



GRADE

1

TEACHER'S
GUIDE

Platinum

Life Skills

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Platinum Life Skills Grade 1 Teacher's Guide

Maskew Miller Learning
10 Freedom Way, Milnerton, Cape Town, 7441

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Xth impression 20XX

ISBN 978-1-779-83327-3
EPDF ISBN 978-1-779-89546-2

Publisher: Mhlali Ndzendze
Managing Editor: Ru Bailey
Edited by Cynthia Jean Kilroe
Cover design by MML Visual Design
Cover artwork by MML Visual Design
Book design by MML Visual Design
Artwork by Chamique Johnson, MML Visual Design, Angie Bowring
Typeset by JSquare Studio
Printed by

Acknowledgements

The authors and publisher thank the following for the use of images:

Shutterstock

p5a, BearFotos; p5b, Shutterstock; p12a, Trzykropy; p12b, Africa Studio; p12c, VGstockstudio; p12d, SeventyFour; p62a, natrot; p62b, Howard Sandler; p62c, t2nfoto; p62d, godongphoto; p62e, majcot; p234, chomplearn;

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Dear teacher

As you step into your classroom each day, you are not simply entering a space filled with desks and textbooks, you are entering a place where futures are shaped, and possibilities are born. You hold the incredible power to inspire, guide and nurture the future leaders, innovators, and changemakers. By sharing your passion, you are doing far more than just teaching; you are planting the seeds of kindness, courage, respect and Ubuntu in every young heart.

We understand it's not always easy. The challenges of teaching, especially in under-resourced areas, can sometimes feel overwhelming. But with each challenge you face, you are making a real difference. You are showing your learners that their potential is limitless and that they are seen, valued, and capable of achieving greatness.

That is why our teaching resources are here to support you. Designed with Curriculum Assessment Policy Statement (CAPS) objectives in mind, they focus on inclusivity and on creating a learning environment where every child can see themselves represented. The images, stories, and lessons reflect the diversity of our local context, helping every learner feel a sense of belonging in your classroom.

And we have not forgotten about you. Your well-being is just as important as the success of your learners. We have included self-care tools to keep you motivated and healthy because we know that when you feel good, your classroom thrives. Your happiness influences not just your teaching but also the relationships you build with your learners, who look to you for hope and inspiration.

As South Africa continues to progress with the Basic Education Law Amendments Act (BELA), signed into law in 2024, the mission to create a more equitable and inclusive education system grows stronger. Your role in this mission is vital, and understanding both CAPS and BELA ensures your classroom is a place where learners are well-prepared for success.

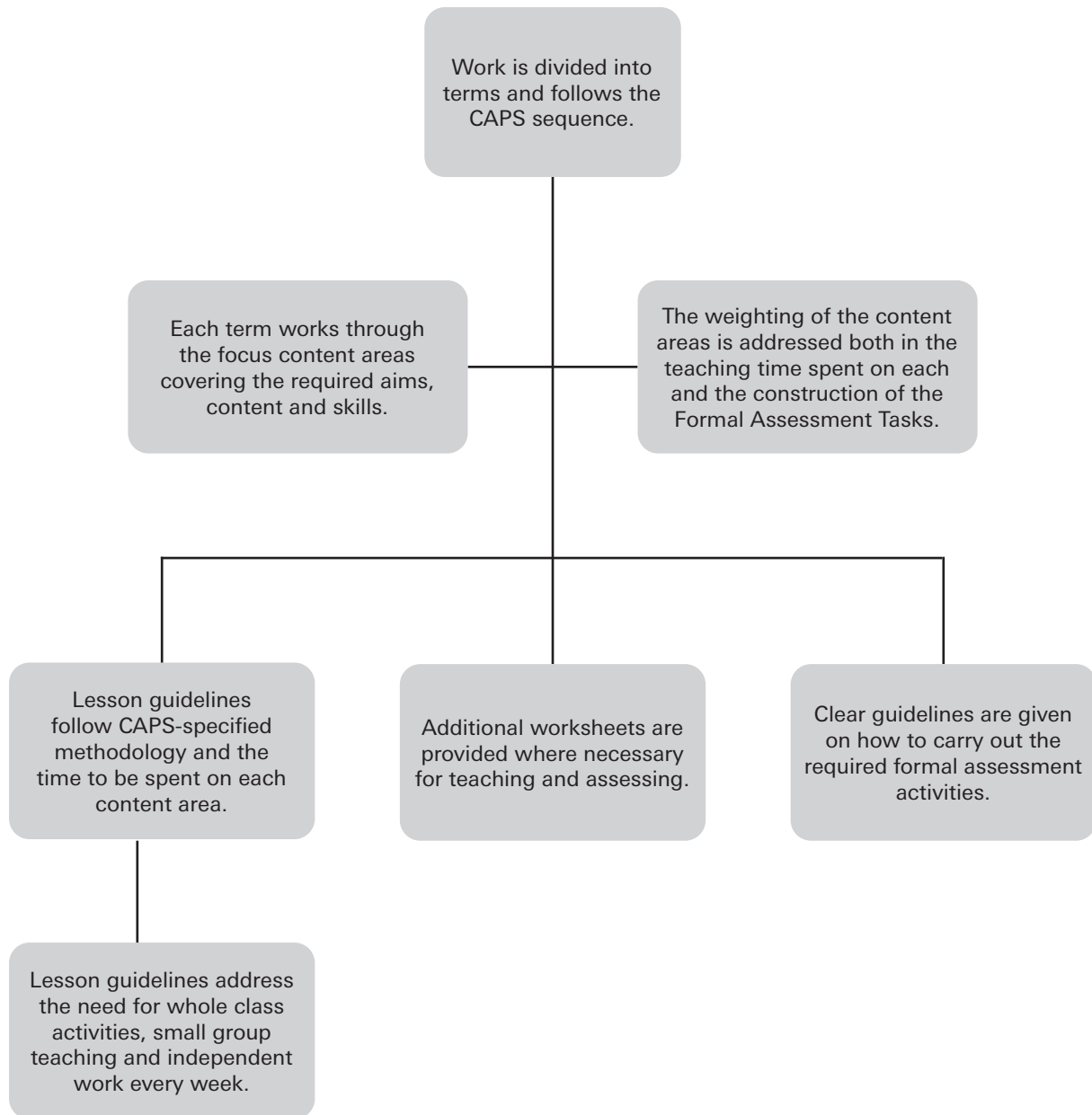
You are a powerful force for positive change, and the impact you make in your classroom is greater than you may notice. As you teach, know that you are not just guiding your learners; you are shaping the future of our communities, our country, and the world.

Thank you for everything you do!

How to use this series

Welcome to Platinum Life Skills Grade 1! This series consists of a Learner’s Book (LB) and a Teacher’s Guide (TG) that promotes the effective teaching of Life Skills in Grade 1. Life Skills Grade 1 was written in line with the requirements of the Curriculum and Assessment Policy Statement (CAPS) guidelines. So, when using this series, you can be confident that the curriculum content is fully covered.

Life Skills has been especially developed to comply with the CAPS for Life Skills in the following ways:



How to use the Teacher’s Guide and the Learner’s Book

The term colour in the Learner’s Book helps with navigation so that you know which term you are working in.

Each content area also has a colour so that you can easily see which skill is being covered on that day or in that week. The start of each topic outlines the outcomes, critical thinking question, the SKAVS (Skills Knowledge Attitudes and Values), beginning knowledge, assessments, and suggested resources.

Topic	
Outcomes	
Critical thinking questions	
SKAVS (Skills, Knowledge, Attitudes and Values)	
Beginning knowledge	
Assessment	
Resources	

Each topic will then be explained in terms of the following:

The teaching methodology or strategy, including:

- guidance for incorporating inclusivity and diversity
- highlighting the progression of knowledge, to show how the different cognitive levels have been addressed
- unpacking methods on how to assist learners with different learning abilities
- how to set up a classroom that encourages learning through play
- let us begin topic opener
- guidance for activities
- guidance for the Let Us Check exercise
- formal assessments
- photocopiable worksheets.

The Curriculum and Assessment Policy Statement (CAPS)

- The CAPS is one comprehensive document that provides guidelines for planning, content and assessment for all the subjects listed in the National Curriculum Statement for Grades R–12.
- **The Life Skills Annual Teaching Plans (ATP) provides guidelines for planning, content, and assessment in the Foundation Phase (Grades R–3).**

The Life Skills ATP supports the following principles.

✓
Critical thinking

✓
Problem solving

✓
Decision making

✓
Responsibility

✓
Self-awareness

✓
Self-management

✓
Personal values

✓
Cultural awareness

✓
Resiliences

✓
Ethics

✓
Diversity

✓
Citizenship

✓
Respect

✓
Mindfulness

✓
Positive attitude

✓
Perseverance

Time allocation

The instructional time allocation in the Foundation Phase is as follows:

Subject	Grade R (Hours)	Grades 1–2 (Hours)	Grade 3 (Hours)
Home Language	10	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	5	5	5
• Beginning knowledge	(1)	(1)	(1,5)
• Creative Arts	(1,5)	(1,5)	(1,5)
• Physical Education	(1,5)	(1,5)	(1)
• Personal and Social Well-being	(1)	(1)	(1)
Coding and Robotics	(1)	(1)	(2)
TOTAL	23	23	25

Time allocation of study areas in Life Skills

Grade R-2		Total Time Allocation Per Term	Grade 3		Total Time Allocation Per Term
Beginning knowledge and Personal and Social Well-being	2 hours per week	50 hours	Beginning knowledge and Personal and Social Well-being	2,5 hours per week	50 hours
Creative Arts	1,5 hour per week		Creative Arts	1,5 hours per week	
Physical Education	1,5 hour per week		Physical Education	1 hour per week	

SAMPLE LESSON PLAN TEMPLATE

Date:
Grade:
Subject: Life Skills
Content area:
Lesson topic:
Time duration of lesson:
CAPS page number:
Number of learners in class:
Prior learning / knowledge:
Learning objectives: By the end of the lesson / learning experience, the learners should be able to: Knowledge: Skills: Values / Attitudes:
Assessment:
Resources:

Lesson phases: (core content, activities, teaching approaches)

Introduction:

Development:

Consolidation:

Diversity, equity and inclusion

In this section, we would like you to think about your own classroom. Picture the learners sitting in front of you, each with their own story, experiences, and challenges. Now, remember a time when one of your learners struggled, perhaps with a difficult concept or something outside of school that affected their learning. What did you do in that moment? How did you reach out, make them feel seen, and guide them through the difficulty?

Your classroom is filled with this kind of diversity, not just in background but in needs and abilities. Our country continues to face deep inequalities, whether economic, racial, or social, and these challenges often appear in your classroom. Yet it is here, in the heart of the classroom, that change happens. As a teacher, you play a vital role in ensuring each child can succeed, no matter where they come from or what obstacles they face.

CAPS places inclusivity and diversity at its core. It is not just about teaching the curriculum but about recognising the unique potential in each learner and helping them succeed. We understand this is not always easy. The challenges in many schools are real, and as a teacher, you are at the forefront of addressing them.

That is why our learning and teaching resources are designed to support you. They reflect the local context, showing learners a world that they recognise in the exercises, activities, and assessments they encounter. These materials consider the range of experiences and abilities in your classroom, giving you the tools to be inclusive and to support every learner, regardless of their background.

By using these resources, you are not just teaching the subject matter, you are meeting your learners where they are, recognising their struggles, and helping them overcome the barriers they face. In doing so, you are shaping a brighter future for every child, for your community, and for South Africa.

