

Study & Master

Life Skills

CAPS

Teacher's Guide

Gaynor Cozens • Fairuz Parker

Grade

3

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Life Skills

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Term 1							
Study Area	Topic and number	Activity	Page nos.	Week	No. of hrs	Life Skills CAPS content	
Beginning Knowledge and Personal and Social Well-being	1 About me		B1-B7	1-2	6 hrs	About me	
		1. Growing up	B3		1	What a timeline is.	
		2. A timeline	B3		1½	Timeline of own life – include date of birth, starting school, at least one interesting fact.	
		3. A timeline about Nelson Mandela	B5		1½	An interesting object from my past.	
		4. An interesting object from my past	B5		1		
	2 Feelings			B5		1	
				B8-B12	3-4	6 hrs	Feelings
		1. Action song	B8			1	Things that make me happy and things that make me sad. Recognise feelings – such as anger, fear, worry, loneliness.
		2. Remembering Grandmother	B8			1	Good ways to express what we feel. Apologies – how to say sorry.
		3. Recognise feelings	B9			1	Note: Use pictures, stories, rhymes, puppets and masks.
		4. A feelings chart	B10			1	
	3 Health protection		5. Good ways to express what we feel	B10		1	
			6. Saying sorry	B10		1	
				B13-B16	5	3 hrs	Health protection
		1. First aid kit	B13			1	Basic first aid practices in situations such as nosebleeds, animal bites, cuts and burns.
		2. First aid treatment	B13			1	Basic health and hygiene – include not touching other people's blood.
		3. Hygiene	B15			½	
		4. Healthy foods	B15			½	
				B17-B19	6-7	6 hrs	Keeping my body safe
			1. Five golden rules	B17		1	We are not safe with everyone.
		2. Feeling safe	B18		1½	Rules to keep my body safe.	
4 Keeping my body safe		3. Trusting yes and no feelings	B18		1½	Trusting Yes and No feelings.	
		4. Rules to keep my body safe	B19		1	How to say No to any form of abuse. How to report abuse.	
		5. How to report abuse	B19		1	Note: This topic should focus on prevention of physical and sexual abuse.	

Term 1						
Study Area	Topic and number	Activity	Page nos.	Week	No. of hrs	Life Skills CAPS content
Beginning Knowledge and Personal and Social Well-being	5 Rights and responsibilities		B20–B23	8–9	6 hrs	Rights and responsibilities
		1. Declaration of children's rights	B20		1	Children's rights and responsibilities.
		2. Special days to celebrate our rights	B20		1	Rights and responsibilities:
		3. The girl down the road	B21		1	At home
		4. We all have rights	B22		1	At school
		5. A safe home	B22		1	In our community
		6. Our responsibilities	B22		1	In the environment.
Religious days and special days			B24–B26	10	3 hrs	Religious days and other special days celebrated by the community should be talked about as they occur throughout the term.
		1. South African public holidays	B25		½	
		2. New Year's Day	B25		½	
		3. Environmental calendar	B26		½	
		4. World Wetlands Day	B26		½	
Visual Arts		5. Human Rights Day and Youth Day	B26		1	
			B27–B30		10 hrs	
		1. Create a collage	B28	1	1	
		2. Clay modelling	B29	2	1	
		3. Make a puppet	B29	3	1	
		4. Emotion in painting	B29	4	1	
		5. Think 'prevention'	B29	5	1	
		6. Feeling happy	B29	6	1	
		7. Clay figurines	B30	7	1	
		8. Celebrate our rights	B30	8	1	
9. Art elements	B30	9	1			
10. Make a special gift	B30	10	1			

Term 1							Life Skills CAPS content
Study Area	Topic and number	Activity	Page nos.	Week	No. of hrs		
Performing Arts			B31-B34		10 hrs		
		1. Non-locomotor movement	B31	1	½		
		2. South African music	B32	1	½		
		3. Action song	B32	2	½		
		4. Role-play feelings	B32	2	½		
		5. Saying sorry	B32	3	1		
		6. South African dance	B32	4	1		
		7. Puppet dialogue	B33	5	1		
		8. First aid role play	B33	6	½		
		9. Notated rhythm patterns	B33	6	½		
		10. Role-play	B33	7	1		
		11. Movement - percussion	B33	8	1		
		12. Create a drama	B34	9	1		
Physical Education		13. Play percussion instruments	B34	10	1		
			B35-B41		20 hrs		
		1. Sprinting	B35	1	1		
		2. Crouch start in sprinting	B36	1	1		
		3. Running relays	B36	2	1		
		4. Sprinting and running relays	B37	2	1		
		5. Batting for mini cricket	B37	3	1		
		6. Running between wickets	B37	3	1		
		7. Throwing tennis ball and mini cricket	B38	4	1		
		8. Playing mini cricket	B38	4	1		
		9. Kicking a ball	B39	5	1		
		10. Kicking a ball while moving	B39	5	1		
	11. Bouncing balls and volleying	B39	6	1			

Term 1						
Study Area	Topic and number	Activity	Page nos.	Week	No. of hrs	Life Skills CAPS content
Physical Education		12. Tennis – forehand	B39	6	1	
		13. Tennis – backhand	B40	7	1	
		14. Backhand and forehand over net	B40	7	1	
		15. Navigating an obstacle course	B40	8	1	
		16. Navigating the obstacle course again	B41	8	1	
		17. Long jump	B41	9	1	
		18. High jump	B41	9	1	
		19. Fun races	B41	10	1	
		20. Repeat exercises	B41	10	1	

Term 2						
Study Area	Topic and number	Activity	Page nos.	Week	No. of hrs	Life Skills CAPS content
Beginning Knowledge and Personal and Social Well-being	6 Healthy eating		B44–B48	1–2	6 hrs	Healthy eating
		1. The food pyramid	B44		1	Food groups:
		2. Food groups	B45		1	Vitamins – fruit and vegetables
		3. Malnourishment	B45		½	Carbohydrates – bread, maize/mealie meal
		4. Vegetarianism	B46		½	Proteins – eggs, beans, meat, nuts
		5. A food garden	B46		1	Dairy – milk, cheese, yoghurt.
		6. The right to basic nutrition	B47		1	A balanced diet.
		7. Food, glorious food	B48		1	

Term 2							
Study Area	Topic and number	Activity	Page nos.	Week	No. of hrs	Life Skills CAPS content	
Beginning Knowledge and Personal and Social Well-being	7 Insects		B49–B53	3–5	9 hrs	Insects	
		1. Characteristics of insects	B49		1	The characteristics of an insect.	
		2. Ants	B49		1	Different insects – such as fly, mosquito, ant, beetle.	
		3. Which ones are insects?	B50		1	Observing and drawing an insect.	
		4. Insect parts	B50		1	How insects help us.	
		5. Bees	B50		1	How some insects harm us.	
		6. The dung beetle	B50		1		
		7. The ant and the grasshopper	B51		1		
		8. The mosquito	B51		1		
	9. Insects as food	B51		1			
	8 Life cycles			B54–B59	6–7	6 hrs	Life cycles
		1. A life cycle	B54		1	What a life cycle is.	
		2. Life cycle of a mammal: a dog	B54		1	Life cycle of a:	
		3. Life cycle of an insect: an ant	B55		1	Mammal (e.g. dog)	
		4. Life cycle of an amphibian: a frog	B55		1	Insect (e.g. butterfly)	
		5. Life cycle of a bird: chicken	B56		1	Amphibian (e.g. frog)	
		6. Endangered life cycles	B57		½	Bird (e.g. chicken).	
		7. How the panda got its markings	B58		½		
	9 Recycling			B60–B64	8–9	6 hrs	Recycling
		1. What happens to our waste?	B60		½	What happens to our waste.	
		2. Re-use	B60		½	Re-using (things that can be used again).	
		3. Recycling glass	B61		1	Recycling (used things that can be made into something new).	
		4. What cannot be recycled?	B61		1	Reducing (using less).	
		5. Reduce	B62		1	What cannot be recycled.	
		6. Make a compost heap	B63		1	Recycling at home and at school.	
		7. Let us recycle	B64		½	Making compost out of things that rot.	
	8. Re-using water	B64		½	Re-using water.		

Term 2						
Study Area	Topic and number	Activity	Page nos.	Week	No. of hrs	Life Skills CAPS content
Beginning Knowledge and Personal and Social Well-being	Religious days and special days		B65-B66	10	3 hrs	Religious days and other special days celebrated by the community should be talked about as they occur throughout the term.
		1. Heritage Day	B65		1	
		2. Earth Hour	B65		½	
		3. Easter and Ascension Day	B65		½	
		4. Workers' Day	B65		½	
		5. Eid	B66		½	
Visual Arts			B67-B70		10 hrs	
		1. Draw a lemon	B67	1	1	
		2. Food still life	B68	2	1	
		3. Paint – motion	B69	3	1	
		4. Complete a drawing	B69	4	½	
		5. Symmetrical drawing	B69	4	½	
		6. Clay sculpture	B69	5	1	
		7. Complete a drawing	B69	6	1	
		8. Create from used container	B69	7	1	
		9. Make mini chest of drawers	B69	8	1	
		10. Make a box – using template	B70	9	1	
Performing Arts		11. Create poster	B70	10	1	
			B71-B74		10 hrs	
		1. Posture	B71	1	1	
		2. South African songs	B71	2	1	
		3. Sensory awareness	B72	3	1	
		4. Perform a poem	B72	4	1	
		5. Dramatise a story	B73	5-6	2	
		6. Play rhythm games	B73	7	1	
		7. Listen to and create stories	B74	8	1	
		8. Move to music	B74	9	1	
		9. Create a short drama	B74	10	1	

Term 2							Life Skills CAPS content
Study Area	Topic and number	Activity	Page nos.	Week	No. of hrs		
Physical Education			B75-B81		20 hrs		
		1. Rope skipping	B75	1	1		
		2. Zig-zag running and catching	B75	1	1		
		3. Play indigenous game	B76	2	2		
		4. Dribble a basket ball	B76	3	1		
		5. Do simulation activities	B76	3	1		
		6. Netball passes	B77	4	1		
		7. Play a game of netball	B77	4	1		
		8. Balancing activities	B77	5	1		
		9. Dribble hockey ball through obstacles	B77	5	1		
		10. Bridge stand	B78	6	1		
		11. Run and pass rugby ball	B78	6	1		
		12. Hand apparatus sequencing	B79	7	1		
		13. Dribble a soccer ball	B79	7	1		
		14. Play a game of soccer	B80	8	1		
		15. Rope skipping	B80	8	1		
		16. Display various ball skills	B80	9	2		
		17. Navigate an obstacle course	B80	10	1		
	18. Ribbon movements	B81	10	1			

Term 3							
Study Area	Topic and number	Activity	Page nos.	Week	No. of hrs	Life Skills CAPS content	
Beginning Knowledge and Personal and Social Well-being	10 Public safety		B84-B86	1-2	6 hrs	Public safety	
		1. Safe places	B84		1	Dangerous places to play – include rubbish dumps, train tracks, roads, construction sites.	
		2. Travelling by train	B85		1	Riding trains and taxis safely.	
		3. Travelling by taxi	B85		1	Dangers of electricity.	
		4. Dangers of electricity	B85		1	Poisonous and inflammable substances.	
		5. Poisonous and inflammable substances	B85		1	Signs that warn us of danger.	
		6. Signs that warn us of danger	B86		½		
	11 Pollution		7. An emergency situation	B86		½	
				B87-B91	3-4	6 hrs	Pollution
		1. Water pollution	B88		1	1	What pollution is.
		2. Land pollution	B88		1	1	Different types of pollution – water, land, air, noise.
		3. Air pollution	B89		½	½	Effects of pollution on people.
		4. Noise pollution	B89		½	½	Effects of pollution on the environment.
		5. The race in the river	B89		1	1	Note: Survey and clean an area. This will serve as an introduction to field work.
12 How people lived long ago		6. Litter	B90		1		
		7. Emeraan Fish	B90		1		
			B92-B96	5-7	9 hrs	How people lived long ago	
	1. Ma Clarkey	B92		1	1	Stories and experiences of older family and community members – include food, clothes and transport.	
	2. Traditional clothing	B92		1	1	Objects used by older family and community members – such as tools, toys, cooking utensils.	
	3. Transport	B93		1	1	Selections of old pictures and photographs from family albums and books.	
	4. Food	B94		1	1	How people lived then and now (change and continuity).	
	5. Food storage and preservation	B94		1	1	Note: Invite older family and community members to visit the class.	
	6. Water	B94		1	1		
	7. Toys	B95		1	1		
	8. Playing three sticks	B95		1	1		
	9. What photos and objects tell us	B95		1	1		

Term 3							
Study Area	Topic and number	Activity	Page nos.	Week	No. of hrs	Life Skills CAPS content	
Beginning Knowledge and Personal and Social Well-being	13 Space		B97 –B101	8 –9	6 hrs	Space	
		1. Space	B97		1	Earth from space – what it looks like (land, sea, clouds).	
		2. The Earth from space	B97		1	Stars and planets – what they are.	
		3. Stars	B98		1	Names of the planets.	
		4. Planets	B98		½	Telescopes.	
		5. Names of the planets	B99		½	Space travel.	
		6. Telescopes	B99		½	Satellites and information we get.	
		7. Space travel	B100		1	Note: Where possible, visit a planetarium or observatory.	
		B100		½			
		Religious days and special days	8. Satellites and information we get	B102	10	3 hrs	Religious days and other special days celebrated by the community should be talked about as they occur throughout the term.
Visual Arts		1. National Women's Day	B102		1		
		2. National Arbour Month	B102		1		
		3. World Tourism Day	B102		1		
				B103–B106		10 hrs	
			1. Create a collage	B103	1	1	
			2. Recreate warning signs	B104	2	1	
			3. Draw a djembe drum	B104	3	1	
			4. Make a musical instrument	B104	4	1	
			5. Make prints	B104	5	1	
			6. Draw a traditional house or make a clay bowl	B105	6	1	
		7. Make a car out of recycled materials	B105	7	1		
		8. Create a painting	B106	8	1		
		9. Make a space rocket	B106	9–10	2		

Term 3						
Study Area	Topic and number	Activity	Page nos.	Week	No. of hrs	Life Skills CAPS content
Performing Arts			B107-B110		10 hrs	
		1. Warm up the body	B107		Ongoing	
		2. Perform a mime	B108	1-2	2	
		3. Role-play emergency situation	B108	3	1	
		4. Play cyclic rhythm patterns	B108	4	1	
		5. Compose cyclic rhythm patterns	B108	5	1	
		6. Perform poetry	B109	6	1	
		7. Perform classroom drama	B109	7	1	
		8. Write a short story	B109	8	1	
		9. Create a movement sentence	B109	9	1	
	10. Run and rotate	B110	10	1		
Physical Education			B111-B118		20 hrs	
		1. Twisting, stretching and bending	B111	1	1	
		2. Balancing activities	B112	1	1	
		3. Volleyball skills	B112	2	1	
		4. More volleyball skills	B113	2	1	
		5. Volleyball set actions	B113	3	1	
		6. An obstacle course	B113	3	1	
		7. Cross-overs with ropes	B114	4	1	
		8. Double skip with ropes	B114	4	1	
		9. Mini soccer	B114	5	1	
		10. Jungle gym	B115	5	1	
		11. Straddle vault over a partner	B115	6	1	
		12. Acrobatics	B115	6	1	
		13. Jump and leap	B116	7	1	
		14. Hop over a distance	B116	7	1	
	15. Throw balls at targets	B116	8	1		

Term 3						
Study Area	Topic and number	Activity	Page nos.	Week	No. of hrs	Life Skills CAPS content
Physical Education		16. Balancing	B117	8	1	
		17. Pushing and pulling movements	B117	9	1	
		18. Revise previous lessons	B118	9-10	3	

Term 4							
Study Area	Topic and number	Activity	Page nos.	Week	No. of hrs	Life Skills CAPS content	
Beginning Knowledge and Personal and Social Well-being	14 Products and processes	1. Products from the earth and plants	B120-B123	1-2	6 hrs	Products and processes	
		2. Paper	B120		2	Plants:	
		3. Cotton	B120		1	What we get from plants	
		4. Glass	B121		1	Process – from sugar cane to sugar.	
		5. Petrol	B122		1	The earth:	
	15 Disasters and what we should do			B122		1	What we get from the earth
							Process – from clay to brick.
				B124-B129	3-5	9 hrs	Disasters and what we should do
		1. Floods	B124		1	1	Types of disaster:
		2. A story about a flood	B124		1	1	Floods
	3. Fire disaster	B125		1	1	Fire	
	4. Fire	B126		1	1	Other phenomena:	
	5. Fire drill	B126		1	1	Lightning	
	6. Lightning	B126		1	1	Earthquakes	
	7. Storms	B127		1	1	Storms and strong winds.	
	8. Earthquakes	B128		1	1	Note: Use personal experiences as well as newspaper and television reports of disasters.	
	9. Tsunami	B128		1	1		

Term 4						
Study Area	Topic and number	Activity	Page nos.	Week	No. of hrs	Life Skills CAPS content
Beginning Knowledge and Personal and Social Well-being	16 Animals that help us		B130–B134	6–8	9 hrs	Animals that help us
		1. Bees	B130		½	Animals that give us food and/or clothes:
		2. Bees make honey	B130		½	Bees
		3. Cows	B131		½	Chickens
		4. Ostriches	B131		½	Cows
		5. Sheep	B132		1	Sheep.
		6. Making soap	B132		1	Animals that work for us:
		7. The story of silk	B132		½	Dogs – guide dogs, watchdogs, sniffer dogs
		8. Sea animals	B132		½	Donkeys and horses.
		9. Dogs	B133		1	Note: Find and read stories about other animals, such as dolphins, that have helped people.
		10. Horses and donkeys	B133		½	
		11. Animals that work for us around the world	B133		1	
		12. Animal heroes	B134		1	
13. Animals in tourism	B134		½			
Religious days and special days			B135	9	3 hrs	Religious days and other special days celebrated by the community should be talked about as they occur throughout the term.
	1. Navaratri	B135			1	
	2. Diwali	B135			1	
Consolidation of topics covered and preparation for transition to Grade 4		3. Christmas Day	B135		1	
			B136	10	3 hrs	

Term 4							Life Skills CAPS content
Study Area	Topic and number	Activity	Page nos.	Week	No. of hrs		
Visual Arts			B137-B140		10 hrs		
		1. Create a painting	B137	1	1		
		2. Identify lines and shapes in objects	B138	2	1		
		3. Make bricks	B138	3	1		
		4. Fire prevention	B138	4	1		
		5. Make a rainmaker	B139	5-6	2		
		6. Draw a composition of two or more people	B139	7	1		
		7. Make a pompom bee	B139	8	1		
		8. Decorate an egg	B140	9	1		
		9. Make soap	B140	10	1		
Performing Arts			B141-B144		10 hrs		
		1. Develop focus and visualisation	B141	1	1		
		2. Tempo, dynamics and timbre	B141	2	1		
		3. Recite a poem	B142	3	1		
		4. Conduct a television interview	B142	4	1		
		5. Identify South African musical instruments	B142	5	1		
		6. Present a news or weather report	B143	6	1		
		7. Perform a song or poem about bees	B143	7	1		
		8. Show control and a strong back	B143	8	1		
		9. Dramatise a story of an animal hero	B143	9-10	2		

Term 4							Life Skills CAPS content
Study Area	Topic and number	Activity	Page nos.	Week	No. of hrs		
Physical Education			B145-B150		20 hrs		
		1. Tennis skills	B145	1	1		
		2. Play tennis	B145	1	1		
		3. Confidence in water	B146	2	1		
		4. Locomotor movements	B146	2	1		
		5. Develop laterality through swimming	B147	3	1		
		6. Forward rolls and backward rolls	B147	3	1		
		7. More swimming skills	B147	4	2		
		8. A rhythmic sequence without apparatus	B147	5	1		
		9. Practise swimming	B148	5-6	2		
		10. Play cricket	B148	6	1		
		11. Practise balancing	B148	7	1		
		12. Practise cricket skills	B148	7	1		
		13. Play cricket	B149	8	1		
		14. A rhythmic sequence with rhythmic sticks	B149	8	1		
		15. An obstacle course	B149	9	1		
		16. Perform gymnastics	B150	9	1		
		17. A three-legged race	B150	10	1		
	18. Do shadow imitations	B150	10	1			

Section A: Introduction

- **Curriculum and Assessment Policy Statement (CAPS)** A3

- **Life Skills in the curriculum** A9
 - Sequencing and progression A9
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Introduction

Curriculum and Assessment Policy Statement (CAPS)

The National Curriculum Statement Grades R–12 (NCS), which stipulates policy on curriculum and assessment in the schooling sector, was amended, with the amendments coming into effect in January 2012. A single comprehensive **National Curriculum and Assessment Policy Statement (CAPS)** was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R–12.

General aims of the South African Curriculum

The National Curriculum Statement Grades R–12 gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local context, while being sensitive to global imperatives.

The purpose of the National Curriculum Statement Grades R–12

- To equip learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country.
- To provide access to higher education.
- To facilitate the transition of learners from education institutions to the workplace.
- To provide employers with a sufficient profile of a learner's competences.

The principles of the National Curriculum Statement Grades R–12

Social transformation

The Constitution of the Republic of South Africa forms the basis for social transformation in our post-apartheid society. Social transformation in education is aimed at ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population.

What does this mean in your classroom? Your learners will come from families and communities that have been affected in diverse ways by South Africa's past. They will have many different ideas about what kind of future they want, and what kind of society they want to live in. In the learning programme that you plan for the year, you need to provide opportunities for the learners to explore and come to understand the kind of society we all want to create in South Africa and offer them possibilities for their future.

Active and critical learning

The National Curriculum Statement encourages an active and critical approach to learning, rather than rote and uncritical learning of given truths.

- *High knowledge and high skills in learners*

It specifies the minimum standards of knowledge and skills at each grade and sets high, achievable standards in all subjects.

What does this mean in your classroom? You as the teacher should inspire your learners with relevant knowledge and activities that will encourage them to want to explore the world around them and relate what they learn to their lives outside school. Strive to develop a high level of knowledge and skills in all your learners.

- *Progression*

Progression refers to the process of developing more advanced and complex knowledge and skills. The content and context of each grade show progression from simple to complex.

If you plan a learning programme using this course, you will ensure that your learners are progressing appropriately through the levels of knowledge and skills that the curriculum requires.

- *Human rights, inclusivity, environmental and social justice*

The National Curriculum Statement is infused with the principles and practices of social and environmental justice and human rights as defined by the Constitution of the Republic of South Africa. In particular, it is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age and disability.

What should this mean in your classroom? In all activities that you organise and facilitate, you should create opportunities to relate your subject to the broader social goal of promoting human rights, environmental justice and social justice. Take into account that some of your learners might be grappling with issues such as poverty, language and disability in their daily lives, and encourage them to explore these issues in ways that relate to this subject.

- *Valuing indigenous knowledge systems*

In the 1960s, the theory of multiple intelligences forced educationists to recognise that there are many ways of processing information to make sense of the world. Now people recognise the wide diversity of knowledge systems through which people make sense of, and attach meaning to, the world in which they live.

Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years. The National Curriculum Statement acknowledges the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution.

What should this mean in your classroom? Draw on the expertise in your subject that may be available in your local community. Find out about individuals and organisations in your region that can support your classroom work by means of relevant indigenous knowledge to which they have access.

Encourage learners to tap into sources of relevant indigenous knowledge in their own communities. For example: People from indigenous cultures have always found ways to collect and preserve uncontaminated water. By finding out about such water collection practices, we can learn how to minimise contamination of water resources.

- *Credibility, quality and efficiency*

The National Curriculum Statement aims to achieve credibility through providing an education that is comparable in quality, breadth and depth to the curricula of other countries. We live in a world community in which knowledge and people are circulated all the time. It is important that other countries in the world recognise the qualifications acquired in the South African school system and that these standards are set from the ground up.

Qualities and skills of learners

The National Curriculum Statement aims to produce learners who are able to:

- identify and solve problems and make decisions using critical and creative thinking
- work effectively as individuals and with others as members of a team
- organise and manage themselves and their activities responsibly and effectively
- collect, analyse, organise and critically evaluate information
- communicate effectively using visual, symbolic and/or language skills in various modes
- use science and technology effectively and critically, showing responsibility towards the environment and the health of others
- demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Inclusivity

Inclusivity should become a central part of the organisation, planning and teaching at each school. This can happen only if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

Inclusive education and training should:

- acknowledge that all children and youth can learn and that all children and youth need support
- accept and respect the fact that all learners are different and have different learning needs, which are equally valued
- enable education structures, systems and learning methodologies to meet the needs of the learner
- acknowledge and respect differences in children, whether due to age, gender, ethnicity, language, class, disability, HIV status, etc.
- maximise the participation of all learners in the culture and the curriculum of educational institutions, and uncover and minimise barriers to learning.

What should this mean in your classroom? In this series of books, the learners work together in groups and pairs, which gives them the opportunity to learn from each other, as well as at their own pace. The learning methodologies also cater for learners with different learning abilities. A wide range of activities is included in this series. This allows you to decide, based on your particular situation and the skills levels of your learners, which activities should be done by which learners. Some of the activities could be used as extension work for more advanced learners, while others can be used as remedial work for learners requiring additional support. Gender is also addressed, as both boys and girls are able to participate in all the activities. Learners also have the opportunity to learn about diversity within the subject matter covered.

Learners with physical barriers can work in groups or with a partner so they can be assisted where necessary. The teacher must therefore group learners with disabilities together with learners with other disabilities or no disabilities so they can support each other.

Special needs

In many classrooms, learners with special needs require additional attention – in some cases very little, and in others more extensive. Teachers should be especially sensitive towards these learners without drawing too much attention to an individual the learner’s possible barrier to learning, and somehow making fellow learners aware of the need to treat each other with respect without exception. This vital life skill should be ingrained in all young people so that it becomes part of their personalities for the rest of their lives. The information that follows will assist you in addressing some of these special needs in your classroom in an inclusive way. Be aware of these and other special needs of learners in your classroom.

Partial sight or blindness: For partially sighted learners who find it difficult to read text, text could be enlarged by using a photocopy machine. Also, ensure that these learners sit in the middle at the front of the class so that their poor eyesight does not become a barrier to their learning.

Alternatively – especially in groupwork – text could be read aloud to these learners. Remember to read loudly, clearly and slowly, as partially sighted and blind learners rely heavily on their memories.

Hearing impairment: Once again, these learners should sit in the front of the class. Remember to face the learner directly and speak loudly and clearly, but without exaggerating when giving instructions, or when reading text to these learners. Learners who are hard of hearing learn to lip-read very early in life.

Impaired social skills: The nature of these difficulties varies, but could, in some cases, become a serious barrier to learning.

- Learners who are very shy or highly strung might find speaking in front of the class extremely stressful. Although they should be encouraged to develop this life skill, it should be remembered that one can never change someone’s nature completely. Work gently with these learners – their shyness or

nervousness may even be the result of negative circumstances at home. Let them do their 'class presentations' in written form at first, and then move slowly as the year progresses – at first letting them speak to one classmate only, then to a small group, and finally to the whole class.

- Children with ADS (Attention Deficit Syndrome, also known as ADD – Attention Deficit Disorder) will find it extremely difficult to work in groups or to sit still and concentrate for very long – in some cases simply having to listen for two minutes is too long. Learners with ADS could affect the class atmosphere and class discipline in a negative way, and although everyone will agree that the deficiency is no fault of their own, they should not be allowed to ruin their fellow learners' education.

The school should have a policy that parents must inform the school confidentially if their child suffers from ADS. If learners have been diagnosed, they could be on medication. It is essential that teachers are informed; otherwise the learner could simply be branded as 'extremely naughty', which would be unfair and result in inappropriate handling. Teachers should be very careful not to judge a 'naughty' learner too soon. ADS is becoming quite common, and in some cases may not have been diagnosed at all.

Be on the lookout for a learner who:

- finds it hard or even impossible to concentrate
- frequently interrupts the teacher with irrelevant or seemingly 'stupid' questions
- fidgets all the time to the point of irritating peers
- jumps up frequently and asks to go to the bathroom (or somewhere else) at inappropriate times
- shouts out answers or remarks when the class has been asked to put up their hands
- is unable to deal with groupwork or pair sessions – these periods are 'interpreted' as a 'free-for-all'
- shows signs of aggression when fairly disciplined
- argues with the teacher when asked to keep quiet.

Please note that:

- the disorder is more prolific among boys than among girls
- diet could play a role in controlling the disorder – fast foods and junk foods should be kept to a minimum.

Extreme poverty: This barrier to learning requires extreme sensitivity from the teacher. If you know that there are one or more learners in your class who come from poverty-stricken backgrounds, you could handle the situation as follows:

- Learners are often required to bring resources from home, especially for practical activities like visual arts and science. Some learners may be unable to afford additional resource materials: magazines for research and making posters; cereal boxes; colour pencils or Kokis; paper plates; their own scissors; plastic straws; rulers; calculators. Keep a supply of these items in your classroom without informing your

learners and unobtrusively give them to those learners whom you know have difficulty in acquiring them. Be careful not to encourage ‘forgetters’ to make use of this offer! You could ask community groups and businesses in your area to provide support in collecting supplies of materials for you to keep in your classroom.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, district-based support teams, institutional-level support teams, parents and special schools as resource centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education’s Guidelines for Inclusive Teaching and Learning (2010).

Time allocation

The instructional time in Foundation Phase is as follows:

Subject	Time allocation per week (hours)
I Home Language	6
II First Additional Language	4 (5)
III Mathematics	7
IV Life Skills	6
• Beginning Knowledge	1 (2)
• Creative Arts	2
• Physical Education	2
• Personal and Social Well-being	1

Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3, First Additional Language is allocated 5 hours and Beginning Knowledge is allocated 2 hours as indicated by the hours in brackets in the table above.

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects.

Life Skills in the curriculum

The Life Skills subject provides a basis for holistic teaching and learning to take place. It includes the social, personal, intellectual and physical growth and development of the learners. Life Skills prepares the learner for life and equips the learner with skills to cope with living and all its changes in a fast-developing world.

This subject allows the learners to engage in a range of knowledge, skills and values that will enhance their physical, social, personal, cognitive, creative and aesthetic development.


It provides a focus on personal health and safety, an understanding of the relationship between people and the environment, as well as an awareness of social relationships, technological processes and beginner science.

The Life Skills subject also serves as a base and source of support for the other Foundation Phase subjects Mathematics and Languages.

In the Curriculum and Assessment Policy Statement (CAPS), Life Skills in the Foundation Phase has been divided into four study areas, namely:

- Beginning Knowledge
- Personal and Social Well-being
- Creative Arts
- Physical Education.

Areas	Beginning Knowledge	Personal and Social Well-being	Creative Arts	Physical Education
Focus	Content and concepts (drawn from Social Sciences, Natural Sciences and Technology)	Social health Emotional health Relationships Nutrition Diseases Safety Values Skills Attitudes Diversity	Two streams: Visual Arts (2D and 3D) Performing Arts (dance, drama, music)	Physical growth, development, recreation and play



 These two areas are integrated under Topics.

Sequencing and progression

The suggested topics have been sequenced based on the principle of beginning with what is familiar to the child and then moving on to the less familiar topics.

Resources for Life Skills

Learners should have access to standard resources all the time. The following is a list of resources that should be available:

- Beanbags
- Skipping ropes
- Balls
- Balancing beams
- Planks
- Tyres
- Bats
- Skittles
- Cones
- Storage containers
- Balloons
- Bricks
- Scarves/cloths/ribbons
- Jungle gyms
- Climbing ropes
- Trees
- Flat open surfaces
- Mats
- Wax crayons
- Pencil crayons
- Paper
- Manila board
- Pencils
- Kokis
- Charcoal
- Oil pastels
- Chalk
- Sand
- Glue
- Paint
- Ink
- Dyes
- Mud
- Clay
- Brushes
- Containers
- Water
- Play dough
- Beads
- Straws
- Shells
- Boxes
- String
- Wool
- Felt
- Odd fabric
- Seeds
- Plants
- Puzzles
- A variety of charts
- A variety of posters
- Newspapers
- Magazines
- Scissors
- CD players
- CDs/audio equipment/
appropriate music
- Musical/percussion
instruments
- Old clothes/utensils/props

Inclusivity in the Life Skills classroom

Inclusivity should form part of your planning, so be aware of the barriers to learning in your class and plan accordingly.

As teachers we must always remember that every learner has the right to learn no matter what his or her learning barriers are. Inclusion means that all the learners should belong. Each learner is unique and the teacher must learn to build on the individual strengths of each learner. It is important that the other learners in the class are informed about a learner's barriers, as this will make them more compassionate, tolerant and accepting.

When a child is included and involved in the subject, it will often improve his or her attention span, perseverance and commitment to the subject. It is important that all learners have a sense of achievement no matter what the challenges are. This will improve their self-esteem.

When a learner is struggling with an activity, allocate a 'buddy' that will help him or her. Make sure the tasks that are

given to the learners with barriers are more focused and shorter. If the class is doing movement, the learner with a physical barrier can sit in a chair and move his or her arms and the buddy learner can move around that learner.

Encourage the learners with barriers to ask for help either from their 'buddy' or the teacher.

'It is easier for us [teachers] to change the way in which we teach than for them [the learners] to change the way in which they learn.' – Chasty 1985

Assessment

Assessment is a continuous process of gathering and interpreting information about the performance of learners as well as interrogating teaching practice in order to improve the teaching and learning process. Learner assessment should be both formal and informal. Regular feedback must be provided.

In the 'Photocopiable sheets' section of this Teacher's Guide, there are a number of rubrics and aids to assist you in the assessment process.

Observation in the Foundation Phase is ongoing and is the main assessment technique for both informal and formal assessment. The purpose of assessment in Life Skills in the Foundation Phase is to assess the development of concepts, skills and values that will help to prepare learners for more formal assessment in the Intermediate Phase.

You should always have an **observation book** at hand to record brief notes on learner performance and achievements in both everyday and formal assessment tasks. These notes should inform planning for teaching and future assessments.

Assessment can take place individually, in small groups or in large groups. Checklists and rubrics may be used to record assessments.

Self-assessment is where the learner is given the opportunity to reflect on his or her own work. This helps learners to take responsibility for their own learning.

Group assessment is when the learners assess their group's work. The group completes the assessment together.

Parent/Guardian assessment is when a task is sent home for the learners to complete. On completion of the task, the parent or guardian should assess it. In this way, the parent or guardian is involved in the assessment process. The parent gives written feedback to the learner, which is then returned to school for you to see.

If the above strategies are used, make sure that you give clear instructions and go through the assessment sheet step by step with the learners, allowing them to complete it one step at a time before moving to the next.

Use these strategies at your own discretion and when it is appropriate.

You will find templates of assessment sheets for use with the various strategies mentioned above in the 'Photocopiable Sheets' section of this Teacher's Guide.

The formal assessment of each learner should be done once per term and should be recorded.

Records of learner performance should provide evidence of the learner's progression within a grade and his or her readiness to progress to the next grade.

Learner performance should be communicated to learners, parents, schools and other stakeholders by means of report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, and class or school newsletters.

Children's work should be displayed all over the classroom.

The Study & Master Life Skills course

The *Study & Master Learner's Book and Workbook Grade 3* have been designed to focus on the topics suggested in the CAPS curriculum document. They provide lesson and classwork activities, as well as written worksheets and/or practical tasks for the learners to participate in. The teaching and learning activities allow for class discussions, small group discussions, pair work and individual work.

The Learner's Book is designed to be used as a tool in the lesson itself. From the start of the lesson the learners are expected to open the Learner's Book to the respective pages and be guided by the teacher to engage in the discussions as introduced in the Learner's Book.

Guide the lesson activities in order to develop the content and concepts as well as the foundational skills and values.

The discussions are always introduced by questions. These questions lead to discussions and are guided by the teacher. However, let the learners follow the questions as you read them. They will later catch on to the repetition of numerous words and this will help them recognise the words as they go along. As the learners' reading ability develops, they will read the questions themselves.

These discussions are very important as they lead to the vital content and concepts to be learnt. Make sure that you home in on the concepts and content as they come up and that the facts to be learnt are adequately understood.

The discussion session develops thinking and reasoning skills as well as listening and speaking skills. The learners are encouraged to take turns to show respect and make decisions in these discussions. It allows for participation, individual, group and pair work. Be aware of the quiet, withdrawn and introverted learners and find a way to draw them into the discussions discreetly. Your observation comes into play right from the very start of the lesson.

The discussions can flow because the questions lead from one to the other, and will grow the discussion itself. You could add extra questions if the need arises. Co-operative learning strategies could be useful during the discussion sessions.

In the Foundation Phase visual literacy is key because the learner's reading ability is still developing. As the grades progress, more wording is added to the pages in both the Learner's Books and Workbooks. Drawing and pictures form a huge part of the learning process at this level.

The Learner's Book requires the learners to do their written tasks in their exercise books, whereas the Workbook requires the learners to write their answers in the Workbook itself.

The worksheets in the Workbook are exercises to consolidate the lessons dealt with in the Learner's Book. These worksheet

exercises, however, should be clearly explained to the learners so that they are very clear and know what to do in order to complete the tasks. The teacher should always guide.

This Teacher's Guide also includes all the lessons for the Performing Arts (dance, music and drama) for each term and all the lessons for Physical Education for each term. The Visual Art lessons for each term are included in both the Learner's Book and the Workbook as well as in this Teacher's Guide.

How to go about the lesson activities and the worksheets

- Lesson activities are found in the *Study & Master Life Skills Learner's Book*.
- Consolidation worksheets are found in the *Study & Master Life Skills Workbook*.
- Start each activity with the learners turning to the activity pages in the Learner's Book.
- Work through the activities with the class as it is suggested for each activity.
- You should guide the whole learning experience until the part where the learners do their individual tasks or worksheet exercises. Supervision and observation here is vital.
- The instructions for all the tasks should be thoroughly explained so that the learners are very clear about what to do. The worksheet exercises consolidate the content and concepts taught. The learners are expected to write their answers on the worksheets in the Workbook.
- Pacing of the course will vary from class to class as well as for individual learners.
- Some tasks could be given as homework tasks if appropriate.

Photocopiable sheets

These sheets/templates are found in a separate section of this Teacher's Guide. You may photocopy these sheets for use with your lessons.

Incidental work in Grade 3

News

(Observation, discovery and discussion)

This incidental activity can be included in the Literacy time slot. Learners should be encouraged to be observant and to bring news items and articles to the class for observation and discussion. Learners can bring any article of interest and these may refer to events in their immediate surroundings or town or city or personal life, and so on. Pictures and/or clippings will be pasted in the Workbooks and learners should write their own observations.

Interest table

(Articles brought to school)

This is a space provided for learners to bring items of interest to the class relating to nature, environment, seasons, etc. for discussion, exploration and information. Plants have to be

watered regularly so that they can actually grow and the learners see the growth. Everyone needs to look for more information if they don't know anything about an item that was brought to the class. This makes for good discussion. The exhibition should be changed regularly and should be kept fresh and interesting.

Birthdays

A list of all the birthdays should be put up in the classroom. A birthday song and a wish would be appropriate, but also be sensitive to cultures where birthdays are not celebrated and where a song would be inappropriate.

Reading corner

This space is vital in every Foundation Phase classroom. The learners must be encouraged to read a lot. They must develop a love for reading. This can happen only if they are exposed to books all the time and if stories are being read to them. Make it an attractive space in your classroom with a mat, shelves or baskets, cushions and lots of books. Allow the learners to read whenever they can, especially after they've completed their tasks. Also focus on the correct handling and care of the books.

Thrift

Incidentally, always draw the learners' attention to the care of their clothing, books, stationery and the classroom in terms of tidiness, cleanliness and not wasting of books, paper, water and any other classroom resources.

