

CAPS

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GRADE

3

TEACHER'S  
GUIDE

# Platinum

Life Skills

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Platinum Life Skills Grade 3 Teacher's Guide

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

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Dear Teacher

As you step into your classroom each day, you're 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 is 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 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.

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 that your classroom is a place where learners are well prepared for success.

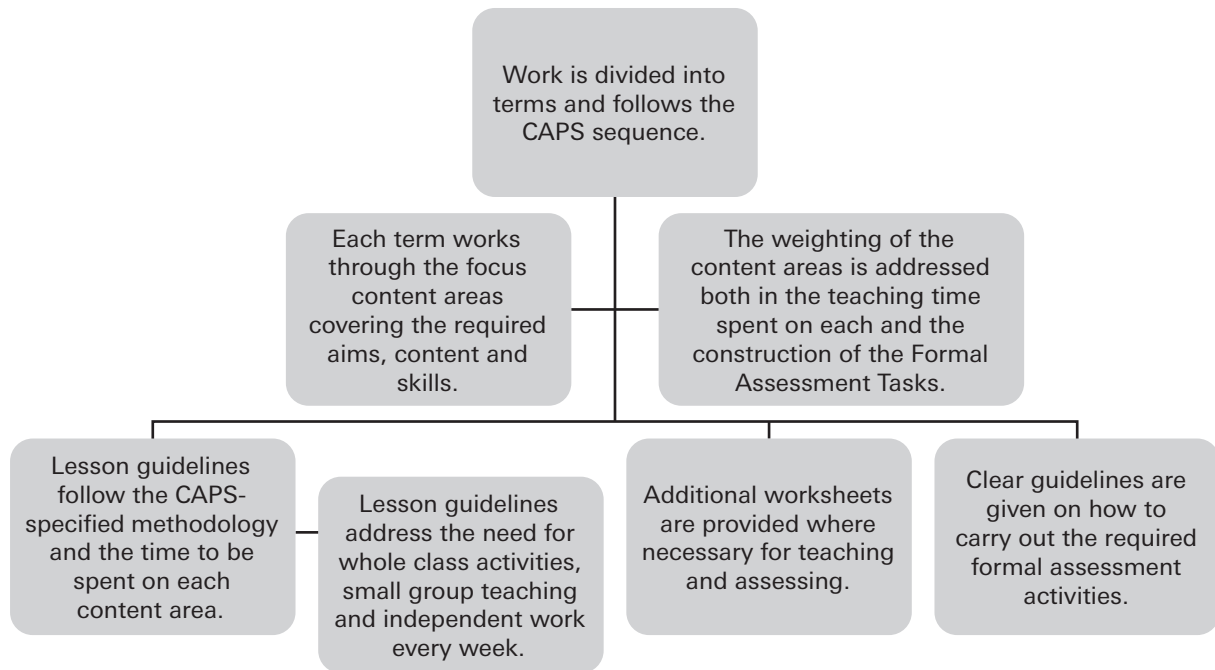
You are a powerful force for positive change, and the impact you make in your classroom is greater than you may notice. As you teach, know that you are not just guiding your learners; you are shaping the future of our communities, our country, and the world.

Thank you for everything you do!

## How to use this series

Welcome to Life Skills Grade 3! This series consists of a Learner’s Book (LB) and a Teacher’s Guide (TG) that promote effective teaching of Life Skills in Grade 3. 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.

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

### 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
- a ‘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

✓  
Resilience

✓  
Ethics

✓  
Diversity

✓  
Citizenship

✓  
Respect

✓  
Mindfulness

✓  
Positive attitude

✓  
Perseverance

## TIME ALLOCATION

The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRADES 1–2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
<b>TOTAL</b>	<b>23</b>	<b>23</b>	<b>25</b>

Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3 it is 25 hours per week.

### 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)
<b>Total</b>	<b>23</b>	<b>23</b>	<b>25</b>

### 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:
<b>Prior learning / knowledge:</b>
<b>Learning objectives:</b> By the end of the lesson / learning experience the learners should be able to:  <b>Knowledge:</b>  <b>Skills:</b>  <b>Values/Attitudes:</b>
<b>Assessment:</b>
<b>Resources:</b>

**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 that each child can succeed, no matter where they come from or what obstacles they face.

The 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. <b>Cultural and ethnic diversity</b>	This refers to representing various cultural and ethnic backgrounds, ensuring that 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. <b>Gender diversity</b>	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. <b>Socioeconomic diversity</b>	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. <b>Linguistic diversity</b>	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.