In this series, we focus on **10 key types of diversity categories**, each carefully selected to ensure a broad and inclusive representation of different identities, perspectives, and experiences.

Table 1: Types of diversity

Diversity category	Definition	Coverage in the book
1. Cultural and ethnic diversity	This refers to representing various cultural and ethnic backgrounds, ensuring learners are exposed to different perspectives and traditions.	We have included characters, authors, and historical figures from diverse cultural backgrounds. Stories and examples incorporate a range of traditions, customs, and languages. This helps learners appreciate cultural richness and discourages stereotypes by offering balanced views on historical and contemporary issues.
2. Gender diversity	Gender diversity refers to the representation of all genders and includes discussions around gender roles, non-binary identities, and gender fluidity.	You will notice equal representation of all genders in text, illustrations, and examples. We've included non-binary and gender-fluid characters, along with activities that challenge traditional gender roles. For instance, both boys and girls are shown engaging in diverse career paths, from helping in the kitchen to science and arts, promoting gender equality.
3. Socioeconomic diversity	This involves representing people from different economic backgrounds and discussing issues of economic inequality.	We feature characters from a variety of socioeconomic contexts, highlighting challenges such as access to education, healthcare, and resources. This allows learners to engage with real-life examples and discussions that reflect diverse economic situations, making the content relatable to all.
4. Linguistic diversity	Linguistic diversity means including multiple languages and respecting the various dialects spoken by different communities.	You will find content that features multiple languages and encourages learners to respect different dialects. We've also included examples that highlight the importance of translation and interpretation, especially in a global village, preparing learners to be more inclusive in their communication.

Use of series

Diversity category	Definition	Coverage in the book
5. Disability and accessibility	This focuses on the representation of people with disabilities and addressing barriers to accessibility.	Characters with disabilities have been included, ensuring their representation in stories and activities. We also discuss issues of accessibility, whether physical, technological, or societal, and use inclusive, person-first language. This creates a more accepting environment for all learners and encourages empathy and understanding.
6. Sexual orientation and LGBTQ+ inclusion	LGBTQ+ stands for lesbian, gay, bisexual, transgender, queer or questioning, and others. The "+" represents inclusivity of other sexual orientations, gender identities, and expressions beyond those explicitly listed, such as non-binary, pansexual, asexual, and gender-fluid individuals. This term is used to encompass a broad spectrum of sexual and gender identities, promoting acceptance and inclusion for all.	LGBTQ+ family structures are represented throughout the books, offering a diverse perspective. We've included examples and scenarios that explore LGBTQ+ issues and rights, as well as discussions on anti-discrimination, helping learners understand and respect diversity in sexual orientation.
7. Religious and spiritual diversity	This involves representing a variety of religious beliefs and promoting respect for different spiritual practices.	Our books contain content that introduces learners to various religions and spiritual practices. We've also encouraged interfaith dialogue to help foster respect and understanding across different belief systems. Secular perspectives are included as well, ensuring all belief systems are respected and represented fairly.
8. Age diversity	Age diversity involves including people from different age groups and discussing issues related to aging.	In the books, you'll find characters and examples ranging from young children to the elderly. We've highlighted the importance of intergenerational relationships, as well as discussed age-related topics like retirement and ageism. This helps learners understand the value of every age group in society.

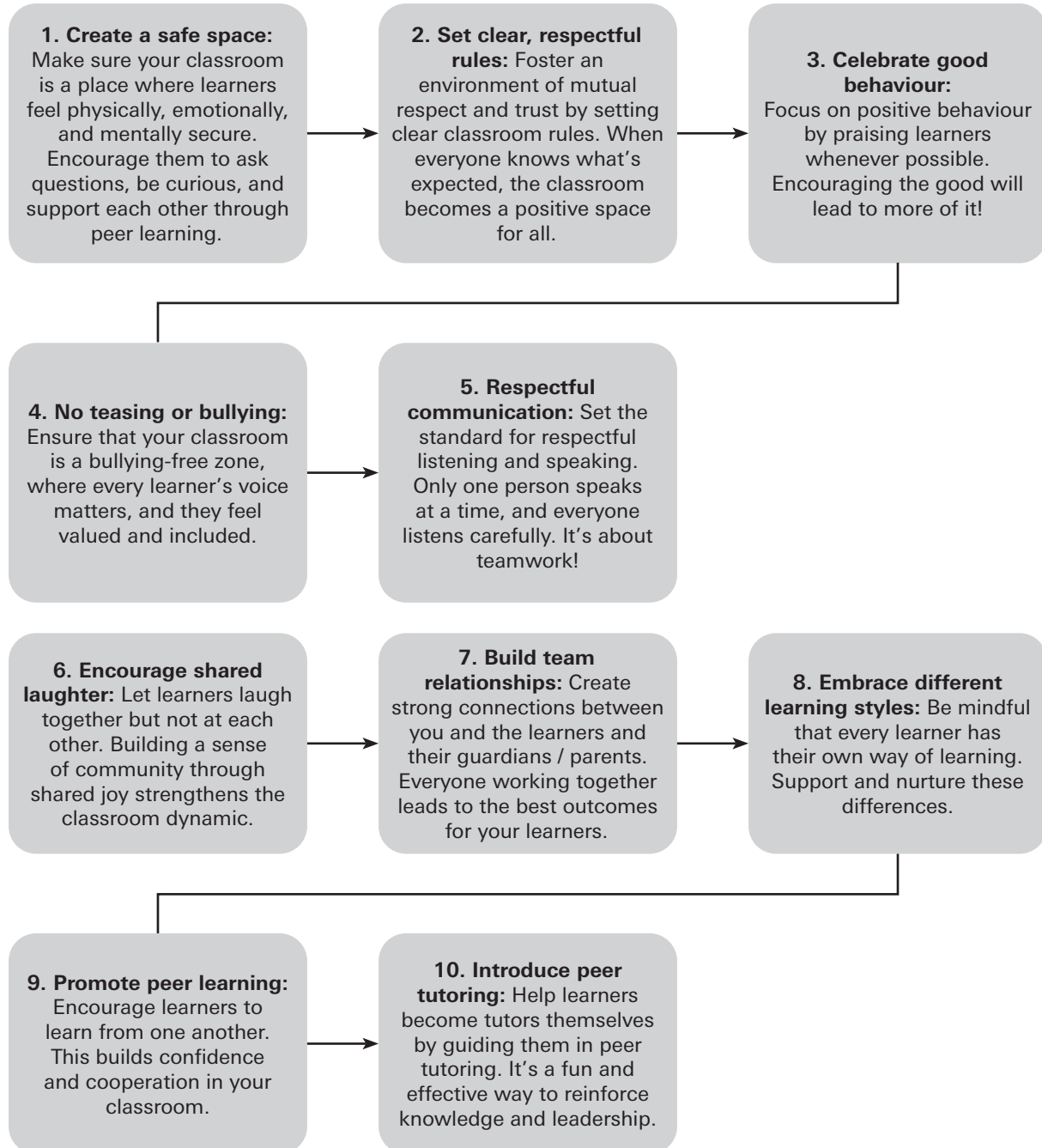
Diversity category	Definition	Coverage in the book
9. Geographic diversity	Geographic diversity represents people and issues from various regions and environments, both global and local.	The books include content from different regions around the world, addressing both global issues and local contexts that are relevant to learners. We've also balanced examples from urban and rural settings, showcasing the unique challenges and benefits of each environment.
10. Cognitive and learning diversity	This refers to addressing different learning styles, abilities, and cognitive differences, such as neurodiversity.	We have embraced cognitive and learning diversity by incorporating varied teaching methods that cater to different learning styles. Activities are designed to accommodate a wide range of learning needs, promoting an inclusive learning environment. We have also added quick pre-assessments for you to consider.

Creating an inclusive and diverse classroom

This Teacher's Guide is designed with inclusivity, diversity, and equity in mind. It provides resources that support you in creating inclusive learning environments and systems to cover the 10 key categories of diversity in Table 1 above.

Diversity in the classroom

As a teacher, your role is to ensure that your classroom is a space where learning, laughter, and respect all come together! Here are 10 strategies that you can use to keep things fun, safe, and positive for your learners:



Strategies 1–5: Building a positive and inclusive classroom environment

Celebrate every learner's uniqueness

It is important for learners to see themselves and their diverse experiences reflected in the classroom. This means showing diversity in physical appearance, languages, identities, cultures, religion, gender, sexual orientation (including LGBTQ+), ages, and cognitive abilities. Our books feature characters from different backgrounds to reflect these varied experiences. We carefully select images, artwork, and content that represents the different people, environments, and realities that make up South Africa and beyond.

We encourage you to do the same in your classroom. Use storytelling to highlight diverse backgrounds, show images of rural and urban settings, and talk about people with different physical abilities, cognitive abilities, and identities, including LGBTQ+. Discuss various religions, ages, and gender diversity, and explore the different economic situations your learners may encounter. Take time to teach about our connections with other countries and people across Africa and the world. By doing this, you help every learner feel seen, valued, and part of the larger global community.

Being mindful of bias and privilege

Ms Adams was teaching a lesson on cultures and traditions. Her learners came from a variety of backgrounds, and she was excited to see how the discussion would unfold. As the lesson began, she asked her learners to share a tradition or belief from their own families.

Lebo, a confident girl, spoke first, describing her family's Christian Christmas traditions. Several other learners followed, discussing similar holidays. But when it was Amina's turn, she hesitated. Amina's family practised Islam, and she shared her experience of celebrating Eid. Almost immediately, a few learners began whispering to one another, and one learner, unaware of the impact of his words, muttered, "That's not a real holiday."

Ms Adams quickly sensed the tension in the room. She had an important choice to make. Ignoring the comment might mean letting bias take root, while addressing it offered a chance to teach a valuable lesson.

Ms Adams paused the discussion and asked the class to reflect. "What does it mean when we dismiss someone's beliefs or traditions? How would you feel if the roles were reversed, and your special day was called 'not real'?" The classroom grew quiet as the learners began to think about their comments.

She then explained the importance of understanding and respecting different beliefs, using Amina's experience as a teaching moment. Ms Adams didn't scold or shame the learners but instead guided them through a discussion on why it's important to honour all cultures, even when they are unfamiliar. The class reflected on how bias, both old and new, can shape their views of others, often without them realising it.

Lessons from Ms Adams's class

Bias and assumptions can appear unintentionally –
Even without intending harm, learners may make comments that reflect unconscious biases. It's important to pause and address these moments with care and awareness.

Every voice matters –
Ms Adams ensured that Amina's voice and experience were valued by the entire class. By fostering an inclusive discussion, she emphasised that everyone's background deserves respect.

Encourage self-reflection –
Instead of lecturing, Ms Adams invited her learners to think about how they would feel if they were in Amina's shoes. This helped the learners understand the importance of empathy and self-awareness in their actions.

Create a space for dialogue –
When bias or prejudice surfaces, it's not enough to silence it. Opening the floor for discussion helps learners understand why certain words or actions can be harmful, giving them the tools to challenge these attitudes in the future.

Learning through challenges –
Discomfort can be a powerful teacher. Ms Adams used a difficult moment to encourage her learners to question their assumptions, showing them that classrooms are places for growth, not just knowledge.

Life Skills Study Areas

Beginning Knowledge and Personal and Social Well-Being

Beginning Knowledge is a combination of content and concepts derived from Social Sciences (History and Geography), Natural Sciences and Technology.