Classroom management

With the learners, create a set of rules for classroom behaviour – 'Our code of behaviour'. Agree together what the rules of the classroom are. Write the rules on a poster which can be displayed in the classroom. State the rules in a positive way, for example, 'When you have completed your work, you may go to the reading corner or art table to read or draw quietly', and 'We listen quietly when others speak'.

Learners must also be made aware of the repercussions of breaking the rules. When rules are broken, follow through with a suitable reprimand or punishment. Most learners are aware of the dynamics of power in the classroom. However, there are learners who will try to see how far they can push you. Therefore, meting out the suitable punishment demonstrates to learners that the rules must be upheld.

The rules will be established at the beginning of the year and learners may be reminded throughout the year what the rules are. You may find that situations arise which you did not consider when creating the rules. In these instances, if it is necessary to create a rule for it, add it to the rules. Rules may vary slightly depending on the activities you are doing, for example, a classroom lesson vs an outdoors lesson vs a class outing.

It is important that rules are applied consistently. This reinforces the effectiveness of the rule in that the learner knows what to expect. The repercussions for poor behaviour are known.

If you have a difficult learner/s in your class, approach your colleagues or principal for guidance. Some of them may have experience dealing with a similar situation or may be familiar with the learner/s involved and know how to address the situation constructively. It is important that this be done in a positive way. The learner must be protected from being stereotyped as an ill-disciplined learner; otherwise he/she will perpetuate that behaviour.

Here are some ideas/tools to assist with classroom management.

Overprepare

Prepare more than you need to for the day's lessons. Create additional worksheets on the topic you are working on, so that if learners complete their work sooner than expected, they may do the additional worksheet. It will keep them occupied and less likely to disrupt the class.

Art shelf

Create an art shelf where you store paper, chalk, charcoal, pencils, crayons and kokis. Allow the learners to draw if they have a free moment. Avoid wet paints so that there is no need to prepare the working area each time.

Bathroom time

Make four necklaces – two for boys and two for girls. Each must be long enough for the learners to just slip over their heads. Hanging around their necks, the necklaces are less likely to fall or become dirty. Hang the necklaces on a hook near the door. When a learner needs the bathroom, after they get your permission, they take the necklace, put it on and go to the bathroom. When they return they put the necklace back on the hook. This allows you to monitor the number of learners going to the bathroom at any given time. It helps to limit the number of learners going to the bathroom at one time.

Subject books

Often a lot of time is spent distributing, collecting and checking if all books are there. To free up more time for focusing on the learners, colour-code each subject's books by putting a colour sticker on the spine. You will then see at a glance which subject the book is about.

Number your class list. Each learner then has a number allocated to him/her. Each learner's number must appear on his or her books. When the books are collected and checked, it is easy to see whose book is not there. You may appoint book monitor/s who will pack the books in numerical order and it will be quick to identify which book is not there.

Group/pair work

Throughout this course, there are a variety of opportunities for group and pair work. Make sure that the learners do not find themselves with the same partners or group members each time. This will help to avoid groups that are constantly disruptive.

Cleaning the classroom

Instil discipline and self-sufficiency in learners by allowing them to clean the classroom at the end of the day. Each learner should clean his/her own table. Create a roster for classroom cleaning teams. Learners may volunteer to do this. However, make sure that everyone gets a turn. The team will ensure that book shelves, the art shelf and the classroom in general are tidy.

These are just a handful of ideas to manage your classroom. Speak to your colleagues about effective methods they use in their classrooms.

Section B: Teaching guidelines

Term 1

- | | |
|--|-----|
| • Study area: Beginning Knowledge and Personal and Social Well-being | B3 |
| • Topic 1: About me | B3 |
| • Topic 2: Feelings | B8 |
| • Topic 3: Health protection | B13 |
| • Topic 4: Keeping my body safe | B17 |
| • Topic 5: Rights and responsibilities | B20 |
| • Religious days and special days | B24 |
| • Study area: Creative Arts | B27 |
| • Visual Arts (2D and 3D) | B28 |
| • Performing Arts (dance, music, drama) | B31 |
| • Study area: Physical Education | B35 |

Study area: Beginning Knowledge and Personal and Social Well-being

Topic 1: About me

In this topic, learners are introduced to the concept of a timeline in relation to their own lives. They also discuss interesting objects from their past.

Worksheet 1

Workbook
pages 4 and 5

1. Talk to the learners about what they did yesterday. Talk about how it was different from what they did today. Find out if anyone did anything interesting last week. What they did is not as important as whether they understand the concept of time and events.
2. Tell the learners that they are going to keep a diary for a week. In the diary they must write what they do on that particular day.
3. Let the learners complete Worksheet 1. Tell them to write what they do each day for the next week. It does not matter which day they start on.
4. At the end of the week, let them talk about all the things they did. When they look at their diary entries, they can see how each day was different. They should have a sense of progression of time. This serves as an introduction to timelines.

Activity 1 Growing up

Learner's Book
pages 4 and 5

1. Ask the learners to look at the illustrations on pages 4 and 5. Let them tell you what is happening in each picture.
2. Let the learners work with a partner and say in what order the things shown in the pictures happened. Walk around the class and listen to their reasoning. Assist those learners who are struggling.
3. Let one of the learners tell the rest of the class which picture shows the event that happened first. The learner must explain why he or she made that particular choice. Find out if the rest of the class agrees with his or her choice.
4. Ask another learner to select the next picture and so on.
5. Make a photocopy of the pictures in Section C of this Teacher's Guide.
6. Draw a long line on the chalkboard with eight points marked for each stage of development as shown in the Learner's Book.
7. As the learners make their choices regarding the order of the pictures, paste your copy of the picture on the chalkboard, along the timeline.
8. Explain to them how a timeline tells a story in chronological order.

Activity 2 A timeline

Learner's Book
pages 6 and 7

1. Ask the learners to follow the biographical story in their books while you read it aloud to them.
2. Allow the learners to ask questions about the biography you have read.
3. Ask the learners to look at the timeline running along the bottom of the pages. Explain to them that the story you have just read is also plotted along the timeline – in the order in which events took place.

4. Let the learners work with a partner to identify how the information is plotted on the timeline. Assist those learners who are struggling. Often learners learn very well from their peers, so in some instances a learner who is struggling might learn comfortably from a peer.
5. When everyone understands how the timeline works, ask them to answer the questions on page 7 in the Learner's Book.

Worksheet 2

Workbook
pages 6 and 7

1. On page 7 of the Workbook, let the learners write down five important events that happened in their life, in the first column on that page. Let them start with their birth, which is a very important date.
2. In the second column, let them write the date when each event happened. It is enough just to write down the year or how old they were at the time. Help them work out what year it was by finding out in which year they were born.
3. Work with them to work out which event happened first (their birth) and which event was next and so on. You could estimate the year in which the eldest learner was born and then call out each year from then on to find if anyone had an important event occur in that year. Let them write these important events down in chronological order.
4. Let them write the dates that they have filled in onto the timeline.
5. Ask them to write each important event at the appropriate date.
6. They may draw some pictures around their timeline at appropriate places.

Assessment

Collect all the Workbooks and assess this worksheet to determine whether the learners understand and are able to create a timeline. It is not an easy concept to understand, so learners will probably need more practice to feel comfortable with interpreting a timeline. Check whether learners:

- understand the order of events chronologically
- are able to put the dates in chronological order.

7. For additional practice with timelines, learners could create timelines for their guardians. They could ask some of the following questions and then plot the information on a timeline:
 - When were you born?
 - When did you go to school?
 - When did you complete your schooling?
 - If the person is married, they could ask when the person got married.
 - If the person has a child (or children), they could ask when their first child was born.
 - Have they ever travelled to other parts of the country, or the world? When?
 - When did they come to live in the area where they are living now?

Activity 3 **A timeline about** **Nelson Mandela**

Learner's Book
pages 8 and 9

1. Ask the learners to look at the timeline on page 8 in the Learner's Book. Read each date and the information regarding the events in that year.
2. Allow the learners to ask questions about the content and about how the timeline works.
3. Make sure everyone understands the timeline.
4. Conduct a class discussion about the life of Nelson Mandela. Use the questions on page 9 to guide the discussion.

Worksheet 3

Workbook page 8

Let the learners complete the worksheet. Walk about the class to observe the learners. Assist those who are struggling.

Activity 4 **An interesting** **object from my** **past**

Learner's Book page 10

Resources: Learners bring an interesting object from their past.

1. Explain to the learners that archaeologists often find artefacts that tell us about the people who lived in the place and used that particular item. For example, a spear with a sharp point tells us that the people who lived where it was found and who used the spear were hunters and shell beads tell us that the people wore jewellery. Further investigation will tell us if the jewellery had significance or whether it was just decorative.
2. Let the learners all look at the pictures on page 10 in the Learner's Book. Let the learners take turns to read what each person says about their object.
3. Let the learners tell you about the significance of the object they have read about. Let them tell the rest of the class what the object tells us about society in 1989.
4. Ask the learners to bring an interesting object from their past to school. Let them talk to their partner about the object. Let them tell their partners what the object is, where they got it and why they chose that particular item to bring to school.

Worksheet 7

Workbook page 13

Let the learners complete the worksheet. Select a few objects that appear very interesting and ask the learners who brought these objects to tell the rest of the class about them.

Activity 5 **Create a time** **capsule**

Learner's Book page 11

Resources: a container to be used as a time capsule, an object to include in the time capsule

1. Let the learners work in groups. They should each bring an object from their life that is significant to them. The aim of creating the time capsule is to share aspects of the learners' lives today with people in the future, so they can include poems or pictures.
2. Let the learners brainstorm what kind of container they would use. Guide them to note whether a container is biodegradable or not. They must identify whether the container will protect the contents. It should be big enough to hold the whole group's objects.
3. Let them talk to each other about what they think people in the future will say when they find their capsule.
4. Let them create their capsules. They must include their names, ages and the date on which the capsule is created in the capsule.

5. Let the groups exchange time capsules. Each group now creates a play or presentation about the objects they have found in the time capsule. They must give their interpretation of the objects they have found.
6. Let the learners take turns to present their plays or presentations.

Worksheets 4 and 5

Workbook
pages 9 and 10

Resources: an A4 page cut in half lengthwise

1. Copy the family tree as it appears on page 9 in the Workbook onto the chalkboard. Looking at the family tree, it seems that the learner has no siblings. However, if the learner has brothers or sisters, the learner must add extra frames for his/her brothers and sisters. Draw in examples on the diagram on the chalkboard. Let the learners do the same in their Workbooks.
2. Explain to the learners how a family tree works.
3. Ask the learners to write their personal information in the correct space: name, date of birth and where they were born.
4. The learner will have to gather the information from family members.
5. On page 10 in the Workbook, use the information in the family tree to create a timeline of the family's birthdays.
6. If there is not enough space in the Workbook for the learners to include all their family members, they can create their own timeline by cutting an A4 page in half lengthwise and sticking two short ends together to create one long strip.
7. Write the heading 'My family timeline' on the strip of paper.
8. Draw a line lengthwise through the middle of the strip to make the timeline.
9. Learners plot each person's name, birthdate and place of birth on the timeline.
10. Learners may add photographs or drawings to their timelines.
11. Allow the learners to display their timelines on the classroom walls. Let the learners walk about and look at each other's timelines. Let them try and work out whose grandparents were born first.
12. Show them on a map where their grandparents were born. It will be fascinating for them to see if their grandparents were not born in the place where they live now.
13. Answer any questions the learners may have on family trees and timelines.

Worksheet 6

Workbook page 11

Resources: pegs, washing line, scissors, plastic sleeves and file for storage

1. Using the outline of a T-shirt on page 11 of the Workbook, the learners should design a T-shirt with their name and birthday on it. They must draw a picture of something they enjoy doing. They should make their designs as colourful as possible.
2. Let them cut out the T-shirts.
3. Collect the T-shirts in chronological order. Ask all the learners who have birthdays in January to stand. Call out the numbers of the days from 1 onwards. When the date of their birthday is called, the learner brings his or her birthday T-shirt up.

4. Label plastic sleeves with the months of the year and store the birthday T-shirts for each in the relevant plastic sleeve.
5. Put up a washing line where you can hang the T-shirts each month, or put them up on the wall. Change the T-shirts each month.
6. On the learner's birthday, let the whole class sing 'Happy Birthday' to the learner/s.
7. Let the learner tell the class how they feel on that special day.
8. You could keep a few special crowns that the birthday girls and boys can wear on their birthday. Some schools have a tradition that on the learner's birthday, the learner does not have to wear their school uniform. Learners love this as a treat.

Assessment

At the end of the topic, assess the learners in terms of the following:

- Did he or she participate in class discussions?
- Did he or she participate in group activities?
- Does he or she understand the chronological order of events?
- Is he or she able to represent the chronological order of events on a timeline?

Topic 2: Feelings

In this topic, learners find out more about feelings and moods and how to recognise and express their different feelings. They will learn about how to apologise and say sorry.

Activity 1 Action song

Learner's Book
pages 14 and 15

1. Sing the song on pages 14 and 15 in the Learner's Book. Ask the learners to follow in their books. Do the actions as required by the song.
2. Sing the song again and ask the learners to do the actions when they occur.
3. On the third time that you sing the song, ask the learners to sing along with you and do the actions. They will love singing this song.
4. Ask the learners how they feel when they sing the song. Let as many learners as possible respond to the question.
5. Sing the song whenever an opportunity occurs. The learners will certainly enjoy it.

Activity 2 Remembering Grandmother

Learner's Book
pages 16 and 17

1. Tell the learners to look at the pictures on pages 16 and 17 of the Learner's Book and to listen to the story about the pictures that you will read to them. Read with expression to capture and hold the listeners' attention.

Remembering Grandmother

Andrina was very excited when her mother came home from the hospital with her new baby sister, Promise. 'She's just like me,' chuckled old Grandmother Joyce. 'She sleeps most of the time.'

But one night, frail Grandmother Joyce went to sleep and never woke up.

Andrina was very sad that her grandmother had died, as she loved her very much. Andrina missed her granny and cried all the time at school. 'Don't be such a baby,' said one of her friends.

'Cheer up, Andrina,' said her teacher. 'You'll soon feel better.' But Andrina did not feel better.

One morning when Andrina was at home with her mother and father, a neighbour stopped by to visit. 'I've knitted these little jerseys for you and your new sister, Andrina. I remember the cold winter when Grandmother Joyce taught me how to knit and I've been knitting ever since,' said the neighbour.

Just then, a friend of Grandmother Joyce arrived at the house with a cake. 'I brought this cake for you because when my mother died, Grandmother Joyce baked a cake for me,' she said.

When they were all sitting around the table drinking tea, a man who lived in another town far away came to visit. 'I've brought you a bicycle, Andrina,' said the man. 'I remember the time when my father was always working and my mother was sick. Grandmother Joyce helped to look after us and cooked us food. Now it's time for me to return her kindness to us.'

Andrina climbed onto her new bike, and her father held her as she rode shakily around the yard. Then, after a while, she was able to ride all by herself. 'Thank you,' she said to the man. 'I can ride on my own now.'

Andrina suddenly realised that many people would miss Grandmother Joyce, but that the kindness she showed to others would never die.

2. Ask the learners whether there was anything they did not understand in the story. Let them tell you how they felt while listening to the story.
3. Facilitate a discussion about the story by asking the following questions:
 - Andrina's friends called her a baby when she cried about her grandmother. Do you think she was behaving like a baby?
 - If you were Andrina's friend, what would you have done to make her feel better?
 - How do you think Andrina felt when people visited to say how much they liked and remembered her grandmother?
 - What was special about Grandmother Joyce?
4. Use the following questions as an entry point for further class discussions:
 - Have you seen living things like flowers and beetles die? How did that make you feel?
 - Did you know someone who died? How did you and your family feel?
 - If someone tells you to cheer up when you are feeling sad, is it easy to do? Why not?
 - If you were feeling really sad, what would you like other people to do to make you feel better?
5. Let the learners share what they enjoyed most about the story.

Activity 3 **Recognise** **feelings**

Learner's Book
page 18

Worksheets 1, 2

Workbook
pages 14 and 15

1. Let the learners look at the picture stories on page 18 in the Learner's Book. Ask them to describe the feelings shown in each picture.
 2. Let some of the learners tell you how they would feel in similar situations and how they would respond to these feelings.
1. Read the words in the box on Worksheet 1 and ask the learners to make facial expressions to match the words, for example, happy, sad and confused.
 2. Ask the learners to look at each face and say what feeling is being expressed.

3. Let the learners write the word that best describes the facial expression beneath it.
4. Ask the learners to talk to their partner about the things that make them happy. Let them talk to each other about what they do when they are happy.
5. Allow them to also talk about things that make them sad and angry.
6. Let the learners complete Worksheet 2 on page 15 in the Workbook.

Activity 4 **A feelings chart**

Learner's Book page 19

Resources: A4 cardboard or CD cover, A4 paper, scissors, felt-tip pens, Prestik or paper clips

1. Fold the cardboard in half. Let it stand as an A-frame to create a stand for your chart. You may also use an old CD cover as a stand.
2. Make a photocopy of the pictures from page 19 in Section C of this Teacher's Guide. Cut them out.
3. Each morning ask the learners how they are feeling. Ask them to select the picture that reflects how they are feeling. They must paste this picture on the stand.
4. This helps the learners to reflect, recognise and identify their feelings. Make sure that the learners know the vocabulary to express their feelings.

Activity 5 **Good ways to** **express what we** **feel**

Learner's Book
pages 20 and 21

1. There are many ways to express how we feel. Ask the learners to look at pages 20 and 21 in the Learner's Book and discuss some of the ways in which we may express our feelings.
2. Encourage the learners to participate in the discussion. Give as many learners as possible a chance to tell their classmates how they express their feelings. If someone has a favourite song that they sing, give them an opportunity to sing it to the rest of the class.
3. Let the learners say whether the examples presented in the Learner's Book are good ways of expressing feelings.
4. Let the learners tell you what they do when they feel afraid or sad. Explore as many of their feelings as possible and how they deal with changing negative feelings to positive ones. Their response may be to take action in a situation to make the situation a positive one. Or they may accept the situation and change the way they feel about it.

Worksheet 3 Workbook page 16

Let the learners complete Worksheet 3.

Activity 6 **Saying sorry**

Learner's Book
page 22

1. Let the learners tell their partner about a time they did or said something which they felt bad about afterwards. Let them say how they dealt with the situation. Did they try to fix the situation? How?
2. Conduct a discussion on the importance of apologising for mistakes that we have made. Talk about the importance of acknowledging when you have been wrong and apologising for it so that no further hurt is caused.
3. Allow a learner to read the first verse of the poem on page 22 in the Learner's Book. Make sure that the learners understand what the verse says.

4. Allow another learner to read the second verse of the poem and make sure everyone understands what the verse says. Follow the same process of ensuring an understanding of each verse for the rest of the poem.
5. Read the whole poem again.
6. Give the learners a chance to tell what the poem is about.
7. Let them talk about how the narrator feels.
8. Let them work with their partner to answer the questions on page 22 in the Learner's Book.
9. Walk around the class and listen to their discussions. Reinforce the importance of saying sorry when you feel it is necessary.
10. Allow the learners to recite the poem with feeling and expression.

Worksheet 4

Workbook
pages 17 to 20

1. For the first part of this activity – the investigation of materials – let the learners work with a partner.
2. Let them talk about the different kinds of puppets and the materials they could use to make the puppets.
3. Let each learner decide which puppet she or he would like to make and what material would be best suited for their puppet.
4. Let each learner design her or his own puppet. Let them draw the design on page 19 in the Workbook.
5. Allow the learners time to find the materials to make the puppet. Learners should try not to buy any new materials. They should use recycled or old materials as far as possible.
6. Let the learners make their puppets.
7. Assist those learners who need help.
8. Make sure that they work carefully with their tools and materials – if not used properly, scissors can be dangerous!
9. When the learners have completed their puppet, let them do the evaluation on page 20 in the Workbook.
10. Let them think about the last part of the activity where they will show their puppet to the rest of the class.
11. Let them make some brief notes in response to the questions on page 20.
12. Allow some time for them to practise their presentation.
13. Let learners volunteer to tell the rest of the class about making their puppet.

Worksheet 5

Workbook page 21

1. Write the following list of situations on the chalkboard:
 - Your best friend moved to another city
 - You won the award for the best book report
 - You were chosen for the soccer or netball team
 - Your aunt gave you a gift
 - You broke your mother's favourite cup
 - You hurt your best friend's feelings.
2. Read through the list with the learners and explain to them that they must choose one of the situations and write a dialogue about how they feel in the situation.
3. Allow time for them to talk about the proposed dialogue.
4. They should write down the script.
5. Allow the learners and their partners to perform their dialogue with their puppets in front of the class.

6. You may find that the learners enjoy the puppet performances. It is sometimes easier to address issues through another persona, so it may be useful to allow the learners to play with the puppets during other lessons.

Assessment

- Can the learner recognise different emotions?
- Does the learner have sufficient vocabulary to express himself or herself?
- Does the learner find the classroom a safe environment in which to talk about his or her feelings?
- Is the learner comfortable talking about his or her feelings?
- Do you identify any learners who may need psychological counselling?

Topic 3: Health protection

In this topic, basic first aid practices are dealt with and basic health and hygiene are discussed, including the importance of not touching other people's blood.

Activity 1 First aid kit

Learner's Book page 23

Resources: a first aid kit, pictures of ways the medical cross is used, for example, first aid box, medical treatment available (white on green and white on red) and a red cross

1. Bring a first aid kit to school.
2. Let the learners look at the first aid kit on page 23 in the Learner's Book. Read all the words with them. Also point out the little white cross which indicates first aid or medical treatment.
3. Unpack your first aid kit. Let the learners tell you what each item is. They may use the illustration in the Learner's Book as a reference.
4. Explain what each item is used for.
5. Pick up items randomly and ask learners to volunteer to tell what it is and what it is used for.
6. Allow the learners time to ask questions about the first aid kit.

Worksheets 1, 2

Workbook
pages 22 and 23

1. Let the learners turn to Worksheet 1 on page 22 in the Workbook. Ask them to look at the words in the four blocks in the corners of the page.
2. Let them volunteer to read each word in the lists on the page.
3. Explain any words that the learners are uncertain about.
4. Show them how to find one of the words and to draw a line around it in the puzzle and put a line through it in the list.
5. Let them find the rest of the words.
6. Let the learners work with a partner to identify the items in Worksheet 2 on page 23 in the Workbook and complete the worksheet.

Activity 2 First aid treatment

Learner's Book
pages 24 to 27

1. Ask the learners to look at the pictures on pages 24 and 25 in the Learner's Book. Let them tell what has happened in each instance and how it is being dealt with.
2. Point out to them that the person assisting the child with the bleeding leg is wearing protective gloves. Remind them of the importance of wearing gloves and never touching someone else's blood.
3. Focus on the bottle of poison and the picture used to denote 'poisonous'.
4. Let them read through the rules for when you deal with burns.
5. Demonstrate the Heimlich manoeuvre with one of the learners.
6. Let the learners look at the pictures on page 26 in the Learner's Book. Explain to them that sometimes people get bitten by animals and it is important that we deal with a bite situation quickly so that it does not become fatal. Here are some notes about how to deal with bites:

Insect bites and stings

If the person is not allergic to insect stings or bites, then remove the sting, wash the area with soap and water, and apply ice or a cool, wet cloth to the area to relieve pain and swelling.

However, if the person is allergic to insect stings or bites, he or she could die. Call emergency services immediately.

The symptoms of an allergic reaction include:

- swelling of the face or mouth
- difficulty swallowing or speaking
- chest tightness, wheezing or difficulty breathing
- dizziness or fainting.

Animal bites

Thoroughly clean a bite wound by washing the affected area with disinfectant and tap water as soon as possible to limit the chance of infection.

- Put a clean, dry bandage over the area.
- Visit a medical doctor as soon as possible.
- Take note of the kind of animal that made the bite. Note whether the animal was a tame, wild or stray animal and whether it appeared healthy. If you are not sure what kind of animal the bite was from, try to remember what it looked like (i.e. colour, size, markings or any notable physical characteristics).

First aid for snakebites

Try to find out what kind of snake it was or what it looked like.

Stay calm, and keep the person who was bitten calm. Fear and anxiety cause an increase in heart rate, and the venom will spread more quickly throughout the body.

If a snake spits into someone's eyes, rinse the eyes with water. Go to a hospital immediately.

Observe the person closely and record any symptoms and the time taken for these to appear.

If the patient stops breathing, help the patient to breathe until they get medical help.

7. Read through the explanation of the recovery position on page 27 with the learners. Explain that we should always put a semi-conscious or unconscious person into the recovery position if we cannot constantly monitor the person's breathing. Ask them to look at the pictures as you read through the explanation of each step. Demonstrate the recovery position with one of the learners.
8. Let the learners work with a partner. They must take turns to place each other in the recovery position.

Worksheet 3

Workbook page 24

1. Let learners look at Worksheet 3 on page 24 in the Workbook. Learners should talk to their partner about each situation listed in the table and what they would do in that particular situation.
2. Remind the learners to always wear gloves if the person who needs first aid is bleeding. They should never touch someone else's blood.
3. Allow the learners to complete the worksheet on their own.

Worksheet 4

Workbook page 25

Resources: poster paper, various media to create posters

1. Conduct a class discussion about how you can make the school environment a safer one and prevent accidents.
2. Let the learners make their individual lists of preventative actions on page 25 in their Workbook.
3. Let them talk to their partner about their list.
4. Ask the learners to select three ideas regarding accident prevention. Create a poster for prevention of accidents in the school.

Activity 3

Hygiene

Learner's Book
page 28

1. Talk to the learners about their basic hygiene practices such as washing their bodies and their hair, keeping their nails clean and always washing their hands before eating.
2. Talk about how often and why they do these activities.
3. Let the learners trace with their fingers the line on the maze from each activity to see how often these activities should be done.
4. Ask the learners to write the first part of each sentence in their books. When they have traced the path to the end, they should complete the sentences using the words at the end of the path, for example, I brush my teeth twice a day.

Worksheets 5, 6

Workbook
pages 26 and 27

1. Ask the learners to look at the illustrations on page 26 in the Workbook.
2. Let them tell you whether each one is a good hygiene habit or a bad hygiene habit and why.
3. Ask the learners to complete Worksheet 5.
4. Ask the learners to read aloud the words in the word box on Worksheet 6 on page 27 in the Workbook.
5. Ask them to read the clues for the crossword. They may write in the correct word to complete these sentences.
6. Explain to them how a crossword works in terms of clues down and across and the numbering of the words. Show them that the first word has been put in for them.
7. Let them complete the crossword.

Activity 4

Healthy foods

Learner's Book
page 29

1. Ask the learners to look at the pictures of food on page 29 in the Learner's Book.
2. Talk about the importance of eating healthy food to look after the body and maintain good health.
3. Ask the learners to identify the foods that are healthy and the foods that are unhealthy.
4. Let the learners tell you which food is their favourite food and which is their least favourite. Encourage learners to make healthy food choices.

Worksheet 7
Workbook page 28

1. Ask the learners to look at the map at the top of page 28 in the Workbook.
2. Explain to the learners that a map is a bird's-eye view of an area. Guide them to see the different buildings and the purpose of each building. Let them identify where the doctor is, the clinic and so on. Remind them that sometimes we get sick or need medical help and these people help us maintain good health.
3. Let the learners write the names of the places in the empty boxes.
4. Ask the learners to use the words in the word box to complete the sentences.

Assessment

- How many items in the first aid kit does the learner recognise?
- Does the learner know the purpose/use of each item?
- Is the learner aware of safe behaviour around accident scenes?

Topic 4: Keeping my body safe

This topic focuses on prevention of physical and sexual abuse. Learners are reminded that we are not safe with everyone and learn some rules to keep themselves safe. They learn about trusting yes and no feelings and about how to say no to any form of abuse, as well as how to report abuse.

Worksheet 1

Workbook page 29

1. Talk to the learners about how the people that are special to the learners make them feel, and how they show them they are special, for example, by hugging and kissing. Explain that these are good ways of touching but that sometimes people might speak to them or touch them in a way that makes them feel uncomfortable. This includes kicking, punching and pushing, and unwanted kisses. If this happens, assure learners that they have every right to shout 'No!' Emphasise to learners that they should not keep secrets that make them feel sad or uncomfortable. If a touch makes you feel uncomfortable, you have the right to say 'No!'
2. Tell the learners that if they ever need to talk about anything that is making them sad, at school or at home, they can talk to you. Assure them that you know who to contact to help them.
3. Write the Childline toll-free help number on the board: 08000 55555.
4. Look at the different kinds of touching shown on the worksheet. Identify the good touches, the bad touches and the unwanted touches.

Activity 1 Five golden rules

Learner's Book page 30

Resources: a poster about how children may keep their bodies safe

1. Create a poster that depicts how children may keep their bodies safe. Put the poster up in the classroom for discussion.
2. Talk about the various ways in which people should keep safe, especially children. Make sure to include the following in the discussion:
 - If someone telephones while you are alone at home, never say you are on your own. Rather say your mother or father is busy and take a message.
 - Memorise your full name, address and telephone numbers.
 - Know which neighbours to call for help if you need to.
 - Don't play outside your home without someone you trust nearby.
 - If you walk or ride your bicycle to and from school, always try to go with a friend.
 - If you come back from school alone, don't let yourself in if you see strangers hanging around. They will know you are on your own if you do. Rather go away and wait for a while with a neighbour or friend.
 - Never go anywhere with strangers, without your parents saying it's okay.
 - You should never stay alone in the car when out shopping.

- If you become scared of a grown-up, shout loudly and run away.
 - If a grown-up upsets you, tell your mom or dad or someone you trust about it.
3. The South African Police Service (SAPS) have a special duty to look after the children of the country. They even have special units assigned to protect the rights of children. The SAPS often remind us of the five golden rules.
 4. Let the learners turn to page 30 in the Learner's Book to read the five golden rules.
 5. Write each rule on a huge sheet of paper and paste them around the classroom.
 6. Talk about what each rule means and why it is important.
 7. Write the emergency numbers on page 30 in the Learner's Book on a large, bright poster.
 8. Revise the phone numbers each morning for a couple of weeks until the learners know the phone number off by heart.

Worksheet 2

Workbook page 30

1. Look at the statements on page 30 in the Workbook. Talk about whether each statement is true or false.
2. Let the learners complete the table – they should say whether each statement is true or false.
3. Let them write down the SAPS emergency number and memorise it.

Activity 2 **Feeling safe**

Learner's Book
page 31

1. Ask the learners to look at the pictures on page 31 in the Learner's Book and say which pictures give them a good feeling. Let them also identify the pictures that make them feel bad.
2. Ask the learners whether they ever feel unsafe. Encourage them to speak to a friend or to you about it.
3. Remind them that they can also speak to Childline if they feel unsafe.

Worksheet 3

Workbook page 31

1. Let the learners tell their partner about a time when they felt happy and loved.
2. Let them draw a picture of a time when they felt happy and loved in the space on page 31 in the Workbook.
3. When they have finished the picture, ask them to look at the colours they used. Did they use bright, 'happy' colours or dark, 'sombre' colours?
4. There is no right or wrong way of drawing, but there are commonalities for expressing mood in drawings with colour.

Activity 3 **Trusting yes and no feelings**

Learner's Book
pages 32 and 33

1. Let the learners work in groups of three. Let them play the game on pages 32 and 33 in the Learner's Book.
2. Ask the learners if they enjoyed the game. Find out if there is anything in particular that they learned from the game.

Activity 4

Rules to keep my body safe

Learner's Book page 34

1. Remind learners that their body is private and nobody may touch them without their permission.
2. Let the learners follow while you read aloud the text on page 34 in the Learner's Book.
3. Allow the learners to ask you any questions they may have on the subject. Don't be in a hurry to move on. Let them share any of their own experiences. If it is necessary, extend the time for this lesson. It is important that learners feel safe and comfortable. Do not discourage them if they are willing to participate in the discussion.
4. Teach learners how to communicate assertively by using I-messages. In I-messages, we take responsibility for how we feel. When we use You-messages, it can be attacking and judgmental. Always begin with I: I feel when you ... because ...
5. Let the learners work in pairs. Let each pair choose two situations from the list on page 34 that they will role-play. Allow the learners to role-play other situations that they would like to that are appropriate to the topic.
6. Give the learners turns to perform their role plays.
7. Allow time for discussion after each role play has been performed.

Activity 5

How to report abuse

Learner's Book page 35

1. Read aloud the text on page 35 in the Learner's Book.
2. Allow some learners to volunteer to role-play a call to Childline.
3. Make sure learners know the Childline number and also their personal details.

Worksheet 4

Workbook page 32

1. Explain to learners that the layout of the worksheet is like that of an e-mail.
2. Explain the fields 'To', 'Subject' and 'Send' to the learners.
3. Let the learners read the instruction on the page and complete the worksheet.
4. Write any words that learners are struggling with on the chalkboard.

Worksheet 5

Workbook page 33

1. Give each learner the name of someone else in the class. You could make a copy of your class list and cut it up to give each learner a name. Make sure the learners do not get their own name.
2. Let them follow the instructions on the worksheet.
3. Remind learners that, at any time, they may send someone a card or little note to say why they are special. It could be a parent, or aunt, or neighbour, or friend or cousin.

Assessment

- How many rules does the learner know about keeping his or her body safe?
- Is the learner able to recognise unsafe situations?
- Did the learners respond appropriately in the role play about keeping your body safe?
- Do the learners know where and how to report abuse?

Topic 5: Rights and responsibilities

In this topic, we discuss children's rights and responsibilities, at home, at school, in our community and in the environment.

Activity 1 Declaration of children's rights

Learner's Book page 36

1. Remind the learners that South Africa is a democracy. Every citizen over the age of 18 has the right to vote. This democracy affords its citizens – both adults and children – various rights. Read through the list of rights on page 36 in the Learner's Book with the learners.
2. Read out the first right. Talk about what it means to the learners. Let them talk about how it affects them and how they respond to this right.
3. Follow the same process with each of the rights.
4. Reiterate that with rights come great responsibility.

Worksheet 1

Workbook page 35

1. Ask the learners to talk to their parents about taking responsibility in and for their home environment.
2. On the worksheet on page 35 of the Workbook, let them list a few chores with which they can assist at home, for example, water the garden and keep their room clean.
3. At the end of the two-week period, let the learners indicate how they feel about doing these chores. Some chores they will enjoy doing and others they will hate. Remind learners that even though we sometimes hate doing certain chores, we do them so that we can enjoy certain rights, for example, a clean environment.

Activity 2 Special days to celebrate our rights

Learner's Book
page 37

Resources: old cardboard boxes or big sheets of cardboard
This activity may take up more than one lesson or some of the work may be given as homework. You may also choose to do this activity closer to one of the special days that are dealt with in the activity.

1. Ask the learners whether they know of any special days that celebrate our rights as citizens of South Africa.
2. Write their correct answers on the chalkboard.
3. Let the learners look at page 37 in the Learner's Book. Ask one of the learners to read the text about Human Rights Day.
4. Ask the learners to tell you what human rights are. Let them name the human rights and write their correct answers on the chalkboard.
5. Let each learner choose a human right and explain their choice to the class.
6. Let the learners tell you what is celebrated on Youth Day.
7. Ask one of the learners to read the text about Youth Day on page 37 in the Learner's Book.
8. Let the learners take turns to tell you what they would be doing right now if they were not in school. Let them tell you what might happen in their adult life if they do not continue learning.
9. Remind learners of the importance of education and of the benefits they will reap if they continue to learn.

10. Divide the class in two: a Human Rights Day group and a Youth Day group.
11. Each group will create a poster about one of the rights celebrated on that particular day.
12. Remind learners that these posters must be big and bold. There must not be too much writing on them so that they can be read from a distance.

Worksheet 2

Workbook
pages 36 and 37

1. Let the learners work in groups for this activity. Read aloud the text in the frame on page 36 in the Workbook.
2. Talk about the importance of rules in terms of everyone knowing what is expected of them and what they may expect of others. Conduct a discussion on a useful classroom rule that is conducive to learning.
3. Allow the learners to work in their groups to draw up two rules that may contribute to a good learning environment.
4. Let someone write all the rules on the chalkboard.
5. By a show of hands, let the learners vote for the five best rules to apply in your classroom.
6. Let them write these five rules into the contract on page 37. Let them write their name, their signature and the date. This is their promise and commitment to maintaining these five rules which will contribute to a good learning environment in your classroom.

Activity 3

The girl down the road

Learner's Book
pages 38 and 39

1. Talk to the learners about disabilities. Let them tell you about people in their family and community who have a disability and how they cope with everyday living.
2. Let the learners take turns to read aloud the passage on pages 38 and 39 in the Learner's Book.
3. Ask them to answer the questions that follow.
4. Tell the learners to imagine that they are the girl coming to school for the first time in her wheelchair. Ask:
 - Would you be able to move around the school in your wheelchair?
 - If you were physically disabled, what school activities might be difficult to take part in?
 - How would you feel if you could not participate?
 - What school activities would you be able to participate in?
5. Discuss ways to assist someone in a wheelchair at school, for example, raising funds to build ramps to the classrooms and having teachers moving around from room to room for lessons, rather than classes of learners moving from room to room.
6. You can also talk about emotional support.
7. Make sure that the learners understand that the girl in the story is physically disabled. This means that her body, namely her legs, do not work well. It does not mean that she cannot learn. The girl's physical disability may prevent her from taking part in many physical activities at school; however, the primary goal of becoming educated may still be achieved. Remind learners that people with disabilities share the same basic human rights as those who are not disabled. Ask the learners to be tolerant and accepting of people with disabilities.

Activity 4
We all have
rights

Learner's Book page 40

1. Let the learners work in groups. Ask them to look at the pictures on page 40 in the Learner's Book and to complete the activity.
2. Walk around the class and assist the learners who are struggling.
3. Give each group a turn to respond to one of the pictures.

Worksheet 3

Workbook page 38

In the same groups, let the learners talk about the pictures on page 38 in the Workbook. Let them agree on an opinion and then complete the worksheet.

Worksheet 4

Workbook page 39

1. Ask the learners to look at the list on page 39 in the Workbook.
2. Explain that these are habits they should practise to protect the environment.
3. Ask them to add more actions that could help protect the environment. Once these actions are put into use they can become habits.
4. At the end of each term they must indicate which habits they are practising. At the end of the fourth term, if they have been conscientiously implementing these actions, they may be awarded the Environmental Award that appears on page 159 in the Workbook.

Activity 5
A safe home

Learner's Book page 41

1. Let the learners work in groups. Let them read the text on page 41 in the Learner's Book.
2. Ask the learners to work in groups to discuss the questions at the bottom of the page. Walk around the class and stop and be part of the conversations.
3. Encourage the learners to accept all kinds of family structures however different they are from their own. A family with two moms is as acceptable as a family with one mom. Remember that not all children have a loving environment, so be sensitive towards those learners who do not have a loving family environment. Often these learners are the ones with low self-esteem, and as an educator you are empowered to help build the learners' self-esteem.
4. Revise with the learners what can be done if they are not in a safe environment. Let them tell you the number for Childline which they learned earlier this year.

Activity 6
Our
responsibilities

Learner's Book page 42

1. Ask one of the learners to read the text on page 42 in the Learner's Book and let the learners look at the picture on the page.
2. Ask them to identify the incidents that show responsibility towards the community.
3. Ask the learners to identify two ways in which they can act responsibly towards the community.
4. Let them write these two things down. Ask them to practise these two things.
5. After a week or so, and intermittently thereafter, ask whether they are still practising these two things that show their responsibility towards the community.