Diversity category	Definition	Coverage in the book
5. <b>Disability and accessibility</b>	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. <b>Sexual orientation and LGBTQ+ inclusion</b>	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. <b>Religious and spiritual diversity</b>	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 that all belief systems are respected and represented fairly.
8. <b>Age diversity</b>	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.

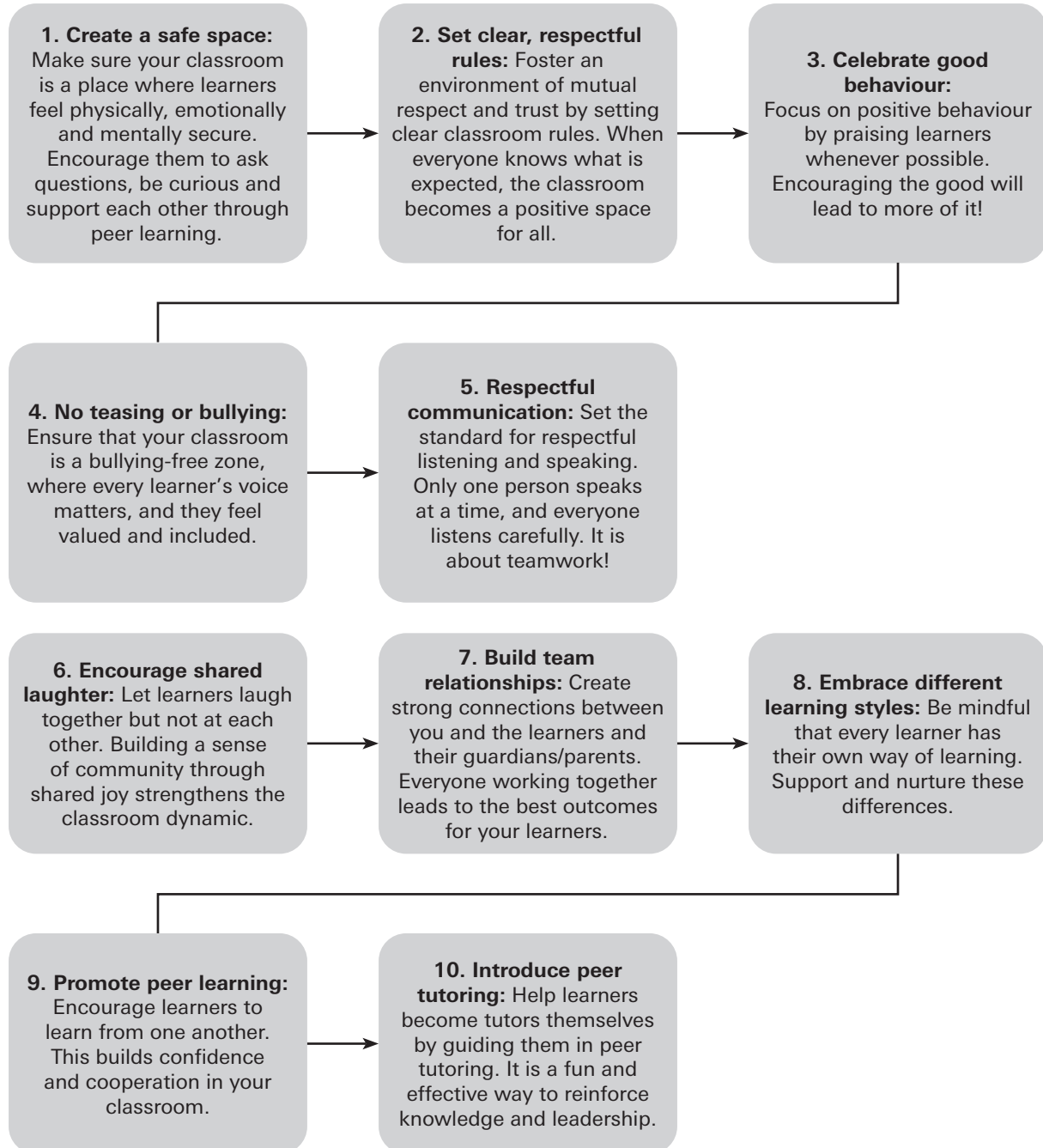
Diversity category	Definition	Coverage in the book
9. <b>Geographic diversity</b>	Geographic diversity represents people and issues from various regions and environments, both global and local.	The books include content from different regions around the world, addressing both global issues and local 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. <b>Cognitive and learning diversity</b>	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 for 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 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:



## 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, ages, 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 did not scold or shame the learners but instead guided them through a discussion on why it is 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 is 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 is 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 challenge –**  
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 that involves observing, comparing, classifying, measuring, experimenting and communicating.