The key concepts and skills relating to these disciplines are detailed below:

Social Science Concepts: conservation; cause and effect; place; adaptation; relationships and interdependence; diversity; individuality; change

Natural Science Concepts: life and living; energy and change; matter and materials; planet earth and beyond

Scientific Process Skills: The process of enquiry which involves observing, comparing classifying, measuring, experimenting and communicating.

Technological Process Skills: The process taken to investigate, design, make evaluate and communicate.

Personal and Social Well-Being

Personal and Social Well-Being includes social and emotional health and relationships with other people and our environment, including values and attitude. This study area will help learners to make informed decisions and to be moral and accountable about their health and the environment.

Personal and social well-being addresses issues related to nutrition, disease, safety, violence, abuse and environmental health. Learners will develop the necessary skills that will enable them to make positive contributions to family, community and society while practising the values embedded in the Constitution, such as respecting the rights of others and to show tolerance for cultural and religious diversity to contribute to a democratic society.

Creative Arts

Creative Arts is made up of four art forms including dance, drama, music and the visual arts. The purpose of Creative Arts is to develop learners as imaginative individuals with an appreciation of the different art forms. Foundation Phase learners are naturally creative and so they are able to effectively learn the arts through play. The focus of learning should be on the development of skills through enjoyable experiences. Creative Arts aims to create a foundation for creative, cognitive, emotional and social development. It is organised into two parallel streams-Visual Art and Performing Art.

Visual Arts

Visual Arts develops sensory-motor skills and fine and gross motor coordination through the manipulation of materials through a variety of art techniques. **Two-dimensional (2D)** work aims to develop the learner's perception of the real world through visual and sensory stimulation, discussion and questioning and through the drawing of the physical body in motion. **Three-dimensional (3D)** work develops the concept of space and shape through joining pieces of clay, gluing or pasting of paper, cutting shapes, folding, tying and wrapping. Learners should be able to talk about lines, shapes and colours.

Performing Arts

Performing Arts allows learners the opportunity to creatively communicate, dramatize, sing, make music, dance and explore movement. This stimulates memory, promotes relationships and builds self-confidence and self-discipline.

Physical Education

Physical Education promotes the development of the learner’s gross and fine motor skills and perceptual development which is fundamental to the Foundation Phase. Physical and motor development is integral to the holistic development of the learner, and contributes significantly to learners’ social, personal and emotional development. This are focuses on perceptual and locomotor development, rhythm, balance and laterality.

Life Skills content coverage annexure

The Life Skills subject plays a crucial role in the overall development of learners. It focuses on their social, personal, intellectual, emotional, and physical growth, and emphasizes how these aspects are interconnected. The content coverage outlines the topics to be taught each term.

To keep track of the content and skills taught in each study area, teachers can refer to the content coverage annexure below. This will help ensure all topics are covered for each grade and study area. Teachers can adapt the annexure for every term and grade.

Grade: 1		
Term: 1		
Study area: Beginning Knowledge and Personal and Social Wellbeing		
Content coverage	Hours spent per topic	Progress
Topic 1: Me	6	
Topic 2: At school	4	
Topic 3: Healthy habits	4	
Topic 4: The weather	4	
Study area: Creative Arts (Visual Arts and Performing Arts)		
Content coverage	Hours spent per topic	Progress
Topic 1: Me	3	
Topic 2: At school	3	
Topic 3: Healthy habits	4.5	
Topic 4: The weather	3	

Study area: Physical Education		
Content coverage	Hours spent per topic	Progress
Topic 1: Me	3	
Topic 2: At school	3	
Topic 3: Healthy habits	4.5	
Topic 4: The weather	3	

Term: 2**Study area: Beginning Knowledge and Personal and Social Wellbeing**

Content coverage	Hours spent per topic	Progress
Topic 5: My family	4	
Topic 6: Safety in the home	4	
Topic 7: My body	6	
Topic 8: Keeping my body safe	4	

Study area: Creative Arts (Visual Arts and Performing Arts)

Content coverage	Hours spent per topic	Progress
Topic 5: My family	4,5	
Topic 6: Safety in the home	3	
Topic 7: My body	3	
Topic 8: Keeping my body safe	3	

Study area: Physical Education

Content coverage	Hours spent per topic	Progress
Topic 5: My family	4,5	
Topic 6: Safety in the home	3	
Topic 7: My body	3	
Topic 8: Keeping my body safe	3	

Use of series

Term: 3		
Study area: Beginning Knowledge and Personal and Social Wellbeing		
Content coverage	Hours spent per topic	Progress
Topic 9: My community	4	
Topic 10: Pets	2	
Topic 11: Manners and responsibilities	2	
Topic 12: Plants and seeds	4	
Topic 13: Food	6	
Study area: Creative Arts (Visual Arts and Performing Arts)		
Content coverage	Hours spent per topic	Progress
Topic 9: My community	3	
Topic 10: Pets	1.5	
Topic 11: Manners and responsibilities	1.5	
Topic 12: Plants and seeds	3	
Topic 13: Food	4.5	
Study area: Physical Education		
Content coverage	Hours spent per topic	Progress
Topic 9: My community	3	
Topic 10: Pets	1.5	
Topic 11: Manners and responsibilities	1.5	
Topic 12: Plants and seeds	3	
Topic 13: Food	4.5	

Term: 4		
Study area: Beginning Knowledge and Personal and Social Wellbeing		
Content coverage	Hours spent per topic	Progress
Topic 14: Homes	4	
Topic 15: Picture maps	4	
Topic 16: Water	4	
Topic 17: The sky at night	4	
Study area: Creative Arts (Visual Arts and Performing Arts)		
Content coverage	Hours spent per topic	Progress
Topic 14: Homes	3	
Topic 15: Picture maps	3	
Topic 16: Water	3	
Topic 17: The sky at night	3	
Grade: 1		
Study area: Physical Education		
Content coverage	Hours spent per topic	Progress
Topic 14: Homes	3	
Topic 15: Picture maps	3	
Topic 16: Water	3	
Topic 17: The sky at night	3	

Why do we assess learners?

We assess learners to:

- find out what they already know and build on that knowledge and experience,
- keep track of the development of each learner to get a picture of the learner's progress over a period of time, not just in one day or one week,
- see if the learner is developing holistically or if they need support in certain areas,
- identify barriers to learning and find ways to help the learner overcome these to the best of their ability,
- build a full picture of each learner, understanding their strengths, challenges and particular interests and needs.

Assessment includes various methods to measure learners' progress and understanding. Regular assessments help you see how well learners grasp concepts and apply their skills. In the foundation phase, continuous assessment allows for ongoing monitoring of learner progress and teaching effectiveness. This enables you to evaluate your teaching methods and learner growth, helping you make informed, daily instructional decisions.

Assessment for learning is naturally integrated into your teaching process, where fun, engaging, and supportive methods encourage active participation from learners. It helps identify where learners need more support and guides your instruction to meet their needs.

Observe during activities

Watch how learners approach tasks and ask guiding questions to support them.

Thumbs up, thumbs down

Use this after a lesson as a quick check of the learners' understanding.

Exit tickets

Learners draw or write something they learned at the end of a lesson to show understanding.

Think-pair-share

Learners think individually, discuss with a partner, and then share with the class to assess understanding.

Peer feedback

Learners share work with classmates and give simple constructive feedback to reflect on their work.

Learning journals

Learners keep journals to document what they've learned, giving insight into their progress.

Group activities and games

Fun, collaborative tasks allow you to observe abilities in real time.

Questioning during lessons

Use open-ended questions to encourage learners to explain their thinking and reasoning.

Assessment as learning involves learners reflecting on their progress, encouraging them to take responsibility for their own learning. Through this, they actively assess their own understanding, which promotes deeper learning and self-awareness.

K-W-L (Know-what to learn) charts
Learners fill out what they know, want to know, and later what they've learned to connect prior knowledge with new concepts.

Concept mapping
Learners create maps showing what they know and add new information as learning progresses.

Brainstorming
Activate prior knowledge by having learners brainstorm ideas related to a new topic.

Exit tickets
Learners explain how new information connects to something they already knew.

Story completion
Provide a story start and let learners finish it using prior knowledge.

What's missing?
Present incomplete ideas or pictures and have learners fill in gaps using what they know.

Interactive discussions
Begin lessons by asking learners to relate the new topic to previous experiences or knowledge.

Learning journals
Learners reflect weekly on how new information connects to what they already know.

Assessment of learning provides you with evidence of learner achievement at specific points in time, helping you gauge overall progress and make informed decisions about their progression.

End-of-term tests
Formal tests to evaluate mastery of content.

Quizzes
Short tests to check understanding after lessons.

Written assignments
Tasks to assess understanding through writing.

Projects
Creative tasks to demonstrate knowledge.

Reading assessments
One-on-one assessments to gauge reading fluency.

Performance tasks
Applying knowledge in real-life scenarios.

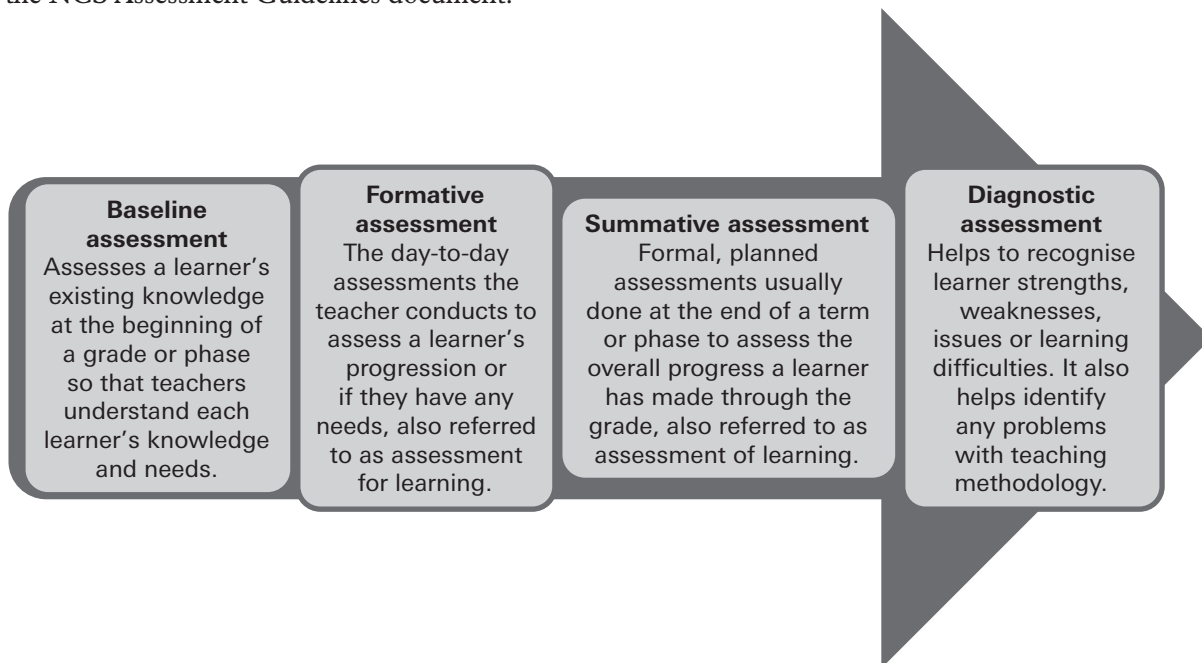
Portfolios
Collection of work to track progress over time.