Worksheet 5

Workbook
pages 40 and 41

1. Let the learners look at the list of rights on page 40 in the Workbook. Read them aloud and let learners explain what they understand by each of these rights.
2. Read aloud the responsibilities on page 41. Let the learners explain what they understand by these responsibilities.
3. Tell them to draw a line from each right to its corresponding responsibility. The first one has been done for them.
4. Assist those learners who are struggling.

Worksheet 6

Workbook page 42

Resources: clay, brightly coloured craft paints, a brush, a blunt knife or cookie cutters, a flat magnet, glue; optional: paper clips, string, sticks for mobile

1. Let the learners work in groups. They can share the tools.
2. Give each group of learners a piece of clay that they can break into smaller pieces to create their shape for their magnets. As an alternative, they may create a mobile instead of a magnet. The pieces of clay must be small so that the shapes they create are not too heavy.
3. Tell the learners to cut out or pinch the clay into shape.
4. They should add textures to their clay product, for example, by scraping lines with a fork or poking holes with a toothpick. If they have chosen to make a mobile, they should stick a paper clip in the top of the form so that a piece of cotton can be tied to it to hang it.
5. Once the form is ready and decorated, they should finish their gift by sticking the magnet onto the back or tying string to the mobile items and fastening them to sticks to form a mobile.
6. When they have finished making their item, they should all take responsibility for their work area and clean up together.

Assessment

- How many rights are the learners aware of?
- How many of their rights do they practise every day?
- Are they aware and do they practise responsibility in relation to their rights?
- Do they practise their rights and responsibilities at home and at school?
- Do they need to be reminded about their rights and responsibilities?

Religious days and special days

At the beginning of each term, fill in the religious and special days that occur in that term in your calendar. These dates may be slightly different each year, so be flexible about your teaching times and slot in lessons on religious and special days at appropriate times. You may use three hours for religious and special days per term, so select the ones that are most relevant to your learners.

Here is a list of the public holidays, some of the main religious days and other important days.

1 January	New Year's Day	Public holiday
2 February	World Wetlands Day	Environmental awareness
21 March	Human Rights Day	Public holiday See Learner's Book page 37
22 March	World Water Day	Environmental awareness
23 March	World Meteorological Day	Environmental awareness
Varies	Earth Hour	Environmental awareness
Varies	Good Friday	Religious day (Christian)
Varies	Easter Sunday	Religious day (Christian)
Varies	Family Day	Public holiday
Varies	Ascension Day	Religious day (Christian)
27 April	Freedom Day	Public holiday
1 May	Workers' Day	Public holiday
Second Sunday in May	Mother's Day	Special day
5 June	World Environment Day	Environmental awareness
16 June	Youth Day	Public holiday See Learner's Book page 37
Third Sunday in June	Father's Day	Special day
9 August	National Women's Day	Public holiday
September	National Arbour Month	Environmental awareness
16 September	World Ozone Day	Environmental awareness
24 September	Heritage Day	Public holiday See Workbook pages 52 and 53
27 September	World Tourism Day	Environmental awareness
3 October	World Habitat Day	Environmental awareness
November	National Marine Month	Environmental awareness
1 December	World Aids Day	Special day
16 December	Day of Reconciliation	Public holiday
25 December	Christmas	Religious day (Christian)
26 December	Day of Goodwill	Public holiday
Varies	Eid-ul-Fitr	Religious day (Muslim)
Varies	Eid-ul-Adha	Religious day (Muslim)
Varies	Diwali	Religious day (Hindu)
Varies	Navaratri	Religious day (Hindu)
Varies	Purim	Religious day (Jewish)
Varies	Pesach	Religious day (Jewish)

Religious days

Find out when these days are and fill them in on your calendar. Some religions do not use the Gregorian calendar which is in common use in South Africa, so these special days do not fall on the same day and date in the Gregorian calendar each year. For example, Islam uses a lunar calendar, so special days seem to shift by about two weeks each year, according to the Gregorian calendar.

In the table we have included some religious days commonly celebrated in South Africa. This list is not comprehensive. There are many more important religious days. Find out what religions the learners follow and find out important religious days for each of these religions. Diarise these days. Find out what the traditions are on these days and find suitable activities and crafts relating to these days.

There are more Christian religious days represented than other religions because South Africa celebrates these Christian religious days and they are therefore often public holidays.

Remember that freedom of religion also means that learners have the right to choose not to have a religion. Encourage learners to respect each other's religious choices.

Activity 1 South African public holidays

Learner's Book
page 12

In South Africa, public holidays are days that are legislated by South African law as public holidays. Public holidays are special days and are declared for various reasons, which may be investigated as part of the activities.

1. Ask the learners to open to Activity 6 on page 12 in the Learner's Book.
2. Read the names of the public holidays with them.
3. Ask questions about the days on the calendar and make sure they can tell what date each public holiday occurs on. Tell them that you will discuss some of the public holidays closer to the actual date on which they occur in the year.

Activity 2 New Year's Day

Resources: CD with songs from Malay choirs, a CD player, musical instruments

New Year's Day is the beginning of the new year and is celebrated all over the world. New Year's Day is celebrated in a unique way in Cape Town. Hundreds of years ago this day coincided with Emancipation Day – the day slavery was abolished. In Cape Town the Malay choirs and minstrel troupes walk through the streets singing their ballads. They are usually accompanied by a band playing banjos, guitars and ghoema drums.

1. Bring some of the musical instruments to class to show the learners what is used and demonstrate the instrument if possible. Let them listen to songs by Malay choirs and let them tell you whether and how it is the same as or different to the music they have in their culture. Malay choir songs may be sung in unison, rounds or call-and-response style.
2. Let the learners work in groups. Let them select a song that is sung by a Malay choir to sing for the class.

Activity 3

Environmental calendar

Learner's Book page 13

It is important that learners are made aware of the environmental calendar. Observing days on the environmental calendar creates greater environmental awareness. Select environmental celebrations that may be of interest to the learners or ones that tie in with the topic you are covering.

1. Ask the learners to open to Activity 7 on page 13 in the Learner's Book.
2. Let the learners read through the list of environmental days on page 13 of the Learner's Book.
3. Each pairs of learners should decide on one day in the list that particularly interests them and find out about it.

Activity 4

World Wetlands Day

Resources: posters and pictures of wetlands

The international Convention on Wetlands of International Importance, called the Ramsar Convention, defines wetlands as 'areas of marsh, fen, peatland or water, whether natural or artificial, permanent or temporary, with water that is static or flowing, fresh, brackish or salt, including areas of marine water the depth of which at low tide does not exceed six metres'.

On World Wetlands Day many organisations and individuals undertake actions aimed at raising public awareness of wetlands. Wetlands are conserved for their biodiversity and because they act as natural water filtration systems and as 'carbon sinks' – they store greenhouse gases that end up in the atmosphere when they are disturbed.

Healthy wetlands help prevent floods and also act as feeder systems for our river systems, which provide the water resources that humans need for agriculture, industry and urban domestic use.

Common bird species that make their homes in local wetlands include the African jacana, African finfoot and common moorhen.

You can find out more about World Wetlands Day at http://www.aquarium.co.za/blog/entry/world_wetlands_day_celebrations/

Arrange a visit to a wetlands area to experience the birds, fish, insects and plants which make their home in and around South Africa's wetlands.

Activity 5

Human Rights Day and Youth Day

Learner's Book page 37

Let the learners complete Activity 2 in Topic 5 on Learner's Book page 37. See the notes earlier in this Teacher's Guide.

Study area: Creative Arts

Creative Arts

Creative Arts includes four art forms: dance, music, drama and visual arts. The main purpose of Creative Arts is to develop and encourage learners to be creative and imaginative, and to develop an interest in and love for the arts. Developing an appreciation for the arts helps young learners with character building. It is a useful means of enabling them to understand the value systems of other people and helps them to empathise with people outside their experience. It also provides basic knowledge and skills that will enable learners to participate in arts activities.

Creative Arts is important for gross and fine motor skills development and refinement. It also creates a foundation for balanced creative, cognitive, emotional and social development. Learners should be guided to use their imagination, move, manipulate, imitate, explore, use their senses, emotions and experience, make music and perform to enjoy the benefits of further developing their speaking and listening skills, as well as their self-esteem and confidence.

Creative Arts is organised in two streams: Visual Arts and Performing Arts (dance, music, drama).

1. *Visual Arts* develops sensory-motor skills and fine and gross motor co-ordination. Visual Arts involves the manipulation of materials and the mastery of various art techniques. Two-dimensional (2D) work aims to enrich the learner's experience of the real world through visual and sensory stimulation, discussion, observation and through the drawing of the physical body in motion: walking, running, sitting, climbing. There is no 'right' way of drawing. Learners should be encouraged to express themselves freely, without being criticised. Three-dimensional (3D) work develops the concept of shape in space through activities such as glueing or pasting, folding, cutting shapes, joining pieces of clay together, tying, wrapping, building, making, constructing and creating. The formal introduction and application of one or more of the art elements should be incorporated into each Visual Arts lesson. The lessons should use and talk about arts, shapes, textures and colours.
2. *Performing Arts* allows the learners to creatively communicate, dramatise, sing, make music, dance and explore movement. The learners will develop their physical skills and creativity. Participating in Performing Arts stimulates memory skills, promotes relationships and builds self-confidence and self-discipline. Creative games and skills prepare the body and voice and use games as tools for learning skills. Improvisation and interpretation allow the learners to create music, movement and drama individually and collaboratively.

Visual Arts (2D and 3D)

- Encourage the learners to be creative. There are no rights and wrongs when we do art. Encourage them to be free and to have fun. Allow them to be expressive and uninhibited.
- Offer lots of praise and encouragement to the learners for their work.
- Display all their artwork in the class and in the corridors and halls at school.
- Always cover work surfaces and let the learners wear aprons, old shirts or T-shirts to protect their school uniforms.
- The class might become noisy and messy, but that does not matter; allow the learners to be creative and to enjoy themselves.

Assessment

In Visual Arts, you may assess the learners during the lesson and also assess the final product. On various lessons select the criteria you will assess. You do not have to assess everyone on everything each time.

- Has the learner understood the instructions?
- Has the learner been able to interpret the instructions?
- Does the learner understand the terminology used, for example, texture, shape and line?
- Does the final product meet the requirements of the lesson?
- Has the learner worked safely with the equipment?
- Have the learners cleaned their work environment sufficiently?
- Has the learner developed an effective technique for using the materials, for example, painting and claywork?

It is true that there is no right way or wrong way when doing art. However, if a learner struggles to use a brush or manipulate the clay, show him or her how to do it.

Activity 1

Use overlapping to create a collage

Resources: pictures cut from magazines, magazines, scissors, paper, glue

Learners should complete this activity once they have learnt about timelines that show the chronological order in which events occur and worked through Activity 3 in Topic 1 (Learner's Book pages 8 and 9).

1. Let the learners cut pictures from the magazine that depict life and living – different activities at different stages of life.
2. Let the learners paste these pictures on a page. Allow the pictures to overlap on the page so that none of the blank page shows through.
3. Make sure that learners work safely with the scissors.

Activity 2

Do clay modelling

Resources: clay, acrylic paints, brushes

1. Show the learners different ways of making a small bowl. They could take a lump of clay and mould it into shape.
2. Another way of making a small bowl would be to make long snake-like pieces by rolling pieces of clay. Coil the clay pieces to create the base. When the base is the right size, start coiling upward until the sides are the right height.
3. Use your fingers to smooth the sides and the base.
4. Bake the learners' creations.
5. Give each learner's bowl back to them to paint and decorate.

Activity 3

Make a puppet

Let learners complete Worksheet 4 of Topic 2 on pages 17 to 20 of the Workbook. They make either a sock puppet or a stick puppet.

Activity 4

Identify emotion in painting

Resources: a variety of mood paintings or drawings

Learners should do this activity after they have worked through Activity 5 in Topic 2 (Learner's Book pages 20 and 21). The activity gives them a further opportunity to recognise and express their feelings.

1. Ask the learners to look at the variety of paintings or drawings you have in class. Let them tell you how each of the paintings and drawings makes them feel.
2. Let them tell you what message they think the artist wants to share.
3. Ask them to tell you what in the painting makes them think this. It could be the colours – dark, sombre colours or bright, happy colours. The artist may use thick, bold lines or thin, light lines.
4. Ask the learners to create their own drawing. They can think of a situation that makes them happy or sad and draw that situation.
5. When all the drawings are complete, let the learners volunteer for their drawings to be discussed. Identify the use of lines and shading in the drawings to express mood and feeling.

Activity 5

Think 'prevention'

Let learners complete Worksheet 4 of Topic 3 on page 25 of the Workbook. Learners should do this activity after they have worked through Activity 2 in Topic 3 (Learner's Book pages 24 to 27).

Activity 6

Feeling happy

Let learners complete Worksheet 3 of Topic 4 on page 31 of the Workbook. Learners should do this activity after they have worked through Activity 2 in Topic 4 (Learner's Book page 31).

Activity 7

Make clay figurines

Resources: clay, moulding tools

1. Give each learner a lump of clay large enough to make a figurine.
2. Some learners may wish to make their figurine by modelling the single lump.
3. Others may prefer to make the body parts separately and put them together afterwards. Show them how to join the clay.

Activity 8

Special days to celebrate our rights

Let learners complete Activity 2 in Topic 5 on page 37 of the Learner's Book. Learners should do this activity after they have worked through Activity 1 in Topic 5 (Learner's Book page 36).

Activity 9

Identify art elements in drawings and paintings

Resources: a variety of drawings and paintings of families showing the art elements or pictures thereof, paper, paints, ink, crayons, pastels

1. Ask the learners to look at the various drawings and paintings that you have brought to class. In each one draw the learners' attention to the elements of art: line, colour, texture, balance.
2. Let the learners create a painting or drawing of their family. Allow the learners to choose their favourite media to work with. Allow them free rein to create. If learners abandon their brushes to paint with their fingers, let them enjoy it.
3. Exhibit the learners' works. Invite the principal and teachers to view the exhibition.

Activity 10

Make a special gift

Let learners complete Worksheet 6 of Topic 5 on page 42 of the Workbook.

Performing Arts (dance, music, drama)

Assessment

Select the criteria which you would like your learners to fulfil at each lesson. Prepare your record sheet with the tasks that you would like to assess before each lesson so that you need only mark up on the record sheet during the lesson.

- Is the learner able to demonstrate the movement described?
- Does the learner participate in warm-up and cooling-down activities?
- Does the learner participate in performances?
- Is the learner confident?
- Is the learner's speech clear?
- Is the learner able to recognise rhythms?
- Is the learner able to interpret the music into movement?

Activity 1

Non-locomotor movements

Resources: slow, rhythmic music to play in the class

1. Let the learners do some warm-up exercises. Let them start at the bottom of their body – turning their foot in a clockwise direction, then an anticlockwise direction. Allow learners to hold onto their desk if they have trouble balancing.
2. They lunge to the side (10 counts each side) to stretch their legs.
3. Let them rotate their hips in a clockwise direction, then an anticlockwise direction.
4. Standing with their feet together, learners bend forward, grab their ankles and place their head on their knees. Let them hold that position to the count of 10.
5. Ask the learners to reach upward with both their arms, then lean over to the right, extending their left arm as far over to the right as possible. Then they do the same in the opposite direction.
6. Let the learners squat and pull themselves into a ball. Let them grow out of that ball into a tree – to the timing of the music.
7. Let them hold their arms out at the side. Ask them to raise one foot and rest it against their inner leg. They lift their arms to above their heads, reach upward and hold their palms together. Let the learners stand tall like trees to the count of 10. Let them relax from that pose.
8. Ask the learners to sway their arms and bodies as if they were a young tree blowing in the wind.
9. Let them curl up in a squatting position and unfurl like a growing plant, and move to the rhythm of the music swaying their arms and legs to the rhythm.
10. Guide the learners through a cooling-off period whereby they become aware of each body part and relax, starting at the head and working their way down.

Activity 2

Listen to South African music

Resources: a variety of South African music (indigenous and Western) to listen to in class

1. Let the learners listen to a variety of South African music.
2. Let the learners listen for the rhythm and beat.
3. Let them count it.
4. Let the learners clap to the music.
5. Some learners may have difficulty with this at first, so remind them to listen closely. Guide them to listen and clap.
6. Play different kinds of South African music with different rhythms.
7. Let the learners tell you about the difference in rhythm and beat.
8. They may not know the terminology to use, but they will recognise the differences in the music.
9. Let the learners tell you their favourite music to listen to.
Perhaps you can listen to the kind of music the learners like too.

Activity 3

Action song

Let learners complete Activity 1 in Topic 2 on pages 14 and 15 of the Learner's Book.

Activity 4

Role-play about feelings

Learners should do this activity after they have worked through Activity 2 in Topic 2 (Learner's Book pages 16 and 17). In this activity they do a role play of the story 'Remembering Grandmother'.

1. Let the learners work in groups. The learners in each group should decide amongst themselves which roles to allocate to each group member.
2. Let them look through the pictures on pages 16 and 17 and decide what words they could say to show that part of the story.
3. Allow the learners time to practise their role play. Remind them to observe older people so that they may imitate their behaviour in the role play.
4. Give each group a turn to perform their role play. Allow them to use props and music during their performances. Remind them that exaggeration is often a good tool during a performance to emphasise a particular message.

Activity 5

Saying sorry

Let learners complete Activity 6 in Topic 2 on page 22 of the Learner's Book.

Activity 6

Learn and combine movements from South African dance

Resources: appropriate music to play in class

1. Ask the learners what dances they know. Let them tell you when these dances are performed.
2. Select a South African dance, for example, the Pantsula, and appropriate music and teach the dance to your class.

3. Let the learners practise the dance in groups. They may change it to suit their likes but without changing the style of the dance.
4. Allow the groups to perform to the rest of the class.

Activity 7

Puppet dialogue

Resources: The puppets that learners made in Worksheet 4 of Topic 2 (Workbook pages 17 to 20). Learners write a dialogue with a friend and perform a puppet show as described in Worksheet 5 of Topic 2 (Workbook page 21).

Activity 8

Perform a role play about first aid

Learners should do this activity after they have worked through Activity 2 in Topic 3 (Learner's Book pages 24 to 27).

1. Let the learners work in pairs. They must choose a first aid emergency to role play.
2. Remind learners that the role play should be entertaining. They should exaggerate events and actions for dramatic effect.
3. Allow pairs to perform their role play in class.

Activity 9

Perform notated rhythm patterns

Resources: notated rhythm patterns, music sheet (from Section C of this Teacher's Guide)

1. Explain to the learners the timing for each of a semibreve, a minim, a crotchet, a quaver and a rest.
2. Show them how these notes are expressed on a music sheet.
3. Tell them that they will clap out the rhythm pattern.
4. Create a simple rhythm pattern on a music sheet (see Section C of this Teacher's Guide).
5. Show the learners the notated rhythm pattern. Demonstrate how to clap the pattern. Let them copy you.

Activity 10

Role-play two situations

Let learners complete Activity 4 in Topic 4 on page 34 of the Learner's Book. Learners should do this activity after they have worked through Activity 3 in Topic 4 (Learner's Book pages 32 to 33).

Activity 11

Moving to percussion instruments

Resources: two percussion instruments

1. Ask the learners to listen to the percussion instruments you will demonstrate to them.
2. Explain that when they hear the one, it means they must skip, and when they hear the other, they must gallop.
3. While you are playing you will call out an instruction/direction and they must then move accordingly, for example, forwards, backwards, sideways, in circles, in an s-shape and zig-zag.

Activity 12

Create a drama

Resources: drama scripts suitable for your class

1. Let the learners warm up by focusing on breathing. Remind them that when they perform they must speak loudly and clearly so that the audience can hear what is being said. To achieve this they need to fill their lungs when breathing.
2. Let the learners do exercises to control their breathing, for example, exhaling or inhaling to a rhythm, pretending to paint long strokes with their breath. At first they should stand still to inhale and exhale deeply and then get them to move about still breathing deeply.
3. They should also warm up their voices. They can do this by singing scales and by singing a song that is soft and gentle before singing something more powerful.
4. Demonstrate how their body posture and movement can express moods and ideas. They must remember the importance of body movement in performance.
5. Let the learners work in groups.
6. Distribute the scripts among the learners. Let them practise in class and assist them to interpret anything they are struggling with.
7. They need to prepare their drama with costumes and props as well.
8. Remind them to speak clearly and loudly so that the whole class can hear them. Allow them a few days to practise, and then give them turns to perform their drama in class.
9. It won't be possible to do all the performances in one lesson, so stagger the performances.

Activity 13

Play percussion instruments

Resources: a variety of percussion instruments

1. Demonstrate how to play the percussion instruments.
2. Explain to the learners what a polyrhythm is and demonstrate with one of the older learners.
3. Select a group of learners to play the percussion instruments while the rest of the class listen.
4. Select a new group to play. Make sure the whole class gets a turn to play.

Study area: Physical Education

The development of young children's gross and fine motor skills and perceptual development is fundamental. Physical and motor development is integral to the holistic development of learners. Play, movement and games contribute to developing positive attitudes and values. This area focuses on perceptual and locomotor development, rhythm, balance and laterality. The emphasis in the Foundation Phase is on games, activities that will form the basis of playing sport later on, physical growth, recreation and play. The learners should be encouraged to be free and creative, and to have fun.

Assessment

The Physical Education activities are designed so that learners learn a new activity and then have a chance to practise it. During this time, you may assess the extent of their ability to do the activities. You may use the teacher record sheet to assist in the assessment process. Select the criteria you will use to assess and fill these in on the sheet. You may select which learners you will assess on a particular day. Examples of elements that you may need to assess are:

- Understands an instruction
- How well the activity is executed
- Participates in the warm-up exercises
- Participates in the cooling-down exercises
- Practises the activities he/she has difficulty with
- Is able to work with the equipment
- Throws a ball – while standing still and while running
- Catches a ball – while standing still and while running
- Controls a ball either through kicking, bouncing or using a bat or stick

Activity 1

Sprinting

1. Mark off an area on the sports field where the learners can practise sprinting.
2. Let the class stand in a big circle to do a warm-up exercise. It is important that learners develop good habits around exercise and warming up is one of them. Warming up before exercising helps prevent injuries.
3. Divide the learners into groups of five. They will sprint in these groups. Show the learners where the start line is and where the end line is. Remind them that no one is to cross the start line before you say go. Their toes should be just behind the start line.
4. When all the groups have raced, remind the learners not to look around them as this slows them down. They should focus on finishing the race as quickly as possible.

5. When the lesson is complete, let the learners do cooling-down exercises as these prevent cramps later.

Activity 2

Crouch start in sprinting

1. Let the learners warm up for this lesson.
2. Demonstrate to learners how to crouch start when they sprint. Show them that their toes are just behind the line and their fingers are also placed just behind the line.
3. Let the learners stand in rows. If possible let them stand behind a line that is marked on the field. Otherwise they should have a pretend line.
4. Ask them to go into the position for the crouch start.
5. Make sure that their fingers and front toes are in line.
6. Say, 'On your marks ... get set ... go!' On 'go' they should all launch themselves forward to sprint.
7. Remind learners to respond immediately but to be careful of running too early.
8. Divide the learners into groups of five. Let them sprint in these groups. They should all use the crouch start and race to the finish line.
9. Tell learners not to stop dead at the finish line because it means they would have slowed down just before the end. They may finish running just beyond the finish line.
10. Give all the learners a few turns to sprint.
11. Let the learners do some cooling-down exercises before returning to the classroom.

Activity 3

Running relays

Resources: batons

1. Let the learners do their warm-up exercises.
2. Divide the learners into groups of four. Explain that there are usually four members in a relay team and each of them runs an equal distance – usually 100 metres or 400 metres each. For your learners a distance of 50 metres should be enough.
3. Give each team a baton. Explain to them that the first runner will sprint and give the baton to the second runner, who will sprint to the third runner, and so on.
4. Let the learners practise exchanging the baton. If the runner is handing over with his or her right hand, the next runner extends their left hand behind them to receive the baton.
5. Let them first pass the baton standing still. Then let the person receiving the baton start moving forward just before receiving the baton. In a race the person receiving the baton may start moving forward when the runner is getting very close to them.
6. Let the individual team members move to their handover points. Remind learners that if the first runner is in lane 1, then the rest of the team should also take up lane 1.
7. The first runner will use a crouch start while the rest of the team will sprint from a standing position.
8. Let the learners practise a few relay races.
9. Let the learners do some cooling-off exercises.

Activity 4

Sprinting and running relays

Resources: batons

1. Let the learners warm up.
2. Put them in teams to sprint.
3. Remind them that when they are sprinting they should use a crouch start.
4. They may start running when you have said 'On your marks ... get set ... go!'
5. The next race will be a relay race.
6. Let the learners get into the same relay teams they were in last time.
7. Let them run their race.
8. Allow the learners to do a cooling-down exercise.

Assessment

- Assess whether each of the learners uses a crouch start correctly. Anyone whose fingers or toes are over the line could be disqualified from the race.
- Assess whether learners stay in their lane. If there are no lanes marked, they should at least stay on the track.
- Assess whether the learners are able to hand over the baton comfortably.

Activity 5

Batting for mini cricket

Resources: wickets, bats, balls

1. Let the learners warm up for this activity.
2. Tell the learners they are going to practise batting for mini cricket. Show the learners how to hold the bat and to swing at the ball.
3. Let one of the learners or the assistant bowl or toss the ball to you to demonstrate batting.
4. If you have a big class, you may have to divide the learners into two groups.
5. Allow someone to bowl at the batter and the rest of the group fields the ball and returns it to the bowler. Each learner should have at least five turns to swing at the bat.
6. One of the fielders then comes in to bat and the batter goes out to field.
7. Everyone should get a turn. Demonstrate again to learners how to hold the bat if they are struggling.
8. Let the learners do a cooling-off exercise.

Activity 6

Running between wickets

Resources: bats, balls, wickets

1. Let the learners warm up.
2. Tell the learners that they will practise running between wickets. In the first round they will run with their bat in hand. Give them tips on where to run so that the players on the pitch

do not collide with each other. Call 'Run!' and they must sprint to the other end of the pitch.

3. Remind them that sometimes there will be opportunities to score more than one run. They should run to the end of the pitch, turn around and run back.
4. Tell them that you will call 'Double!' and they should run up and down, and when you shout 'Run!' it is only one run up. Switch between these instructions and let the learners run either single or double runs.
5. Let the learners do a cooling-off exercise.

Activity 7

Throwing a tennis ball and playing mini cricket

Resources: bats, balls, wickets, set of rules

1. Let the learners warm up for this activity.
2. Before they play a game, let the learners throw a tennis ball to a partner. Tell them to hold the ball in their throwing hand. Create a box with their hand being held upward, and throw the ball at a target. The throwing hand should follow through and lie across the body.
3. Divide the learners into teams and give them the basic rules of the game.
4. You may have to play two games, depending on the number of learners.
5. Let the learners play and enjoy themselves.
6. Let the learners do a cooling-down exercise.

Activity 8

Playing mini cricket

Resources: bats, balls, wickets, set of rules

1. Let the learners warm up and play a game of mini cricket.
2. Now that they are familiar with the game, assess whether they are batting correctly and whether they are able to run between wickets.
3. Encourage learners to play during their breaks as practice will enhance their skills.
4. Let the learners do a cooling-off activity.
5. Please remember to always let the learners warm up at the beginning of a physical movement lesson and cool down at the end of the lesson to prevent injuries.

Assessment

Assess whether the learners are able to bat, throw a ball and run wickets.

Activity 9

Kicking a ball

Resources: soccer balls

1. Let the learners work with a partner.
2. Let them stand a short distance from each other and kick their ball to their partner.
3. They should kick the ball while it is still moving.
4. Learners will naturally kick the ball with their dominant foot. Let them alternate between their dominant foot and the other foot.

Activity 10

Kicking a ball while moving

Resources: soccer balls, cone markers

1. Set up the cone markers in a straight line with enough space in between them to allow the learners to dribble between them.
2. Set up at least two stations like this, or more if you have a big class.
3. Let the learners run in a straight line alongside the markers with the ball between their feet. They should play the ball off their left foot, then their right as they move forward. Let them come back to the group and the next learner does the same exercise.
4. Ask the learners to still move with the ball and kick the ball from one foot to the other, but to dribble between the cones this time. They only need to go in one direction, pick the ball up and run back to the group.
5. Assess whether the learners are able to kick a moving ball with the left and right foot.

Activity 11

Bouncing balls and volleying

Resources: tennis bat/racquet, tennis balls

1. Let the learners bounce the ball on a tennis racquet into the air.
2. Let them walk around while doing this.
3. Let them bounce the ball on the ground while walking.
4. Let them bounce the ball on the ground with alternate sides of the bat.
5. See if they are quick enough to bounce the ball in the air with alternate sides of the bat.
6. Allow the learners to work with a partner to volley the ball to each other. Remind them that the ball should not touch the ground.
7. This could be made into a game whereby if a team allows the ball to touch the ground, they step out of the game. The last pair playing are the winners.

Activity 12

Learning to play forehand

Resources: tennis bat/racquet, tennis balls

1. Demonstrate to the learners how to hit a forehand shot in tennis.
2. Let the learners practise hitting a forehand shot with a partner.
3. Remind them to hit the ball at a height where it will go over the net in a game.
4. Make sure the learners have enough space in which to practise.
5. Walk around and assist the learners who are struggling.

6. Outside of the lesson learners may practise their forehand by hitting the ball against a wall.

Activity 13

Learning to play backhand

Resources: tennis bat/racquet, tennis balls

1. Demonstrate to the learners how to hit a backhand shot in tennis.
2. Let the learners practise hitting a backhand shot with a partner.
3. Remind them to hit the ball at a height where it will go over the net in a game.
4. Make sure the learners have enough space in which to practise.
5. Walk around and assist the learners who are struggling.
6. Outside of the lesson learners may practise their backhand by hitting the ball against a wall.

Activity 14

Playing backhand and forehand over a net

Resources: tennis bat/racquet, tennis balls

1. Each pair of learners must get a chance to play a short game on the tennis court.
2. They must hit both forehand and backhand and ensure that the ball goes over the net.
3. This lesson may have to be repeated until everyone has had a turn to play a short game.

Assessment

Learners may be assessed on their tennis skills.

Activity 15

Navigating an obstacle course

Resources: ladder, two tables, chair, long bench, crate with a few bricks in it and rope attached, netball pole with hoop, netball ball, cone markers, soccer ball, mini soccer goal post

1. Set up an obstacle course:
 - a table – crawl under the table
 - a long bench – walk on the long bench
 - netball pole and ball – throw the netball through the hoop
 - cone markers – dribble the soccer ball between the markers
 - mini soccer goal posts – kick the ball into the post with your non-dominant foot
 - a table – climb over the table
 - chair – crawl under the chair
 - crate – pull the crate to the line
 - crate – push it back to where you found it
 - ladder lying flat – jump with both feet between the rungs of the ladder.
2. Run to the end.
3. Give the learners instructions for each obstacle. Let one of the learners demonstrate what to do at each obstacle.

Activity 16

Navigating the obstacle course again

1. As a reminder demonstrate to learners what happens at each obstacle.
2. Let the learners navigate the obstacle course again. Watch those learners who are having difficulty and assist them.

Activity 17

Doing long jump

Resources: a long-jump sandpit

1. Let the learners go freely to attempt a long jump. You will note that they favour their dominant or stronger foot as the take-off foot.
2. For learners of about 11 years of age, a run-up of 11 strides should be sufficient.
3. They should land with their take-off foot on the take-off board and launch themselves up and forward from there.
4. Remind them not to look at the take-off board in their run-up because this will cause them to slow down. They should focus on a point beyond the long-jump pit.

Activity 18

Doing high jump

Resources: high-jump equipment

1. Let the learners stand alongside the mattress and tell them to jump up and backwards. The foot which they use to launch themselves upward is their take-off foot.
2. Someone who uses a left foot take-off would thus approach the bar from its right-hand side curving to the left so that the bar is at their right shoulder, and as they take off, they continue to turn until their backs face the bar.

Activity 19

Fun races

Resources: old pantyhose or strips of cloth

1. Let the learners work with a partner. The first race is a wheelbarrow race.
2. The first learner walks on her hands while the second learner holds up her legs.
3. The next race is a three-legged race. Let the partners stand alongside each other. Their inner legs must be tied together with strips of cloth or pantyhose. The tie should not come undone during the race. If it does, the pair may not continue until it is tied again.
4. You could combine the two and let them do a three-legged race in one direction and come back doing a wheelbarrow race.

Activity 20

Repeat exercises

If there are any exercises that the learners had particular difficulty with or that they particularly enjoyed, you may repeat these exercises.

Term 2

- | | |
|--|-----|
| • Study area: Beginning Knowledge and Personal and Social Well-being | B44 |
| • Topic 6: Healthy eating | B44 |
| • Topic 7: Insects | B49 |
| • Topic 8: Life cycles | B54 |
| • Topic 9: Recycling | B60 |
| • Religious days and special days | B65 |
| • Study area: Creative Arts | B67 |
| • Visual Arts (2D and 3D) | B67 |
| • Performing Arts (dance, music, drama) | B71 |
| • Study area: Physical Education | B75 |

Study area: Beginning Knowledge and Personal and Social Well-being

Topic 6: Healthy eating

In this topic, we deal with the four food groups: fats, oils and sweets; dairy products and proteins; carbohydrates; and fruit and vegetables. Learners are encouraged to think about a balanced diet and what constitutes a healthy meal.

Worksheet 2

Workbook page 44

1. Ask the learners to look at the table on page 44 in the Workbook. Explain to them that they should take note of everything they eat for one day and record it on the table. The table must be a record of the food eaten in a single day.
2. Explain to them that if they wake up at 6a.m., then they would not have eaten anything from 5a.m. to 6a.m., so that row would be blank. However, if they get up at 5a.m. and have breakfast at 5.30a.m., then that row will be filled in. They must record everything they eat, including snacks and drinks.
3. They do not have to fill in the last column yet. They will go back later to complete the last column.
4. Let the learners complete their food journal.
5. Discuss their food choices and the factors that influenced them, such as taste, cost, availability and convenience, advertising, nutrition and health, family and friends, culture and religion.
6. What we feel often influences what we eat. Talk to the learners about this. The right kinds of food at the right time, with the right people, can make us feel good.
7. Discuss the learners' choices when they are happy, sad, angry or feeling fit and healthy.
8. Learners can use their daily records to compile a graph representing how much of each group of food they eat.
9. You can also use the information on a class food chart showing the type and quantity of foods the class eats. Use general categories, for example, fruit, vegetables, meat, breads and cereals, dairy products, snack foods, water and cooldrinks.

Activity 1

The food pyramid

Learner's Book page 43

Resources: pictures of a wide variety of food

1. Explain to the learners that food may be divided into four food groups as shown in the food pyramid on page 43 in the Learner's Book. The design of the food pyramid indicates the proportion of each food group one should be eating. The fats, oils and sweets are at the very tip of the pyramid in the smallest space and this is the food group from which you should eat the least.
2. Let the learners work with a partner to identify the food groups and the different foods within the food groups.

Activity 2

Food groups

Learner's Book
pages 44 and 45

Resources: a wide variety of pictures of foods

1. Allow the learners a chance to volunteer to read the information on the food groups on pages 44 and 45 in the Learner's Book. Let them talk about each food group in turn.
2. Help the learners to identify the foods that give us energy, the ones that help with body building and the ones that are protective foods. For example, brown bread, samp, pasta and rice are carbohydrates and give us energy. Fat, oils and sugar give extra energy and are referred to as fats, oils and sweets.
3. Ask the learners to identify the body-building foods. Animal and plant foods such as eggs, dairy products, meat, dried beans and nuts are from the body-building group and build our muscles, bones, teeth and tissues.
4. Ask the learners to identify the protective foods that protect our bodies against illness. Examples of protective foods are root vegetables such as carrots, beetroot and onions; green leafy vegetables such as spinach and cabbage; and all fruit.
5. Let them identify their favourite food and identify the food group it belongs in. It might even have products from different food groups.
6. Remind learners that one should eat something from each group, not just from one particular group.
7. Draw a large pyramid on the chalkboard. Divide the pyramid horizontally into the four food groups and label each group.
8. Show the learners the pictures one at a time and they must tell you where in the food pyramid it belongs. Paste the picture in the correct place.

Worksheet 1

Workbook page 43

1. Ask the learners to label the food pyramid on page 43 in the Workbook.
2. Let them draw pictures of foods in the correct level of the pyramid.

Worksheet 3

Workbook page 45

1. Ask the learners to look at the pictures on page 45 in the Workbook.
2. Ask them to complete the worksheet.
3. Let them discuss with a partner why the foods they have identified as unhealthy are unhealthy.

Assessment

Take in the learners' Workbooks and mark their worksheets.

Activity 3

Malnourishment

Learner's Book page 46

There are many learners in South Africa who come to school hungry. It is difficult for them to have enough energy to play or learn. Some schools form part of the government's or non-governmental organisations' (NGOs') school-feeding programmes that feed learners at school. If your learners are in dire need, you may approach the education department or an NGO to assist your school.

An alternative would be to get donations from local businesses for soup. The older children in the school or unemployed parents

can clean and cut the vegetables. A volunteer parent or staff member could make the soup at school.

1. Ask the learners to find out what malnourishment means. They can look up the definition in a dictionary or ask someone.
2. Ask some of the learners for their definition of malnourishment. Discuss the different definitions offered.
3. Write the definition that you will use in the class on the board.
4. Ask the learners to look at the pictures on page 46 in the Learner's Book. Point out the bloated stomach and thin arms and legs of the malnourished child to the learners.
5. Ask them the questions on the page.

Worksheet 4

Workbook page 46

1. Let learners cut out or draw pictures of food and drinks to paste on Workbook page 46 to put together a healthy meal.
2. Remind them that each of the different food groups should be represented. They can choose a meal for breakfast, lunch or supper.
3. Let them complete the worksheet.

Assessment

Are the learners able to distinguish between healthy and unhealthy foods?

Activity 4 **Vegetarianism**

Learner's Book page 47

Resources: samples of foods with a 'Suitable for vegetarians' logo

1. Let the learners tell you what they know about vegetarianism.
2. Ask them to read the information on page 47 in the Learner's Book.
3. Show them the food products that have the special 'Suitable for vegetarians' logo.
4. Ask the class if there is anyone in the class who has a special diet. Let them tell the rest of the class about it. Perhaps it is a Jewish learner who only eats kosher foods or a Muslim child who only eats halaal foods. It may be that someone is vegetarian because they object to the killing of animals. Remind learners to always be respectful of others' choices.

Worksheet 6

Workbook page 50

1. Let the learners work with a partner to identify whether each dish listed on the worksheet on Workbook page 50 is suited for vegetarians or not.
2. Assist those learners who get stuck.
3. Let the learners choose a dish from each row to serve at the dinner. Let them draw a line around their selected dishes.

Activity 5 **A food garden**

Learner's Book
pages 48 and 49

Remind the learners that the fruit and vegetables that they buy in the shops have been grown on farms elsewhere and then transported to the shop. Many learners have never been in a farm environment, so remind them that the fruit and vegetables are grown on farms, then picked and packaged and transported to different points of sale.

1. Let the learners read the information on pages 48 and 49 in the Learner's Book to find out how to grow tomatoes.
2. Explain anything that is unclear to the learners. Explain that you stake a tomato plant so that it may bear more fruit.
3. Let the learners choose a fruit or vegetable and find out how it is grown. You could let them work in groups for this activity.
4. Let them present their findings to the class.
5. If the school has space, you could create a food garden where vegetables for the school can be grown. You can let the learners observe the growth of the plants. Beans, mealies, tomatoes, peppers and chillies are all fairly easy plants to grow.
6. Remind learners that seeds need moisture and warmth to germinate and grow.

