts longer than two weeks.		
Loss of appetite and weight are another sign of TB.		
Coughing up blood is not a sign of TB.		
TB cannot be cured.		
If you take your TB pills every day for six months, after two weeks you will not be infectious anymore.		
Once you start TB treatment you must finish it.		

3. Lesson plan template

Topic of lesson:	
Time:	
CAPS Annual Teaching Plan content:	
Resources:	
The lesson	
Introduction	
Main part of lesson:	
Conclusion	
Informal assessment:	

5. Documents

You can use this section to file the Curriculum and Assessment Policy Statement (CAPS) for Life Skills (Grades 4–6) as well as other documentation received from the Department of Basic Education.



Study & Master

Life Skills

Study & Master Life Skills has been specially developed to support the Curriculum and Assessment Policy Statement (CAPS). This new and easy-to-use course not only helps learners master essential content and skills in the subject, but gives them the best possible foundation on which to build their Life Orientation and Creative Arts knowledge.

The comprehensive Learner's Book:

- provides activities that develop learners' knowledge and understanding of each of the topics covered in the Life Skills curriculum
- contains Weekly Readings especially developed for the series
- offers current and relevant content set out according to the curriculum document
- gives clear, illustrated instructions for Physical Education and Creative Arts activities.

The innovative Teacher's Guide includes:

- a detailed work schedule for the whole year
- step-by-step guidance on the teaching of each lesson and form of assessment, as well as Remedial and Extension activities for each Unit
- photocopiable record sheets and templates



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