Oral presentations
Learners present their understanding verbally.

The National Curriculum Statement (NCS) outlines literacy, numeracy, and life skills as the three key areas for foundation phase learners, which must be assessed. The Department of Education provides a **Foundation Phase Assessment Guidelines Framework** to support teachers in developing and implementing CAPS-aligned practices. This series uses **variation theory** in its content design, helping you and your learners meet the principles and purposes of assessment set by the NCS.

Types of assessments for Foundation Phase

The Department recognises four types of assessments for Foundation Phase, which are documented in the NCS Assessment Guidelines document:



Reading assessment in the Foundation Phase

Meet Lily, a bright and curious Grade 3 learner who loves coming to school. However, despite her enthusiasm, she faces challenges in almost every subject. During language lessons, Lily often asks to go to the bathroom, afraid her teacher will call on her to read aloud to the class. In Maths, she struggles with word problems, finding them hard to follow. In Coding and Robotics, she can't keep up with the written instructions for activities, and in Life Skills, she misses important information because she can't read the workbook text. It soon becomes clear to her teachers that the real issue isn't with the subjects themselves, but with Lily's difficulty in reading fluently. Without strong reading skills, she struggles to understand questions, follow instructions, and take in new information across all her subjects.

If you think about your own learners, you'll see that Lily is not alone. Many young learners in your class may also struggle to read at the level expected for their age. These learners, like Lily, face difficulties across various subjects, not because they lack interest or ability, but because they haven't yet developed the reading skills needed to fully engage with their work. This common challenge highlights the importance of prioritising reading development in the Foundation Phase, ensuring every learner gets the support they need to thrive.

Quick assessments for differently-abled learners

As learners progress through Grades R–3, it is common to notice a wide range of abilities and learning styles within the classroom. While many learners develop their skills at different rates, some may show signs of learning or physical disabilities that could affect their academic progress. Early identification of these challenges is crucial, as timely intervention can provide the support learners need to succeed.

Leah's journey

Leah was a bright and imaginative Grade 2 learner, full of curiosity and creativity. She loved to draw and build things with her hands, often losing herself in her artwork for hours. Despite her clear talents, Leah struggled in many areas at school. She found it difficult to stay focused during lessons, especially when the classroom was noisy or busy. She often felt overwhelmed by changes in routine, such as a substitute teacher or a new seating arrangement, and she became anxious when asked to participate in group activities.

Her teacher noticed that Leah preferred to work alone and rarely played with her classmates during break times. When it came to following verbal instructions, she sometimes seemed confused or frustrated, even when the instructions were repeated. Though she excelled in creative tasks, Leah had trouble expressing her ideas during class discussions and often avoided eye contact, making it hard for her teachers to engage with her.

As the school year went on, Leah's guardian and teacher became increasingly concerned. While her academic performance in subjects such as art was strong, her struggles with communication, social interaction, and handling sensory overload were becoming more noticeable. Her guardian wondered why Leah found it so hard to cope with things that seemed easy for other children her age.

After several meetings with her teachers, Leah was referred for an evaluation. It was during this process that Leah and her family learned she had Autism Spectrum Disorder (ASD). For years, Leah had been dealing with difficulties related to sensory sensitivity, communication, and social interaction without knowing why.

With this newfound understanding, Leah's teacher and guardian worked together to create a more supportive environment for her. In the classroom, her teacher used visual schedules to help her manage changes in routine and provided a quiet space where she could go when she felt overwhelmed. Leah was also given extra time to process verbal instructions and was allowed to work in smaller groups or independently when needed.

Understanding her autism not only helped Leah but also empowered her teacher to tailor support in a way that played to her strengths. Over time, Leah became more confident in class. She learned strategies to cope with sensory challenges and began to feel more comfortable in social situations. With the right support, Leah was able to thrive, proving that a diagnosis isn't a barrier to success, but a key to unlocking the right tools for growth.

This story highlights the importance of recognising the signs of autism and any other learning disorders or disabilities early, allowing for the right interventions that can help learners like Leah overcome challenges and achieve their full potential.

Pedagogical approach

Variation theory is a pedagogical approach that focuses on how learners discern and understand critical aspects of a concept by experiencing **variations** in what is being taught. The core idea is that learners grasp a concept more deeply when they are exposed to multiple examples and non-examples that highlight the differences and similarities within a particular subject.

The basic idea of **variation theory** is that learners learn better when they see differences and similarities in what is being taught. It suggests that learners cannot fully understand something unless they see it in different ways or situations. By showing both what the concept is and what it is not, learners can focus on what really matters.

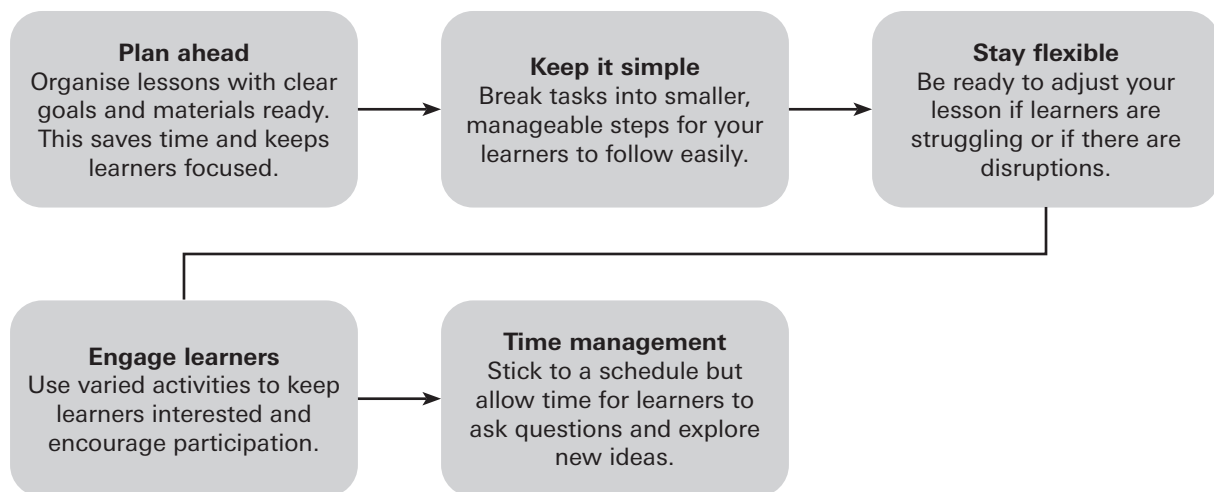
Assessments

In simple terms, **to learn a concept well, learners need to see what changes and what stays the same.** This helps them notice the important parts of the idea. As teachers, we can help by showing different examples that highlight these differences, making it easier for learners to understand deeply.

Key aspects of variation theory in teaching and learning include:

- 1. Focus on critical features:** The teacher identifies the essential characteristics of the concept and presents variations that emphasise those features.
- 2. Patterns of variation:** The teacher uses different patterns to help learners see what varies and what remains constant. These patterns include the following:
 - **Contrast:** Presenting opposing examples to highlight differences.
 - **Generalisation:** Showing variations within the concept to grasp the broader application.
 - **Separation:** Presenting each feature in isolation to focus on its importance.
 - **Fusion:** Combining critical features to see how they interact within the concept.
- 3. Discernment:** By experiencing varied examples, learners can discern what aspects are important and develop a deeper understanding of the concept.

Effective lesson management



Teacher wellness

Teaching is a high stress career. Not only is it a demanding career, with many resourcing challenges, it can also present many dangers in a country with high levels of crime and violence. For these reasons it is imperative that you have systems in place to take care of yourself, decompress and process your experiences and concerns.

Mindfulness and meditation

Take a few minutes each day to relax by practising mindfulness. Breathing exercises and calming your thoughts can help reduce stress. Free resources for meditation are available online and it can be done in your classroom during quiet moments.

Build supportive communities

Join or create a group of fellow teachers for support and learning. Sharing experiences with others can help you manage the challenges of teaching and offer new perspectives.

Healthy lifestyle

Maintain a balanced diet, stay physically active, and look after your voice. Simple daily habits such as staying hydrated, eating nutritious meals, and exercising regularly will keep your energy levels up and protect your health.

Mental and emotional health

Teaching young, vulnerable children can be emotionally demanding. It's important to have a safe space or outlet where you can talk about your responsibilities and process the mental load of your role.

Classroom management

Managing large classrooms, common in many schools, can be challenging. Establishing cooperative classroom guidelines helps foster a respectful, inclusive learning community. Involving learners in setting behaviour and learning goals promotes ownership of the rules and expectations.

Effective classroom management strategies include the following:

- **Setting boundaries:** Clearly communicate rules and boundaries from the start and continually reinforce them.
- **Routine and structure:** Maintaining consistent routines helps manage large classes.
- **Peer work:** Pairing or grouping learners fosters peer teaching, collaboration, and shared responsibility.
- **Visual and audio aids:** Use visual aids (posters, hand signals) and audio cues (music, clapping) to reinforce instructions.
- **Differentiated instruction:** Tailor lessons to meet the varying needs of learners in the class.

Multi-grade class management

In multi-grade classes, where different grades are taught together, it's essential to understand each learner's abilities. Start lessons with activities that involve all learners and assign tasks based on their individual skill levels. Use pair or group work to allow learners to collaborate, whether they have similar or different ability levels. Scaffold tasks to ensure learners of all abilities remain engaged and can contribute meaningfully.

Supporting various learning styles

In any classroom, whether with 15, 20, or 40+ learners, there will be a range of learning styles. These are ways in which learners absorb, process, understand, and remember information. To create an

Assessments

inclusive learning environment, it's essential to identify and support each learner's learning style and adapt your teaching methods to meet their needs.

According to the VARK system, learning styles are grouped into four main categories:

- Visual/spatial learning: This is the most common style. These learners excel when information is presented visually, such as through diagrams, charts, and observation.
- Auditory learning: These learners process information best by hearing, speaking, and listening. Discussions and verbal explanations help them understand new concepts.
- Reading and writing learning: Learners in this category thrive by reading and writing. They excel in processing written information and have strong theoretical skills.
- Kinesthetic/tactile Learning: These learners prefer to learn by doing. They process information through touch, movement, and hands-on experiences, excelling in practical tasks.

Topic 1 About me

Study area	Beginning Knowledge and Personal and Social Well-being
Teaching time	6 hours
Recommended resources	Visual images; flashcards; DBE Rainbow Workbook 1.
Learning outcomes	By the end of this topic, learners should be able to: <ul style="list-style-type: none"> • Identify self-identity • Improve self-esteem • Respect differences.
Skills	<ul style="list-style-type: none"> • Compare • Observe • Identify
Knowledge	Everyone is unique. Identify and explore the different things.
Value	Respect
Attitude	Tolerance
Beginning knowledge	<ul style="list-style-type: none"> • Perceptual skills • Everyday knowledge • Similarities and differences
Critical thinking questions	<ul style="list-style-type: none"> • How I am the same as my friends? • How am I different to my friends?
Integration	<ul style="list-style-type: none"> • Home language: Listening and speaking: Prepared and unprepared speech: Sharing ideas and experiences and show understanding of concepts • Mathematics: 3.3. Viewing of objects: Draw and interpret 3-D objects from different positions. Counting simple numbers up to 10
Teaching methodology	Discussion, demonstration, instruction, questioning, informal assessment.
Assessment	Use observation to assess individual learners during the activities. Assessment should be informal and continuous.
Rubric	Informal assessment pages 4, 6, 7 and 17.