Worksheet 5

Workbook
pages 47 to 49

Resources: beans, cotton wool, soil, a clear plastic jar, water

1. Work through the steps on Workbook pages 47 and 48 with the learners.
2. Assist them if they need help.
3. Learners should draw a picture of the germinating bean each week in their Workbook. Remind them to write the date for each picture.

Activity 6

The right to basic nutrition

Learner's Book page 50

1. Nominate learners to each read a paragraph on page 50 in the Learner's Book.
2. Talk about the issues raised in the text.
3. Ask the learners to write down as many ideas as possible for helping someone in need of basic nourishment.
4. Which is the most practical of their ideas? Is it possible to implement any of them?

Worksheet 7

Workbook page 51

1. Ask the learners to think of a healthy dish that they make at home. It does not have to be cooked; fruit salad may be regarded as a healthy dish.
2. They may do this as homework since they will require help from their guardian.
3. Let the learners tell the class what their healthy recipe is and why they say it is a healthy dish. Most home-cooked meals are healthy except when they are cooked with excessive oils and fats. And they become unhealthy when not eaten in moderation, so learners should be reminded to eat enough to satisfy their hunger, and not to overeat.

Worksheet 8

Workbook
pages 52 and 53

1. Talk about the different cultures in South Africa and how each has its own traditional food. Let the learners tell you what they know about food in other cultures.
2. Tell the learners that we celebrate Heritage Day on 24 September. On this day we celebrate all the different cultures in our country. Each culture has its own traditional food.
3. Let the learners select two dishes from two different cultures to investigate.
4. Let the learners complete the worksheet on Workbook pages 52 and 53.

Activity 7
Food, glorious
food

Learner's Book page 51

1. Ask the learners to look at the pictures on page 51 in the Learner's Book.
2. Tell them that these paintings and drawings were done by different artists.
3. Ask the learners to read through the text. Let them complete the questions on page 51 in the Learner's Book.

Topic 7: Insects

In this topic, we deal with the characteristics of insects, and learners are exposed to a variety of insects including flies, mosquitoes, ants, bees and beetles. Learners observe and draw insects and explore how some insects help us and some harm us.

Activity 1 Characteristics of insects

Learner's Book page 52

Resources: pictures of insects, non-fiction books about insects

1. Ask one of the learners to read the text on page 52 in the Learner's Book. Discuss each point. Make sure the learners can identify each part of the insect's body.
2. Show them the pictures that you have and let them identify whether the picture is of an insect or not. Let them give reasons for their answers.
3. Let them tell you what they know about the various insects.
4. Let the learners look at the picture of a locust and go through the labels to ensure that they can identify the different body parts of an insect.

Worksheet 1

Workbook page 54

1. Ask learners to look at the worksheet on page 54 in the Workbook. Read aloud the words in the word box. Let the learners point to the particular body part in the drawing.
2. Work through all the words in the word box in this way.
3. Ask the learners to label the drawing on page 54 in the Workbook.
4. Let them colour in the picture.

Assessment

Check that the body parts of the insect have been labelled correctly.

Activity 2 Ants

Learner's Book page 53

Resources: saucer, sugar, water

1. Let one of the learners read the first part of the text on page 53 in the Learner's Book that gives facts about ants.
2. Allow the learners to ask questions about the information that has been read. Answer as best you can. If you do not know an answer, tell the learners you will find the answers for them.
3. Let another learner continue to read the text that describes the experiment to observe ants.
4. Place the saucer of sugar with water on the windowsill and observe.
5. Let the learners take note of the manner in which the ants move to and from the saucer.
6. Let them answer the questions that appear at the foot of the page.

Activity 3
Which ones are insects?

Learner's Book page 54

1. Read aloud the labels for the pictures on page 54 in the Learner's Book.
2. Let the learners read each label and then say whether or not the animal is an insect. Let them tell you why they say it is an insect.

Worksheet 2

Workbook page 55

Resources: paper, scissors, glue, split pins (optional)

1. Ask the learners if they can identify the animal on page 55 in the Workbook.
2. Let them colour in the parts of the fly.
3. Let them cut out the parts of the fly. Remind learners to work carefully with the scissors.
4. Ask the learners to stick the parts of the fly together so that it looks like a fly again.

Activity 4
Insect parts

Learner's Book page 55

1. Read aloud the poem on page 55 in the Learner's Book. Let the learners follow. Remember to read with expression to hold the learners' attention.
2. Allow learners to explain what they understand about each verse of the poem.
3. Let the learners work in groups of five. Each member of the group must learn one of the verses off by heart. They must practise saying their verse with expression and with actions.
4. Give each group a turn to perform their poem. Remind them to speak clearly and confidently.

Activity 5
Bees

Learner's Book
pages 56 and 57

1. Let the learners tell you what they know about bees.
2. Ask the learners to look at the labelled drawing of the bee on page 56 in the Learner's Book.
3. Read the questions below the drawing and allow as many learners as possible to answer.
4. Read the text on page 57 in the Learner's Book. Pause after each paragraph to discuss the passage that has just been read. Make sure that all the learners understand what has been read.

Activity 6
The dung beetle

Learner's Book page 58

1. Let the learners work with a partner to look at the picture on page 58 in the Learner's Book and answer the questions that follow.
2. Read aloud the text that follows. Make sure that learners understand the text. Allow the learners to ask as many questions as they need to.
3. Let learners who have seen a real dung beetle tell the rest of the class about it.
4. Let learners tell you what a dung beetle is called in other languages.
5. Ask the learners if any of them know any stories about dung beetles. If they do, allow them to share the stories with the rest of the class.

Worksheet 3

Workbook page 57

1. Let learners open to Worksheet 3 on page 57 of the Workbook. Explain to the learners that the drawing is one half of a symmetrical drawing of a dung beetle. Make sure that everyone understands what symmetry is.

2. Ask the learners to complete the drawing.
3. Let them identify and label the abdomen, head and thorax.
4. Allow them to colour in the drawing.
5. Walk around the class to make sure that everyone labelled the drawing correctly.

Worksheet 4

Workbook
pages 58 and 59

1. Let the learners work in groups of three or more.
2. Let them find a variety of insects. Allow them to observe the insects and fill in the table on page 59 in the Workbook.
3. Make sure that they do not harm the insects and that they release the insects where they found them.
4. While the learners are completing the table, walk around and assist the learners. Talk to them to make sure that they all understand the work that has been done.

Activity 7

The ant and the grasshopper

Learner's Book page 59

1. Ask the learners whether any of them knows what a fable is. Talk about what a fable is (a story that teaches a lesson).
2. Let one of the learners volunteer to read the story on page 59 of the Learner's Book.
3. Allow the learners to ask questions about the story. Allow some discussion about the story.
4. Read each question and allow the learners to answer the questions. If there are learners who have a different answer, allow both parties to give their opinion.
5. If you have time, you can let the learners find more fables which they can share with the class.

Worksheet 5

Workbook page 60

1. Remind the learners that there are no straight lines in nature. Working with the grid on Workbook page 60 will allow them to isolate each part of the locust and to copy it over.
2. Walk around the class and assist learners who are struggling.

Activity 8

The mosquito

Learner's Book page 60

1. Let one of the learners read the first paragraph on page 60 of the Learner's Book to the class. Explain any words that they do not understand. Talk about the text with the learners. Do this with each paragraph.
2. Let the learners tell you what they know about mosquitoes.
3. Tell the learners that most mosquitoes drink nectar from plants, and that only female mosquitoes suck blood. This means that most mosquitoes have no effect on humans at all. Emphasise that, despite the harm that mosquitoes can cause, they are part of the cycle of life and we cannot just get rid of all mosquitoes.
4. Let the learners work with a partner to answer the questions that follow.

Activity 9

Insects as food

Learner's Book page 61

1. Read the text on page 61 in the Learner's Book.
2. Depending on the part of the country you live in, you might find that some learners may never have eaten insects. Remind them to be sensitive to everyone's food choices.
3. Let the learners work in groups to do the activity described at the bottom of the page.

Worksheet 6

Workbook page 61

1. Ask the learners to look at the mind map on page 61 in the Workbook. Explain to them how a mind map works.
2. Talk to them about insects that harm us. Let them put the name of an insect that harms us in an appropriate space. Let them show their books to you to make sure it is correct.
3. Ask them to identify how this insect harms us. Let them put the information in the appropriate space. For example, locusts eat our crops; mosquitoes bite us, spread malaria and disturb our sleep; termites eat our food and the woodwork in our house; bees often attack people and sting them, and bee stings may even kill someone who is allergic to bee stings.
4. Talk to them about insects that help us. Let them fill these in in the appropriate space on the mind map.
5. Ask them to identify how this insect helps us. Let them put the information in the appropriate space. For example, bees provide honey and beeswax for our use, the mopane moth in its caterpillar phase is a source of food, butterflies and bees help to pollinate plants which bear fruit for human consumption, dung beetles keep the environment clean and aerate the soil which allows our plants to grow well, and locusts and termites are a source of food.
6. Make the learners aware that some insects may fall into both categories – insects that harm us and insects that help us – for example, locusts and bees.

Worksheet 8

Workbook page 64

Resources: pictures that show dragonflies, paper A4 or bigger, art materials

1. Remind learners that dragonflies are symmetrical. Ask them to complete the drawing of the dragonfly on page 64 in the Workbook.
2. Show them that when they draw the lines within the wings thinner or lighter, the wings appear more delicate than the rest of the drawing.
3. Extend this activity and let the learners redraw the dragonfly in its natural environment.
4. Show them artworks that show dragonflies. Make them aware of the sense of movement when dragonflies are shown hovering over ponds with their wings open.
5. Ask them to draw the dragonfly hovering over a pond. Let them draw plants around the pond and behind the dragonfly. Allow the learners to work in any medium they prefer.

Assessment

- Are learners aware of where dragonflies are found?
- Have the learners included a background to the dragonfly?

Worksheets 7, 9

Workbook
pages 62 and 63, 65

1. Read through the questions in Worksheet 7 on pages 62 and 63 of the Workbook with the learners. Make sure that they all understand what is required of them. Let them complete questions 1 to 8.

2. Walk around the class and take note of the learners who are struggling. You may need to do some additional work with these learners.
3. Let learners open to Worksheet 9 on page 65 of the Workbook. They should find pictures of insects and paste them on the worksheet.
4. They may also draw insects of their choice on the worksheet.

Assessment

Check the learners' worksheets to make sure that they all know what insects are and that the pictures they have selected are all of insects.

Topic 8: Life cycles

In this topic, learners find out what a life cycle is and that all creatures have life cycles. They explore the life cycles of mammals (for example, dogs), insects (for example, butterflies), amphibians (for example, frogs) and birds (for example, chickens).

Activity 1 A life cycle

Learner's Book page 62

1. Ask the learners if any of them know what a life cycle is. Allow the learners to tell you what a life cycle is.
2. Let the learners follow while you read aloud the text on page 62 in the Learner's Book. Explain anything that the learners don't understand.
3. Let the learners talk about what it is like to be a baby, then a toddler, then a school-going child, and the changes that happen. Let them tell stories about how they have changed or funny stories about things they used to do or think when they were younger.
4. Let them tell the class what they think it must be like to be a teenager.
5. Remind learners again about the changes that occur from being a baby to becoming an adult.
6. Explain what a metamorphosis is.

Activity 2 Life cycle of a mammal: a dog

Learner's Book page 63

1. Ask the learners to tell you if they have dogs as pets, and if any of their dogs has had babies. Let them tell the rest of the class what happened during this time.
2. Let one of the learners read the text on page 63 in the Learner's Book.
3. Allow the learners to ask any questions about the text. Explain anything that is unclear to them.
4. Let them work with a partner to complete the activity.
5. Let the learners report back on their answers to the rest of the class. If they have made any errors, they should correct these.

Worksheet 1

Workbook page 66

1. Ask the learners to look at the life-cycle drawing on page 66 in the Workbook.
2. Let them work with a partner to label the drawing.

Assessment

Walk around and check the learners' work:

- Do learners understand the labelling convention?
- Do they understand the dog's life cycle?

Activity 3
Life cycle of an insect: an ant

Learner's Book
pages 64 and 65

Worksheet 5
Workbook page 71

1. Let the learners take turns to read the text that accompanies the pictures of the life cycle of an ant on pages 64 and 65 of the Learner's Book. Explain any words that are new to the learners.
2. Talk about each stage of the life cycle and allow the learners to ask questions.

Resources: a poster showing the life cycle of a butterfly, cards with Prestik to cover up the labels and some of the artwork

1. On your poster, cover up the information that is missing on the worksheet on page 71 of the Workbook.
2. Ask the learners to look at the incomplete life-cycle drawing of the butterfly. Remind them that the butterfly is also an insect and its life cycle is similar to that of an ant. It too undergoes a metamorphosis.
3. Talk through each stage of the butterfly's life cycle. Identify the information that is missing. Reveal the covered artwork and labels on your poster while you are discussing it.
4. Allow the learners to ask any questions they may have on the life cycle of the butterfly.
5. Ask the learners to look at the life cycle on page 71 in the Workbook. Ask them to draw in the missing artwork. Let them label the life-cycle drawing.
6. Walk around the class and check that learners are coping with the activity.

Worksheet 6
Workbook page 72

- Resources:** a poster of the life cycle of a mopane emperor moth
1. Talk to the learners about the life cycle of moths. Tell them that a moth has a similar life cycle to a butterfly. When the mopane moth egg hatches, the larva eats the leaves of mopane trees and other trees; it then becomes a pupa and then an adult moth. The mopane moth undergoes a metamorphosis.
 2. Remind the learners what symmetry is and let them complete the drawing on page 72 in the Workbook and colour it in.

Activity 4
Life cycle of an amphibian: a frog

Learner's Book
pages 66 and 67

1. Tell learners that the place where an animal lives is called its habitat. The frog's habitat is water and wet places.
2. Ask the learners if any of them have seen a frog or a tadpole. If they have, let them tell you about their experience.
3. Give a few learners each a turn to read the information on pages 66 and 67 in the Learner's Book. Talk about each part of the life cycle and allow the learners to ask any questions they may have. Tell them that thousands of eggs are laid at a time. The eggs are covered with a jelly-like covering, which protects them. Despite this, only a few eggs finally develop into adults, because many tadpoles are eaten by other water animals, and tadpoles may also die if the pond they are in dries up.
4. If it is at all possible, set up a tank or large bowl for tadpoles. Remember to put some plants in the water as well – from the environment where you found the tadpoles. The water should be taken from their environment too. After a few weeks return the tadpoles or frogs back to the environment where you found them. Try not to touch the frogs or tadpoles unnecessarily.

5. Talk about the threats for frogs not reaching their adult life. Also talk about threats to adult frogs.
6. Explain to the learners what an acrostic poem is. Ask them to write down the word FROG:
F
R
O
G
These are the first letters of each line of the poem.
7. Let them write something about frogs or a story about a frog in poem form.
8. Allow some learners to volunteer to read their poems to the rest of the class.

Worksheet 3

Workbook page 69

1. Let the learners work with a partner. Ask them to look at the worksheet on page 69 in the Workbook.
2. Let the partners read the text together and fill in the answers that they know.
3. Allow them to use the information in their Learner's Books to find the rest of the answers.

Assessment

Collect the learners' Workbooks to mark their answers and to assess whether they all understand the life cycle of the frog.

Activity 5 Life cycle of a bird: chicken

Learner's Book page 68

1. Ask the learners to look at the life-cycle drawing of the chicken on page 68 in the Learner's Book. Explain each phase of the cycle to them. Also point out how long it takes for the egg to develop into a chick and for a chick to become a hen or rooster.
2. Give some of the learners turns to read the information about the chicken. Remind learners that only fertilised eggs will develop into chicks and tell them that the eggs we buy in shops are usually unfertilised eggs that cannot develop into chicks.
3. Let the learners answer the questions about the chicken.

Teacher-guided activity: research the life cycle of an ostrich or other bird

Resources: books and information sheets on ostriches, access to the internet (optional), A3/A2 page

1. Tell the learners they must find out about the life cycle of an ostrich or other bird that they find interesting. Let them work in groups.
2. To guide them in their research, you may ask them to research specific questions such as:
 - How many eggs does the ostrich lay?
 - How big is an ostrich egg?
 - How long before the egg hatches?
 - What does an ostrich chick look like?
 They would adapt these questions to the bird they are investigating.
3. Allow the groups to present their research to the class.

Worksheet 4

Workbook page 70

1. The learners will play a game in groups. One learner chooses an animal and the other learners ask questions that will lead them to discover what animal the learner is.
2. On page 70 in the Workbook are some questions the learners can ask. These are only to get the game started. Learners may ask any questions that will help them get useful clues to the learner's animal identity.
3. The learner may answer the question but must only answer the question and not offer additional information.
4. When the secret identity has been revealed, the next learner gets a turn to be the secret animal, and so on.

Activity 6 Endangered life cycles

Learner's Book
pages 69 and 70

1. Let the learners volunteer to read the information on pages 69 and 70 in the Learner's Book. After each passage, stop to discuss what has been read. Make sure learners understand what the situation is. Allow them to ask questions about the passage that has been read.
2. Talk about ways in which the learners can help protect animals so that they do not become extinct. These can be very practical things, such as: Do not pick up a chameleon from a tree to play with it because it traumatises the animal. Plant flowers in your garden so that bees and butterflies have a source of food. Do not eat undersize seafood like crayfish because they have not had a chance to lay eggs and continue their life cycle.
3. Create a poster with pictures or flashcards with words that the learners have written. Keep the poster in the classroom to remind learners of ways in which they can help animals continue their life cycle and not become extinct.

Worksheet 2

Workbook page 67

Resources: sequence cards, three paper plates, scissors, glue, felt-tipped pens

1. Ask the learners to look at the cards on page 67 in the Workbook.
2. Ask them to name the animal in each row of pictures.
3. Explain that they are going to create the life cycles of these animals.
4. Let the learners cut out the cards and paste the cards in the correct order in a life cycle on a paper plate.
5. Let them draw the arrows to show the correct order of the cycle.
6. Let them write the name of the animal in the middle of the plate.

Worksheet 7

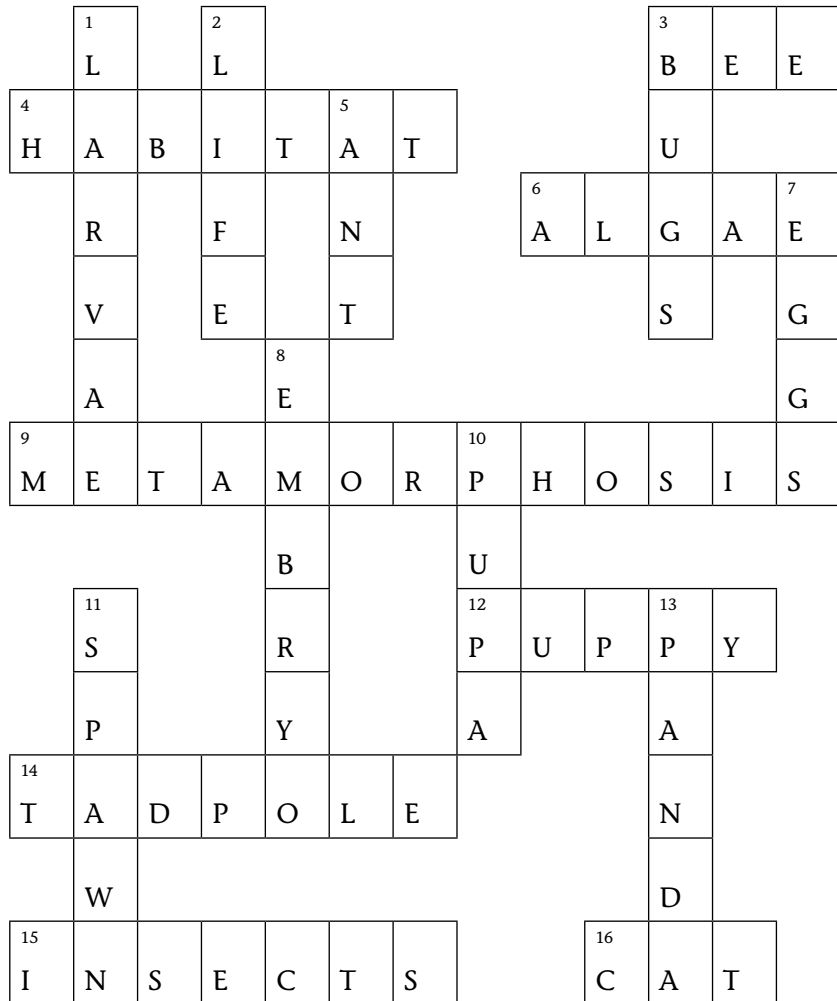
Workbook page 73

1. Write the word METAMORPHOSIS on the chalkboard.
2. Remind the learners that words are made up of letters. Tell them they should make up words from the letters on the chalkboard, for example, RAT, SHIP, TEAM and HOPE.
3. Let a few learners give you examples of words they can make using these letters.
4. Ask the learners to write the words they can make on page 73 in the Workbook. You could make this a little competitive and offer a prize for the person with the most words, such as a sweet or chocolate or box of crayons.

Worksheet 8

Workbook
pages 74 and 75

1. Explain to the learners how a crossword puzzle works. Read through the clues on pages 74 and 75 in the Workbook with the learners and let them tell you what the answers are. Remind them that the answers all relate to the life cycles of the animals they have been learning about.
2. Let them fill in the answers on the crossword puzzle.
3. Here is the completed puzzle:



Activity 7

How the panda got its markings

Learner's Book page 71

1. Read aloud the story on page 71 in the Learner's Book. Read with expression so that the listeners are enthralled and touched by the story. Tell them that this is a legend, which is a very old, well-known story. It is told as if it is the truth, but may not necessarily be true.
2. Ask the learners whether they enjoyed the story and to say what they liked most about the story.
3. Give the learners a chance to think up their own story about how a butterfly learns to fly. If they would like to make the story about a different animal, allow them to. The aim of the activity is to encourage creative ideas.
4. Let the learners convert their story to a play which can be performed in front of the class.

Assessment

During this activity you may include some of these suggestions in your assessment:

- Speaks clearly
- Is audible to the whole class
- Understands the instructions given
- Is able to devise own story

Topic 9: Recycling

In this topic, we discuss what happens to our waste. Learners are encouraged to recycle, re-use and reduce at home and at school, and they learn about what can and cannot be recycled. They also learn about making compost and re-using water.

Activity 1 What happens to our waste?

Learner's Book page 72

1. Ask the learners what they think happens to the crumpled paper that they throw in the wastebin. Allow a number of learners to respond to the question.
2. Read aloud the text on page 72 in the Learner's Book and ask the learners to follow in their books.
3. Emphasise that the landfill sites are filling up and a lot of the waste takes very, very long to break down. Some of the waste is not biodegradable and polystyrene will remain in landfills for more than 500 years.
4. Find out where your nearest landfill site is. Try to get someone from waste management to come and speak to the learners about what happens to our waste.

Worksheet 1

Workbook
pages 76 and 77

Resources: jars, bottles, tins, paints, brushes, ornaments for decoration

1. Have the learners find an empty container. Let them talk to their partner about what they could possibly make with it. Popular projects include making a pencil holder from a jar or empty can or making a vase from a bottle. Walk about the classroom and listen to the learners' ideas. Encourage them to be creative.
2. Let the learners decide what they will make. Let them draw a picture of what they envisage their item will look like.
3. Let them make their item. Make sure that learners work safely with the tools in the classroom.
4. Allow the learners to evaluate their own creation. Let them complete the evaluation form on page 77 in the Workbook.
5. Tell the learners that they will present their project to the class. Let them look at the questions in the Workbook for guidance. They may write a few key words to help them with their presentation.
6. Give each learner a turn to talk about his or her item.

Activity 2 Re-use

Learner's Book page 73

1. On the chalkboard write the words *Recycle*, *Re-use* and *Reduce*. Tell the learners that these are some of the ways in which we can reduce the amount of rubbish we send to the waste dump and also reduce the amount of raw materials we need to make new products.
2. Ask the learners what they understand by the word *Re-use*. Ask them if they ever re-use things.
3. Let them look at the pictures on page 73 in the Learner's Book. These are a variety of shops that sell used or second-hand goods. Have the learners look at each shop and ask them to tell you what they sell.

4. Talk about the advantages and disadvantages of selling used goods. Learners may find that there are items that are still in a very good condition at reasonable prices.
5. Remind the learners that if they look after their textbooks well, another child can use the textbook next year and the year thereafter. It is expensive to buy new books all the time, but they should realise that there is also a cost to the environment when the new book is produced. It uses more raw materials and energy.
6. Let the learners choose one item that they can re-use and let them try to do this in practice.

Worksheet 2

Workbook page 78

1. Let the learners consider items that can be re-used and complete the table of the advantages and disadvantages of re-using goods on page 78 in the Workbook.
2. Let the learners discuss their list with their partner.
3. Let the pairs report back to say whether their advantages outweighed the disadvantages or vice versa.

Activity 3

Recycling glass

Learner's Book page 74

1. Ask the learners to look at the life cycle of a glass bottle on page 74 in the Learner's Book. Let the learners look at the pictures and read aloud the captions.
2. Allow the learners to ask any questions they may have about the process.
3. To teach the learners to recycle is to teach the learners a life lesson. Products that are easy for the school to recycle are paper (newspaper in particular), glass, plastic and coldrink cans. Create an area where you can have containers each marked with one of these things. All items of a particular kind should be disposed of in their own container. You could arrange to have the waste that is collected in this way delivered to a recycling depot, or perhaps the recycling depot is able to collect it. There are various options available for recycling. Perhaps you would like to start with only one product, for example, every Tuesday everyone brings old newspapers. The class that brings the most newspaper wins a prize – perhaps a little sweet for each learner.

Activity 4

What cannot be recycled?

Learner's Book page 75

- Resources:** old magazines that can be cut up, a selection of empty plastic bottles with the number in the recycle logo on them
1. Remind the learners that not everything can be recycled. Let them look at page 75 in the Learner's Book. Ask them to identify the items that can be recycled. Write down on the chalkboard any items that the learners mention that do not appear in the Learner's Book.
 2. Ask the learners to identify the items on the page that cannot be recycled. Write down on the chalkboard any items that the learners mention that do not appear in the Learner's Book.
 3. Tell the learners that we should never pour oil, antifreeze or other chemicals in the ground or down the storm-water drain, because they will pollute the water.
 4. On plastic products you will find a number within the recycling logo. This number is the resin identification code associated

with the type of plastic used in the product. For the purposes of this activity we should note the products that may or may not be recycled. Show the learners the containers that you have brought to the classroom. Let the learners identify whether these are recyclable or not.

5. Divide the chalkboard into a space for recyclable goods and non-recyclable goods.
6. Let the learners randomly cut pictures from the magazine and then paste them in the correct space.

Worksheet 3

Workbook page 79

1. Learners may complete the worksheet on page 79 in the Workbook for homework and ask a guardian to take them to the shop.
2. Alternatively, if this is not possible, ask each learner to bring a plastic container with a number on it to class. Divide the containers into four groups and place them in different parts of the classroom.
3. Divide the class into four groups.
4. Let each group investigate one batch of containers and complete the table on page 79 in the Workbook.
5. Allow the learners to colour in the blocks that list plastic that can be recycled.

Activity 5

Reduce

Learner's Book
pages 76 and 77

1. Read the following explanation to the learners.

To reduce means to use less. To create something from raw materials is very expensive. So it is better for the environment if we use less. We should reduce the number of new products we need.

We should also use things that are produced with less impact on the environment. For example, it takes many litres of water to produce one small bottle of water that is sold in the shops. If you use a refillable bottle and fill your bottle at home, it means you have reduced the resources usually used to supply you with water.

Here are some other ways to reduce:

- Switch off the lights in the room when you leave the room. This means that you reduce your use of the available electricity. When we use less electricity, it means we spend less money, and less money is spent on producing electricity.
- Plant an indigenous garden so that you use less water to feed your garden. Indigenous plants are better adapted to local conditions, so if the rainfall of the area is not high, they are adapted to manage with less water.
- Buy fruit and vegetables that are not in plastic containers. We often just throw away the plastic containers, which is wasteful. Producing the containers from raw materials is an expensive process.

- When you buy meat at the butcher, avoid using the polystyrene food trays that they offer. These trays help the meat to keep its shape, but this is not essential. Avoid using the polystyrene containers that take-away foods come in. Ask them to wrap the food in paper if possible. If your parents regularly buy take-away soup and coffee, ask them to take their own cup along.
- Use re-usable cloth bags or strong plastic bags to carry your shopping rather than buying new plastic bags each time you go to the shops.
- Use the peels of fruit and vegetables to make a compost heap. This means that less waste reaches the landfill and your garden is nourished with the compost that you produce.
- Use public transport instead of private transport. You use less petrol and you help to ease traffic congestion.

2. Allow the learners to ask questions about what you have told them. Make sure that they all understand that when we buy new things all the time it costs money and it also uses the Earth's resources.
3. Let the learners volunteer to read a piece of text next to each picture on pages 76 and 77 in the Learner's Book. Talk about each picture to ensure that everyone understands it. Fuller explanations are given in the explanations above.
4. Let the learners work with a partner to produce a television interview as described on page 77 in the Learner's Book. Remind the learners that the questions provided are only a guide and that they should make up their own questions too. They can each get a turn to be the interviewer.
5. Give pairs an opportunity to perform their interview.

Activity 6
Make a
compost heap

Learner's Book
pages 78 and 79

1. Let the learners work in pairs and read through the text on pages 78 and 79 in the Learner's Book.
2. Prepare the area where the compost heap will be. Ask the learners to each bring organic material to add to the compost heap.
3. Over the next few weeks let the learners work in groups to tend to the compost heap. Every week a different group will add water or organic matter or toss the compost heap.

Worksheet 4
Workbook page 80

1. Ask the learners to look at the items on page 80 in the Workbook. Let the learners identify the items illustrated here.
2. Let them work on their own and complete the activity.
3. Let them swop their Workbooks with a partner. The partner will check the answers. If the partners disagree about an answer, then step in to mediate.

Assessment

Check the learners' Workbooks to assess whether they distinguish between recyclable and non-recyclable goods.

Activity 7

Let us recycle

Learner's Book page 80

1. An experiment to be conducted at home is described on page 80 in the Learner's Book. Explain to the learners what they will be doing.
2. At school, help them prepare their list of recyclable items to be put up.
3. Write a letter to the parents/guardians informing them of the experiment. Ask them to get the co-operation of everyone in the house to make the experiment successful.
4. Perhaps you would prefer to first conduct the experiment in the classroom so that learners know what is expected when they conduct the experiment at home.
5. Conduct a class discussion on the outcome of the experiment and to answer the questions on page 80 in the Learner's Book.

Activity 8

Re-using water

Learner's Book page 81

1. Ask the learners to look at the illustrations on page 81 in the Learner's Book. Conduct a class discussion on which of the water there could be re-used.
2. Let the learners share any other ideas they have about re-using water.

Worksheet 5

Workbook page 81

Resources: poster paper, brushes, paints, felt-tipped pens, crayons, all kind of media

1. Let the learners work in groups to brainstorm ways in which the community can become more environmentally friendly – in particular, adopting the 3Rs: recycling, re-using and reducing.
2. Let each learner select the solutions they favour to add to the mind map on page 81 in the Workbook.
3. Each learner must create a poster that will be distributed in the school and the community. The poster should not be too crowded, so the learner should select only what they regard as the best ideas from the mind map for their poster.
4. Allow the learners the space to be creative and design the poster in the way that they think is most effective.

Assessment

- Do the learners know the three Rs?
- Are they able to convert the knowledge of the three Rs into action?

Religious days and special days

Please note: These lessons should be done close to the actual date of the special day in the year.

Activity 1 Heritage Day

Workbook
pages 52 and 53

We celebrate Heritage Day on 24 September. On this day we celebrate all the different cultures in our country. Each culture has its own traditional food. In Worksheet 8 of Topic 6 on pages 52 and 53 in the Workbook, learners choose two cultures and find out about a traditional dish in each culture. See the relevant notes in this Teacher's Guide.

Activity 2 Earth Hour

Resources: copies of Earth Hour invitation in Section C of this Teacher's Guide, posters and pictures of places observing Earth Hour

1. Find out when Earth Hour is this year. Explain to the learners what Earth Hour is about: a reminder that we only have one planet Earth and the risk climate change poses for our future. For one hour people all over the planet will switch off their lights for one hour to show they care about tackling climate change and protecting the natural world. Climate change is having a huge impact on wildlife and it is destroying the livelihoods of people across the globe. We have to make a change. Raise awareness of climate change by participating in Earth Hour.
2. Make copies of the invitations to participate in Earth Hour in Section C of this Teacher's Guide.
3. Distribute one page of eight invitations to each learner.
4. Let them fill in the details and colour in each invitation.
5. They should cut out the separate invitations. Let them take one home and give the rest to their neighbours to invite them all to participate in Earth Hour.

Activity 3 Easter and Ascension Day

Resources: the story of the resurrection of Jesus Christ

1. Read the story of the resurrection to the learners.
2. Allow them to ask questions. Do not force learners who are of other religions (not Christian) to participate in the lesson.
3. Let the learners talk about what Easter and Ascension Day means to them and what they do at home during this period.

Activity 4 Workers' Day

1. Let the learners conduct interviews with family or friends who work.
2. The aim of the interview is to find out the significance of Workers' Day and how it is celebrated. Here are some questions that they can ask:
 - Do you celebrate Workers' Day?
 - What other name is Workers' Day called? (May Day)
 - How do people celebrate Workers' Day?
 - Where else in the world is Workers' Day celebrated?
 - Encourage them to add their own questions too.
3. Give the learners an opportunity to report back on what they found out during their interviews.

Activity 5
Eid

Resources: information about the five pillars of Islam, copies of the Eid cards and the envelope template in Section C of this Teacher's Guide

1. Explain the five pillars of Islam to the learners. Highlight to them that the two Eid celebrations, Eid-ul-Fitr and Eid-ul-Adha, celebrate the fulfilment of two of those pillars of Islam. Eid-ul-Fitr is celebrated at the end of the month of fast, Ramadan, and Eid-ul-Adha celebrates the end of the hadj (pilgrimage).
2. Let the learners make Eid greeting cards for a friend or a family member. Let them note that the unusual lettering on the card is Arabic. Make them aware that the holy book of Islam is written in Arabic and prayers in Islam are also said in Arabic.
3. Give each learner a copy of the envelope template. Show them how to fold and make an envelope for their card.

Study area: Creative Arts

Visual Arts (2D and 3D)

- Encourage the learners to be creative. There are no rights and wrongs when we do art. Encourage them to be free and to have fun. Allow them to be expressive and uninhibited.
- Offer lots of praise and encouragement to the learners for their work.
- Display all their artwork in the class and in the corridors and halls at school.
- Always cover work surfaces and let the learners wear aprons, old shirts or T-shirts to protect their school uniforms.
- The class might become noisy and messy, but that does not matter; allow the learners to be creative and to enjoy themselves.

Assessment

In Visual Arts, you may assess the learners during the lesson and also assess the final product. On various lessons select the criteria you will assess. You do not have to assess everyone on everything each time.

- Has the learner understood the instructions?
- Has the learner been able to interpret the instructions?
- Does the learner understand the terminology used, for example, texture, shape and line?
- Does the final product meet the requirements of the lesson?
- Has the learner worked safely with the equipment?
- Have the learners cleaned their work environment sufficiently?
- Has the learner developed an effective technique for using the materials, for example, painting and claywork?

It is true that there is no right way or wrong way when doing art. However, if a learner struggles to use a brush or manipulate the clay, show him or her how to do it.

Activity 1

Draw a picture of a lemon

Resources: cardboard, scissors, lemons, paper, charcoal, gingham cloths

1. Let the learners work in groups.
2. Tell the learners to take the cardboard and cut a rectangle out of the middle to create a rectangular frame. This frame is used to frame the object, scene or person so that you see the picture that you are painting or drawing.
3. Place a lemon on the gingham cloth.
4. Ask the learners to look closely at the shape of the lemon. Bring their attention to the cloth behind the lemon and the pattern on the cloth.

5. Allow some of the learners to tell you what they notice when they look at the lemon, for example, not perfectly round, shiny and textured.
6. Ask the learners to look at the lemon on the cloth through their frame. Keep the frame as a landscape. First move the frame so that the lemon is on the left-hand side of the frame, then move the frame so that the lemon is in the middle and lastly move the frame so that the lemon is on the right-hand side. Are the learners able to determine which one creates the best composition for the picture? If not, don't worry too much, because the more they work with composition, the more knowledge they will acquire.
7. Let the learners choose where they will place the lemon in their drawing.
8. Allow the learners to draw their picture. At this point, don't worry too much about shading. The focus should be on the lines and shapes and the overlapping of the lemon's image over the cloth.

Assessment

- Are learners aware of overlapping?
- Do they recognise the different shapes in the drawing?
- Do they recognise that the lines are different for the different objects?
- Are they aware of the texture of the lemon?

Activity 2

Create a painting

Resources: paper, A4 or larger, a variety of painting and drawing media – inks, paints, chalk, lead, charcoal – A4 cardboard
Learners should do this activity after they have worked through Activity 7 in Topic 6 (Learner's Book page 51).

1. Let the learners work in groups. Let each of them bring a fruit or vegetable from home.
2. Let them set up their food in the middle of the table. Make sure everyone has a good view of the food. The food should remain there until the picture is complete.
3. Ask the learners to use the cardboard frame to look at what they are painting. They should determine where on the page they will put the objects in the painting.
4. Let the learners draw or paint the picture.
5. Display their works so that the rest of the school may also see them.

Assessment

- Are the learners aware of the overlapping in the picture?
- Do they use the frame effectively to frame their picture?

Activity 3

Paint a picture

Resources: A3 paper, poster paint, brushes

Learners should do this activity after they have worked through Activity 1 in Topic 7 (Learner's Book page 52).

1. Tell the learners that they will paint a picture of a child catching butterflies. The child is running with a butterfly net in his or her hand.
2. Remind learners not to place the child right at the edge of the paper so that it looks like the child is running off the page. The child should be running onto the page or across it.
3. Remind the learners to show the child in motion – running.

Activity 4

Complete a symmetrical drawing

Let learners complete Worksheet 3 of Topic 7 on page 57 of the Workbook.

Activity 5

Complete a symmetrical drawing and create a new piece

Let learners complete Worksheet 8 of Topic 7 on page 64 of the Workbook.

Activity 6

Create a clay sculpture

Resources: clay, modelling tool

Learners should do this activity after they have worked through Activity 2 in Topic 8 (Learner's Book page 63).

1. Let the learners work in groups. They will each create an individual piece of work, but will share the tools.
2. Tell the learners that they will make a clay sculpture of a mother and baby.
3. It might be easier for them to make the mother and then the baby, and only then put the two together.

Activity 7

Complete a symmetrical drawing

Let learners complete Worksheet 6 of Topic 8 on page 72 of the Workbook. Learners should do this activity after they have worked through Activity 3 in Topic 8 (Learner's Book pages 64 and 65).

Activity 8

Create something new by recycling a container

Let learners complete Worksheet 1 of Topic 9 on pages 76 and 77 of the Workbook. Learners should do this activity after they have worked through Activity 1 in Topic 9 (Learner's Book page 72).

Activity 9

Make a mini chest of drawers

Resources: empty matchboxes, wrapping paper or paints, brushes, glue, embroidery cotton, thick sewing needle

1. Let the learners collect matchboxes. They need as many matchboxes as they will want drawers in their chest of drawers.
2. Let the learners glue the boxes together – three rows of three boxes or whatever number they would like to have.
3. They can wrap the chest along four sides – not where the drawers slide open – and decorate the paper. Alternatively they could paint the chest of drawers.
4. To put little handles on the drawers, let the learners cut a small piece of embroidery cotton and thread it through the needle.
5. Let them push the needle through the front part of the box – the front of the drawer.
6. They must make a knot on either side of the cotton so that they are able to pull the drawer open.