Let us begin

LB page 1

When introducing this topic, emphasise what makes us different. This could be our smile, height, hair, or colour of our eyes. The purpose of this topic is to teach learners to embrace difference and understand that being different is okay. Tell learners to look around the class to see if everyone is the same height. Ask them if everyone's hair is the same length and colour. Ask them all to smile. Look around the class and see if all the smiles look the same. Ask them what they notice.

Please be sensitive to the fact that a learner could have a physical abnormality. Please be aware that learners may respond negatively to one another's differences.

Take responses from approximately five learners depending on the class size. Ensure you pick learners from different racial groups. Learners should notice that everyone looks different. Tell them that that difference means we are all different and **unique**.

- Visual images could be used as well. Show images of learners who look different and ask learners to identify the differences.
- Look at the image on the topic opener page.
- Ask prompting questions. For example: What do you see? How many children are there?
- Ask learners to point to themselves.
- Ask learners to point to their friend.
- Ask learners to point to another classmate.
- This helps to emphasise that the learners in the image are pointing to themselves.
- Ask learners what they are doing and if they can describe each child.
- Ask various learners to respond.
- Explain that they all look different because they are unique.
- Paste the new word up in class in big bold letters.

Suggested answers

1. There are five children in the picture.
2. The children are pointing at themselves.
3. No, they all look different.

Activity 1 (Learner's Book page 1)

Work in pairs.

Activity guidance

- Learners sit in pairs at their desks or on the mat.
- Explain that you will read the questions.
- Learners must think about what they see, think about the answer, and then take turns to answer.
- Circulate around the class to listen to learners' discussions.
- Read the questions out loud.
- Give learners time to think (approximately 1 minute).
- Learners take turns to answer.
- Take feedback from various pairs.
- Point out that one boy is wearing glasses and one girl is wearing a hearing aid.
- Ask the learners: Why do you think they need these? Explain why these are needed:
 - Glasses/spectacles are used if someone cannot see clearly.
 - A hearing aid is used when someone cannot hear properly.

Suggested answers

1. Four children have dark hair.
2. Two children are wearing white tops.
3. The boy with glasses is wearing a black and white striped shirt.
4. The white boy has a tooth missing.

Inclusivity and diversity

Inclusivity

Activities allow for different learning abilities and creating a sense of belonging through group work and collaboration.

Diversity

Address diversity through appropriate artwork in the Learner's Book and by activities that explicitly encourage sensitivity and the sharing of culture.

Resources

Pictures from magazines or newspapers of children or people to show that we all look different/unique; Learner's Book; DBE Rainbow Workbook 1, page 2; flashcards with applicable words to the topic: glasses, hearing aid, unique and different.

Rubric to assess activity: Informally assess learners working in pairs

Learner was able to:	✓	×
identify children with dark hair		
count how many children were wearing white tops		
identify which children were missing a tooth or teeth.		

Physical Education

Work in groups.

Activity guidance

- Divide the class into four groups.
- Be sensitive to learners who might have physical abnormalities/barriers.
- The activity can be completed inside or outside depending on space.
- Use a whistle or a similar device to notify learners when they should start and finish.
- Do warm-up and cool-down exercises with the learners.

Activity

Learners walk, skip and run both forward and backward.



Skipping



Running

- Explain the activity to learners and provide examples.
- Use a few learners to demonstrate (diverse learners).
- Set expectations: For example, one whistle blow means start, two whistle blows mean stop.
- Practise with all the learners: walk forward and backward, skip, and run.
- Let all the groups practise.
- While the groups are practising, visit each group to observe which learners are struggling. Use a checklist to gather data.

Checklist example

Learner's name	Skip	Forward	Back	Run
John Doe	✓	×	✓	✓

Personal details

Activity 2 (Learner's Book page 2)

Work in groups.

Activity guidance

- Learners sit on the mat.
- Show learners the image/illustration on page 2.
- Ask them what they see.
- Discuss the detail found in the picture.
- Point out details, such as: hair colour, eye colour, where the girl is sitting, why there is a 9 on the balloon. Describe the girl's house and ask learners about the house number. Read the caption alongside the picture.

Suggested answers

1. Lina has dark hair and brown eyes. She is wearing a yellow and white striped shirt with blue pants.
2. Lina is 9 years old. She is holding a balloon with the number 9 on it.
3. Lina lives at 10 Main Street, Gqeberha.

Inclusivity and diversity

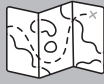
Be sensitive to learners who may struggle to assess Lina's age and address. In diverse groups, learners can assist each other. Encourage tolerance, sensitivity and care with this.

Resources

Learner's Book; DBE Rainbow Workbook 1, page 2; flashcards with applicable words to the topic.

Rubric to assess activity: Informally assess learner's group work

Learner was able to:	✓	×
describe Lina		
give Lina's age		
give Lina's address.		



Time to explore

LB page 2

Materials: colours, crayons, writing template worksheet.

Learners return to their desks and take a few minutes to settle down.

Provide a page with a writing frame and space for the learner's drawing.

Template includes:

Your name: _____

Your age: _____

Your address: _____

Your parents' telephone numbers _____ (Explain that this is the person with whom they live: parent, grandparent, aunt, uncle, and others.)

Before the learners start, they must think about how they look.

- Tell them to think about their hair colour and eye colour.
- They must be creative in how they choose to represent themselves.
- Encourage learners to use different colours and have fun.
- Use Liam's address to explain to learners what it is. Give them additional examples and ask them to say their own addresses.

Explain the activity: Draw a picture of yourself and fill in the details: explain what they must fill in. Learners who do not know all the information must only fill in their name, surname and age (in numerals).

Rubric to assess activity: Informally assess learners working on their own

Learner was able to:	✓	✗
draw a face		
show the (closest) correct hair colour		
show the (closest) correct eye colour		
write his/her name		
write his/her age		
say their address.		

Creative Arts

Work on your own.

Activity guidance

- Explain that learners drew their own faces in one of the previous activities.
- Place a picture of a few children's faces on the board. Use at least three different races.
- Ask learners to raise their index finger. Show them which is their index finger.
- Show them how you outline your face by moving your finger all around your face.
- Ask them if they saw what you did.
- Ask them to do the same. Ask them to point to their eyes, nose, mouth, all their facial features.
- Take feedback from the learners as they answer your questions and ask them to point to the features on the pictures on the board as well.
- Explain that they will now be painting a picture of their own faces, and they must include all the facial features they pointed out.
- Resources and preparation: Set up learners' desks with premixed paint, paper, paint brushes and water. (If this is not possible, learners can draw instead of paint.)

Activity

- Learners paint a face.

Checklist example

Learner was able to:	✓	✗
paint their face		
include all the facial features		
show the (closest) correct hair colour.		

We are special and unique

LB page 3

- Learners look at the illustrations on page 3 of the Learner's Book.
- Ask learners what they see: What do they notice about the children in the illustrations?
- Ask the learners if they have ever heard of the word special used before and what they think it means.
- You will be able to determine their understanding of special by their various responses.

Activity 3 (Learner's Book page 3)

Work on your own.

Activity guidance

- Introduce the concept of being 'unique'. Look at the illustrations on page 3 in the Learner's Book. Discuss being 'one of a kind'.
- Explain to learners that people are special because they are different, and that is what makes them unique.
- Ask learners what makes a person unique.
- These are what make people different:
 - Hair colour
 - Eye colour (Display words such as blue, brown, black, blonde, and other colours. Words they would need to describe their own hair and eye colour.)
 - Smile
 - Personality (The way someone acts and thinks, which makes them unique and different from other people.)
 - Talents (what we are good at): Ask them what they are good at.
 - Our friends and family. (Place a picture of a family on the board and talk about how different everyone in the picture looks, because they are all unique.)
 - Explain to learners that how you look is not the only thing that makes you unique and special.
 - This can also be what you are talented or good at.

Suggested answers

1. Learners say to themselves: I am unique.
2. Learners complete the sentences by adding in the correct words. The answers will vary. Walk around and assist learners with words where necessary.

Inclusivity and diversity

Inclusivity

Be mindful of learners who may be sensitive about their differences. Learners at this age have limited understanding about what they are good at.

Diversity

Understand that learners come from different homes and this might not have been explored at home. So, when introducing this topic, it would require you to also validate how special and unique the learner(s) is. Encourage tolerance, sensitivity and compassion with this.

Resources

Pictures of children or people to show that each one of us looks different; Learner's Book; DBE Rainbow Workbook 1, page 3; flashcards with words applicable to the topic.

New words/vocabulary must be visible to the learners.

Show them examples/visual images where applicable.

- **birthday** – the day you were born on
- **unique** – to be one of a kind



Things I can do

LB page 4

- This task is to encourage learners to identify their abilities.
- Ask learners what they can do.
- Take responses from different learners.
- Learners look at the illustrations on page 4 of the Learner's Book.
- Discuss what they see.
- Read the captions and ask the learners if they can: count, identify animal sounds and name shapes and colours. After each question, they can tell their partner (learner next to them) the answer. For example, tell your friend one animal sound that you know, and which animal makes that sound.

Activity 4 (Learner's Book page 4)

Work in pairs.

Activity guidance

- Introduce the topic by discussing and analysing the pictures on page 4. Ask the learners to share their talents and abilities.
- Discuss each picture in detail and ask learners to provide you with examples of how to count and name the shapes and colours. Can they identify animal sounds?
- Take responses from various learners.

Suggested answers

While learners are giving each other the answers, walk around and listen to what they have to say.

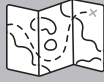
1. Learners answer the first question orally, by naming the shape and telling their partner.
2. Provide the learners with paper to draw their shapes and colour them in correctly.
3. Learners count from one to ten.

Inclusivity and diversity

Make the learners aware that children work and do things at different speeds and abilities. Refer to the fact that we are all unique. Assist learners who have difficulty drawing a triangle, and who struggled to count from one to ten. Encourage tolerance, sensitivity and care with this.

Resources

Pictures showing children doing different things; audio clips of animal sounds; shapes and colours; paper for drawing shapes; Learner's Book; DBE Rainbow Workbook 1, page 3; flashcards with words applicable to the topic.



Time to explore

LB page 4

- Learners name any three things they can do and share their feedback with the class.
- If necessary, guide the learners by naming three things that you can do.
- In addition, show learners the images below and ask them if they are able to do these things.



Folding clothes



Playing soccer



Cleaning



Doing homework

Physical Education

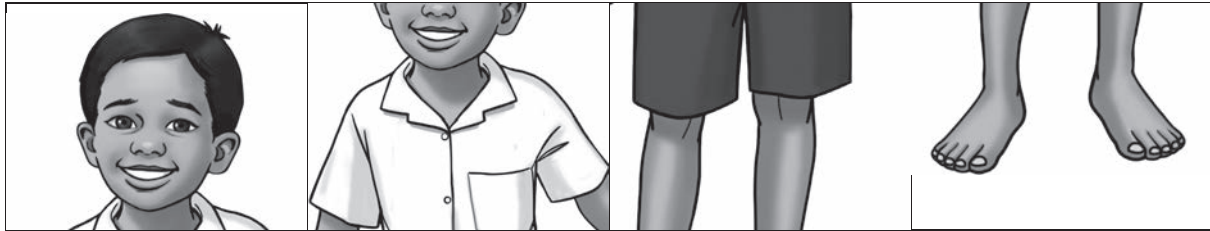
Work on your own.

Activity guidance

- The activity can be completed with learners standing at their desks, on the mat or outside.
- Do warm-up and cool-down exercises with the learners.
- After learners warm up, they point to their head, shoulders, knees, toes, face, mouth, nose, eyes and ears.
- Play a snippet of the song, ‘Head, shoulders, knees and toes’, and ask learners if they know the song. Get feedback from some of them about where they first heard the song.
- Learners watch a video of children performing the ‘Head, shoulders, knees and toes’ song.
- After they watch the video, explain the activity to the learners.
- Allow a diverse group of learners to demonstrate to the class.

Activity

Learners will be learning about the different body parts by singing the song ‘Head, shoulders, knees and toes’ whilst making the actions.



Checklist example

Learner's name	Head	Shoulders	Knees	Toes
John Doe	✓	×	✓	✓

How am I the same as my friends?

LB page 5

- Display a picture on the board and ask them if they notice anything that is the same about the people/children in the picture.
- Discuss things that are the same.
- Ask them if there is anything the same about any of the learners in the class (be sensitive when selecting which learners you are asking them to look at). Mention that they are all more or less the same age but be sensitive to learners who are repeating the grade. Refer back to how we are all unique and do things at different speeds and have different abilities.

Activity 5 (Learner's Book page 5)

Work in pairs.

Activity guidance

- Learners look at the examples on page 5 about what things could be the same between two friends. Give learners time to think about what they see.
- Learners can contribute to the discussion; however, ask them to listen to the examples before talking within their pairs.
- Read the questions one by one.
- In pairs, learners take turns to answer. Both learners may answer some questions.
- Give learners time to answer the questions.
- Circulate while learners are working in pairs and select learners to share feedback with the class (diverse learners to provide feedback).

Suggested answers

1–4. Learners give their own answers to each question.
When they have finished the activity, ask learners for feedback about the answers.

Inclusivity and diversity

Walk around the class and assist learners, where needed. Encourage the learners to embrace their similarities and differences so that they know more about each other.

Resources

Pictures about children or people to show that we can have elements/facial features that are similar; Learner's Book; DBE Rainbow Workbook 1, page 3; flashcards with words applicable to the topic.

How am I different from my friends?

LB page 6

- Refer back to the previous lesson where learners looked at things that were the same about people and explain that now they are going to look at differences.
- Show learners pictures about children or people and focus on their differences.
- Pictures must include different racial and gender groups.
- Discuss the physical differences.
- Discuss that even though people/children look different physically, they have the same hobbies, and interests, and so on.



Time to explore

LB page 6

- Learners look at the pictures in the Learner's Book on page 6 as well as the DBE Rainbow Workbook 1, pages 8 and 9.
- Ask learners what they see. Give them time to think about it.
- Discuss the questions. Read each question aloud and let learners discuss it with their partner/friend.
- Ask them what is different between them and their friend.
- Take feedback for the three questions from various groups.
- Circulate while the learners discuss with each other.

Suggested answers

1. In picture 1, the two friends are eating.
2. In picture 2, the two girls are carrying different food, wearing different but similar clothing.
3. No, one child likes to read while the other plays soccer.

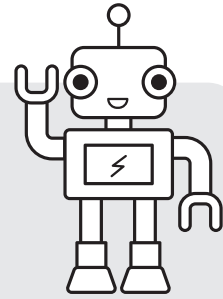
New words/vocabulary must be visible to the learners.

Show them examples/visual images where applicable.

- **different** – when something is not the same
- **address** – a place where you live



Games



Coding and Robotics game

In Coding and Robotics, learners must learn to follow a sequence of instructions. This activity helps learners to follow the instructions given. Explain to the learners what 'forwards', 'backwards', 'left' and 'right' means, and demonstrate the actions for them.

Learners work in pairs and do the following:

- Face your partner and do the actions together.
- Stand straight and tall, like a robot.
- Lift your arms above your head.
- Move your arms to shoulder height.
- Move your arms back to your sides.
- Take one step forwards.
- Take one step backwards.
- Take one step to the left.
- Take one step to the right.
- Shake your whole body as if you were made of jelly.

Let us check

Learner's Book page 7

- This is an informal assessment completed at the end of the topic.
- Should a learner be unable to write the answers down, provide an opportunity when oral answers can be given.
- If a learner is unable to answer some of the questions, guide and/or provide the correct information to the learner, such as their age, date of birth (day and month).
- Resources: Provide learners with a template to complete. Learners will need crayons/colours to complete their drawings.

Suggested answers

1. Learners write their name and surname.
2. Learners give their age in numbers.
3. Learners write the date of their birthday. (The year is not necessary.)
4. Learners write their address: number of house and road.
(Suburb is not necessary. If a learner lives in a block of flats, ask for flat number and street name.)
5. Learner's own answer. They can name any one thing that they enjoy doing.
6. Learners draw a picture of their friend and themselves.

Rubric to assess activity: Informally assess learners working on their own

Learner was able to:	✓	×
draw two different faces		
include hair colour		
include eye colour		
write his/her age in numbers		
write or say their address.		

Worksheet 1: About me



Name and surname:	
Grade:	Date:

Draw a picture in each block.

My favourite animal

My favourite fruit

My favourite toy

My favourite sport

Topic 2 At school

Study area	Beginning Knowledge and Personal and Social Well-being
Teaching time	4 hours
Recommended resources	Learner's Book; magazines; scissors; glue; pen/pencils; DBE Rainbow Workbook 1; flashcards; and words for a word-wall.
Learning outcomes	By the end of this topic, learners should be able to: <ul style="list-style-type: none"> • State the name of the school • State the name of their teacher • State the name of the principal • Find where the important areas are around the school • Identify these areas on a sketch map • Draw themselves in their uniform • Describe their daily routine at school.
Skills	<ul style="list-style-type: none"> • Identify • Respect • Tolerance • Observe school and class rules
Knowledge	<ul style="list-style-type: none"> • Names of school, principal and teacher • Know the daily routine at school • Rules and behaviour
Values	<ul style="list-style-type: none"> • Observe and identify • Respect peers and teachers • Communication with peers and teachers • Pose questions and solutions • Respect • Tolerance • Understanding
Attitude	A positive attitude towards the classroom/school environment.
Beginning knowledge	Learners should understand that there are rules and procedures at school having been in pre-school. Learners should know that certain behaviour is expected of them at school.

Term 1

Critical thinking questions	<ul style="list-style-type: none">• What is the name of your school?• What grade are you in?• Who sits next to you in class?• Where will you find the front office?• Is the principal's office close to the front office?• Do you need to walk far to the playground?
Integration	Home language: Listening and speaking: Prepared and unprepared speech: Sharing ideas and experiences and show understanding of concepts; Mathematics: Counting; Coding and Robotics: counting, routine – how things are structured in the correct order.
Teaching methodology	Discussion, demonstration, instruction, questioning, informal assessment.
Assessment	Use observation to assess individual learners during the activities. Assessment should be informal and continuous.
Rubric	Informal assessment pages 22 and 30.

Let us begin

LB page 9

Explain to learners that they will be learning about their school, their daily routines and where to find places around the school.

- Ask learners what they see when they walk in at the school gate.
- Ask them what they do when they arrive at school.
- After each question, take a few responses from diverse learners.
- Then ask learners to look at the picture on page 8 of the Learner's Book.
- Ask them to look at everything happening in the picture.
- Be aware that the school in the picture might not look like the learners' school.
- Be sensitive to the learners' context.

Read each of the questions aloud and take responses from diverse learners.

1. What can you see at the front of the school building? (Answers will vary.)
 - The name of the school – Primary School
 - Children arriving at school
 - Some children waiting for their friends
 - Children in school clothes/uniform (uniform: a new word that must be visible to the learners).
2. What do learners do when they get to school every morning? (Answers will vary.)
 - This will look different at each school depending on the school's procedures. For example: learners go to the classroom, unpack their bags, read books, play in the playground, and so on.
 - If learners do not mention the school's procedures, use probing questions, such as: What did we do this morning?
 - Ask learners what happens when the bell rings.
3. At what time do you go to school? (Answers will vary.)
 - School starts early in the morning.
 - Some children arrive very early, because their parents drop them off on their way to work. Other children may arrive late to school for various reasons (public transport, traffic, issues at home).
 - Ask if anyone knows the time they get dropped off at school.

Activity 1 (Learner’s Book page 9)

Work on your own.

Activity guidance

- Ask all learners to stand and have a look around the class.
- What is everyone wearing? Encourage the use of the word ‘uniform’.
- Discuss the colour of the school uniform.
- Explain that they will work on their own.
- They must draw themselves in their school uniform.
- Underneath the picture, they must write the name of their school.
- Display the name of the school in big bold letters on the board.

Suggested answers

1. Answers will vary. The uniform colour should closely match.
2. Name of their school.

Inclusivity and diversity

Inclusivity

Walk around and ensure that all learners talk about what they like about school. Assist those who need more guidance. Be sensitive to learners who may have difficulty seeing or who are colour blind.

Diversity

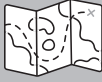
Some schools do not wear uniforms, so those learners must draw themselves in what they normally wear to school. Be aware of learners who might not have the full school uniform.

Resources

Learner’s Book, posters and pictures, crayons/colours; flashcards with words applicable to the topic.

Rubric to assess activity: Informally assess learners working on their own

Learner was able to:	✓	✗
draw themselves in a school uniform/what they wear		
write the name of their school.		



Time to explore

LB page 9

What do you like about your school?

- Learners say what they enjoy about going to school.
- Give learners time to think and then take responses from diverse learners.
- Probe those learners who are reluctant to answer; they can tell their friend next to them.



New words/vocabulary must be visible to the learners.

Show them examples/visual images where applicable.

- **school** – where a person goes to learn
- **learner** – someone who goes to school
- **uniform** – clothes worn to school

Performing Arts

Work in groups.

Activity Guidance

- Learners will complete as a group.
- Be sensitive to learners who might have physical abnormalities/barriers/movement limitations.
- The activity can be completed inside or outside depending on space.
- Do warm-up and cool-down exercises with the learners.

Activity

Learners will be warming up various body parts.

- Explain the activity to learners and show them how to do it. Use a few learners to demonstrate (diverse learners).
- Set expectations: For example: one whistle blow means start, two whistle blows mean stop.
- All learners must stand with enough space around them, at least one arm's length from the next learner.
- Learners point to their body parts: knees, shoulders, wrists, arms, legs, chest, mouth and nose.
- Ask learners to take deep breaths in and out; in through the nose out through the mouth. They must feel their chests rising. Their shoulders are not supposed to move.
- Learners bend their knees and then stand upright. Repeat that a few times. Learners move their wrists in a circular motion, swing their arms forward and backwards, swing left and right arms. Note who can differentiate between left and right, who struggles to follow instructions and who struggles with coordination.
- Learners sit down and get back up.
- Once learners can do all the movements, let them take a few deep breaths.
- Play 'Simon says' and repeat all the actions/movements.
- Cool down once completed.

Name of the school, teacher and principal

Activity 2 (Learner's Book page 10)

Work in groups.

Activity guidance

- When teaching this topic, use scaffolding (gradually providing support to learners and allowing them to learn independently) because the learners will be learning new words that they have to remember for the next grade.
- Discuss with the learners what they see on page 10.
- Ask what they think is happening in the picture.
- There is a set of identical twins arriving for their first day of school at Primary School. Who is shaking their father's hand?
- Read the caption to the class.
- Explain that they will answer the questions in groups.
- Read the questions aloud one at a time. Give learners time to discuss. Circulate while the learners are discussing the answers.
- Take feedback from diverse learners.
- Encourage learners who are not participating.