Activity 10

Make a box

Resources: copies of the box template in Section C in this Teacher's Guide, glue, scissors, decorative items, felt-tip pens or pencil crayons

1. Give each learner a copy of the box template. Ask them to cut out along the outline of the box.
2. Let them make a fold at each line on the template.
3. Let them decorate the side that will be the outside of the box.
4. Demonstrate to them how to fold the sides up and see what the box will look like and see on which side of the little tabs they should put the glue.
5. Let them put glue on the tabs and stick the tabs to the sides.
6. This will create a closed cube. If you want to create a box that closes but does not seal, then cut off the two outer tabs on the two sides.

Activity 11

Create a poster

Let learners complete Worksheet 5 of Topic 9 on page 81 of the Workbook. Learners should do this activity after they have worked through Activity 7 in Topic 9 (Learner's Book page 80).

Performing Arts (dance, music, drama)

Assessment

Select the criteria which you would like your learners to fulfil at each lesson. Prepare your record sheet with the tasks that you would like to assess before each lesson so that you need only mark up on the record sheet during the lesson.

- Is the learner able to demonstrate the movement described?
- Does the learner participate in warm-up and cooling-down activities?
- Does the learner participate in performances?
- Is the learner confident?
- Is the learner's speech clear?
- Is the learner able to recognise rhythms?
- Is the learner able to interpret the music into movement?

Activity 1

Focus on posture

1. Let the learners do a body warm-up. Let them form two large circles, both facing inward.
2. Stand in the middle to give them instructions.
3. Ask the learners to walk upright. Their shoulders should be kept back and their heads held up high.
4. Let three learners demonstrate what it looks like when they slouch when walking, and then let them walk upright.
5. Make the learners aware of the difference in appearance and the strain the body is put under if one does not have a correct walking posture.
6. Let them speak in a slouching position and then in an upright position. Let them identify which speech is more audible.
7. Ask the learners to bend as if to pick up a piece of paper. Certainly many of them will just bend at the waist and pick up the paper. This is wrong. They should bend their knees, aligning their knees over their middle toes. Praise the learners who are doing this in the correct way.

Activity 2

Sing South African songs

Resources: CDs, lyrics and music of a variety of South African songs which can be sung in rounds, copies of the lyrics, a CD player

1. Select a South African song that the learners will enjoy listening to and singing.
2. Let them listen to the song first.
3. Let the learners sing along the second time you play it.
4. Explain to them how rounds are sung. Divide them into groups that will sing the different rounds.
5. Let the learners sing the song again in rounds. Conduct the singing by telling the learners whose turn it is to sing.

6. Be sensitive about singing praise songs from only one religion as classes are diverse and some learners may feel excluded or feel uncomfortable singing praise songs that are not of their religion.

Assessment

- Do the learners sing together?
- Do they understand instructions with regard to singing?

Activity 3

Develop sensory awareness

Resources: a variety of foods of varying touch, taste, smell and hearing – for example, water with salt, water with sugar, lemons, oranges, apples, tomatoes, cucumbers, carrots – blindfolds, cooked pasta, cooked rice, small plates, a box for each group to store/hide food in

Learners should do this activity while you are working on Topic 6 (Healthy eating).

1. Put all the foods in a box and hide it from the learners.
2. Some of the foods can be cut into small slices to allow learners to taste them.
3. Explain to the learners that one of them will be blindfolded. The others will select about three foods from the box and put it in front of them. The blindfolded person must identify the object by smelling, touching, tasting or listening (someone in the group can bite into a carrot or an apple).
4. Let the learners describe what they are identifying, for example, juiciness of tomato, fresh smell of cucumber, crunchy apple, lemon fragrance and sweetness of water. Write some words on the chalkboard for the learners to familiarise themselves with, for example, sweet, sour, bitter, rough, smooth and loud.
5. Allow each learner to have a turn to be blindfolded.
6. Ask the learners to show the facial expression when they tasted, touched, heard or smelled the different foods.

Assessment

Do the learners have sensory awareness and are they able to describe their experience?

Activity 4

Perform a poem

Let learners complete Activity 4 in Topic 7 on page 55 of the Learner's Book. Learners should do this activity after they have worked through Worksheet 2 of Topic 7 (Workbook page 55).

Activity 5

Dramatise a story

Resources: the story of the ant and the grasshopper from Learner's Book page 59

Learners should do this activity after they have worked through Activity 7 in Topic 7 (Learner's Book page 59).

1. Let the learners work in groups.
2. They should dramatise the fable of the ant and the grasshopper that they read on page 59 in the Learner's Book, but must change the ending.
3. Allow time for the learners to discuss alternative endings and to practise their skit with their alternative ending.
4. Let the learners take turns to perform their skits. This will take more than one lesson to complete.

Assessment

- Are learners performing confidently?
- Are they speaking clearly?
- Are they audible at the back of the class?

Activity 6

Play rhythm games

Resources: CD player, songs that reflect contrasting rhythm patterns

Learners should do this activity after they have worked through Activity 3 in Topic 8 (Learner's Book pages 64 and 65).

1. For this activity learners will use their desks for percussion.
2. Ask them to tap the sound of an ant walking on a table, and then an ant scurrying home. They should be able to distinguish to a light slow pace and light hurried pace.
3. Ask the learners to tap the sound of a dung beetle walking on a gravel path, and then ask them to tap the sound of a butterfly's wing fluttering.
4. Divide the learners into three groups: butterfly wings fluttering, ants scurrying and a dung beetle walking.
5. Let the butterfly wings start their rhythmic pattern, invite the ants to join with their rhythm (and the butterflies still carry on) and lastly invite the dung beetles to play their rhythm.
6. Each group must maintain their own rhythm and not be overwhelmed by the rhythm of another group.
7. Play the CD for the learners. Let them listen carefully for the rhythm.
8. Let them tap out the rhythm on their desks.

Assessment

Assess and record whether learners are able to listen to and copy a rhythm.

Activity 7

Listen to and create stories

Let learners complete Activity 7 in Topic 8 on page 71 of the Learner's Book.

Activity 8

Move to music

Resources: a CD player, CDs with music with different tempos

1. Tell the learners that they will move to music of different tempos.
2. Play a slow piece of music. Let the learners twist their bodies and bend to the music.
3. Let them move their arms about to the music while they continue to move the rest of their body.
4. Let them move their feet a little bit and start moving about the floor.
5. Ask the learners to walk like a tortoise or an ostrich to the rhythm of the music.
6. Play a fast piece of music and let them do the same movements but to the rhythm of the faster music.
7. Ask them to gallop like a horse or leap like a dolphin in the waves. They should land softly after they have leaped into the air as high as they can.

Activity 9

Create a short drama about water

Learners should do this activity after they have worked through Activity 8 in Topic 9 (Learner's Book page 81).

1. Let the learners do this activity in groups.
2. They should write a short drama about the use of water in their community.

Possible ideas:

- An altercation between a neighbour who is watering his garden at midday during a water restriction. They must do the actions of someone watering the garden and the person asking him to stop.
- Telling someone not to litter in the river, but rather throw dirt in the waste bins.

These are just ideas and the learners may have something from their own lives which they would like to dramatise.

Study area: Physical Education

Assessment

The Physical Education activities are designed so that learners learn a new activity and then have a chance to practise it. During this time, you may assess the extent of their ability to do the activities. You may use the teacher record sheet to assist in the assessment process. Select the criteria you will use to assess and fill these in on the sheet. You may select which learners you will assess on a particular day. Examples of elements that you may need to assess are:

- Understands an instruction
- How well the activity is executed
- Participates in the warm-up exercises
- Participates in the cooling-down exercises
- Practises the activities he/she has difficulty with
- Is able to work with the equipment
- Throws a ball – while standing still and while running
- Catches a ball – while standing still and while running
- Controls a ball either through kicking, bouncing or using a bat or stick

Activity 1

Do rope skipping

Resources: skipping ropes

1. Let the learners work in groups of three. Two of them will spin the rope and the third person jumps over the rope.
2. Demonstrate various ways of jumping over the rope.
3. Keep the rope still. Let the third learner (the jumper) stand in the middle. He or she must jump, lifting both feet off the ground at the same time.
4. Let each learner have a turn to jump like this.
5. Let the third learner stand aside and the other two spin the rope. The third learner then runs in to jump over the spinning rope.
6. Let each of the learners get a turn to do this.
7. Encourage the learners to do rope skipping during breaks.
8. If possible invite a double-dutch team to the school to demonstrate their skills with a skipping rope to the learners.
9. You could encourage a rope-skipping competition to see who can generate the most jumps without stopping. Rope skipping is a good exercise for those learners doing high jump and long jump as it helps to strengthen the take-off foot.

Activity 2

Run zig-zag relays and throw and catch a high ball

Resources: cone markers, tennis ball and various other balls of different sizes

1. Place two (or three) rows of cones (depending on how many you have) slightly apart from each other so that learners may run between them.

2. Divide the learners into two (or three) teams. Let them line up at one end of the cones.
3. The front learner must run between the cones in a zig-zag manner to the end of the row and then sprint back to the group. The runner must then slap hands with the learner who is first in the line. That learner then zig-zags and sprints, and so on.
4. This could also become competitive and the group who finishes first wins.
5. For the throwing and catching part of the activity, let the learners work with a partner.
6. Let the partners throw the ball to each other.
7. At first they can stand close enough to just toss the ball to each other. Let them move farther apart after each throw.
8. Let them throw higher each time too.

Activity 3

Play an indigenous game

1. Ask the learners to ask the elders in their family and community to tell them about indigenous games that they know. The learners must find out how the game is played.
2. Let the learners teach the rest of the class how to play the game. Or you may invite a few people over a couple of weeks to visit the school and teach the learners the games.

Activity 4

Dribble a basketball

Resources: basketballs, cone markers

1. Divide the learners into two (or three) groups, depending on how many basketballs you have.
2. Let the learners practise bouncing the basketball. Allow time for the learners to find a rhythm when bouncing.
3. Let the learners form lines in their groups on one side of the court.
4. The front learner walks and bounces the ball to the opposite side of the court and back again. The next learner does the same.
5. Set up two (or three) rows of cone markers.
6. Let the learners dribble a ball zig-zag through the markers.
7. Encourage the learners to play and watch basketball games.

Activity 5

Do simulation activities

1. Explain the rules of 'Simon says' to the learners.
2. Call out instructions to the learners such as, 'Simon says, walk like a duck' or 'Simon says, gallop like horse' or 'Simon says, stand like a tree'.
3. Each time the instruction begins with 'Simon says', learners should follow the instruction.
4. An instruction without 'Simon says' must be ignored.
5. This could become a group activity where each group leader then calls out the instruction.

Activity 6

Throw netball passes while throwing into spaces

Resources: netball balls

1. Let the learners form two groups. The instructions here apply to both groups.
2. Ask the learners to stand in two rows facing each other.
3. From a stationary position, let them throw the ball to their partner and back again.
4. Let them do this a few times, and then ask them to walk slowly forward in their rows and throw the ball to one another (sideways). However, the person who is throwing the ball must stand still – his or her feet must be stationary.
5. Still in this same formation, learners throw the ball into the space slightly in front of their partners – in the direction in which they are walking. The catchers are expected to run forward into the space and catch the ball.
6. This activity will need a lot of practice. It is important that the person throwing does not run or walk or even move his or her feet when throwing.
7. Encourage the learners to watch and play netball games.

Activity 7

Play a game of netball

Resources: rules of netball, netball ball

1. Divide the learners into teams of seven.
2. Explain the basic rules of netball to the learners. Let them play the game.

Activity 8

Do balancing activities

Resources: mats to work on

1. Ask the learners to stand and bend their right leg upward and rest their foot against the inner thigh of the other leg.
2. Ask the learners to stand tall like trees with their hands reaching outward to the sides to maintain balance.
3. Remaining in this balancing position, they must reach upward with both arms and maintain their balance.
4. Let them do the exercise again whilst balancing on the other leg.
5. Ask the learners who can do a handstand to demonstrate to the rest of the class. Let the learners commentate on what he or she is doing – as if for an instructional video.
6. Remind learners to always place their hands flat and keep their body tight to maintain balance. Especially at first, the elbows must be kept locked.
7. Learners will fall a lot before mastering the handstand. Remind them that they must not give up and to keep trying.

Activity 9

Dribble a hockey ball through obstacles

Resources: hockey sticks, hockey balls, cone markers

1. Set up the cone markers in two rows, far apart enough for learners to run between them dribbling a hockey ball.

2. Show learners how to control a hockey ball. Let them walk and keep the ball in front of them, pushing it along with a hockey stick.
3. They must use the hockey stick to control the ball on the ground.
4. Let the learners work in two groups. Let each group work with a row of cone markers. Let the first learner in each group walk alongside the markers, to the end and back again. The next learner does the same.
5. When all the learners have had a turn, let them dribble the ball while zig-zagging through the cones.
6. Learners may need a lot of practice to control the stick and the ball while walking.
7. Encourage the learners to watch hockey games.

Activity 10

Do a bridge stand

Resources: gym mats (optional)

1. It is always important to warm up before every physical movement activity. However, for this activity it is especially important to warm up and stretch to avoid unnecessary injury.
2. Let one of the learners demonstrate how to do a bridge stand from a lying position.
3. Ask the learners to find a space in which to work and lie on their backs.
4. Ask them to place their hands on the floor by their ears and bend their legs.
5. They must push their hips towards the ceiling and arch their backs.
6. Learners' legs should be straight and their shoulders pushed over their hands.
7. Some learners may be able to go into a bridge stand from a standing position. Allow them to demonstrate to the class.

Activity 11

Run and pass a rugby ball in a backline action

Resources: rugby balls

1. Let the learners work in groups. The group members should stand next to each other and the next group behind them.
2. Let the first group demonstrate to the class how to run in a line formation. A backline formation is one where the players seem to form a skew line.
3. Let the learners stand next to each other and extend their arms outwards with just their fingertips touching.
4. The first learner in the row holds his or her position while the rest of the learners take two steps backwards. The second learner now holds his or her position and the rest of the row takes two steps backwards. Continue to do this until the rows form a line at an angle.
5. Tell the learners to run across the field and to maintain this formation.
6. Let all the learners do this.

7. Let them run again but this time the learner nearest the front runs a few steps with the rugby ball and passes it to the next learner and so on. The ball should always be travelling backward.

Activity 12

Do hand apparatus sequencing

Resources: hula hoops or ribbon sticks

1. Divide the learners into four groups; two working with hula hoops and two with ribbons.
2. Let the learners balance and spin their hula hoops with each hand.
3. Let them roll the hula hoops along the ground, first with their one hand and then with the other.
4. Ask the learners to create their own routine using the hula hoops.
5. Ask the group with the ribbon sticks to practise creating movement and patterns with their ribbon sticks. They can walk, run or tumble while they create the ribbon movements.
6. Ask the learners to create their own routine – like a ribbon dance – with the ribbon sticks.
7. If you do not have ribbon sticks, here is a quick way to make some.

Making ribbon sticks

Resources: For each ribbon stick: 2 x 20 mm craft wood, 150 cm piece of 20 mm ribbon, sandpaper, glue, duct tape, paint for wood

1. Sandpaper the wood so that there are no splinters.
2. Clean the wood and paint both sticks. Allow the wood to dry.
3. Paint one side of one of the sticks completely – leaving about 5 cm on either side.
4. Place the ribbon along the length of the stick and paste it down. Smooth the ribbon on the stick. The loose end of the ribbon may be regarded as the top of the stick.
5. Apply glue to the length of the second stick.
6. Place the second stick over the ribbon. You now have two sticks with a ribbon sandwiched between.
7. Wrap some duct tape around the bottom end of the stick to create a comfortable and protective handle.

Activity 13

Dribble a soccer ball

Resources: soccer balls, cone markers

1. Set up two rows of cones. Divide the learners into two groups.
2. Let them dribble the ball in a straight line alongside the cones and back to their line again. Everyone gets a turn to do this.
3. Each learner dribbles the ball around the cones in a zig-zag manner and then dribbles the ball in a straight line when they come back to their line.

Activity 14

Play a game of soccer

Resources: rules for mini soccer, goal posts, soccer ball

1. Divide the learners into teams of seven.
2. Mark out one or two fields – depending on the size of your class.
3. Give the learners the basic rules of the game. Let them play.

Activity 15

Rope skip

1. Let the learners work in groups of five.
2. Let two learners turn the rope. The third learner runs in and skips to the count of five, and then runs out.
3. The next learner runs in and does the same.
4. Let the learners sing a rhythmic song or rhyme and let them skip to the rhythm.

Activity 16

Display ball skills at different stations

Resources: soccer balls, basketballs, rugby balls, netball balls, hockey balls, hockey sticks

1. Set up five stations which the learners will visit.
 - Station 1: basketball – dribble a ball zig-zag through markers.
 - Station 2: hockey – dribble a ball through obstacles.
 - Station 3: netball – passing while running into spaces.
 - Station 4: rugby – running and passing the ball in a backline action.
 - Station 5: Soccer – dribble a ball through markers.
2. Divide the learners into five groups. Let someone at each group demonstrate to the class what they will be doing at that station.
3. Let the learners do the activities.

Assessment

This is an ideal opportunity for you to assess the learners' ability and take note of those learners who are struggling.

Select the physical movement aspects which you would like to assess and fill them in on the class recording sheet.

You may repeat this activity until all the learners have been assessed.

Activity 17

Navigate an obstacle course

Resources: ladder, two tables, chair, long bench, crate with a few bricks in it and rope attached, netball pole with hoop, netball ball, cone markers, soccer ball, mini soccer goal post

1. Set up an obstacle course:
 - a table – crawl under the table
 - a long bench – walk on the long bench
 - netball pole and ball – throw the netball through the hoop

- cone markers – dribble the soccer ball between the markers
 - mini soccer goal posts – kick the ball into the post with your non-dominant foot
 - a table – climb over the table
 - chair – crawl under the chair
 - crate – pull the crate to the line
 - crate – push it back to where you found it
 - ladder lying flat – jump with both feet between the rungs of the ladder
 - run to the end.
2. Give the learners instructions for each obstacle. Let one of the learners demonstrate what to do at each obstacle.

Activity 18

Do ribbon movement exercises

Resources: ribbon sticks

1. Ask the learners to choreograph their own floor routine using the ribbon sticks.
2. Mark out the area in which they will perform and put down gym mats.
3. Tell them they may dance on the floor area. The rest of the class will sit on the ground around the mat, until it is their turn.
4. Remind the learners to stand upright, walk gracefully and smile. They may include forward rolls, backward rolls, bridge standing, handstands and balancing in their routine.

Assessment

Select the physical movement aspects which you would like to assess and fill them in on the class recording sheet.

You may repeat this activity until all the learners have been assessed.

Term 3

- | | |
|--|------|
| • Study area: Beginning Knowledge and Personal and Social Well-being | B84 |
| • Topic 10: Public safety | B84 |
| • Topic 11: Pollution | B87 |
| • Topic 12: How people lived long ago | B92 |
| • Topic 13: Space | B97 |
| • Religious days and special days | B102 |
| • Study area: Creative Arts | B103 |
| • Visual Arts (2D and 3D) | B103 |
| • Performing Arts (dance, music, drama) | B107 |
| • Study area: Physical Education | B111 |

Study area: Beginning Knowledge and Personal and Social Well-being

Topic 10: Public safety

In this topic, we discuss safe and dangerous places to play. Dangerous places include rubbish dumps, train tracks, roads and construction sites, and learners are taught to avoid these. We deal with how to travel safely by train and taxi, the dangers of electricity and poisonous and inflammable substances, and some signs that warn us of danger.

Activity 1 Safe places

Learner's Book
pages 82 and 83

1. Ask the learners to look at the illustrations on Learner's Book pages 82 and 83. Let them identify the places that are safe to play in.
2. Let them identify the unsafe areas to play in.
3. Invite the learners to talk about play areas in their community. Let them tell you whether they are safe or unsafe and why.
4. Let them tell you how an unsafe area can be made safe.

Worksheet 1

Workbook page 82

1. Let the learners look at the picture on page 82 in the Workbook and identify the places where there is danger.
2. They should make a cross on the picture on the places that they have identified and show their work to their partner.
3. Let them make suggestions about what can be done to remove the dangers.

Worksheet 2

Workbook page 83

1. Let the learners work with a partner and talk about the people they would call in an emergency. Remind them to include their parents or guardian as well. It is important that learners know their home phone number and a guardian's cellphone number off by heart.
2. Ask the learners to list the names of people and places who they might need to call in an emergency.
3. Let them find the correct number for each of the people and places on the list on Worksheet 2 on page 83 of the Workbook and write them down.
4. Let someone check the numbers they have put in. It is important that the numbers are correct because a wrong number in an emergency situation is useless and could endanger people and animals further.
5. Let the learners cut out the list they have made and paste it on cardboard. They should cover it with plastic or laminate it. Ask them to keep it in a safe place, preferably near their telephone.

Worksheet 3

Workbook page 85

1. Let the learners work with a partner. Let them read the words in the box at the top of page 85 in the Workbook.
2. Ask them to look at the pictures and tell their partner who they would call in the situation illustrated.

3. When the partners agree on who to call, they may write the answer on the line below each picture.

Activity 2 **Travelling by train**

Learner's Book page 84

1. Find out who of the learners has travelled by train. Find out who travels by train regularly. Let them describe their train journey, from the time they purchase their train ticket till they leave the station.
2. Talk about each of the suggestions on page 84 in the Learner's Book. Remind the learners that they should always be wary of their surroundings. They should always keep their valuables in a safe place. They should not play with their cellphones or electronic games when alone on the train. Thieves might just grab them from them.
3. They should always keep their ticket in a safe place and not give it to anyone, except the inspector. Reinforce wariness of strangers when using public transport.

Activity 3 **Travelling by taxi**

Learner's Book page 85

1. Ask the learners whether any of them travel by taxi. Let them tell the rest of the class about their journey and experience.
2. Let the learners read the rules for travelling by train on page 84 of the Learner's Book and ask them if there are any rules in the list that they can use when they travel by taxi.
3. Read each suggestion regarding travelling by taxi on page 85 and discuss why it is or is not a good suggestion.

Activity 4 **Dangers of electricity**

Learner's Book page 86

1. Conduct a discussion in class about the benefits of electricity. Allow as many learners as possible to contribute to the discussion. They could each say how they use electricity.
2. Ask the learners to look at the pictures on page 86 in the Learner's Book to see some of the dangers of electricity.
3. Let the learners select a picture and talk about the potential danger in the picture. Encourage learners to talk about solutions to the problems confronted in these pictures.

Worksheet 4

Workbook page 86

Let the learners work with a partner to complete the worksheet on Workbook page 86. Act as a mediator if the pair does not agree on an answer.

Assessment

- Are the learners aware of the dangers of electricity?
- Do they practise safe behaviour around electricity?

Activity 5 **Poisonous and inflammable substances**

Learner's Book page 87

Resources: empty containers of poisonous and inflammable substances with clear labels

1. Show the learners the containers you have brought to school. Show them the logo which show that these substances are poisonous and/or inflammable.
2. Read aloud the text on page 87 in the Learner's Book. Let the learners follow. Let the learners ask questions and talk about the text.

3. Remind learners that chemicals should never be stored in containers that are usually used for food.
4. Ask three learners to role-play a situation where someone has accidentally drunk poison.
5. Ask the class whether they would have done the same thing as was shown in the role play. Let them tell you what they would have done differently.

Worksheets 5, 6

Workbook pages 87, 88

Let the learners recreate a poisonous sign and an inflammable sign on pages 87 and 88 respectively in the Workbook. It is very important that both these signs are easily recognised by the learners.

Activity 6 **Signs that warn** **us of danger**

Learner's Book page 88

1. Let the learners work in small groups. Ask them to look at the signs on page 88 in the Learner's Book. Point out that traffic warning signs are often triangular in shape. Ask them to answer the questions that follow.
2. If a learner has not seen a certain sign before, take time to explain what it means and where it may usually be found.
3. Ask the learners whether they know of any other danger signs that are not discussed in the Learner's Book. Make a note of some of these on the chalkboard. Take time to explain the 'unknown' signs and their significance.

Worksheets 7, 8

Workbook pages 89, 90

1. Ask the learners to identify the road signs on page 89 in the Workbook. Let them tell you what each one means.
2. Let the learners draw a STOP sign.
3. Let the learners look at Worksheet 8 on page 90 in the Workbook. Ask them to observe the road signs on the way to school.
4. Let them draw three of the warning signs they observe. If there are no signs en route to school, let the learners look at pictures where there are road warning signs and copy the signs from the pictures.

Activity 7 **An emergency** **situation**

Learner's Book page 89

1. Explain to the learners that they are going to work with a partner and role-play an emergency situation.
2. Let the learners read the instructions on page 89 in the Learner's Book.
3. Make sure that everyone knows what they must do.
4. Allow the learners to practise their role play.
5. Walk amongst the pairs while they are preparing and assist those who are struggling.
6. Make sure that all learners know their personal details, including their address and telephone number.
7. Allow each pair to perform their role play for the class.

Assessment

- Are the learners able to recognise an emergency situation?
- Do they know who to call?
- Do they know how to make the call?

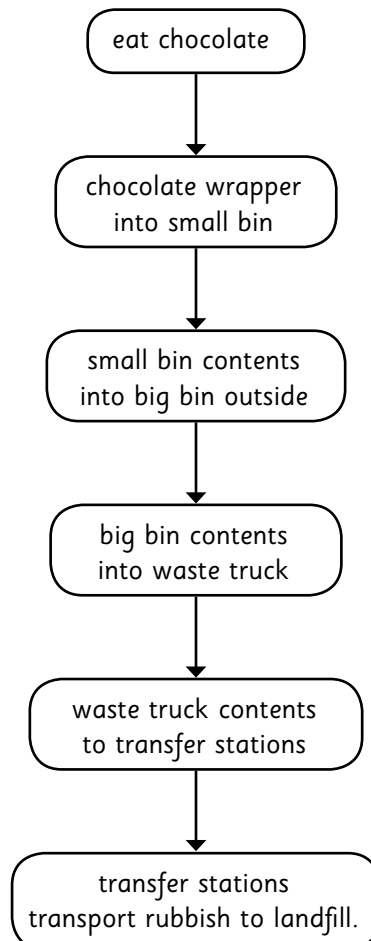
Topic 11: Pollution

In this topic, learners explore what pollution is and they discuss different types of pollution – water, land, air and noise. They have the opportunity to think about the effects of pollution on people and the environment. In addition they survey and clean an area, which serves as an introduction to field work.

Worksheet 1

Workbook page 91

1. Write these questions on the chalkboard or on a large sheet of paper:
 - What is waste? (unwanted things such as paper, empty tins and bottles, and leftover food)
 - What is litter? (waste that is left lying around outside)
 - What should we do with our rubbish?
 - What do you sometimes see people do with rubbish, something they should never do?
 - What happens to all the waste in your house?
 - What happens to the waste bins that you put outside your house to be collected by the waste truck?
2. Let the learners discuss these questions in groups.
3. Make a flow chart of what usually happens to waste. You can copy the following onto the chalkboard:



4. Tell the learners they will look at the amount of waste they generate in a day.
5. The activity described on page 91 in the Workbook requires the learners to:
 - make a list of everything they eat in one day (they should even include things like sugar and salt)
 - note the containers that the food came in
 - find out what happens to each container once they have finished with it.
6. This activity may have to be given as homework.

Teacher-guided activity: experiment with waste

Resources: plastic bags, spades

1. Let the learners fill a plastic bag with waste from around the school. Let them divide the waste into three groups:
 - Group 1: objects made from plastic and polystyrene (Styrofoam)
 - Group 2: objects made from metal
 - Group 3: organic matter such as banana skins, apple cores and newspapers.
2. Let the learners dig three holes outside. Put the waste into the holes – one type per hole – and then cover the hole with sand again.
3. Ask the learners to predict what will happen to each pile after a month.
4. After a month, open up the holes and see what has happened to each waste group. Why? Does this tell us which materials pollute our world and which do not?

Activity 1

Water pollution

Learner's Book page 90

1. Ask the learners to look at the illustration on page 90 in the Learner's Book.
2. Ask them to identify incidents of pollution.
3. Talk about the impact of pollution on people and animals that use these water systems.
4. Let the learners work in groups to brainstorm ideas to prevent this kind of pollution.
5. Allow half of the groups to present their solutions to the class.
6. If the remaining groups have ideas that have not yet been shared, allow these new ideas to be shared with the class.

Activity 2

Land pollution

Learner's Book page 91

1. Ask the learners to look at the illustration on page 91 in the Learner's Book.
2. Ask them to identify incidents of pollution.
3. Talk about the impact of pollution on people and animals that use the land.
4. Let the learners work in groups to brainstorm ideas to prevent this kind of pollution.
5. Allow the other half of the groups to present their solutions to the class.
6. If the remaining groups have ideas which have not yet been shared, allow these new ideas to be shared with the class.

Activity 3

Air pollution

Learner's Book page 92

1. Let the learners look at the illustration on page 92 in the Learner's Book. Ask them to identify incidents of air pollution.
2. Make them aware that some of the activities shown in the illustration are essential activities for humans. We cannot be without it, for example, factories making clothes or travelling by air or road. Conduct a class discussion about what can be done. Guide the discussion to include developments in science and technology that will lessen the pollution and/or lessen the impact on the environment.

Worksheet 2

Workbook page 92

1. Ask the learners to look at the illustration on page 92 in the Workbook.
2. Talk about the different things that they see in the illustration.
3. Let the learners work on their own to complete the worksheet.

Activity 4

Noise pollution

Learner's Book page 93

1. Let the learners look at the illustrations on page 93 in the Learner's Book.
2. Let them work with a partner to identify all the sources of noise.
3. Ask the learners what they do when they need a quiet moment; some city people go to the countryside to get some peace and quiet.

Assessment

- Do the learners understand what pollution is?
- Do they know what happens to our waste?
- Do they recognise other forms of pollution besides land pollution?

Worksheet 3

Workbook page 93

1. Show the learners the wordsearch puzzle on page 93 in the Workbook. Demonstrate finding and marking the first word for them. Find EARTH (it is in line 5) and draw a line around the word.
2. Let the learners work on their own to complete the worksheet.

Activity 5

The race in the river

Learner's Book pages 94 to 97

1. Ask the learners to look at the pictures on pages 94 to 97 in the Learner's Book while you read the story. The story is about pollution, litter and the environment. It focuses on the idea of working together effectively as a group. Responsibility – not only for oneself but also for people far away, whose lives might be affected by one's actions – is also a theme of the story.
2. After reading the story, ask the learners some questions about the story, for example:
 - The children in the story had one piece of rubbish each. What did they have?
 - Where did all the other rubbish in the river come from?
 - Why did Gloria's mother go to the community for help?
 - Did the children make a difference?
 - Do you think the children would have made a difference if they had worked individually, not in a group?
 - Would the river remain clean after they had tidied it up? Why do you say this?

- What else could the children have done to keep their section of the river clean?
- How did the story end?

Worksheet 4

Workbook
pages 94 and 95

Resources: large plastic bags, protective gloves

1. Take the learners to the nearest park or other local area. This activity may also be done on the school grounds.
2. Divide the learners into small groups. Give each group a large plastic bag. If possible, learners should all wear protective gloves.
3. In their groups, let the learners collect litter in the designated area.
4. Back in the classroom, let the learners work in their groups to complete the worksheet on pages 94 and 95 in the Workbook. They should divide the litter into the groups listed on the worksheet.
5. Let them record the quantity of each type of litter collected. Let them tally the total amount collected.
6. Let them complete the sentence to indicate what was the most dangerous type of litter that they collected and also state why.
7. Let the learners plot the information regarding type and quantity of litter on the bar graph on page 95. You may have to do an example of this before asking them to do it.
8. Let two groups compare their quantities of each kind of litter that they recorded.

Activity 6

Litter

Learner's Book page 98

1. Let the learners work individually to do the activity as described on page 98 in the Learner's Book.
2. Reserve question 4 for a class discussion. Let the learners talk about ways of combatting littering. They could suggest a straightforward solution, for example, putting more bins in place. Allow the learners to be creative and work in groups to brainstorm some ideas.
3. They can share these ideas with the class.

Worksheet 5

Workbook
pages 96 and 97

1. Read through the instructions on page 96 in the Workbook with the learners. Make sure that everyone understands what they are expected to do.
2. Let them do the activity.
3. Ask them to decorate the instrument with patterns.
4. Assist those learners who need help.
5. Let the learners 'play' their instruments when they are complete.
6. Look at their self-assessments to see how they experienced the activity.

Activity 7

Emeraan Fish

Learner's Book page 99

1. Let one of the learners read the text on page 99 in the Learner's Book.
2. Let the learners talk about what it might be like to be a fisherman.
3. Let the learners read the questions and give their opinions. They should be able to give reasons for their opinions.
4. Let the learners talk about the long-term effects of pollution. Make them aware that recycling, reducing and re-using now will benefit future generations.

5. Ask the learners how it will affect the fisherman's family if fish were to become extinct because of pollution and overfishing.

Worksheet 6

Workbook page 98

1. Ask the learners to look at page 98 in the Workbook. Let them read through all the instructions and then choose an animal to investigate.
2. Allow time for the learners to find their pictures and to find answers to the questions.
3. In class, allow the learners to report back on their animal.

Worksheet 7

Workbook page 99

1. One of the ways in which learners can help the environment is to encourage other people to also protect the environment.
2. Explain to the learners that on page 99 in the Workbook they are going to write an e-mail letter to a friend to tell him or her what they are doing to protect the environment. They should encourage their friend to do something for the environment too.

Assessment

- Do the learners recognise the impact of pollution on humans and animals?
- Do the learners recognise what they can do to prevent pollution?

Topic 12: How people lived long ago

In this topic, learners are exposed to stories and experiences of older family and community members. They look at food, clothes and transport and how they have changed from the past to now. Learners examine old objects and photographs and pictures of the past. The topic looks at how people lived then and now, and deals with issues of change and continuity.

Activity 1 Ma Clarkey

Learner's Book
pages 100 and 101

1. Let the learners read the story about Ma Clarkey on pages 100 and 101 in the Learner's Book.
2. Ask the learners whether there are any words in the story they do not understand. Write these words on the chalkboard and explain the words to the learners.
3. Talk about each paragraph and illustration. Let the learners compare what life was like for Ma Clarkey and what life is like for them now.
4. Ask the learners if they know stories similar to Ma Clarkey's story about members of their family and community. Let the learners share these stories with the rest of the class.

Worksheet 1

Workbook
pages 100 and 101

1. Tell the learners they will conduct an interview with an elderly person in their community to find out in which ways that person's life was different to what life is like now.
2. Ask the learners to look at the questions on pages 100 and 101 in the Workbook. Let them ask any questions they need to about the questions they will ask so that they are all clear about what they will do in the interview.
3. Remind them that they may add more questions if they would like to.
4. Let the learners take their books home with them to conduct the interviews.
5. Let the learners report back to the class and share the information they gleaned from the interview.

Activity 2 Traditional clothing

Learner's Book
pages 102 and 103

1. Let the learners look at the illustrations on pages 102 and 103 in the Learner's Book. Ask the learners to identify the costumes they see.
2. Find out if they have seen these costumes before. Let them tell you where and when. Let them tell you who wore it and what the occasion was.
3. Discuss with the learners how some costumes are from a long time ago and are still worn as traditional clothing by certain communities. A community or family's sense of dress is greatly influenced by their culture and tradition. Religion also plays a key role in determining the manner in which people dress.
4. Find out if any of the learners have access to any traditional costumes. Perhaps arrange that they or the person who owns the costume brings it to school for a show-and-tell. And you could also arrange a dress-up day so that learners dress in traditional South African costumes.

Worksheet 2

Workbook page 102

1. Ask the learners to find a photo taken a long time ago and copy it into the frame on page 102 in the Workbook.
2. Ask the learners to talk to the person in the photo or the person who owns the photo to tell them something about the photograph. They may use the questions in the Workbook as a guide.
3. Let the learners share what they have found out with the rest of the class.
4. Many families do not have photos of their own, so learners may copy photos from their neighbours or other community members.
5. Learners will enjoy doing their own investigation to learn about the past.

Activity 3 Transport

Learner's Book
pages 104 and 105

Resources: books and other information on transport through the ages

1. Ask the learners to look at the pictures on pages 104 and 105 in the Learner's Book. Let them identify the earliest means of transport. Let them tell which means of transport came next, and so on.
2. Let them tell you which means of transport are still in use today.
3. Tell the learners that they must do research on transport and find the answers to the following questions:
 - When was the first car invented?
 - When was the first steam train invented?
 - What is the fastest aeroplane?
 - What is the fastest train?

Worksheet 3

Workbook page 103

Resources: each learner to bring an object from the past, for example, a kettle, a medal, a doll, a brooch, a pot

1. Ask the learners to bring an object from the past to school. They must ask the person they borrow it from to tell them about the object. It is preferable that fragile things or things of value not be brought to school. In this instance learners can bring a photo or drawing of the object.
2. Let the learners draw a picture of the object they've brought to school in the space on the worksheet on page 103 in the Workbook.
3. Let the learners answer the questions on page 103.
4. Allow the learners to volunteer to tell the class about their object from the past.

Assessment

- Are the learners able to recognise differences between the past and the present?
- Do they recognise things that are still the same?
- Are they able to interpret information from various sources?

Activity 4

Food

Learner's Book
page 106

1. Tell the learners that a long, long time ago people would hunt and gather their own food. Let them look at the pictures on page 106 in the Learner's Book.
2. Explain that at first men hunted with bows and arrows to kill animals for food. Usually very little was wasted. They only killed what they needed. People ate the meat and used the skins for clothing. Then guns were invented and men hunted with guns. This made it easier for them to hunt the animals because they could shoot them from a greater distance. Nowadays hunting is regarded as a sport and not a means of survival. Today when we want meat or chicken we either take an animal from our own stock or go to the butcher or supermarket to buy meat.
3. Generally it was the women who gathered plants, herbs and roots from the veld. People used to move from place to place to find food. However, people started settling down and grew their own vegetables. Farms were started to supply fruit and vegetables to the people in the cities. Today most people buy fruit and vegetables at the shop rather than growing their own. However, there is a trend towards growing your own vegetables again.
4. Find out if any of the learners grow their own vegetables and herbs at home. Let them tell the rest of the class about how they look after their garden and how much fun they have being able to eat from their own garden.

Worksheet 7

Workbook page 109

1. Ask the learners to look at the photograph of a cave drawing on page 109 in the Workbook.
2. Let them work with a partner to talk about what the drawing tells us of life at that time.
3. Allow the learners to make short notes about life at the time when people were living in caves.
4. Take a look at the learners' notes to see that they understand that life then was different to what it is now.

Activity 5

Food storage and preservation

Learner's Book
page 107

1. Let the learners tell the class how they keep food fresh.
2. Let them look at the pictures on page 107 in the Learner's Book and answer the questions.
3. Encourage the learners to talk about how people preserved food so that they always had food to eat and would not starve during a time when there was no crop.
4. Talk about how we get fresh food nowadays. Talk about whether it is easier or more difficult than for people long ago.
5. Ask the learners if the way that we cook food has changed as a result of different methods of preserving food.

Activity 6

Water

Learner's Book
page 108

1. Ask the learners to look at the pictures on page 108 in the Learner's Book. Start a discussion about the importance of water for survival.
2. Talk about each of the pictures and perhaps ask them some questions:
 - Why is it important not to pollute rivers?
 - Can you see how the San people carried and stored water?