Suggested answers

1. Mr Mpho is the principal of the school.
2. Mrs Brown is their teacher.
3. A principal looks after the school and makes sure that the school is run properly.

Inclusivity and diversity

Inclusivity

Ensure that all learners are given the opportunity to participate in the discussion, especially the learners who are shy or take time to articulate themselves.

Diversity

Remember that there will be diverse learners in the class. Embrace the differences between the children by acknowledging, respecting and tolerating those differences. Use the internet and/or magazines to find pictures of diversity within a classroom.

Resources

Learner's Book; DBE Rainbow Workbook 1, page 12; ask your principal to visit the children and explain what they do during their day; flashcards with words applicable to the topic; Optional: Worksheet at the end of the topic.



Time to explore

LB page 10

Ask learners:

- What is the name of the principal in the picture on page 10 of the Learner's Book?
- If they know the name of the principal, then ask:
- What is the name of your teacher and principal?
- Take responses from diverse learners.

New words/vocabulary must be visible to the learners.

Show them examples/visual images where applicable.

- **principal** – a person in charge of the school
- **teacher** – a special person who helps you learn new things



Where to find different places in the school

LB page 11

Activity guidance

Tell learners to look at the pictures on page 11 in the Learner's Book.

- Briefly explain what a map is and its uses. Tell learners that a map represents an area and sometimes it is not drawn to scale. A map is important because people use it to find places.
- Show learners Google Earth (if possible) and search for places so that they can see how a digital map is used.

Learners must understand where different places are found in their school using a map.

This is important because learners might be new to the school, learning to speak and would need to be able to articulate themselves when they are trying to find a particular place in their school.

Explain that the picture is called a mind map.

Discuss the mind map. It shows the different places around the school. Use the picture and ask learners to point to the parts below.

- | | |
|--------------------------|-------------------|
| • The front desk | • The classroom |
| • The principal's office | • The school hall |
| • The toilets | • The playground |

Relate these places to areas around your own school.

Ask learners where they will find these places in their own school.

Obtain permission to take the learners around the school.

Suggested answers

This is a discussion, and answers will vary according to the layout of the school.

Inclusivity and diversity

Inclusivity

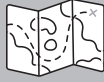
Some learners may struggle to keep up because of physical disabilities.

Diversity

Learners with impairments need to feel included for their diversity. Use this lesson to talk about diversity within schools and how schools have different facilities.

Resources

Learner's Book; take learners on a tour around the school.



Time to explore

LB page 12

Work in groups.

- Use the DBE Rainbow Workbook 1, page 15 to teach learners about the left and right directions.
- This activity is part of Physical Education, so learners should warm up before starting.
- Explain to learners that they will be going on a walk through the school. They must count how many steps they take to get to each place.
- In each group, appoint a learner who will remember the steps counted.
- In their groups, they must count their steps softly.
- Read the first instruction, return to class and then give the next instruction.

1. Learners count the steps to the principal's office.
2. Learners count the steps to the toilet.
3. Learners write the steps down.
4. Can you name places which are missing that you have in your own school? Answers will vary.

Assist learners in counting the steps. Learners will need to incorporate their mathematics skills to do this activity. Some learners might not have counted the steps correctly, but they need to understand **how far** or **close each place** is, using a map.



New words/vocabulary must be visible to the learners.

Show them examples/visual images where applicable.

- **classroom** – a room in the school where lessons take place
- **playground** – space to play outside
- **map** – a picture that shows where places are

Classroom routines and rules

- What do you do when you first get into class?
- Do you play outside first?
- Do you eat your lunch first?
- Take responses from diverse learners to see if they know what they do first, second, next, and so on. Allow them to shape the routine of the day. Probe them to get the correct order.

Activity 3 (Learner's Book pages 13 and 14)

Work in pairs.

Activity guidance

- Explain to the learners that they will be working with their friend.
- Look at the illustrations on page 13 in the Learner's Book. Ask them what they see.
- Learners discuss with their partner. Take responses from a few pairs.
- Discuss how their daily routine differs from the illustrations on page 13.
- Learners number the activity for when it happens in the day.
- Provide an example (number 10) on the board.
- Circulate while the learners complete the activity. Assist the learners who are struggling.

Suggested answers

Home time – 10

Line up – 4

Unpack my bag – 1

Lunch time – 8

Greet my teacher – 5

Hang up my bag – 2

Bell rings – 3

Playground time – 6

Begin working – 7

Mat work – 9

Inclusivity and diversity

Inclusivity

Place learners who have more refined fine motor control with learners who need more practice.




Diversity

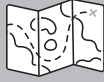
Remember to have a stationery box for learners who don't have their stationery with them. Ensure that the class is arranged with diverse learners and genders seated next to each other. Also consider their different abilities when placing learners. Talk about diversity within the school day. Some schools have different routines.

Resources

Learner's Book; DBE Rainbow Workbook 1, page 12; magazines; scissors; glue; crayons/pencils.
Preferably, this activity can be in the form of a worksheet that learners cut and paste into the correct sequence into their exercise book.

Rubric for informal assessment: Informally assess learners working in pairs

Learner was able to:			
sequence the daily routine.			



Time to explore

LB page 14

Ask the learners: Who knows what rules are?

Use examples: select learners to role play, (examples can vary depending on your class rules):

1. Ask a learner to shout, “Teacher, teacher!”, while someone is speaking.
Is this kind and polite? Are you allowed to do this in class?
2. Are you allowed to walk out of the class whenever you want to?
3. Can you walk up and down to the bin to sharpen your pencil?

Discuss the class rules which the learners should know. Class rules must be visible in class.

Ask and take feedback from diverse learners

1. Does your class have rules?
2. Name **two** class rules that you need to follow.
Revise the class rules. Involve as many learners as possible to give feedback.
3. Allow the learners to add to the existing class rules. This will allow them to be accountable and responsible.



New words/vocabulary must be visible to the learners.

Show them examples/visual images where applicable.

- **routine** – doing something the same way every day
- **rules** – how people or an individual should act

Physical Education

Work in groups.

Activity guidance

- Divide the class into four groups depending on the number of learners.
- Diversify the groups according to gender, race and religion.
- Be sensitive to learners who might have physical abnormalities/barriers/movement limitations.
- The activity must be completed outside.
- Gather equipment: skittles, skipping ropes and chalk. Set up the activities at different stations. Pack the skittles in a row with two arm's length between the skittles; lay the skipping rope on the ground; draw a straight line on the ground with the chalk.
- Use a whistle or a similar device to notify learners when they should start and finish.
- Do warm-up and cool-down exercises with the learners.

Activity

Learners will balance on the straight line, and skipping rope, one foot in front of the other. Walking backwards and forwards around the skittles, dodging the skittles. Skipping on one leg, alternating legs; differentiating between left, right, forwards and backwards.

- Explain the activity to learners and provide examples.
- Use a few learners to demonstrate (diverse learners).
- Set expectations: For example: one whistle blow means start, two whistle blows mean stop.
- Practise with all the learners. Then various groups rotate between the stations. Monitor the learners' progress at the various stations.
- All groups must have a chance at all the stations.

How do I get to school?

LB pages 15 and 16

- Ask the learners: Do all of us walk to school? Do all of us ride our bikes to school?
- Paste images/display digital images of a car, learners walking, a taxi, a bus and a bicycle.
- Ask learners how they get to school.
- Take feedback from a few diverse learners.

Activity 4 (Learner's Book pages 15 and 16)

Work in groups.

Activity guidance

- Learners discuss how they get to school.
- Count how many learners come in a taxi, come in a car, ride to school and walk to school.
- Write the totals on the board next to the applicable image.
- Learners look at the illustrations on page 15 and discuss what they see.
- Read the captions to the learners.
- Ask questions such as: How does Meike get to school? How do James and Siphó get to school?
- Continue discussing the illustrations on page 15 and use the learners' names so that the class associate the mode of transport to the learner/learners' name/s.
- Take feedback from diverse learners.
- Explain the activity to the learners. They write the answers in their exercise book.

Suggested answers

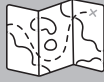
1. Hlonelwa and Buhle get a lift in their father's car.
2. Abdullah goes to school on the bus.
3. James and Siphó walk to school.
4. Meike cycles to school.
5. Frances, Josh and Kaylee go to school in a taxi.

Inclusivity and diversity

Encourage all learners to participate in the initial discussion. Learners must not be made to feel uncomfortable based on their mode of transport. Walk around and assist learners when they are writing the answers in their exercise book.

Resources

Learner's Book; stationery and workbook; printed images of different modes of transport; DBE Rainbow Workbook 1, page 18.



Time to explore

LB page 16

Ask each learner in the class to tell their friend how they get to school.

Instruct learners to listen carefully to the answer their partner gives.

1. How do you get to school?

Ask each partner to say how their friend gets to school.

2. What other ways can learners use to get to school?

Based on the responses, ask learners if there was anyone who came to school using different transport that is not on the board (refer to images on the board: bicycle, car, bus, car, walk). The possible answer should be train.

Let us check

Learner's Book page 17

- This is an informal assessment completed at the end of the topic.
- Circulate while the learners are completing the assessment.
- Should a learner be unable to write the answers down, provide an opportunity when oral answers can be given.

Informal assessment questions and answers

Work on your own.

Complete the sentences.

1. Answers will vary – school name.
2. Answers will vary – principal's name.
3. Answers will vary – name of teacher.
4. Answers will vary – bus, car, taxi, walk, bicycle, train.

Answer: Yes or No.

Answers will vary.

1. I can find my way to school.
2. I know where the playground is.
3. The principal's office is far from my classroom.
4. The toilets are close to my classroom.
5. My school has a library.

Memorandum to assess – Informal Assessment

Memo	Marks
School's name	1
Principal's name	1
Name of teacher	1
Transport used to get to school	1
Answered the yes/no questions	1
Total	/5

songs

- Sing the *Five little monkeys* song using movement: refer to DBE Rainbow Workbook 1, page 10.

Worksheet 1: At school



Name and surname:	
Grade:	Date:

I. Fill in the blocks.

a. The name of my school is

b. My teacher's name is

c. How do you get to school _____

d. Name all the colours of your uniform _____

Topic 3 Healthy habits

Study area	Beginning Knowledge and Personal and Social Well-being
Teaching time	4 hours
Recommended resources	Learner's Book; magazines; scissors; glue; pen/pencils; DBE Rainbow Workbook 1; flashcards; words for a word-wall.
Learning outcomes	By the end of this topic, learners should be able to: <ul style="list-style-type: none"> • Take care of their bodies • Demonstrate understanding of good hygiene • Identify healthy eating habits • Develop good and healthy habits.
Skills	<ul style="list-style-type: none"> • Identify • Respect • Care • Compare • Observe
Knowledge	Daily health routine at home, including the brushing of teeth, keeping the body clean, healthy eating habits and healthy habits for the mind.
Values	<ul style="list-style-type: none"> • Observe and identify • Communication • Confidence to pose questions and solutions • Respect • Tolerance • Understanding
Attitude	A positive attitude towards oneself and understanding the importance of good eating habits and keeping one's body clean.
Beginning knowledge	Learners should have covered this topic in preschool and good routines instilled at home.
Critical thinking questions	<ul style="list-style-type: none"> • Why is it important to eat and drink healthily? • Why is it important to brush our teeth? • Why it is important to play and exercise?
Integration	Home language: Listening and speaking: Prepared and unprepared speech: Sharing Ideas and experiences and showing understanding of concepts; Coding and Robotics: routine – how things are structured in the correct order.