- Have you ever seen any of these types of communal taps?
3. Remind learners that every citizen has a right to clean drinking water. Let the learners write a letter to a national newspaper to remind them that everyone has a right to clean drinking water. In their letters they should say why it is important to have access to clean drinking water. If your learners do not have access to clean drinking water, then it is very important that they write these letters.

Activity 7 **Toys**

Learner's Book
page 109

1. Ask the learners to look at the pictures on page 109 in the Learner's Book. Talk about the games the children are playing and the toys they are playing with.
2. Find out if your learners play similar games. They can demonstrate the games to the rest of the class.
3. Let the learners write down the three questions in the Learner's Book on a page that they can take with them to ask an elderly person the questions. They can ask these questions at the same time as completing Worksheet 4 on Workbook pages 104 and 105.

Worksheet 4

Workbook
pages 104 and 105

1. Read through the activity on the worksheet on Workbook pages 104 and 105 with the learners. Make sure that all the learners understand the questions and know what they need to find out.
2. Let the learners interview an elderly community member using Worksheet 4 and the questions from page 109 in the Learner's Book.

Activity 8 **Playing three sticks**

Learner's Book
page 110

1. Ask the learners to look at the game explained on page 110 in the Learner's Book.
2. Let them work in groups to read through the instructions and understand them.
3. Let the groups each find some space outside to play the game.
4. Act as mediator if there is any disagreement about the rules of the game.

Activity 9 **What photos and objects tell us**

Learner's Book
page 111

1. Ask the learners to turn to page 111 in the Learner's Book. Ask them to cover the bottom half of the page.
2. Let them tell you when and where the photo at the top of the page was taken.
3. Let them tell you what they can tell about life at that time from the photograph.
4. Ask the learners to look at the photo in the bottom half of the page. Let them tell you when and where this photo was taken.
5. Let the learners tell you what they can about life at the time the photograph was taken.
6. Let the learners work with a partner and compare the two photographs. They must identify similarities and differences in the photographs.

Worksheet 5

Workbook
pages 106 and 107

1. Ask the learners to find an old photo – even from a book – and make a copy of it, which they paste in the frame on page 106 in the Workbook.
2. They will write a story about what they see in the photo. It does not have to be factual.

3. If learners are struggling with spelling, write the words that they are struggling with on the chalkboard.
4. Let the learners read their stories to the rest of the class.

Worksheet 6

Workbook page 108

1. Ask the learners to look at the questions on page 108 in the Workbook. Read through all the questions and make sure the learners understand the questions.
2. Let the learners do this worksheet with their grandparent or guardian. Encourage them to let the person that they are interviewing sing the songs to them and show them how the dances were done.
3. Let the learners share what they learnt from their interviews about music.
4. Let your learners perform traditional songs and dances. If any of the learners plays traditional music, arrange for him or her to perform for the class.

Worksheet 8

Workbook page 110

Resources: A4 page

1. Ask the learners to do the activity on page 110 in the Workbook.
2. When they have completed the activity, ask the learners whether a sketch or a photograph is more accurate.
3. Ask the learners to imagine that they want to show their friend where they sleep. However, they do not have a camera to take a photo and the friend lives in another town. So, they should draw a picture for their friend. Let them draw their picture on a separate piece of paper.

Worksheet 9

Workbook page 111

1. Let learners work individually and do the activity on page 111 in the Workbook.
2. Look at the learners' completed activities to see whether they have grasped the differences between how people lived long ago and present-day living.

Assessment

- Are the learners able to recognise differences between the past and the present?
- Do they recognise things that are still the same?
- Are they able to interpret information from various sources?

Topic 13: Space

In this topic, we discuss the concept of space. Learners examine a picture of the Earth from space and discuss what it looks like. They learn about the stars and the planets and the names of the planets, as well as telescopes, space travel, and satellites and the information that we get from them.

Activity 1 Space

Learner's Book
page 112

1. Ask the learners what they know about space. Allow the learners to tell you what they know.
2. Tell them that when we look at the sky on a cloudless night, we see stars in the sky. There are also planets that we cannot see without a telescope. Space is the area between the stars and the planets. Let the learners read the information on page 112 in the Learner's Book. Allow the learners to ask any questions they may have about the text they've read.
3. Ask the learners the questions at the bottom of the page. There are no absolute answers to the questions asked. We cannot see all the stars, so we cannot count all of them. The stars are light-years away and some of them we are not even able to see.
4. Remind the learners to look at the sky on a clear night to observe the stars even if they are unable to count them. If they are in a dark area – preferably away from city lights – they will be able to see more stars more clearly.

Worksheet 1

Workbook page 112

Resources: dictionary, information books on space

1. Ask the learners to read the words and their definitions on page 112 in the Workbook. Tell them that these are all words relating to the topic of space.
2. Ask the learners to find definitions for the last six words in the list. You may need to assist them to find the words in a dictionary or in the glossary of one of the resource books you are using.

Activity 2 The Earth from space

Learner's Book
page 113

Resources: an atlas or map of Africa showing countries

1. Tell the learners that the Earth is part of the solar system. The solar system is located in a galaxy called the Milky Way, which is a collection of billions of stars. The Milky Way is one of millions of galaxies that make up the universe.
2. Ask them to look at the photo of the Earth on page 113 in the Learner's Book. Let them describe what they see.
3. Ask the learners to answer the questions on the page. Do this activity as a class and allow learners to discuss each question and its answer.
4. Ask the learners that if they were not told that the Earth was round and they just stood outside looking all around them, would they believe the Earth is flat?

Activity 3

Stars

Learner's Book
page 114

Resources: a torch, songs about stars

1. Ask the learners to read the text on page 114 in the Learner's Book.
2. Conduct the experiment with the torch in a darkened room. If you are unable to conduct the experiment at school, ask the learners to do the experiment at home.
3. Let the learners sing the songs they know about stars. If they do not know any, find songs that are suitable for your class and teach them to the learners.
4. First sing the song and let them listen, then let them sing along with you and then let them sing on their own.

Activity 4

Planets

Learner's Book
page 115

Resources: poster of the orbits of the Sun, Earth and Moon; three balls: big yellow ball, smaller blue ball and even smaller white ball

1. Read the following information to the learners.

For an object to be regarded as a planet, it must:

- be in orbit around a star
- be large enough for its gravity to make it round
- have cleared its orbit of other objects
- not be a satellite.

The planets in our solar system orbit around a star called the Sun. It takes the Earth one year to go around the Sun.

Each of the planets in our solar system is large enough for its gravity to make it round.

As planets form, they become the dominant gravitational body in the orbit in the solar system. As they interact with other, smaller objects, they either consume them or sling them away with their gravity.

A satellite is an object that orbits something larger than itself. The Moon is a natural satellite. It orbits the Earth. It is the brightest object in the Earth's night sky. Artificial satellites are objects put in orbit by humans.

2. Discuss how the Earth meets these requirements for being a planet and thus qualifies to be called a planet.
3. Show the learners the poster illustrating the Earth's orbit and explain it to them. Repeat the explanation if there are learners who still do not understand.
4. Select three learners who will each hold a ball. The big yellow ball represents the Sun, the blue ball represents the Earth and the white ball represents the Moon. Explain to the learners how they should move the balls and orbit around each other while the Earth also rotates on its own axis, as explained on page 115 in the Learner's Book.

Activity 5 **Names of the planets**

Learner's Book
pages 116 and 117

1. Let the learners look at the illustration on pages 116 and 117 in the Learner's Book. Let them read the labels aloud.
2. Ask the learners to read the memory aid – My Very Educated Mother Just Showed Us Neptune – together.
3. Let them follow that each bold letter represents the first letter of the name of a planet, and that the letters are in the order of the planets. Let them recite the names of the planets in order from the one nearest to the Sun to the one that is the furthest away.

Worksheet 2

Workbook page 113

1. Let the learners repeat the memory aid for remembering the planets in order.
2. Let them repeat the names of the planets in order from the nearest one to the furthest one. Tell the learners to constantly revise this.
3. Let the learners complete Worksheet 2 on page 113 in the Workbook.

Assessment

- Do the learners know the names of the planets in order?
- Do they know the difference between stars and planets?

Worksheet 3

Workbook
pages 114 and 115

1. Let the learners work in pairs to read the text on page 114 in the Workbook.
2. Give them time to work on their own to write their own story of how the Milky Way was created. Assist learners who are struggling with spelling or how to express a thought in writing.
3. Let the learners share their stories with their partner.

Activity 6 **Telescopes**

Learner's Book
page 118

Resources: a map of South Africa to show where Sutherland is

1. Read the information about the Southern African Large Telescope on page 118 in the Learner's Book. Allow the learners to stop you to explain anything they do not understand.
2. Show them the map of South Africa. Show them where your school is on the map and show them where Sutherland is, where SALT is housed.
3. If you live close enough to visit SALT on a class outing, try to arrange a visit.
4. Read the information about the Hubble Space Telescope. Make learners very aware of the name Hubble Space Telescope because the name is often used in the news or in documentaries.
5. Read the information on radio telescopes and show the learners where the Hartebeesthoek Radio Astronomy Observatory is.
6. Try to arrange a class visit to an observatory or a planetarium.

Activity 7 **Space travel**

Learner's Book
page 119

Resources: nuts and bolts, rubber gloves, big bowls, water, towels

1. Let the learners take turns to each read a paragraph on page 119 in the Learner's Book. After each paragraph check that the learners grasped the content of the text. Remind them that without gravity, a person's muscles would not work as much as they do on Earth. That is why astronauts must exercise to keep their muscles strong. Tell them that their food is dehydrated so the astronauts must add water before they can eat the food.
2. Let the learners work in groups to conduct the experiment described in steps 1 to 3 at the bottom of the page. Walk around and make sure that group members are co-operating with each other.
3. Ask the learners which part of the experiment is the most difficult to do. They should tell you that it is when they try to screw the nuts and bolts together in the bowl of water while they are wearing rubber gloves (i.e. step 3). Tell them that this is what it would be like working in a spacesuit outside a spacecraft.

Worksheet 4

Workbook
pages 116 and 117

1. Let the learners work with a partner and read the information supplied on pages 116 and 117 in the Workbook.
2. The learners must decide together which event happened first, and next and so on.
3. Ask the learners to fill in the first event on the timeline in their own Workbook.
4. Let the learners complete their timeline.
5. Let the learners swop Workbooks.
6. Create a timeline with the events in this activity filled in, on the chalkboard.
7. Let the learners mark their partner's Workbook using your timeline as a model answer.

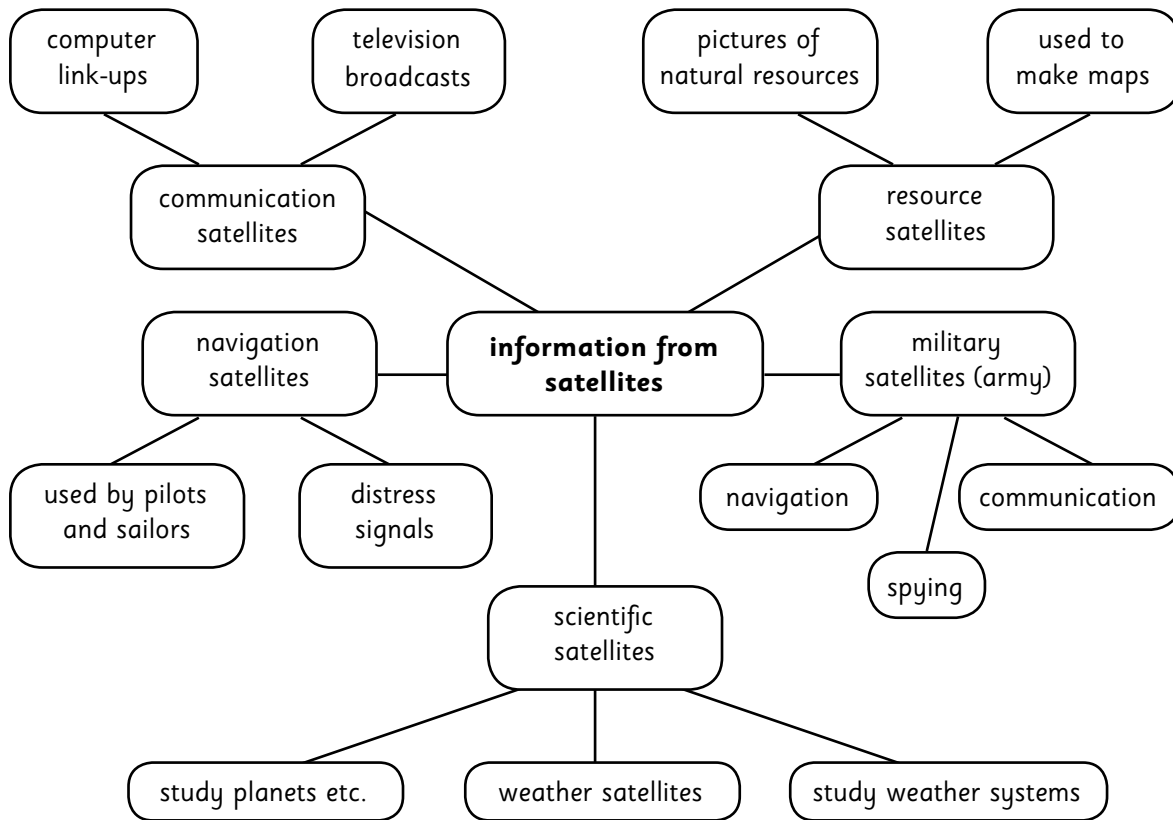
Assessment

- Are the learners able to create a timeline? Do they need more practice?
- Do the learners have an understanding of the planets and stars?
- Do they have an idea of the purpose of satellites?

Activity 8 **Satellites and information we get**

Learner's Book
page 120

1. Let the learners read the text on page 120 in the Learner's Book.
2. Start a mind map for them on the chalkboard or poster paper. Ask them to tell you what to add next until the mind map is complete. Here is an example:



3. Remove the completed mind map and put up a new mind map just to get them started.
4. Ask the learners to create their own mind map of the information given on page 120 in the Learner's Book.

Worksheet 5

Workbook
pages 118 to 120

Resources: a paper-towel tube, A3 sheet of cardboard, silver foil, red and yellow paper or paint, a round lid, glue, pencil, ruler, scissors, adhesive tape

1. Read through the entire worksheet on Workbook pages 118 to 120 so that everyone knows what they must do.
2. Ask the learners to do the activity. They may work in groups for the sake of sharing tools, but each learner will make their own space rocket. Encourage them to use recyclable or re-usable materials, and to think of alternatives if they cannot find the things in the list on page 118. For example, instead of a paper-towel tube they could use a mailing tube or a crisps tube.
3. While the learners are making their space rockets, walk around to see how they are working. Check that they are working safely and are co-operating about sharing tools.
4. Let the learners exhibit their space rockets. They must remember to put their names on or with their space rocket.

Religious days and special days

Please note: These lessons should be done close to the actual date of the special day in the year.

Activity 1

National Women's Day

1. Let the learners choose a female person they admire and whom they can aspire to be like. It does not have to be a famous person. It can be anyone they admire.
2. Give them time to think about the qualities of the person and why they admire her.
3. Let the learners take turns to tell the rest of the class about their role model and her attributes.
4. If learners are stuck for role models, suggest people like Wangari Maathai, Graça Machel, Ronnie Stiles, Albertina Sisulu, Mother Teresa and Fatima Meer. Steer the learners away from regarding pop stars and film celebrities as role models.

Activity 2

National Arbour Month

Resources: young indigenous trees, spades, compost

1. Request some money from the school budget to purchase some young trees or get a donation from a nursery or a corporate company. It is best to buy trees that are indigenous to your area because they have a better chance of survival and will require less water than an exotic tree.
2. Plant the trees as a class activity. If there is space, plant the trees within the school grounds; otherwise plant them at a nearby public space. If you do this, make sure you get permission from the relevant authorities first.
3. Invite the rest of the school to witness the tree planting. This is a memorable day for learners because years later they will pass that tree or sit in its shade and know that they had played a role in its life.

Activity 3

World Tourism Day

Resources: paper, all kinds of media for painting and/or drawing, brushes

1. Discuss the purpose of World Tourism Day with the learners.
2. Ask them to discuss a place in your community that is or could be a tourist attraction.
3. Tell them to create an advert that will attract visitors to the place.
4. Put the adverts on display.
5. Invite the principal to view the display.

Study area: Creative Arts

Visual Arts (2D and 3D)

- Encourage the learners to be creative. There are no rights and wrongs when we do art. Encourage them to be free and to have fun. Allow them to be expressive and uninhibited.
- Offer lots of praise and encouragement to the learners for their work.
- Display all their artwork in the class and in the corridors and halls at school.
- Always cover work surfaces and let the learners wear aprons, old shirts or T-shirts to protect their school uniforms.
- The class might become noisy and messy, but that does not matter; allow the learners to be creative and to enjoy themselves.

Assessment

In Visual Arts, you may assess the learners during the lesson and also assess the final product. On various lessons select the criteria you will assess. You do not have to assess everyone on everything each time.

- Has the learner understood the instructions?
- Has the learner been able to interpret the instructions?
- Does the learner understand the terminology used, for example, texture, shape and line?
- Does the final product meet the requirements of the lesson?
- Has the learner worked safely with the equipment?
- Have the learners cleaned their work environment sufficiently?
- Has the learner developed an effective technique for using the materials, for example, painting and claywork?

It is true that there is no right way or wrong way when doing art. However, if a learner struggles to use a brush or manipulate the clay, show him or her how to do it.

Activity 1

Create a collage

Resources: various coloured and printed paper, fabric oddments, cardboard, scissors, glue

Learners should do this activity after they have worked through Activity 3 in Topic 10 (Learner's Book page 85).

1. Ask the learners to create a scene depicting travel by rail or taxi.
2. They must cut out the various objects and people that will appear in their picture, for example, a child, a woman, a bag, a shop, a taxi with windows, and a taxi driver.
3. They can draw the outline in pencil on the paper or fabric, and then cut it out.
4. Let them place where the different pieces will be pasted down. They must remember that if a person is standing in front of the

- taxi, the taxi must be pasted down first. They can use fabric to cut the dress or pants for the people in the picture.
- Once they have arranged their elements on the page, they must take note of where each piece goes and which must be pasted down first.
 - Let the learners complete their pictures.

Assessment

- Were the learners able to work with paper and fabric cut-outs?
- Did they work carefully with the scissors?
- Is there unsafe behaviour in the picture? Is the learner aware that it is unsafe?

Activity 2

Recreate warning signs

Let learners complete Worksheets 5 and 6 of Topic 10 on pages 87 and 88 of the Workbook.

Activity 3

Draw a djembe drum

Resources: pictures of djembe drums, paints, brushes, paper, cardboard

- Let the learners draw the djembe drums from the pictures.
- Ask the learners to decorate the drums with patterns.
- Let the learners use the cardboard to create a patterned frame for their picture.
- Let them cut out the middle of the cardboard, leaving a border of about 4 cm.
- They should create a pattern on the frame that has a shape within a shape.

Activity 4

Make a musical instrument using recycled material

Let learners complete Worksheet 5 of Topic 11 on pages 96 and 97 of the Workbook.

Activity 5

Make prints

Resources: paints, brushes, knife, potato, linoleum, ink, roller, paper

- Demonstrate to the learners how to cut a potato in half and then cut a shape on the open side of one half. Cut away the bits that you do not want to print. Assist the learners to do this. They have to be extra careful when working with a knife.
- Apply an even coat of paint onto the surface of the potato and put it down firmly on the paper.
- Learners may repeat this until the row or page is full.
- They can use different colours, and they may turn the shape that they are printing.

5. When the paint is dry, they can apply another shape and colour into the printed shape. The possibilities are endless.
6. Demonstrate how to make a stencil from a piece of linoleum.
7. Show the learners how to apply the ink and then place the painted side firmly on the paper to make a print.
8. They may use leaves to make organic shapes. Paint the back of the leaf and press the painted side down firmly on the page. The veins of the leaf will create additional pattern and texture.

Activity 6

Draw a traditional house or make a patterned clay bowl

Resources: pictures of traditional homes, paints, brushes, paper, pencil crayons, felt-tip pens, clay, modelling tool

1. Show the learners the pictures of traditional homes.
2. Talk about what they are made of and why they were made of those particular materials.
3. Look at houses that have patterns on them, for example, the Ndebele homes and Basotho homes with their Litema.
4. Talk about the tradition of these patterns and how they are done.
5. Let the learners choose what they would like to do. They can choose one of the following activities:
 - paint a traditional home with patterns
 - draw a traditional home with patterns
 - make a clay ornament with patterns that imitate Litema.
6. Exhibit the learners' work and invite the principal to view their work.

Activity 7

Make a car out of recyclable materials

Resources: a variety of recyclable materials with which to make a car, for example, a milk carton, plastic two-litre bottle, jar lids, sosatie sticks, string and cardboard boxes, scissors, paint, brushes, Prestik, glue, a nail and hammer to make holes in the lids
Learners should do this activity after they have worked through Activity 3 in Topic 12 (Learner's Book pages 104 and 105).

1. Ask the learners to bring a variety of goods from home which they could use to make a car out of recycled material.
2. An idea for a very basic vehicle would be to pierce two holes on either side and opposite each other in the box. Push through two sosatie sticks to create the axles for the wheels. Make holes in four lids lids by hammering a nail through the lid. Push the lids onto the sosatie sticks and put a bit of Prestik onto the ends of the sticks to prevent the wheels from falling off. Learners can use a felt-tip pen to mark the car doors, handles and windows.

Activity 8

Create a painting

Resources: paints, cloth to wipe hands

Learners should do this activity after they have worked through Activity 5 in Topic 13 (Learner's Book pages 116 and 117).

1. Ask the learners to paint a picture of a new planet they are visiting.
2. The entire painting will be done with their fingers – no brushes allowed.
3. Remind the learners that the most important part of the painting must be emphasised. There must be balance in the painting – not lots of things happening on one side and a blank space on the other side. The viewer's eyes should travel across the whole page. There must be enough contrast in the colours and outlines to distinguish the different elements of the painting.

Activity 9

Make a space rocket

Let learners complete Worksheet 5 of Topic 13 on pages 118 to 120 of the Workbook. Learners should do this activity after they have worked through Activity 7 in Topic 13 (Learner's Book page 119).

Performing Arts (dance, music, drama)

Assessment

Select the criteria which you would like your learners to fulfil at each lesson. Prepare your record sheet with the tasks that you would like to assess before each lesson so that you need only mark up on the record sheet during the lesson.

- Is the learner able to demonstrate the movement described?
- Does the learner participate in warm-up and cooling-down activities?
- Does the learner participate in performances?
- Is the learner confident?
- Is the learner's speech clear?
- Is the learner able to recognise rhythms?
- Is the learner able to interpret the music into movement?

Activity 1

Warm up the body

Resources: CD with suitable music for exercising, a CD player

1. It is important to warm up the body before any physical activity and to cool down at the end.
2. We will warm up the body with some circular motions.
3. Let the learners twist their right ankle in a clockwise direction, and then in an anticlockwise direction.
4. Ask the learners to stand with their legs astride and grab their right ankle and pull their body in that direction, and then to grab the left ankle and pull their body in that direction.
5. Let them lean over to the right as far as they can and then to the left as well.
6. Demonstrate to the learners how to move their hips in a circular motion in a clockwise direction, and then in an anticlockwise direction.
7. Let them pull their right arm over their heads to touch the back of the left shoulder.
8. Let them pull their left arm over their heads to touch the back of the right shoulder.
9. Ask the learners to extend their arms at shoulder height and make small circular motions.
10. Let them make the circles bigger until the arms are like windmills.
11. They must shake their arms to relax and then make circular motions with their hands, causing movement at the wrist.
12. Let the learners make circular motions with their hips and wrists simultaneously.
13. This exercise can be done to Turkish belly-dance music.

Activity 2

Perform a mime

Resources: face paint – red, white and black (optional)

Learners should do this activity after they have worked through Activity 5 in Topic 10 (Learner's Book page 87).

1. Explain to the learners what mime is and the traditional make-up of mimes.
2. Let the learners work in pairs to devise a short mime performance depicting an arrival at the doctor's surgery with a patient who has eaten poison.
3. Remind the learners that they may not speak. Any thought or emotion that they want to share should be through facial expression and body movement.

Activity 3

Role-play a response to an emergency situation

Let learners complete Activity 7 of Topic 10 on page 89 of the Learner's Book.

Activity 4

Play cyclic rhythm patterns

Resources: percussion instruments (optional), metronome, appropriate music to listen to, a CD player

1. Let the learners sit in a circle.
2. Explain to the learners what a metronome is and how it works.
3. Let them clap a steady pulse in time with the metronome. (They must not go faster or slower.)
4. Let the first learner clap a slow beat; learners will join in one at a time.
5. When the clapping reaches the first learner again, he or she will click twice in the space of the one clap. And the learners join in the clicking one by one, so you will find that while there is still clapping, some learners are beginning to double click with that.
6. When the clicking reaches the first learner again, he or she will clap four times in the space of that original pulse.
7. You will need to practise this.
8. Let the learners listen to South African music that uses cyclic rhythm patterns.

Activity 5

Compose cyclic rhythm patterns

Resources: percussion instruments (optional), metronome, appropriate music to listen to (South African music using cyclic rhythm patterns), a CD player

1. Let the learners listen closely to the music you have brought to class.
2. Let them select the tempo of the music and clap to it.
3. Divide the learners into two groups and let them clap to the rhythm of the songs.

Assessment

- Are the learners able to hear the rhythm in the song?
- Are they able to copy the rhythm?

Activity 6

Perform poetry

Resources: suitable poems for performing in class, poems that contain a choral verse

1. Let the learners work in groups.
2. Give each group a poem.
3. Read the poem aloud to the class.
4. Point out to them that choral reading can be done in many ways. Different groups will perform their poems differently:
 - One group will read one verse and another will read the second verse: they will alternate verses.
 - One learner will read specific lines and the rest of the group will join in on the other lines.
 - One learner reads a line and the group echoes back.
5. Remind learners to use gestures and movement in their performance.
6. Give them time to practise and then give each group a turn to perform.

Activity 7

Perform a classroom drama

Learners should do this activity after they have worked through Activity 4 in Topic 12 (Learner's Book page 106).

1. Learners should write their own mini dramas about family life. They can choose to be a family from long ago or a modern-day family.
2. They must choose a household issue around which the drama can be created, for example, who is going to gather food, who is going to the shop, whose turn it is to hunt, whose turn is it to cook, or the children have to do chores but want to play. The parents, grandparents and children must be represented in the drama.
3. The learners must express their character's persona through vocalisation and physical movements.
4. Give the learners time to practise and then give each group a chance to perform.

Activity 8

Write a short story

Let learners complete Worksheet 5 of Topic 12 on pages 106 and 107 of the Workbook.

Activity 9

Create a movement sentence

Resources: music or songs about space, CD player

1. Let the learners listen closely to the music you have brought to class.

2. Teach them some simple movements that match the music, for example, they can hold up their arms and open and close their hands to signify the twinkling of stars, or they can rise up from kneeling to standing to show the rising of the sun.
3. Demonstrate the movements and let the learners copy you a few times until they can remember them.
4. Divide the learners into groups of four or five. Tell them that they need to make up a short dance in time to the music using the movements they have learnt.
5. Let each group make up their dance and then perform it for the rest of the class.

Activity 10

Run and rotate

Resources: slow music, CD player

1. Ask the learners to run freely and when you give them a signal, they should spin clockwise.
2. Let them continue running and give them another signal which indicates that they should spin anticlockwise.
3. Tell the learners to be careful that they don't run into each other and get hurt.
4. At the end of the activity, do some cooling-down exercises with slow music.
5. Have the learners stretch their legs by standing astride and pulling on their ankles. They can stretch the abdomen by standing astride and leaning as far left as possible and as far right as possible.
6. Tell the learners to pull their right arm across their chest and hold it there for the count of five.
7. Tell the learners to pull their left arm across their chest and hold it there for the count of five.
8. Have the learners push their head forward and backward, and left and right.
9. Have the learners shake their whole body.

Study area: Physical Education

Assessment

The Physical Education activities are designed so that learners learn a new activity and then have a chance to practise it. During this time, you may assess the extent of their ability to do the activities. You may use the teacher record sheet to assist in the assessment process. Select the criteria you will use to assess and fill these in on the sheet. You may select which learners you will assess on a particular day. Examples of elements that you may need to assess are:

- Understands an instruction
- How well the activity is executed
- Participates in the warm-up exercises
- Participates in the cooling-down exercises
- Practises the activities he/she has difficulty with
- Is able to work with the equipment
- Throws a ball – while standing still and while running
- Catches a ball – while standing still and while running
- Controls a ball either through kicking, bouncing or using a bat or stick

Activity 1

Non-locomotor moves: twisting, stretching and bending

Resources: information book on yoga for children

1. Let the learners kneel and sit on their feet with their heels pointing outward.
2. Ask them to sit to the right of their feet.
3. They must lift their left leg over the right, and place the foot against the outside of the right knee. Tell them to bring their right heel in close to the buttocks. They must remember to keep their backs straight.
4. Let them stretch their arms out to the sides at shoulder level, and twist around to the left.
5. They must bring their right arm down on the outside of the left knee and hold the left foot with their right hand, placing their left hand on the floor behind them.
6. Each time they exhale, they must twist as far as possible to the left, and look over their left shoulder.
7. Let the learners stand with their feet astride – wider than the width of their shoulders.
8. They must turn their left foot 90 degrees to the left and position their right foot about 45 degrees to the left.
9. Let them turn their bodies to the left.
10. They must bend their left knee. Make sure that their knee is directly above their foot. They should not try to bend too low. They must be comfortable.
11. Let them raise both hands – palms should face inward with fingers outstretched.

12. Let the learners stand with their legs astride. They must turn their heels outward slightly while looking forward.
13. Let them bend forward until the upper body is parallel to the ground. They must place their hands on the ground, in line with their shoulders. Their backs should be straight.
14. They must push their pelvis upward, look to the ground with stretch from the neck towards the ground.
15. When they are able to do this easily, let them grab the outsides of their feet and slightly pull at them so that the front part of their body feels long and can stretch even further.
16. Let them get into an upright position by bringing their legs together and uncurling themselves to an upright position.
17. Once the learners have learned these positions, you can repeat this lesson occasionally.

Activity 2

Balancing activities

Resources: balance beam

1. Let the learners stand and walk on their tiptoes. They can walk in any direction. Are they able to maintain their balance?
2. Ask them to walk on their heels. Are they able to maintain their balance?
3. Let the learners walk forward on the balance beam. Remind them to keep their arms to the side to help maintain their balance.
4. Ask the learners to walk backward on the balance beam. Make sure that they know where the end of the beam is.
5. When the learners dismount, they should jump off with both feet. They should land with legs slightly bent.
6. Let the learners sit down opposite each other, with the soles of their feet touching.
7. Ask them to grab each other's hands and the first learner pulls the second learner, then the second learner pulls the first learner. They should pull gently and steadily and must not hurt each other.
8. Let them lie flat on their backs and a bit closer than for the previous exercise. Let them lift their legs off the ground and put the soles of their feet together. They must push their feet against each other.

Activity 3

Volleyball skills

Resources: volleyball balls, volleyball net, volleyball rules

1. Explain to the learners what the rules of the game are.
2. Warm up well and emphasise warming up the arms and neck for volleyball.
3. Demonstrate to the learners how to dig. Remind them that it is important that the ball lands on the correct place on their arm; otherwise it will hurt.
4. Select two learner assistants to help you with the activity.
5. Divide the class into two groups. Each group must form a circle around an assistant.
6. The assistant will toss the ball towards each learner and they must dig the ball back to the assistant.

7. Demonstrate how to volley the ball. Warn them not to push the ball as this could hurt their fingers.
8. The assistant must toss the ball high towards each learner and they must volley the ball back to the assistant.
9. These are new skills, so allow time for the learners to practise.

Activity 4

More volleyball skills

Resources: volleyball balls, volleyball net, volleyball rules

1. Demonstrate to the learners how to serve. At this age it is enough for them to know an underarm serve. You may demonstrate an overarm serve so that they know what it is.
2. Give each learner a turn to serve. Remind them to bend their legs when they serve.
3. Remind the learners of some of the rules of volleyball.
4. Let them play a game of volleyball.

Activity 5

Volleyball set actions

Resources: volleyball balls, volleyball net, volleyball rules

1. Demonstrate to the learners how to set the ball.
2. Let them work in pairs to practise setting the ball.
3. Let the learners play a game of volleyball.

Assessment

- Do the learners have an understanding of volleyball?
- Are they able to hit the volleyball purposefully?

Activity 6

An obstacle course

Resources: a standard-sized table, four small tables, 10 chairs, cone markers, a balance beam, a long bench, soccer balls

1. Let the learners help you set up the various stations.
 - Station 1: balance beam – walk forwards on the balance beam till you reach the halfway mark, then turn around and walk the rest of the way backwards.
 - Station 2: a table, use a chair as a step up – get up onto the table and do a star jump from the table. Land gently with both feet on the ground.
 - Station 3: row of chairs – pack a row of chairs with a 50 cm space inbetween them. Learners must crawl under the chairs to reach the other side.
 - Station 4: long bench – learners do a forward roll on the bench.
 - Station 5: 4 tables – set the tables in a row with a 1 m space between them. Learners will climb over the first table, then under the second table, over the third and under the fourth table.
 - Station 6: cone markers – pack the cone markers in a row with a gap between them. The learners must run zig-zag between them as quickly as they can, then sprint to the end.

2. Explain to them what they will do at each station. As soon as they have completed a station, they must go to the next one.
3. Allow the first learner to go to station 1. As soon as he or she finishes station 1, send the next learner to station 1, and so on.
4. When they have finished station 6 and sprinted to the end, they may take a soccer ball and work with a partner to kick the ball to each other. They must not stop the ball. They should just kick the ball to each other.

Activity 7

Cross-overs with ropes

Resources: skipping ropes

1. Ask the learners if any of them can do a rope-skipping cross-over, the way boxers usually do it.
2. Let learners who can do it demonstrate to the rest of the class.
3. Let the learners first skip normally, and then do a cross-over.
4. Remind the learners that as the rope comes over their head, they must throw their hands to their opposite shoulder, and as the rope passes under their feet, they must bring their hands back to normal position. This is going to take a lot of practice and will definitely require another lesson.
5. Try and arrange a demonstration of rope skipping by an amateur or professional rope skipper.

Activity 8

Double skip with ropes

Resources: skipping ropes

1. Ask the learners if any of them can double skip. Let them demonstrate to the rest of the class.
2. Let the whole class double skip. Remind them that they must do one skip and twirl the rope twice.
3. Help those learners who are struggling.

Activity 9

Mini soccer

Resources: soccer balls, mini soccer goal posts, rules of the game

1. Remind the learners about the rules of the game.
2. Divide the class into teams. Depending on the number of teams, you will have to arrange games so that everyone gets a turn to play.
3. Assess the learners while they play.

Assessment

- Are they able to kick the ball?
- Do they use their dominant foot?
- Are they able to dribble the ball?
- Are they able to kick a moving ball and change direction?
- Do they play together as a team?
- Add any other criteria you would like to assess during this activity.

Activity 10

Jungle gym

Resources: jungle gym

1. Allow the learners to play freely and confidently on a jungle gym.
2. Watch them as they climb, pull themselves over obstacles or walk on a balancing pole.
3. Assist those learners who are struggling.
4. If your school does not have a jungle gym, take the learners to a nearby park to play.

Activity 11

Straddle vault over a partner

1. At first, let the learners work in pairs.
2. The person bending (acting as the vault) must bend over and put their hands on their knees to maintain their balance and tuck their head in.
3. The person jumping must place their hands flat in the middle of the bending person's back and vault over.
4. Each person must get a turn to vault.
5. Divide the learners into three groups. Let them stand in a line. They are going to have a vaulting race.
6. The first person bends, the second person vaults over the first person and stands about one metre away, the third person vaults over the two people bending and then also bends about one metre away, and so on.
7. When everyone who was in the line has vaulted, the first person to bend vaults over everyone else. The group whose first bender is finished vaulting first wins the race.

Activity 12

Acrobatics

Resources: gym mats

1. Let the learners work in groups. Each group needs a gym mat.
2. Each learner must do a forward roll. Remind them to tuck their heads in.
3. Let them each do a backward roll. Remind them to push themselves over to gain momentum to go all the way back and over.
4. Ask one of the learners to demonstrate a handspring. Let each of the learners do a handspring. Remind them to keep their arms straight.
5. Ask one of the learners to demonstrate a cartwheel. Let each of the learners do a cartwheel.
6. While the learners are practising, assist those learners who are struggling.

Assessment

Can the learners all do:

- a forward roll?
- a backward roll?
- a handspring?
- a cartwheel?

Activity 13

Jump and leap

1. Ask the learners to stand in rows. Let them jump up lifting both feet simultaneously.
2. Let them now jump on a single take-off.
3. Alternate these two actions for them. You call the action and they do it.
4. Ask them to simulate the movements of different animals, for example, a springbok, a rabbit and a frog.

Activity 14

Hop over a distance

Resources: soup spoons, small potatoes

1. Ask the learners to each bring a soup spoon and a small potato from home. Keep these aside until you are ready to use them.
2. Ask the learners to hop all the way to a particular point.
3. Let them hop on the other foot – all the way to the designated point and back.
4. Let the learners get their spoon and potato. Ask them to place the potato on the spoon and walk as quickly as they can to the designated point and back again.
5. Offer them a challenge to hop all the way to the designated point with the potato on the spoon. Remind them that they have to balance the potato on the spoon and they are not allowed to hold onto it with their other hand.
6. Let the learners hold hands with a partner and ask them to hop to the designated spot and return to the start.

Activity 15

Throw balls at targets

Resources: netball balls, netball baskets, basketball balls, basketball hoops

1. Let the learners work in pairs.
2. Some learners may take basketballs and move off to where the basketball hoops are. The rest may take netball balls and move off to where the netball baskets are.
3. Ask the learners to throw the ball to each other using only one hand. After each catch, the learners must move one pace further apart and throw the ball a bit higher and a bit farther.
4. Let the partners stand close together again.
5. Ask them to throw the ball to each other using both hands. After each catch, the learners must move one pace further apart and throw the ball a bit higher and a bit farther.

6. Let the learners assemble at the baskets and hoops. They must each throw the ball into the basket or the hoop.
7. Make sure everyone has a turn.
8. Assist those learners who are struggling by giving them tips on how to aim and remind them to lift the ball high enough to fall through the basket or hoop.

Assessment

- Are the learners able to throw and catch a ball?
- Are they able to throw a ball with purpose?
- Are they able to hit a target with the ball?

Activity 16

Balancing

Resources: gym mats

1. Let the learners do handstands as they've done before. Each learner must demonstrate their ability.
2. Let one of the learners demonstrate a headstand. While the learner does the headstand, remind learners that in the starting position one is on one's hands and knees. Their wrists must be underneath the shoulders and the knees underneath the hips.
3. Let them put their elbows on the floor just a bit narrower than shoulder width.
4. They must interlace their fingers, tucking in the outermost pinky underneath.
5. They must place the crown of their head on the floor, cupped by their interlaced fingers.
6. They must bring their hips up and walk their feet towards their heads until the hips are over the shoulders.
7. Kick one leg up and then the other.
8. Remind them to press down strongly into their forearms to keep all their weight from going into the neck and head.
9. Tell them to reach upward with their feet and rotate the thigh bones inward slightly.

Activity 17

Pushing and pulling movements

1. Let the learners work in pairs.
2. Let the partners face each other with their toes against each other. Tell them to hold each other's hands and lean back slowly. They can pretend to be sitting down to help hold their balance.
3. Ask the learners to stand side by side with their inside feet pressing against each other. Let them hold inside hands and slowly lean away from each other.
4. Let them exchange sides and do the same activity but using their other arm.
5. For this pushing activity, ask the pairs to sit down back-to-back and lock elbows. They must place their feet flat on the ground in front of them. On the count of three, they must push against each other's backs and attempt to stand up at the same time. And then they must sit down together.

6. For the last exercise, let the learners stand back-to-back and lock elbows.
7. The first learner leans forward and lifts the second learner off the ground and onto the first learner's back. The second learner leans forward and the first learner is lifted off the ground.

Assessment

Assess whether the learners are able to do the various balancing activities. Let them practise and then assess them again.

Activity 18

Revise previous lessons

1. During the last two weeks of the term, you may revise some of the activities that the learners had difficulty with.
2. You may reassess the learners when they have had time to correct their performances.

Term 4

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|--|------|
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| • Topic 14: Products and processes | B120 |
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| • Topic 16: Animals that help us | B130 |
| • Religious days and special days | B135 |
| • Study area: Creative Arts | B137 |
| • Visual Arts (2D and 3D) | B137 |
| • Performing Arts (dance, music, drama) | B141 |
| • Study area: Physical Education | B145 |

Study area: Beginning Knowledge and Personal and Social Well-being

Topic 14: Products and processes

The dependence between humans, animals, plants and the elements is reinforced as learners examine products that we get from plants and animals and the processes involved in producing the various products from raw materials.

Activity 1 Products from the earth and plants

Learner's Book
page 121

Resources: a variety of objects that are made by humans or made by nature

1. Ask learners to volunteer to read each of the passages on page 121 in the Learner's Book. Tell them that many of the processes that we use to change raw materials into a new product have been discovered by accident. For example, how to make glass was probably discovered by accident. Perhaps someone had built a fire on sand that contained soda. The heat of the fire would have turned the sand and soda into glass.
2. After each passage, allow the learners to ask questions about anything that is unclear. Remind them that the ingredients that the Chinese used to make paper are very different to what we use today.
3. Work through the instructions at the end. Ask the learners to look around the classroom and say which things have been made by nature and which by humans. A wooden table was made by humans but the material used to make it comes from nature. Glass and paper are made by humans, but clay is made by nature. Have this discussion about as many products as possible.

Assessment

It is important that learners know the difference between natural and synthetic products. Give them examples of products which they must classify as natural or synthetic.

Activity 2 Paper

Learner's Book
pages 122 and 123

1. Ask the learners to look at the illustrations on pages 122 and 123 in the Learner's Book while you read the text.
2. Allow the learners to ask questions as you go along to ensure that everyone understands the text.
3. Point out to the learners that paper is produced on huge rolls. These rolls of paper are cut up to supply us with paper of a more convenient size.
4. If there is a paper factory or sustainable forest near you, try to arrange a visit. For learners to see things first-hand is the best way to learn.

Activity 3

Cotton

Learner's Book
pages 124 and 125

Resources: a variety of items made from cotton

1. Show the learners all the items and ask them what each one is made of.
2. Ask them to tell you whether it is a synthetic product (made by people) or a natural product.
3. Ask the learners to look at the illustrations on pages 124 and 125 in the Learner's Book. Ask them to follow the pictures while you read the text.
4. Allow learners to ask questions. This is important to ensure that everyone understands the process.

Worksheet 1

Workbook page 121

1. Copy the mind map on page 121 in the Workbook onto the chalkboard.
2. Explain that the central text says that these are products from plants. The first level shows the raw material that we get from nature, for example, wood or tea. The second level shows the product that is made from that raw material. In the example of wood, wood is used for fuel or for construction. In the example of tea, a drink is made.
3. Ask the learners to add more raw materials that come from plants and also the product or products that they are made into.
4. Walk around the class and assist those learners who are struggling. Check whether the problem is the format of the mind map or the content.

Worksheet 2

Workbook page 122

Resources: lemons, a paintbrush or stick, sunlight or a light bulb, paper, knife, lemon squeezer

1. This is a fun activity in which learners use natural juice to make invisible ink. Let them read the instructions from beginning to end on page 122 in the Workbook before starting the activity.
2. Let the learners do the activity.
3. Assist the learners when they cut the lemons through. It might be safer if you cut all the lemons yourself.
4. Let the learners give you ideas of how to write an invisible message with candle wax. If you write your message with an ordinary white candle, the writing does not readily show up. However, if you brush the page with ink, the wax lettering will show up.

Worksheet 3

Workbook page 123

Resources: herb seeds or plants, plant pots, seedling soil, small spade

1. Let the learners read through the whole activity on page 123 in the Workbook. Let them work in groups to do the activity.
2. Ask the learners what they can do to make the plants grow quicker and stronger. Some of them might remember that adding compost to the soil will enhance plant growth.
3. Let the learners complete the activity.

Worksheet 4
Workbook page 124

Resources: medicinal plants, information books on medicinal plants, pictures and posters on medicinal plants

1. Let the learners find out about medicinal plants at home. Essentially they need to know the name of the plant and its use. They can do research in class in the resource books to find out what the plant looks like.
2. Show them the plants, pictures and posters you have.
3. Let them fill in as many medicinal plants as possible on page 124 in the Workbook.

Assessment

Make sure that learners are aware of the extent to which we are dependent on plants. Do learners understand that plants undergo processes that change them into products that are useful to humans?

Activity 4
Glass

Learner's Book
pages 126 and 127

1. Tell the learners that glass is made from sand, soda and lime. People gather these products from the earth and combine them to make glass. Nowadays glass is made in factories with huge machines.
2. Ask the learners to look at pages 126 and 127 in the Learner's Book and to follow the pictures while you read the text. Allow the learners to ask any questions they may have.

Activity 5
Petrol

Learner's Book
pages 128 and 129

Resources: pictures of things that are made from petroleum, information book

1. One of the products we get from the earth is crude oil. Crude oil is processed into various different products. Read the information on pages 128 and 129 in the Learner's Book.
2. The learners do not need to remember the details of the process. However, they are expected to have a good sense of raw material, a process and end products.

Worksheet 5
Workbook page 125

1. Copy the mind map on page 125 in the Workbook onto the chalkboard.
2. Explain that the central text says that these are products from the earth. The first level shows the raw material that we get from the earth, for example, clay. The second level shows the product that is made from that raw material. In the example of clay, pots and ornaments are made.
3. Ask the learners to add more raw materials that come from the earth and also the product or products that they are made into.
4. Walk around the class and assist those learners who are struggling. Check whether the problem is the format of the mind map or the content.

Worksheet 6
Workbook page 126

Resources: clay, empty matchboxes, a baking sheet, an oven, paints, brushes

1. Show learners that when you make something from clay, like bricks or ornaments, you go through a process. Let them look at the information on page 126 in the Workbook.

2. Read through the entire activity and point out to them that you take the raw materials/input (clay) which you put through a process (moulding and baking) and are left with an end product/output (bricks).
3. Let the learners do the activity in pairs.
4. Learners should evaluate their work using the checklist provided. Ask them to say what they would do differently if they did this activity again.
5. Learners may make the bricks into an ornament by decorating the bricks with their name or a picture.

Worksheet 7

Workbook page 127

Resources: 400 ml water, 200 ml sugar, string, pencil, a jar

1. Let the learners work with a partner and read through the steps on page 127 in the Workbook.
2. Let them explain to each other what they are expected to do.
3. Let the learners do the activity. Walk around and assist those learners who are struggling.
4. Remind learners that this too is a process. It is one that takes a lot longer than the making of the bricks, but it too will have an outcome or end product that appears different from the materials used to create it.

Worksheet 8

Workbook
pages 128 and 129

1. Ask the learners to look at the flow diagram on page 128 in the Workbook. Point out to them that the input is all those things (raw materials) required to make the final product (output) after they have undergone a change.
2. Make sure that the learners realise that they need to mix the various ingredients together and bake them to have cupcakes at the end.
3. Let the learners think of something that is made. Let them plot the raw materials, the process and the product in the flow diagram on page 129.

Assessment

- Do the learners understand what a product is?
- Do the learners understand what a process is?

Topic 15: Disasters and what we should do

In this topic, learners discuss various types of natural disasters, including floods and fire, as well as other phenomena such as lightning, earthquakes, storms and strong winds. They examine some of the safety measures that they can take in these situations.

Activity 1 Floods

Learner's Book
pages 130 and 131

1. Ask the learners to look at the pictures on pages 130 and 131 in the Learner's Book.
2. Ask the learners to describe what they see in each situation. Then they must say whether this is safe or unsafe behaviour, for example, animals being taken to safety during a flood (safe), electrical appliances on while flooding occurs (unsafe), car going over flooded bridge (unsafe), people walking in flood waters (unsafe) and hikers in mountain using a rope to help them cross a river (safe).
3. Let the learners support their choices.

Activity 2 A story about a flood

Learner's Book
page 132

1. Ask the learners to look at the newspaper article on page 132 in the Learner's Book.
2. Don't let them read the whole story yet. Ask them to tell you what the story is about.
3. Let them support their answers.
4. Point out the title of the newspaper article. Let them tell you what it says. Let them tell you what the purpose of the title is.
5. Let them tell you who wrote the story.
6. Find out if anyone knows what you call the text under the picture that describes what is happening in the picture (caption).
7. Let one of the learners read the story. The rest of the class must follow in their books and listen attentively.
8. Let the learners work in pairs to answer the questions at the bottom of the page.
9. Walk around the class and assist the learners who are struggling. Reread the sections of the article they have not grasped.

Worksheet 2

Workbook page 131

1. Let the learners look at the worksheet on page 131 in the Workbook.
2. Read through each of the statements in the table and talk about them. Do not let the learners write any answers in yet.
3. Read through and answer the questions beneath the table. Do not let the learners write any answers in yet.
4. Allow the learners to ask any questions they may have.
5. Let them complete the worksheet.
6. Walk around and assist the learners who need help.

Assessment

- Are the learners aware of the dangers of floods?
- Do they know what is regarded as safe behaviour during a flood?

Worksheet 3

Workbook
pages 132 and 133

1. Read the instructions on the worksheet on page 133 in the Workbook.
2. Make sure everyone understands what is required. Invite the learners who are uncertain to raise their hands so that you can assist them.
3. Let the learners write down their questions for the interview in the first column.
4. Let them exchange books with their partner. The partner takes on the role of the person being interviewed.
5. The partner must fill in the answers to the questions in the speech bubbles on the right.
6. Let them hand each other's books back. The pairs must practise both interviews, which they will present in front of the class.
7. Their voices should be sombre when they read news articles. Their voices would be more bubbly and excited if they were reading entertainment news articles.
8. Remind learners that during a television interview they should sit up straight and not fidget.

Assessment

- Did the learners speak clearly and confidently?
- Were the questions the learners asked relevant?
- Were the answers good responses to the questions?

Worksheet 1

Workbook page 130

Resources: newspaper articles about disasters

1. Ask the learners to find newspaper articles about disasters that have occurred in their area.
2. Let them chat to the survivors of these disasters.
3. Let them choose their favourite heroic story and tell you why they made that particular choice.
4. Let them write or draw a picture of their favourite story on page 130 in the Workbook.

Activity 3 Fire disaster

Learner's Book
page 133

1. Let one of the learners read the article on page 133 in the Learner's Book.
2. Conduct a class discussion using the questions at the bottom of the page as a starting point.
3. Encourage as many learners as possible to participate in the discussion.

Activity 4

Fire

Learner's Book
pages 134 and 135

1. Let one of the learners read the first paragraph on page 134 in the Learner's Book.
2. Allow the learners to ask any questions about the passage that has been read.
3. Do this with the entire text on pages 134 and 135.
4. Conduct a class discussion using the questions on page 135 as a starting point.

Worksheet 4

Workbook page 134

1. Ask the learners to label the picture on page 134 in the Workbook.
2. Next to each label they must write whether the material the item is made of will burn easily.
3. Let them tell you why they think firefighters wear uniforms.
4. Give a few learners each a turn to say why firefighters' uniforms are made of the special fabric.

Activity 5

Fire drill

Learner's Book
pages 136 and 137

Resources: blanket

1. Read through the text on pages 136 and 137 in the Learner's Book with the learners. Explain to them what is expected of them in terms of a fire drill.
2. Let the learners give ideas on how a fire drill should be conducted.
3. Let the learners choose the best idea from those that have been suggested to become their fire drill.
4. Practise the fire drill, so that everyone knows exactly what to do.
5. Practise the STOP, DROP and ROLL method. Everyone must practise.
6. Let the learners work in pairs. Pretend that the one learner's clothes have caught alight. The partner should wet the blanket and throw it over the first learner so as to suffocate the flames.
7. Let the learners take turns to throw the blanket over their partner.

Worksheet 5

Workbook page 135

Resources: chalk in different colours, black paper

1. Ask the learners to talk about ways in which fires start.
2. Let them make a list on page 135 in the Workbook of ways in which fires start.
3. Let the learners talk about ways in which fires that cause damage can be prevented and let them write these in their Workbook as well.
4. Let them draw with chalk on the black paper to create posters to help prevent fires.
5. When the drawings are complete, spray them with hairspray to fix the chalk; otherwise it will rub off.

Worksheet 6

Workbook page 136

1. Let the learners look at the worksheet on page 136 in the Workbook.
2. Let the learners talk about ways in which a wild fire might affect the animals shown in the pictures.
3. Allow time for them to write their answers on the worksheet.

Activity 6

Lightning

Learner's Book
pages 138 and 139

1. Ask the learners whether they have ever seen lightning. Let some learners tell you what they think lightning is.
2. Let learners take turns to read extracts of the text on pages 138 and 139 in the Learner's Book.
3. Allow the learners to put up their hands if they want to ask questions about the text. Tell learners that we should avoid water when we are indoors because lightning can follow the trail of the water supply.
4. When they have read the whole extract, answer any questions the learners may have on the extract.
5. Tell the learners that if someone is struck by lightning, they should call the emergency services immediately. The person struck does not carry an electric charge unless they are actively being shocked or are still touching live power lines.
6. Let the learners work in groups to answer the questions on page 139.
7. Ask random groups to tell you their answers to the questions.

Worksheet 7

Workbook page 137

Talk about the safe and unsafe places in the maze on page 137 in the Workbook. Then let the learners complete the maze.

Activity 7

Storms

Learner's Book
pages 140 and 141

1. Conduct a class discussion about storms using the questions on page 140 in the Learner's Book as a starting point.
2. Ask the learners to look at the pictures on pages 140 and 141 and identify how people have prepared for stormy weather, as well as suggesting ways in which the places can be made safer.
3. Give as many learners as possible a chance to participate in the discussion.

Worksheet 8

Workbook
pages 138 and 139

Resources: a long cardboard tube, toothpicks, cardboard or lids to seal the tube, masking tape, glue, $\frac{1}{2}$ cup rice (or aquarium gravel), scissors, wallpaper paste, strips of newspaper, brushes, acrylic paints, varnish

1. Ask the learners to look at the worksheet on pages 138 and 139 in the Workbook.
2. Read through the instructions with the class and ensure that they all understand what to do.
3. You could demonstrate the first part of the activity – the making of the rainmaker – before letting them each make their own one.
4. Once everyone has made the basic rainmaker they will decorate it using papier mâché.
5. Demonstrate to the learners how to do papier mâché.
6. Keep in mind that this project will take a few days because the papier mâché must dry thoroughly before applying the next layer of newspaper.
7. They should add numerous layers of paper until the rainmaker is sturdy enough to be handled.
8. When the last layer has dried, they may decorate their rainmakers.
9. Once they have finished decorating their rainmakers, you may paint them with a layer of varnish to help keep them in good condition.

10. Demonstrate how to play the rainmaker. Rotate the rainmaker slowly so that the rice falls slowly and makes its sound.

Worksheet 9

Workbook page 140

1. Many jobs are done outdoors. When the weather is rainy and stormy, people in these jobs are greatly affected. Let the learners list five outdoor jobs in the table on page 140 in the Workbook.
2. Let them tell you if any of the jobs use power tools. Point out to them that it is unsafe to use power tools in wet weather because electricity and water are a dangerous combination.
3. Let the learners fill in the second column regarding whether lightning and rainstorms affect any of the jobs listed.
4. They must indicate in the last column whether each of these people may carry on with their jobs in stormy weather.

Worksheet 10

Workbook page 141

Resources: lead, colour pencils

1. Let the learners draw pictures of people walking in and/or sheltering from the rain on page 141 in the Workbook.
2. They may add a short text message.
3. Ask the learners to show at least three people in their drawing. At least one of them must be showing movement.

Assessment

- Has the learner used proportion?
- Has the learner been able to emphasise his or her message using art elements?
- Are there enough contrasting lines or colours?

Activity 8 **Earthquakes**

Learner's Book
pages 142 and 143

1. Let the learners take turns to read extracts from the text on page 142 in the Learner's Book.
2. Allow the learners to ask questions about the text.
3. Let the learners participate in a class discussion using the questions on page 143 as a starting point for the discussion.

Activity 9 **Tsunami**

Learner's Book
page 144

1. Let the learners look at the news article on page 144 in the Learner's Book.
2. Ask the learners what the title of the article is.
3. Let the learners take turns to read an extract from the article.
4. Allow the learners to ask questions between the extracts.
5. Ask the learners if they know what a tsunami is and what causes it. Explain to them that it is a huge tidal wave that is generated by an earthquake in a coastal area.
6. Let the learners answer the questions on page 144 in the Learner's Book in pairs.
7. Tell them to ask their family if they know stories of people who have survived natural disasters.
8. Share stories of survival as a class activity.

Worksheet 11

Workbook page 142

Resources: a big box, thick felt-tip pen, a box cutter

1. Explain to the learners that they will make a TV prop.
2. Tell them to follow the instructions for making the TV prop and for writing the report on page 142 in the Workbook.
3. Tell them that they will each act out presenting a news report. Write the following list on the chalkboard and tell the learners that these are the criteria that they will be assessed on:
 - Did you introduce yourself?
 - Was the story interesting?
 - Was the weather report realistic?
 - Did you use good language?
 - Did you use appropriate vocabulary?
 - Did you speak clearly?
 - Did you pause in the right places?
 - Did you say 'uh' or 'um' too often?
4. Give each learner a turn to present their report on their TV that they made.

Assessment

Assess the learners' presentations using the criteria listed above.

Topic 16: Animals that help us

In this topic learners discuss how animals help us. They learn about animals that give us food and/or clothes and animals that work for us.

Activity 1 Bees

Learner's Book
page 145

Resources: an old hive, honeycomb, honey, pictures of beehives and bees

1. Conduct a class discussion on how bees help us: they provide honey and help with pollination of plants.
2. Let the learners look at the structure of a beehive as shown in the diagram on page 145 in the Learner's Book.
3. Let the learners ask any questions they may have. If there are answers you do not know, tell them that you will find out the answer/s for them.
4. Let the learners note the labels on the drawing.
5. Ask the learners to find pictures of bees and beehives and show them to the rest of the class.
6. Ask the learners to bring some honey to school. They should tell their partner what it tastes like, what it feels like and what it looks like.

Activity 2 Bees make honey

Learner's Book
pages 146 and 147

1. Tell the learners that people have been eating honey and using it to sweeten food and drinks for thousands of years. There are special ways to harvest and process the honey so that we can use it. Let them read through the text on how honey is made and processed on pages 146 and 147 in the Learner's Book.
2. Let them ask any questions that they may have.
3. Tell the learners that bees require honey as their main energy source. If bees do not have enough stored honey to survive the winter, the colony will starve and die, so we should never take all the honey when we are harvesting honey from a hive.

Worksheet 1

Workbook page 143

1. Let the learners look at page 143 in the Workbook. Explain to them that it is a flow diagram of the process of harvesting honey.
2. Ask the learners to complete the flow diagram. They may use the information on pages 146 and 147 in the Learner's Book to complete the diagram.

Teacher-guided activity: research how bees pollinate

1. Let the learners investigate how bees pollinate flowers.
2. Let them work with a partner.
3. Let the learners write down their findings and share their findings with the class.
4. Talk about the importance of pollination and the essential role bees play in ensuring plants produce food for human consumption.

Worksheet 2

Workbook page 144

1. Let the learners talk about what would happen if we had no bees: no honey and no pollination, so no fruit and no reproduction of plants.
2. Let the learners write some of the points of discussion in the hexagons on page 144 in the Workbook.

Activity 3

Cows

Learner's Book
pages 148 and 149

1. Conduct a class discussion on how cows help us and the role they play in our lives.
2. Use the pictures and text on pages 148 and 149 in the Learner's Book to stimulate the discussion.
3. Let the learners choose one of the parts of the cow listed and let them investigate how this is used to make product/s that people use.
4. Let them share their findings with the class.

Worksheet 3

Workbook page 145

Let the learners fill in the mind map of how cows are useful to us on page 145 in the Workbook.

Activity 4

Ostriches

Learner's Book
page 150

1. Ask the learners if they know how ostriches help us. Let them tell you what they think.
2. Let the learners read the text on page 150 in the Learner's Book and talk about it.
3. Allow the learners to ask questions or contribute additional facts to the discussion.
4. Let the learners work in groups to answer the questions at the bottom of page 150.
5. If possible, arrange a visit to an ostrich farm.

Worksheet 4

Workbook page 146

1. Talk about the costs of the items at the ostrich farm as listed on the poster on page 146 in the Workbook.
2. Learners must identify the one essential cost they will have to pay (entrance fee).
3. Let them identify the things they would like to buy while they are there.
4. Let them list these things and their costs and calculate how much money they will need for a visit to the ostrich farm.
5. Let the learners calculate what their lunch will cost if they buy and shared as described in question 2.

Worksheet 5

Workbook page 147

Resources: eggs, a large needle, acrylic paints, brushes

1. Ask the learners to each bring an egg from home, or they can empty the egg at home and bring only the shell to school.
2. Read through the directions on page 147 in the Workbook.
3. Make sure that all the learners understand what is expected of them and then let them follow the directions.
4. Let them decorate their eggshells. The work surface is no longer a flat surface, which should create a challenge in terms of where the decoration starts and ends.

Assessment

- Are the learners aware of painting a rounded surface, as opposed to a flat surface?
- Are the learners aware of the natural texture of the eggshell?

Activity 5 Sheep

Learner's Book
page 151

1. Let the learners look at the pictures on page 151 in the Learner's Book.
2. Conduct a class discussion about how each illustration depicts a way in which sheep help us and how they help us.
3. Let the learners find out what of the things they use or eat contain a by-product of sheep, including meat, fat or wool. Tell them that sheep's fat can be used to make soap, candles and polish.

Activity 6 Making soap

Learner's Book
page 152

Resources: glycerine soap, soap dye (different colours), soap or candy moulds, a microwave-safe liquid measuring cup, a spoon, knife

1. Read the text on page 152 in the Learner's Book with the learners.
2. Make sure that all the learners know what they must do.
3. Let the learners work in groups to make their soap.

Activity 7 The story of silk

Learner's Book
page 153

1. Let the learners read the story on page 153 in the Learner's Book on their own.
2. Let them do the calculations for making silk dresses.

Worksheet 6

Workbook page 148

Resources: silkworms, fresh mulberry leaves, cardboard, shoebox or aquarium

1. Let the learners read the text on page 148 in the Workbook.
2. Make sure the learners understand what they must do.
3. If you discover that it is absolutely impossible to find silkworms and mulberry leaves, you can change this activity and let the learners cover cardboard bookmarks with fabric.

Activity 8 Sea animals

Learner's Book
page 154

1. Tell the learners that many animals from the sea supply us with food. We eat fish, abalone and octopus, among other things.
2. Ask the learners to tell you some of the other things that we eat from the sea.
3. Read the following explanation to the learners:

People need to harvest sea animals responsibly.

There are rules about when harvesting can be done and about how many animals can be harvested at a time. There are also rules about the size of animals that can be harvested. These rules should allow the animals to grow to a mature age and size. When they are mature they can lay eggs and produce more.

However, people often do not obey these rules and the sea is stripped of its creatures.

Abalone and crayfish are two examples of animals from the sea that provide us with food but are in danger of becoming very scarce and perhaps extinct.

4. Allow the learners to ask questions about what you have read to them.
5. Let the learners take turns to read the text about abalone and crayfish on page 154 in the Learner's Book.
6. Allow the learners to ask questions about the text.
7. Make sure that the learners understand the impact of overharvesting the sea.
8. Let the learners create a poster to raise awareness about the risk of overharvesting.

Worksheet 7

Workbook page 149

On page 149 in the Workbook, let the learners write a short letter to the editor of a newspaper to ask people to abide by the rules of harvesting from the sea. The letter should not be very long.

Activity 9

Dogs

Learner's Book
page 155

1. Let the learners look at the illustrations on page 155 in the Learner's Book.
2. Let them talk about how each of these dogs assists us.
3. Ask the learners to identify any other ways in which dogs assist us.

Activity 10

Horses and donkeys

Learner's Book
page 156

1. Let the learners look at the photographs on page 156 in the Learner's Book.
2. Let them talk about how each of these horses and donkeys assists us.
3. Ask the learners to identify any other ways in which horses and donkeys assist us.

Activity 11

Animals that work for us around the world

Learner's Book
page 157

1. Let the learners look at the photographs on page 157 in the Learner's Book.
2. Let them talk about how each of these animals assists us.
3. Ask the learners to identify any other animals that assist us.

Worksheets 8, 9

Workbook
pages 150, 151

1. Let the learners look at the words in the word box on page 150 in the Workbook.
2. Ask them to choose the words that go with each picture and write them on the lines below the pictures.
3. Let the learners look at the table on page 151.
4. Ask them to fill in the names of animals that help us in the first column.
5. In the second column, they must fill in what these animals supply in terms of food and/or clothing and/or assistance.

Assessment

- Are the learners able to identify how animals help us?
- Do they recognise animals that feed and/or clothe us?

Activity 12 **Animal heroes**

Learner's Book
pages 158 and 159

1. Let the learners read the stories on pages 158 and 159 in the Learner's Book on their own.
2. Ask the learners to choose their favourite story and say why it is their favourite story.
3. Let the learners share any amazing animal stories that they know with the rest of the class.

Activity 13 **Animals in tourism**

Learner's Book
page 160

1. Let the learners read the text on page 160 in the Learner's Book on their own.
2. Ask the learners to read the questions at the bottom of the page.
3. Let them work in groups to find the answers to the questions.
4. Let the groups present their findings to the class.

Religious days and special days

Please note: These lessons should be done close to the actual date of the special day in the year.

Activity 1

Navaratri

Resources: a story about Navaratri, a copy of the rangoli in Section C of this Teacher's Guide

1. Read a story about the origin of the Navaratri festival. Let the learners ask any questions they may have about the story.
2. Tell the learners that on special days in Hinduism people make pretty sand designs in their houses. These are called rangoli. The learners are not going to make a rangoli with sand. They will colour in a rangoli that they can give as a gift to a family member.

Activity 2

Diwali

Resources: clay, modelling tools, tea-light candle, a story about Diwali

1. Read the story about Diwali to the learners. Let them ask any questions they may have about the story.
2. Give each learner some clay to make a clay lantern for Diwali. This clay holder is called a diya. Explain to the learners that they will pinch and mould the clay to form a small pot or bowl. When it has dried properly, it may be decorated. For the Diwali celebration they should place a tea-light candle in the diya.

Activity 3

Christmas Day

Resources: the story of Christmas, card to make Christmas cards, different media to create and decorate, decorations to decorate the cards (for example, ribbons, sequins, buttons), copies of the envelope template in Section C of this Teacher's Guide, glue or sticky tape, wrapping paper (optional)

1. Read the story of Christmas to the learners.
2. Let them ask any questions they may have.
3. The school term ends well before Christmas, but remind the learners it is a good idea to plan ahead and make everyone's Christmas cards early so that there is not too much to be done the week before Christmas.
4. Let them colour in and decorate their cards.
5. Give each learner a copy of the envelope template. Show them how to fold and make an envelope for their card.
6. If they want to, they could also cut out the template and then use it as a stencil to trace the template onto wrapping paper. Let them cut out the template on the wrapping paper and fold and glue as usual to make a fancy envelope.

Consolidation of topics covered and preparation for transition to Grade 4

Worksheets 1, 2, 3, 4, 5

Workbook
pages 152 to 157

1. Allow the learners to complete the revision worksheets on Workbook pages 152 to 157 on their own.
2. If learners need to, they should refer back to the relevant activities in the Learner's Book and Workbook to help them complete the worksheets. Direct them to the relevant section if necessary.

Environmental questionnaire

Workbook page 158

1. Let the learners complete the questionnaire on page 158 in the Workbook.
2. Look at each learner's completed questionnaire and assess whether they have fulfilled at least 60% of the tasks to be deemed having been environmentally responsible. Those who achieved 60% or above may be awarded the environmental certificate on page 159 in the Workbook.

Study area: Creative Arts

Visual Arts (2D and 3D)

- Encourage the learners to be creative. There are no rights and wrongs when we do art. Encourage them to be free and to have fun. Allow them to be expressive and uninhibited.
- Offer lots of praise and encouragement to the learners for their work.
- Display all their artwork in the class and in the corridors and halls at school.
- Always cover work surfaces and let the learners wear aprons, old shirts or T-shirts to protect their school uniforms.
- The class might become noisy and messy, but that does not matter; allow the learners to be creative and to enjoy themselves.

Assessment

In Visual Arts, you may assess the learners during the lesson and also assess the final product. On various lessons select the criteria you will assess. You do not have to assess everyone on everything each time.

- Has the learner understood the instructions?
- Has the learner been able to interpret the instructions?
- Does the learner understand the terminology used, for example, texture, shape and line?
- Does the final product meet the requirements of the lesson?
- Has the learner worked safely with the equipment?
- Have the learners cleaned their work environment sufficiently?
- Has the learner developed an effective technique for using the materials, for example, painting and claywork?

It is true that there is no right way or wrong way when doing art. However, if a learner struggles to use a brush or manipulate the clay, show him or her how to do it.

Activity 1

Create a painting

Resources: textured paper of various colours and textures, glue, felt-tipped pen

Learners should do this activity after they have worked through Activity 2 in Topic 14 (Learner's Book pages 122 and 123).

1. Ask the learners to create a visual image of children playing or people dancing.
2. They must tear the paper into the required shapes to make up the image.
3. They must use different colours to create contrast between the different elements in the picture.
4. The proportions of the people and the objects in the image should serve a purpose. Usually it would be realistic, but if

emphasis has to be put on something or if it is fantasy the proportion will help create this emphasis.

5. The paper is torn to create texture and effect. There should be no sharp or clear-cut edges.
6. The learners may use a felt-tipped pen to add details of eyes, nose and mouth if they want to.
7. Let the learners look at each other's artwork.
8. Let the learners select their favourite piece.
9. Ask the learners to explain to the rest of the class why that particular piece is their favourite one.

Activity 2

Identify lines and shape in objects

Resources: a selection of glass bottles of different shapes and sizes, cardboard frame for viewing potential picture, graphite sticks or charcoal

Learners should do this activity after they have worked through Activity 4 in Topic 14 (Learner's Book pages 126 and 127).

1. Let the learners work in groups.
2. Ask them to arrange three bottles closely together on a table.
3. Ask the learners to use their cardboard frame to frame the picture in their mind. They must place the frame so that the picture is balanced. Generally the picture may be divided into thirds. The main image generally looks balanced if it lies on one of the dividing lines.
4. Encourage the learners to turn their frames so that they may consider doing a portrait-shaped drawing.
5. Once they have determined where they will place the image of the bottles on the page, they may begin.
6. Point out the shape of the bottles. Remind them not to be afraid to just let their hand flow to follow the shape of the bottle.
7. Remind the learners to create enough contrast between the objects so that each object is distinguishable.

Assessment

- Are learners able to create drawings that show proportion, balance and contrast?
- Are the learners aware of the art elements of line, texture, tone and colour, and do they use them?

Activity 3

Make bricks

Let learners complete Worksheet 6 of Topic 14 on page 126 of the Workbook.

Activity 4

Fire prevention

Learners should do this activity after they have worked through Activity 5 in Topic 15 (Learner's Book pages 136 and 137).

Let learners complete Worksheet 5 of Topic 15 on page 135 of the Workbook.

Activity 5

Make a rainmaker

Learners should do this activity after they have worked through Activity 7 in Topic 15 (Learner's Book pages 140 and 141).

Let learners complete Worksheet 8 of Topic 15 on pages 138 and 139 of the Workbook.

Activity 6

Draw a composition of two or more people

Learners should do this activity after they have worked through Worksheet 9 of Topic 15 (Workbook page 140).

Let learners complete Worksheet 10 of Topic 15 on page 141 of the Workbook.

Activity 7

Make a pompom bee

Resources: yellow wool, black wool, cardboard, a pair of wiggly eyes, black pipe cleaners, some black felt, cold glue

Learners should do this activity after they have worked through Activity 2 in Topic 16 (Learner's Book pages 146 and 147).

Work through the following steps with the learners:

1. Trace two big rings and two small rings onto the cardboard. Each ring should have a circle in the centre.
2. Cut out the four rings.
3. Place the big rings together and start winding yellow wool evenly around them. Create a few layers of yellow wool.
4. Wind some black wool over the yellow wool. Wind the black wool neatly until the ring is covered.
5. Wind some yellow wool over the black wool again until the rings are full and wool can no longer pass through the hole in the centre.
6. Place the two smaller rings together.
7. Wind yellow wool around the smaller circles until the rings are full.
8. Take the bigger ring and hold it firmly. Cut the wool loops all along the circle. Nudge the cardboard just a little apart. Tie a piece of wool around the centre of the circle, pull tight and make a knot.
9. Cut the cardboard away. Trim the woollen ball to make an even pompom.
10. Do the same with the smaller pompom.
11. Stick the smaller pompom to the bigger pompom to form the bee's head and body.
12. Stick the wiggly eyes to the head.
13. Attach the pipe cleaner to the head – these are the antennae.
14. You may add a nose and mouth made out of black felt.
15. You may make a mobile with your bees. You may also make the pompoms in different colours to make different insects.

Activity 8***Decorate an egg***

Learners should do this activity after they have worked through Activity 4 in Topic 16 (Learner's Book page 150).

Let learners complete Worksheet 5 of Topic 16 on page 147 of the Workbook.

Activity 9***Make soap***

Learners should do this activity after they have worked through Activity 5 in Topic 16 (Learner's Book page 151).

Let learners complete Activity 6 in Topic 16 on page 152 of the Learner's Book.

Performing Arts (dance, music, drama)

Assessment

Select the criteria which you would like your learners to fulfil at each lesson. Prepare your record sheet with the tasks that you would like to assess before each lesson so that you need only mark up on the record sheet during the lesson.

- Is the learner able to demonstrate the movement described?
- Does the learner participate in warm-up and cooling-down activities?
- Does the learner participate in performances?
- Is the learner confident?
- Is the learner's speech clear?
- Is the learner able to recognise rhythms?
- Is the learner able to interpret the music into movement?

Activity 1

Develop focus and visualisation

1. Let the learners warm up before every physical activity. It is important to warm up to avoid injury during the activity.
2. In your warm-up, focus on lengthening and curling the spine. Ask the learners to curl up into a ball and then slowly uncurl themselves to their full height. Standing on their toes, they should extend their arms way above their heads and reach for the ceiling. Then they should slowly bring their arms down and curl up again.
3. Ask the learners to work in groups.
4. The first learner imagines he/she is winding a ball of wool. They must show this through their movement. They must concentrate on the shape and size of the ball of wool. The first learner then passes the ball of wool, which has now grown bigger, to the next learner who also winds the wool on the ball. It should go around the group with the ball of wool growing bigger and heavier each time.
5. The learners must express this motion, shape and weight through body movements and facial expressions.
6. Let the learners cool down by lying down and contracting all their muscles and then releasing the muscles one by one until the body is completely relaxed.

Activity 2

Tempo, dynamics and timbre in South African music

Resources: CDs with suitable music, a CD player, flashcards defining tempo, dynamics and timbre

1. Create flashcards that define tempo, dynamics and timbre.
2. Explain the first flashcard, for example, tempo.
3. Let the learners listen to your sample piece of music to identify tempo.
4. Put the flashcard up in the class to remind the learners what tempo is.

5. Follow the same process with dynamics and timbre.
6. If there is a learner in your class who plays a musical instrument and can demonstrate tempo or timbre, invite him or her to play for the class.

Activity 3

Recite a poem

Resources: a variety of poems praising the earth – the poems should convey different moods

Learners should do this activity after they have worked through Worksheet 5 of Topic 14 (Workbook page 125).

1. Let the learners work in groups.
2. Let each group choose a poem to perform.
3. Give the learners a chance to learn their lines off by heart.
4. Remind them to be expressive when they recite their lines. They must move about and use gestures and facial expressions to convey the essence of the poem.

Activity 4

Conduct a television interview

Learners should do this activity after they have worked through Activity 2 of Topic 15 (Learner's Book page 132).

Let learners complete Worksheet 3 of Topic 15 on pages 132 and 133 of the Workbook.

Activity 5

Identify South African music instruments

Resources: a variety of South African musical instruments, South African music CDs, a CD player

Learners should do this activity after they have worked through Worksheet 8 of Topic 15 (Workbook page 138).

1. Show the learners the different South African instruments.
2. Create a sound on the instrument so that the learners know what it sounds like.
3. Let them listen to the music on the CDs and ask them to identify the instruments.
4. If any of the learners or their parents play a musical instrument, invite them to perform for the class.

Assessment

- Can the learners identify different South African musical instruments?
- Are the learners able to distinguish the sound of a particular instrument?

Activity 6

Present a news or weather report

Learners should do this activity after they have worked through Activity 9 in Topic 15 (Learner's Book page 144).

Let learners complete Worksheet 11 of Topic 15 on page 142 of the Workbook.

Activity 7

Perform a song or poem about bees

Resources: songs and poems about bees

Learners should do this activity after they have worked through Activity 2 in Topic 16 (Learner's Book pages 146 and 147).

1. Let the learners choose a song or poem to perform.
2. Remind them to use body language to express themselves while performing.

Assessment

- Are the learners using appropriate body language?
- Do the learners speak or sing clearly?

Activity 8

Show control and a strong back

Learners should do this activity after they have worked through Activity 10 in Topic 16 (Learner's Book page 156).

1. Ask the learners whether they've ever been to a horse show where the horses show off how they gallop, prance, canter, and so on.
2. Let the learners imitate the horses.
3. Remind them to keep their heads upright and their backs straight.
4. Let the learners demonstrate how they walk with pride.
5. Let the learners work in groups of nine. Let them form three columns of three rows each.
6. They must stand in straight rows and extend their arms, then extend an arm to the left or right to touch their classmate's shoulder.
7. Tell them that they will march as if for a march past or like soldiers.
8. Mark a point in the room or grounds where they have to turn left. When they are turning the person on the inside of the row marches on the spot until the person on the outside is in line again. The same applies for turning right.

Activity 9

Dramatise a story of an animal hero

Learners should do this activity after they have worked through Activity 12 in Topic 16 (Learner's Book pages 158 and 159).

1. Let the learners work in groups.
2. Let them re-enact a story of an animal rescue that they have read in the Learner's Book on page 158 or 159.

3. One of them must play the animal. Remind them that the animal cannot speak.

Assessment

- Are the learners able to express themselves as the heroic animal?
- Are they able to give the animal character through movement and expression?