Term 1

Teaching methodology	Discussion, demonstration, instruction, questioning, informal assessment.
Assessment	Use observation to assess individual learners during the activities. Assessment should be informal and continuous.
Rubric	Informal assessment page 44.

Let us begin

LB pages 18 and 19

Explain to learners that they will be learning about a healthy lifestyle, which includes keeping your body clean, eating healthily and the importance of physical activity.

- Ask learners what it means to them to be healthy.
- Take responses from diverse learners.

Please note: When having discussions, always be sensitive to learners who have different backgrounds/home context.

- Refer to the DBE Rainbow Workbook 1, page 20 to explore additional healthy habits with the learners.
- Discuss the illustrations on page 18.
- Learners should take a few minutes to look at the illustrations and discuss with them what is happening in each picture. Involve many learners and pick a diverse group of learners to respond.
- If possible, have more examples demonstrating a healthy lifestyle. Examples can be pictures or videos which the learners watch. Discuss what you show the learners.
- Explain how healthy habits can be divided into four groups:
 - Eating and drinking healthy food
 - Getting enough sleep
 - Exercising and playing
 - Keeping our bodies clean.
- The teacher can display the groups on the board. When the learners place the pictures into the correct habit they can place it on the board.
- Ask the learners to place the pictures into the correct ‘habit’. Use the illustrations from page 18.

Correct group/habit:

Illustration 1: eating healthy food

Illustration 2: drinking healthily

Illustration 3: keeping our teeth clean

Illustration 4: keeping our bodies clean

Illustration 5: getting enough sleep

Illustration 6: exercising and playing

- Learners take turns in placing the pictures on the board.

Activity 1 (Learner's Book page 19)

Work in groups.

Activity guidance

- Learners work in groups and discuss to find the correct/appropriate answers.
- Groups must be diversified. Every learner in the group must get a chance to speak.
- Read each question aloud.
- Each group needs to provide the class with feedback once the groups have finished the activity.
- Discuss learners' responses, for example, explain what cavities are.

Suggested answers

1. Answers will vary. For example: We shower, bath or wash ourselves with soap and a face cloth. We play outside every day. We go to bed at 8 pm.
2. We brush our teeth every day to keep them clean and to prevent cavities.

Inclusivity and diversity

Inclusivity

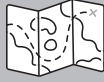
Walk around the classroom and listen to ensure that all learners are participating. Guide the conversation if necessary.

Diversity

Be mindful of children who do not have access to running water for daily baths or showers. Encourage tolerance, sensitivity and care with this.

Resources

Learner's Book; posters and pictures on healthy food and a healthy lifestyle.



Time to explore

LB page 19

Ask the learners:

- What time do you go to sleep every night?
- Why is it important to go to sleep early?
- Determine what time learners go to sleep and discuss.

Discuss:

- Why it is necessary to go to bed early?
- What happens when someone stays up really late and wakes up early?
- Take responses from diverse learners.

Why is sleeping an important healthy habit?

- Explain that they heard many different responses.
- Take responses from diverse learners.
- Guide the feedback if necessary.

Suggested answers

Sleep helps us stay fresh, helps our minds and bodies to rest, improves our energy, helps us learn better.



New words/vocabulary must be visible to the learners.

Show them examples/visual images where applicable.

- **lifestyle** – how you live
- **habit** – something that you do every day

Sleep

Activity 2 (Learner's Book page 20)

Work on your own.

Incorporate Creative Arts

Activity guidance

First do group work, then learners work on their own.

- Discuss: How do people breathe when sleeping? What sound do some people make when sleeping?
- **CA:** Let's practise breathing. Ask learners to imitate snoring. Continue practising breathing exercises: in and out; imitate blowing out candles, and other similar exercises.
- Refer to the mind map in the Learner's Book on page 20. Briefly look at a few pictures or short, information pieces that explain what happens to our bodies when we sleep.
- Ask learners why it is important to get 10 to 13 hours of sleep.
- Take responses from diverse learners and write their feedback on the board as short sentences.
- **CA:** Explain that they will draw a picture of themselves sleeping at night-time (suggested – learners can paint instead of draw).
- Learners use a variety of colours; sleeping position should be evident.

Suggested answers

1. Learner draws a picture of themselves sleeping.
2. Learner chooses one thing to copy down off the board on what they think happens to their body while they are asleep.

Inclusivity and diversity

Remember that not all learners sleep in their own bed. Be sensitive to learners who have different backgrounds/home context.

Resources

Learner's Book; pictures from the internet or magazines to show what happens to the body when we sleep; board, crayons/colours/paint.



New words/vocabulary must be visible to the learners.

Show them examples/visual images where applicable.

- **germs** – small living things we cannot see. They can be good for our bodies but they can also make us sick.

Eating healthy food

Activity 3 (Learner's Book page 21)

Work in groups.

Activity guidance

- Discuss the collage about healthy food.
- Remind learners what foods are considered healthy.
- Explain to the learners that they will be making a poster of healthy food and drink. Learners can either draw their pictures or cut and paste pictures from newspapers or magazines.
- They will need guidance with regards to pasting their pictures neatly onto their poster paper.
- Learners will present their posters once completed.
- When going through this activity, understand that some families go through financial struggles and food is just regarded as food, whether healthy or not.
- Please pay attention to learners wanting to know more information about this topic and struggling to comprehend it.
- Test for understanding by giving additional examples of foods they are familiar with.

Suggested answers

- 1 and 2. Learner's poster will include a variety of pictures of healthy food and drink.
3. Show their posters to the class.

Inclusivity and diversity

Inclusivity

Walk around while the learners work. Be patient and assist where help is needed. Some learners might struggle with cutting and pasting.

Diversity

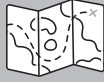
Help those learners who might have a physical disability and cannot cut.

Resources

Learner's Book; magazines; newspapers; pictures off the internet; A3 poster paper; scissors; glue; stationery for drawing.

Rubric to assess activity: Informally assess learners working in groups

Learner was able to:	✓	✗
identify healthy foods		
logically collate a poster		
show creativity with drawing/cutting and pasting.		



Time to explore

LB page 21

- Remind learners that they made posters about healthy food. Display the posters where all learners can see them.
- Ask learners which foods they like from the posters.
- Take responses from diverse learners.

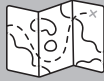
Name all the fruit and vegetables you know.

- Learners provide a reason for their answer.
- They should be able to verbalise the fruit and vegetables they know. Refer learners to their five senses to help guide them in providing a reason.

Suggested answers

Answers will vary. For example: I like apples, because I like the colour and the crunchy feeling when I eat it.

Proper use of a toilet



Time to explore

LB page 22

- Ask learners how they make sure they keep the bathroom clean at home, public area or at school.
- Explain that bathrooms/toilets look different.
- Learners look at the pictures in the Learner's Book on page 23 and discuss what they see.
- Include diverse learners in the discussion.
- Remind learners that washing their hands is important.
- Refer to the DBE Rainbow Workbook 1, page 22 on additional proper use of the toilet.

(Be sensitive that some learners may not have a bathroom/toilet inside their house.)

If the toilet is not clean, what should you do?

- Refer to the pictures in the Learner's Book on page 22.
- Discuss how to avoid making the toilet dirty.
- Discuss what to do if the toilet is dirty.
- Encourage learners to always think about the next person who has to use the toilet.

Suggested answers

Answers will vary. For example: ask someone to help you clean it; use it carefully. Encourage others to keep it tidy.

Keeping clean

Activity 4 (Learner's Book page 23)

Work in pairs.

Activity guidance

- Learners discuss what is happening in each picture in the Learner's Book on page 23.
- Remind learners to always close the tap.
- Prompt them if they are not sure.
- Learners discuss with their partner.
- Take feedback from diverse learners.
- Use the DBE Rainbow Workbook 1, page 23 as an extra resource to test for understanding on this topic.

Suggested answers

- Answers to the pictures:
 - Someone is washing their face and body with soap and a cloth. They might not have a bath or shower.
 - The shower is switched on ready for someone to climb in.
 - The bath is full of bubbles. Someone is going to relax or play in the bath.
 - Someone is brushing their teeth.
 - The girl has washed her face.
 - Someone washing their hands.
 - A boy washing his hair.
 - Someone cleaning their nails with a nail brush.
- We keep our bodies clean by washing every day, brushing our teeth, and taking care of our hair.
- We brush our teeth in the morning and at night before going to bed. Some people brush their teeth after every meal.
- Learners say why keeping their body clean is important.

Inclusivity and diversity

Be mindful that some learners will not have running water in their homes. Make the class aware of this and explain that we should show tolerance and understanding towards learners like this. Encourage all learners to participate in the discussions.

Resources

Learner's Book; invite a dentist or a community nurse to visit the class and talk to the learners about the importance of keeping clean; a doctor would also be an option with regards to keeping our bodies clean and healthy.

Regular exercise and play

Activity 5 (Learner's Book page 24)

Work in pairs.

Activity guidance

- The sport equipment that is given in the Learner's Book might not be familiar to the learners. Take time to go through different sports and sporting equipment with the learners.
- Explain the importance of rest, relaxation and exercise. Our body needs time to rest, but it also needs exercise to keep it healthy.
- Explain how not everyone likes to do physical activities. Some people enjoy reading a book, while others like to do art or play chess.
- Discuss the pictures in the Learner's Book on page 24.
 - Which are relaxing activities?
 - Which are forms of exercise for the body?
- Learners provide the class with feedback.

Suggested answers

1. – 3. Answers will vary.

Inclusivity and diversity

Assist pairs who are struggling. Place a strong learner with a weaker learner. Be mindful of learners with disabilities. However, make learners aware of people who play sport even though they have physical or mental disabilities (show learners pictures or videos). Keep in mind that not all schools have sport facilities/codes. Diversify the learner pairs.

Resources

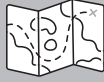
Learner's Book; pictures from the internet; newspapers; magazines; chess set (if possible); sports equipment.

New words/vocabulary must be visible to the learners.

Show them examples/visual images where applicable.

- **exercise** – activities you do to keep your body healthy





Time to explore

LB page 24

- Ask learners if they are allowed to watch television all the time.
- Ask learners how much time they spend watching television, playing games, or overall screentime.
- Take responses from diverse learners.

Is watching television all the time a healthy habit?

- Ask learners if this fits into the four healthy habits. They should be able to explain their answers.

Suggested answers

Answers will vary. For example: It can be a form of relaxing, but it should not be something that they do all the time.

Let us check

Learner's Book page 25

Work on your own and in groups.

- Learners complete the activity on their own to check knowledge gathered throughout the topic.
- Walk around and assist learners who need help.
- Provide learners with a worksheet on which to complete their answers.

Suggested answers

1. Shower or wash yourself. Brush your teeth. Brush your hair. Change into your school uniform. Have a healthy breakfast.
2. Eat a healthy lunch.
Play outside at break time.
Play a sport.
Wash your hands after going to the toilet.
Practise good toilet habits.
3. When washing my hands or brushing my teeth, I must turn off the **tap**.
4. Learners should stand on their left and right leg for 10 seconds each. Repeat the activity until they understand the difference between their left and right leg.
Teachers should adapt this activity based on the learners' abilities.
In addition, use the DBE Rainbow Workbook 1, page 15 to teach learners about the left and right directions.