Study area: Physical Education

Assessment

The Physical Education activities are designed so that learners learn a new activity and then have a chance to practise it. During this time, you may assess the extent of their ability to do the activities. You may use the teacher record sheet to assist in the assessment process. Select the criteria you will use to assess and fill these in on the sheet. You may select which learners you will assess on a particular day. Examples of elements that you may need to assess are:

- Understands an instruction
- How well the activity is executed
- Participates in the warm-up exercises
- Participates in the cooling-down exercises
- Practises the activities he/she has difficulty with
- Is able to work with the equipment
- Throws a ball – while standing still and while running
- Catches a ball – while standing still and while running
- Controls a ball either through kicking, bouncing or using a bat or stick

Activity 1

Tennis skills

Resources: tennis racquets, tennis balls, tennis net

1. Let the learners warm up before every physical activity. It is very important to warm up and cool down to avoid injuries.
2. Let the learners work with a partner. Remind them of how the racquet should be held.
3. Let them hit the ball with a forehand motion to each other.
4. When everyone has had a turn to practise their forehand, let them all practise hitting backhand. Remind the learners to follow through with the shot.
5. Let the learners volley the ball to each other. They can make it into a game of its own to see how long they can volley without letting the ball drop to the ground.
6. If there is time in the lesson, allow the learners to play a game of tennis.

Activity 2

Play tennis

Resources: tennis racquets, tennis balls, tennis net

1. Allow the learners to work with a partner.
2. Let them play a game of tennis.
3. If the learners who are not playing on the court are feeling bored, let them practise their volleying nearby.

Assessment

- Are the learners able to hit forehand?
- Are they able to hit backhand?
- Can the learners volley the ball?
- Are the learners able to hit the ball over the net?

Activity 3

Confidence in water

Resources: swimming costumes, swimming caps, pool (if you have no access to a pool, a big bucket of water)

1. Only learners who are able to swim should be allowed into the pool area.
2. Learners who cannot swim must have special supervision and lessons.
3. Arrange for swimming lessons at school or at a nearby pool.
4. If there are no swimming facilities, you may coax the learners to overcome a fear of water by getting them to put their faces in a large basin of water.
5. Tell them to put their faces into the water and slowly exhale through their mouths blowing bubbles. If you are at a pool, the learners can get into the shallow end of the pool and submerge themselves in the water to do this.
6. It is advisable to have a qualified swimming instructor provide swimming lessons for the learners.

Activity 4

Locomotor movements

Resources: a whistle, flashcards with pictures of different movements

1. Divide the class into two groups.
2. Ask the learners to form two circles: an outer circle and an inner circle.
3. Tell the learners that when you blow the whistle, they must look at the flashcard to see what movement to do next. The circles must move in different directions.
4. Let them start with walking in their circles and getting their direction.
5. Blow the whistle and show them the next movement card.
6. Tell them to make the outer circle bigger, then smaller.
7. Let them make the inner circle bigger, so that it becomes bigger the outer circle.
8. Let the two circles overlap and still keep moving. The learners' paths will cross. They must be careful not to bump into each other.
9. You may put an obstacle in the way over which they must climb – still maintaining the circular formation.
10. You can create different circle formations while the learners continue to do the different movements like walking, running, jumping, leaping or climbing.

Activity 5

Develop laterality through swimming

1. This activity can only be done in a pool, so if your school does not have a pool, arrange a visit to a nearby pool. Also arrange to have a qualified swimming instructor to teach the learners.
2. They should learn the kicking action and the arm strokes for swimming.
3. Swimming lessons should be ongoing. It is advisable to let the learners swim at least once a week to develop their swimming skills. Swimming is a very, very important life skill and every effort should be made to ensure that all learners can swim.

Activity 6

Forward rolls and backward rolls

Resources: gym mats

1. Let the learners work in groups.
2. Ask the learners to do forward rolls. If there are still learners struggling with this, assist them by supporting them and talking them through the movement of a forward roll.
3. Let the learners do backward rolls. Again, assist learners who are struggling by talking them through the movement.

Activity 7

More swimming skills

Resources: swimming costumes, swimming caps, pool

1. Teach or ask the swimming teacher to teach the learners to glide.
2. Let them demonstrate buoyancy in the pool.
3. Observe the learners and assess whether they are kicking and using their arms correctly.

Assessment

Assess whether the learners are able to get the swimming technique right. Rate the learners for ability. Encourage those learners who are struggling.

Activity 8

A rhythmic sequence without apparatus

Resources: appropriate music for rhythmic sequences, a CD player

1. Let the learners work on their own.
2. Play a piece of music to them and ask them to devise their own rhythmic sequences.
3. Remind them about the different movements which they learned earlier in the year, for example, bending, twisting, balancing and moving their arms. They should take all these movements and combine them into a performance.
4. Give each learner a turn.

Activity 9

Practise swimming

Resources: swimming costumes, swimming caps, pool

Note: This lesson should be done at least once a week.

1. Take the learners to the swimming pool to practise swimming.
2. Allow the learners to learn at their own pace. Give stronger swimmers the opportunity to practise their swimming skills while the weaker swimmers are tutored.

Activity 10

Play cricket

Resources: mini cricket equipment

1. Divide the class into two teams.
2. Remind them how the game is played and the rules of the game.
3. Let the learners play a game of cricket.

Activity 11

Practise balancing

Resources: chairs, beanbags

1. Ask the learners to stand on their right leg (left leg for left-dominant learners) and bend their other leg to rest their foot against their inner thigh.
2. Ask them to lift their arms outstretched to the side to maintain their balance, and then raise their hands above their heads, keeping their palms together.
3. Let them keep this pose to the count of 10.
4. Let them stand on their chairs with both feet placed on the chair.
5. Let them lift one leg to balance on only one leg on the chair.
6. Give each learner a beanbag.
7. Tell them to walk with the beanbag in their hand with their arms outstretched to the sides.
8. While they are walking they must transfer the beanbag to the other hand. They must do this each time you give the instruction to 'change hands'.
9. Ask the learners to place the beanbags on their heads. Let them walk with the beanbags on their heads. This could become a game whereby the learner who manages to keep the beanbag on his or her head wins.

Activity 12

Practise cricket skills

Resources: mini cricket equipment

1. Divide the class into groups to practise batting, bowling, wicket keeping and fielding.
2. Remind the learners how to hold the bat, what stance to take, how to bowl and field, etc.
3. Let the learners practise these skills.

Activity 13

Play cricket

Resources: mini cricket equipment

1. Divide the class into two teams.
2. Remind them how the game is played and the rules of the game.
3. Let the learners play a game of cricket.

Activity 14

A rhythmic sequence with rhythm sticks

Resources: appropriate music, a CD player, ribbon sticks

1. Let the learners work in pairs.
2. Allow the learners to select their own music. Explain to them what is required for this activity and encourage them to practise at home.
3. Allow each pair to perform their piece to the class.

Activity 15

An obstacle course

Resources: a standard-sized table, four small tables, 10 chairs, cone markers, a balance beam, a long bench, soccer balls

1. Let the learners help you set up the various stations.
 - Station 1: balance beam – walk forwards on the balance beam till you reach the halfway mark, then turn around and walk the rest of the way backwards.
 - Station 2: a table, use a chair as a step up – get up onto the table and do a star jump from the table. Land gently with both feet on the ground.
 - Station 3: row of chairs – pack a row of chairs with a 50 cm space inbetween them. Learners must crawl under the chairs to reach the other side.
 - Station 4: long bench – learners do a forward roll on the bench.
 - Station 5: four tables – set the tables in a row with a 1 m space between them. Learners will climb over the first table, then under the second table, over the third and under the fourth table.
 - Station 6: cone markers – pack the cone markers in a row with a gap between them. The learners must run zig-zag between them as quickly as they can, then sprint to the end.
2. Explain to them what they will do at each station. As soon as they have completed a station, they must go to the next one.
3. Allow the first learner to go to station 1. As soon as he or she finishes station 1, send the next learner to station 1, and so on.
4. When they have finished station 6 and sprinted to the end, they may take a soccer ball and work with a partner to kick the ball to each other. They must not stop the ball. They should just kick the ball to each other.

Activity 16

Perform gymnastics

Resources: gym mats

1. Let the learners warm up.
2. Ask them to do a headstand. Remind them to be careful and to support their heads and use their arms to support their weight. They must try and hold the position to the count of 10.
3. Let the learners do a handstand. They must try and hold the position to the count of 10.
4. Let the learners do a crab stand (bridge stand). Remind the learners to keep straight legs and that their shoulders should be pushed over their hands.

Activity 17

A three-legged race

Resources: scarves, five buckets of water, five empty buckets, 10 cups

1. Let the learners choose a partner for the three-legged races.
2. They must tie their inner legs together with a scarf.
3. Place five buckets of water at the start line.
4. Place five buckets of water about 10 metres away.
5. Give each learner a cup.
6. The learners must take the cup, fill it with water from the bucket, then race to throw the water in the empty bucket.
7. The team whose bucket holds the most water is the winner.
8. Empty the water from the buckets into the school garden.

Activity 18

Do shadow imitations

Resources: gym mats, chairs

1. Let the learners work in pairs.
2. The one learner is the shadow of the other. Whatever the one learner does, the other copies the movements.
3. Each pair needs a gym mat and two chairs.
4. The first learner can walk, run, sit, do forward or backward rolls, and the second learner copies all the movements.
5. Let the learners swop places so that the first learner now becomes the shadow.

Self-assessment

Date:

My name:

Task:

I can do it. 😊 ☹️

I completed my work. 😊 ☹️

I need help. 😊 ☹️

I did not like. (Write or draw a picture.)

Self-assessment

Date:

My name:

Task:

I liked my work.

Yes

No

I completed my work.

Yes

No

I struggled.

Yes

No

I did not like. (Write or draw a picture.)

Group assessment

Date:		
Task:		
We worked well together.	Yes	No
We helped each other.	Yes	No
We took turns.	Yes	No
We struggled with the task.	Yes	No
We enjoyed the task.	Yes	No
We completed the task.	Yes	No
Our names are:		

Group assessment

Date:

Task:

We listened to each other.

Yes

No

We all gave ideas.

Yes

No

We all did our part.

Yes

No

We needed help.

Yes

No

We completed the task.

Yes

No

We enjoyed the task.

Yes

No

Our names are:

Parent/Guardian assessment

Date:		
I am assessing the work of		
Please tick		
	Yes	No
He/she struggled.		
He/she understood what to do.		
He/she could work on his/her own.		
He/she needed my help.		
He/she completed the task.		
Any other comments:		
Signature:		

Parent/Guardian assessment

Date:

Child's name:

Please tick

	Good	Fair	Needs attention
Understanding of the work			
Presentation of the work			
Accuracy			
Attitude towards the work			

Any other comments:

Signature:

Checklist: Working with clay

Task: _____ Date: _____

Learner's name	Rolls	Pinches	Pulls	Shapes	Can join	Responds to guidance	Uses mould tools (if applicable)	Works neatly	Cleans work area	Enjoys working with clay

Checklist: Making things

Task: _____

Date: _____

Learner's name	Participates in discussion	Listens when others speak	Works safely with equipment	Shares equipment	Follows instructions	Fulfils brief	Uses materials effectively	Thinks creatively	Works neatly	Cleans work area

Checklist: Obstacle course

This checklist may be used to assess learners on the obstacle course. The number of stations on the course may vary. You may insert the particular skill being assessed at each station.

Task: _____ Date: _____

Learner's name	Station 1	Station 2	Station 3	Station 4	Station 5	Station 6	Station 7	Station 8	Station 9	Station 10	Requires intervention

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Checklist: Mini tennis

Task: _____

Date: _____

Learner's name	Has determined dominant hand	Holds the racquet correctly	Running is balanced	Hits forehand over the net	Hits backhand over the net	Volleys the ball over the net	Understands the basic rules of the game	Enjoys playing tennis	Requires intervention

Rubric: A forward roll

Use the following rubric to assess how well the learner does a forward roll.

Task: _____ Date: _____

4	3	2	1
Starts in an upright position with hands extended straight up	Starts in an upright position with hands extended straight up but wide apart	Starts in an upright position with hands alongside body	Does not start in an upright position
Tucks chin into chest, and lowers head to floor	Tucks chin into chest, and lowers head to floor, but does not keep head lowered	Tucks chin into chest	Does not tuck in chin
Back of neck touches the floor	Back of neck touches the floor	Back of neck touches the floor	Back of neck does not touch the floor
Pushes off with feet, to roll over in one smooth movement	Pushes off with feet hesitantly, to roll over	Pushes off with feet hesitantly, to roll over	Pushes off with feet hesitantly, to roll over
Stays in ball position while rolling	Stays in ball position – at least halfway – while rolling	Does not maintain ball position	Unable to roll
Lifts torso from the ground and moves hands to either side of feet. Knees remain bent while lifting torso	Lifts torso from the ground and moves hands to either side of feet. Knees do not remain bent while lifting torso	Lifts torso from the ground and does not move hands to either side of feet. Knees do not remain bent while lifting torso	Unable to lift torso
Uses hands to push up into a standing position. Stands up quickly and neatly	Uses hands to push up into a standing position. Stands up with effort	Struggles to stand up. Does not use hands	Cannot get into a standing position after forward roll. Does not use hands
Finishes by raising hands over head	Finishes by raising hands over head but hands are wide apart	Arms are open to the side	Arms are down

Marks achieved: _____

Tip: If learners are struggling to keep their chins tucked in and remain in a ball when rolling, tell them to watch their belly buttons while they roll.

Monthly calendar
















Use this calendar to plan your lessons and plot important days each month.

MONTH _____		YEAR _____					
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	

Insert the month and the year at the top. Insert the date next to the day in each square. Put a line through the squares that you are not using this month.

See Learner's Book pages 4 and 5, Activity 1: Growing up



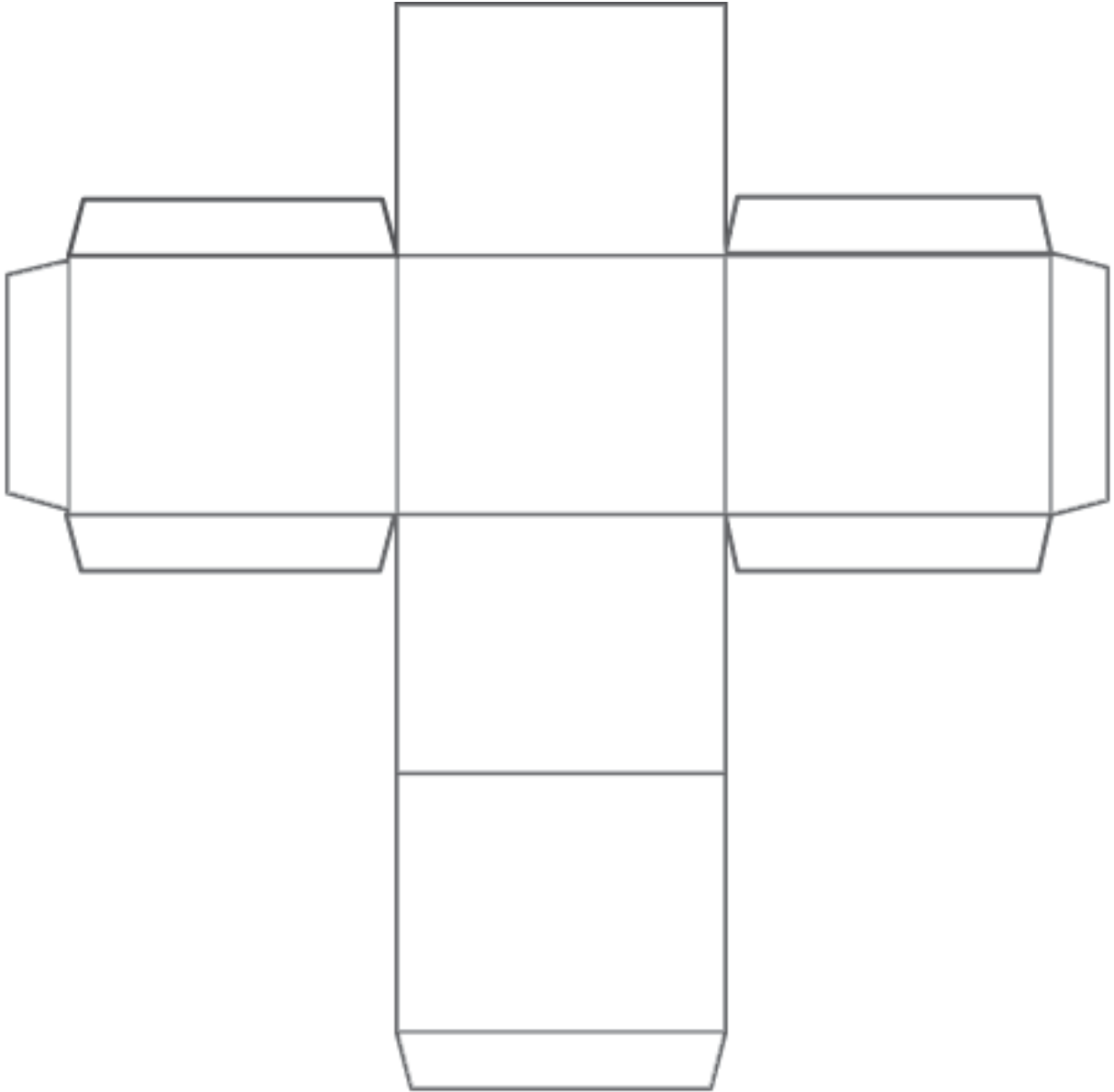
 <p>happy</p>	 <p>sad</p>	 <p>tired</p>
 <p>anxious</p>	 <p>sleepy</p>	 <p>content</p>
 <p>shy</p>	 <p>jealous</p>	 <p>sorry</p>
 <p>surprised</p>	 <p>angry</p>	 <p>proud</p>
 <p>afraid</p>	 <p>confused</p>	 <p>guilty</p>

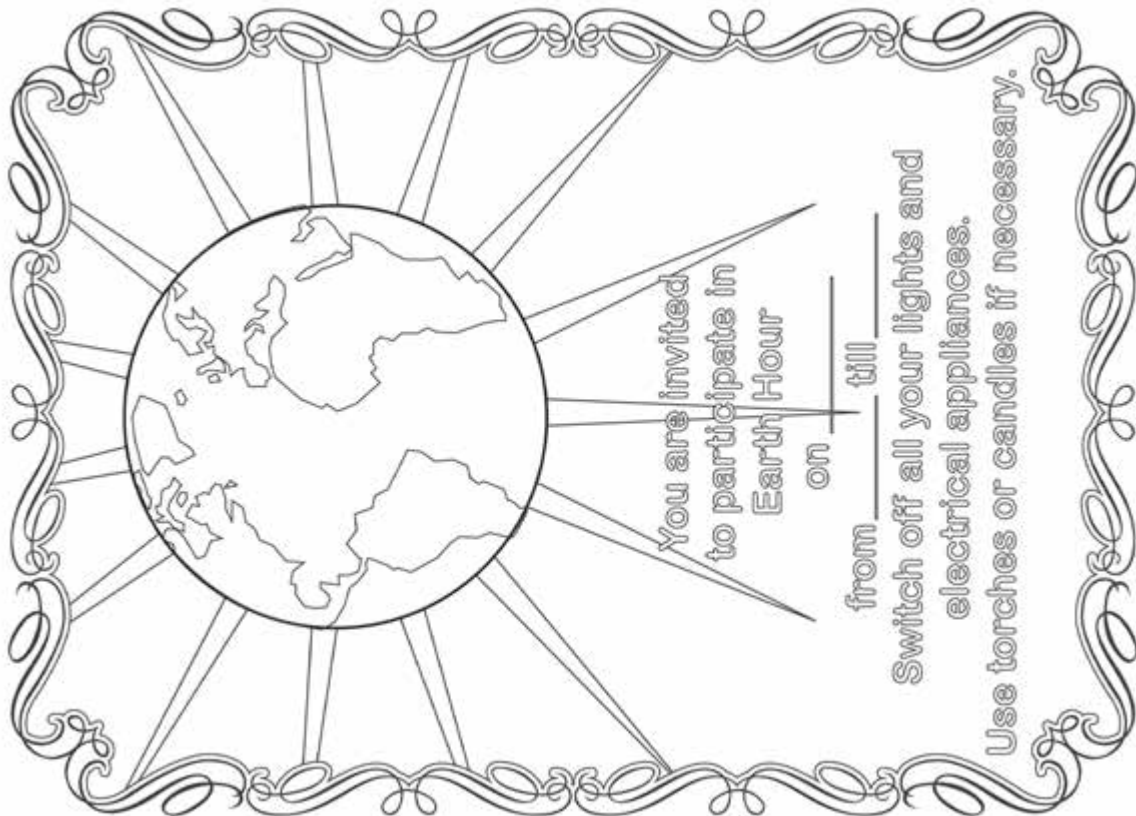
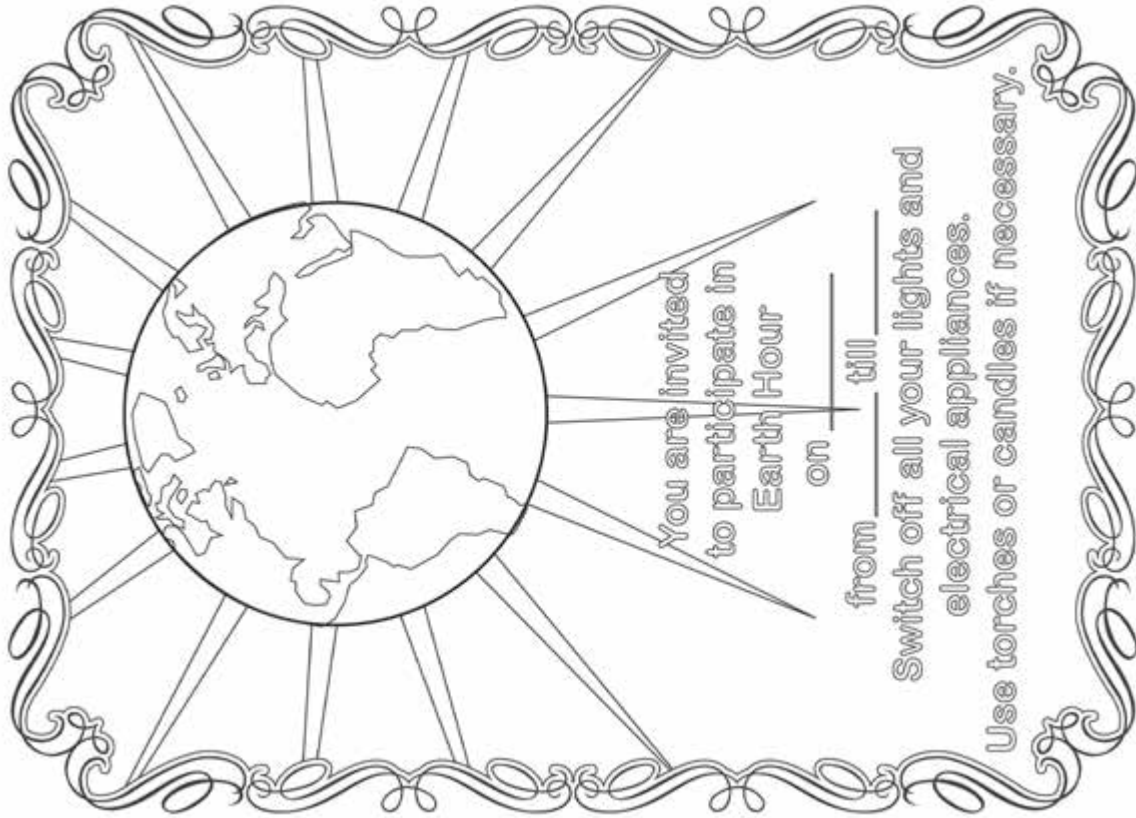


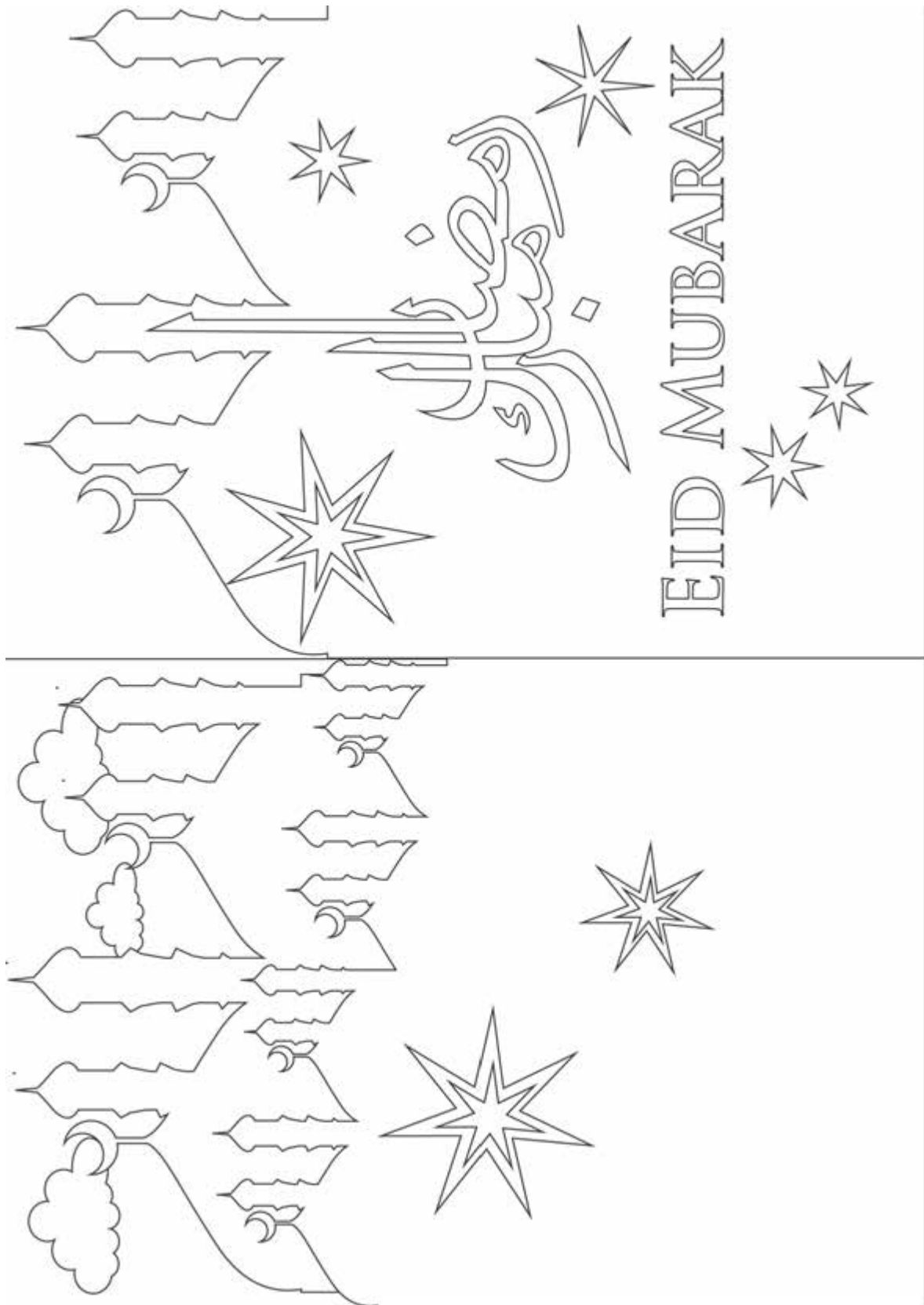
See Topic 1 Study Area: Creative Arts (Performing Arts) Activity 9:
Perform notated rhythm patterns

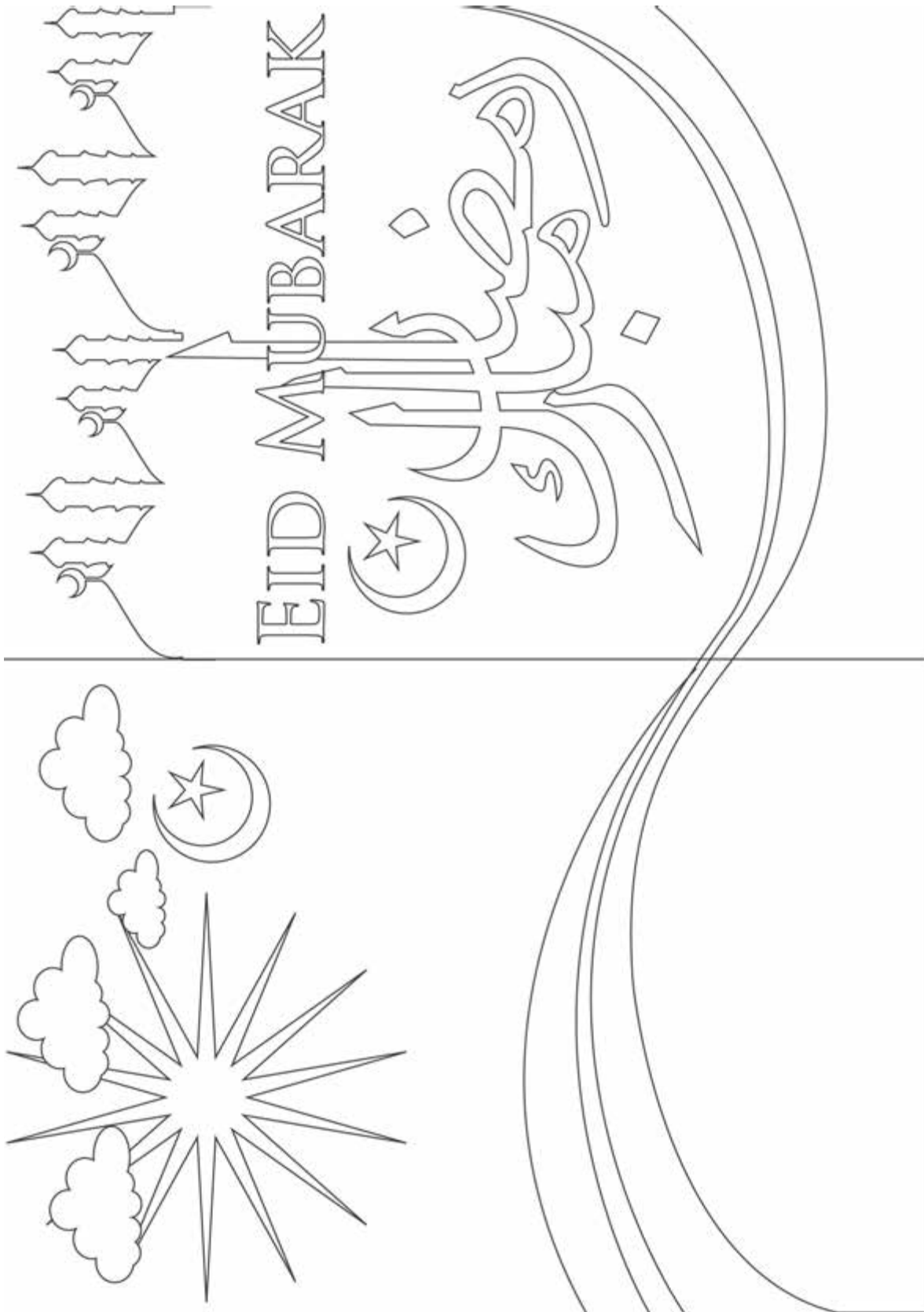
The page contains 15 blank musical staves, each consisting of five horizontal lines. These staves are arranged vertically down the page, providing space for students to write and notate their own rhythm patterns.

See Topic 2 Study Area: Creative Arts (Visual Arts) Activity 10:
Make a box

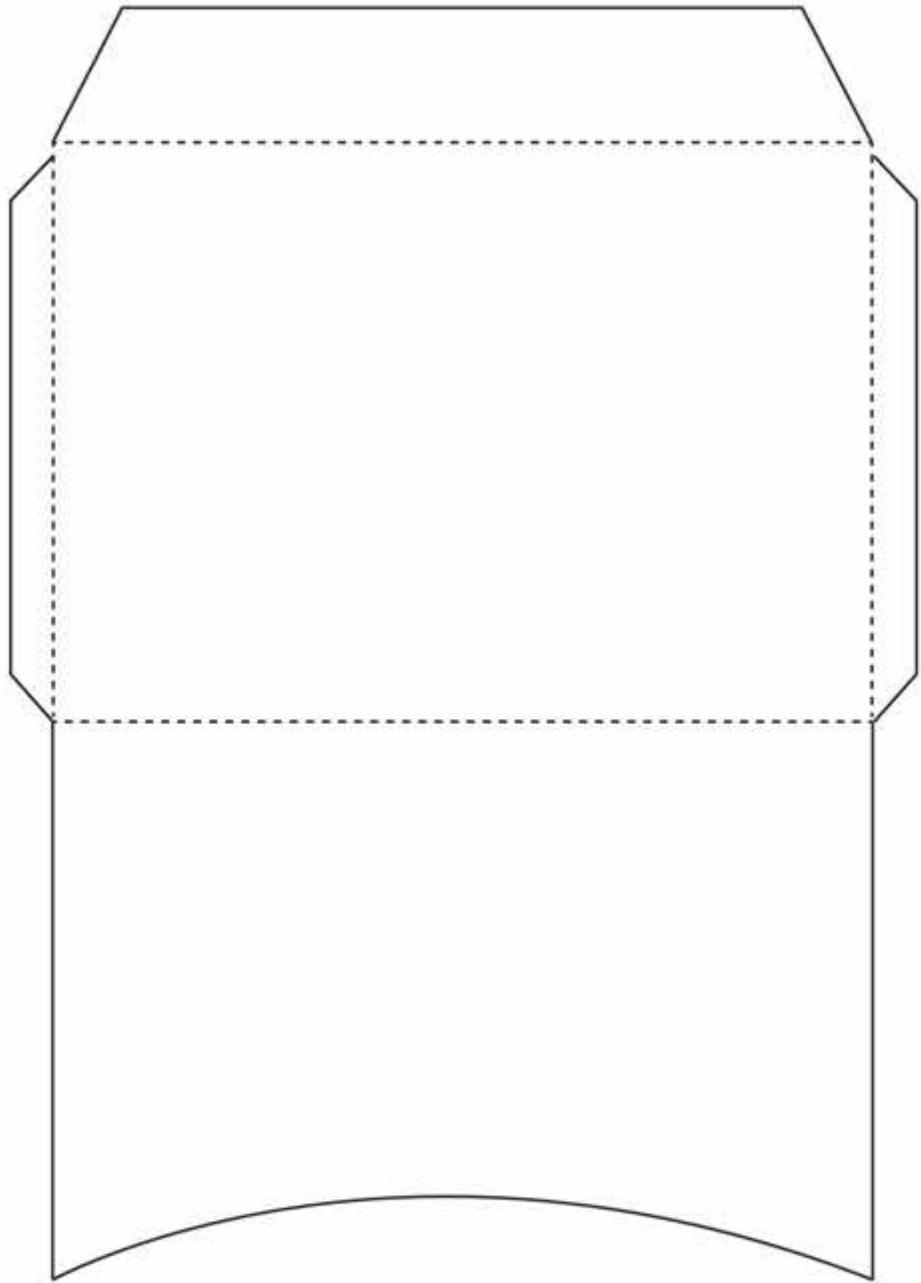


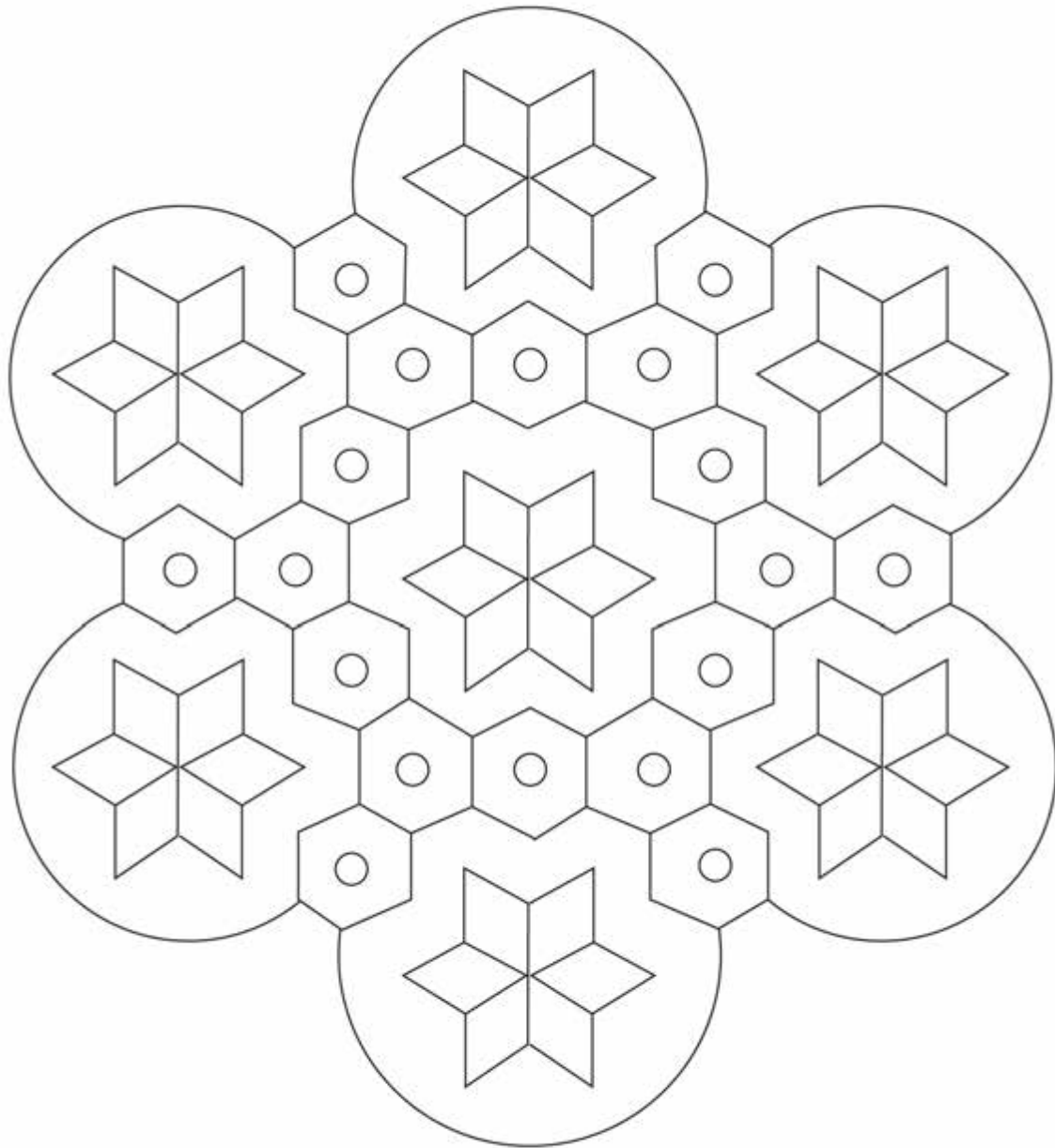






See Term 2 Religious days and special days, Activity 5: Eid and
Term 4 Religious days and special days, Activity 3: Christmas Day







Study & Master

Life Skills

Study & Master Lifeskills has been specially developed by an experienced author team for the Curriculum and Assessment Policy Statement (CAPS). This new and easy-to-use course not only helps learners to master essential content and skills in the subject, but gives them the best possible foundation on which to build their lifeskills knowledge.

The comprehensive Learner's Book:

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- includes good-quality illustrations, photographs and diagrams in full-colour
- offers current and relevant content.

The substantial Workbook:

- provides ample worksheets to consolidate the activities dealt with in the Learner's Book
- has additional activities that build on the content and concepts taught in the Learner's Book
- provides Assessment exercises for the teacher to use with learners.

The innovative Teacher's Guide includes:

- expanded contents pages that provide a detailed work schedule for the whole year
- guidance on the teaching of each lesson and on assessment for the whole year
- step-by-step support in the teaching of Creative Arts and Physical Education activities
- photocopiable record sheets and templates as well as additional songs and rhymes.



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