**Technological Process Skills:** The process followed 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 for 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 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 showing tolerance for cultural and religious diversity to contribute to a democratic society.

### Creative Arts

Creative Arts comprises four art forms: 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 can effectively learn the arts through play. The focus of learning should be 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 Arts and Performing Arts.

### Visual Arts

Visual Arts develops sensory-motor skills and gross and fine motor coordination through the manipulation of materials using 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 concepts of space and shape through joining pieces of clay, gluing or pasting paper, cutting shapes, folding, tying and wrapping. Learners should be able to talk about lines, shapes and colours.

## Performing Arts

Performing Arts gives learners the opportunity to communicate creatively, dramatise, 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. Physical Education activities focus 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 emphasises 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 that all topics are covered for each grade and study area. Teachers can adapt the annexure for every term and grade.

Grade: 3		
Term: 1		
Study area: Beginning Knowledge and Personal and Social Well-being		
Content coverage	Hours spent per topic	Progress
Topic 1: About me	5	
Topic 2: Feelings	7,5	
Topic 3: Health protection	2,5	
Topic 4: Keeping my body safe	5	
Topic 5: Rights and responsibilities	5	
Study area: Creative Arts (Visual Arts and Performing Arts)		
Content coverage	Hours spent per topic	Progress
Topic 1: About me	3	
Topic 2: Feelings	4,5	
Topic 3: Health protection	1,5	
Topic 4: Keeping my body safe	3	
Topic 5: Rights and responsibilities	3	
Study area: Physical Education		

Content coverage	Hours spent per topic	Progress
Topic 1: About me	2	
Topic 2: Feelings	3	
Topic 3: Health protection	1	
Topic 4: Keeping my body safe	2	
Topic 5: Rights and responsibilities	3	

**Term: 2****Study area: Beginning Knowledge and Personal and Social Well-being**

Content coverage	Hours spent per topic	Progress
Topic 6: Healthy eating	5	
Topic 7: Insects	7,5	
Topic 8: Life cycles	5	
Topic 9: Recycling	5	

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

Content coverage	Hours spent per topic	Progress
Topic 6: Healthy eating	3	
Topic 7: Insects	4,5	
Topic 8: Life cycles	3	
Topic 9: Recycling	3	

**Study area: Physical Education**

Content coverage	Hours spent per topic	Progress
Topic 6: Healthy eating	2	
Topic 7: Insects	3	
Topic 8: Life cycles	2	
Topic 9: Recycling	2	

**Term: 3****Study area: Beginning Knowledge and Personal and Social Well-being**

Content coverage	Hours spent per topic	Progress
Topic 10: Public Safety	5	
Topic 11: Pollution	5	
Topic 12: How people lived long ago	7,5	
Topic 13: Space	5	

## Use of series

<b>Study area: Creative Arts (Visual Arts and Performing Arts)</b>		
<b>Content coverage</b>	<b>Hours spent per topic</b>	<b>Progress</b>
Topic 10: Public Safety	3	
Topic 11: Pollution	3	
Topic 12: How people lived long ago	4,5	
Topic 13: Space	3	
<b>Study area: Physical Education</b>		
<b>Content coverage</b>	<b>Hours spent per topic</b>	<b>Progress</b>
Topic 10: Public Safety	2	
Topic 11: Pollution	2	
Topic 12: How people lived long ago	3	
Topic 13: Space	2	

<b>Term: 4</b>		
<b>Study area: Beginning Knowledge and Personal and Social Well-being</b>		
<b>Content coverage</b>	<b>Hours spent per topic</b>	<b>Progress</b>
Topic 14: Products and processes	5	
Topic 15: Disasters and what we should do	7,5	
Topic 16: Animals and creatures that help us.	7,5	
<b>Study area: Creative Arts (Visual Arts and Performing Arts)</b>		
<b>Content coverage</b>	<b>Hours spent per topic</b>	<b>Progress</b>
Topic 14: Products and processes	3	
Topic 15: Disasters and what we should do	4,5	
Topic 16: Animals and creatures that help us.	4,5	
<b>Study area: Physical Education</b>		
<b>Content coverage</b>	<b>Hours spent per topic</b>	<b>Progress</b>
Topic 14: Products and processes	2	
Topic 15: Disasters and what we should do	3	
Topic 16: Animals and creatures that help us.	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 learnt 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 have 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.

## Assessments

**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-Want to know-Learnt) charts**  
Learners fill out what they know, want to know, and later what they've learnt 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**  
Start a story 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.

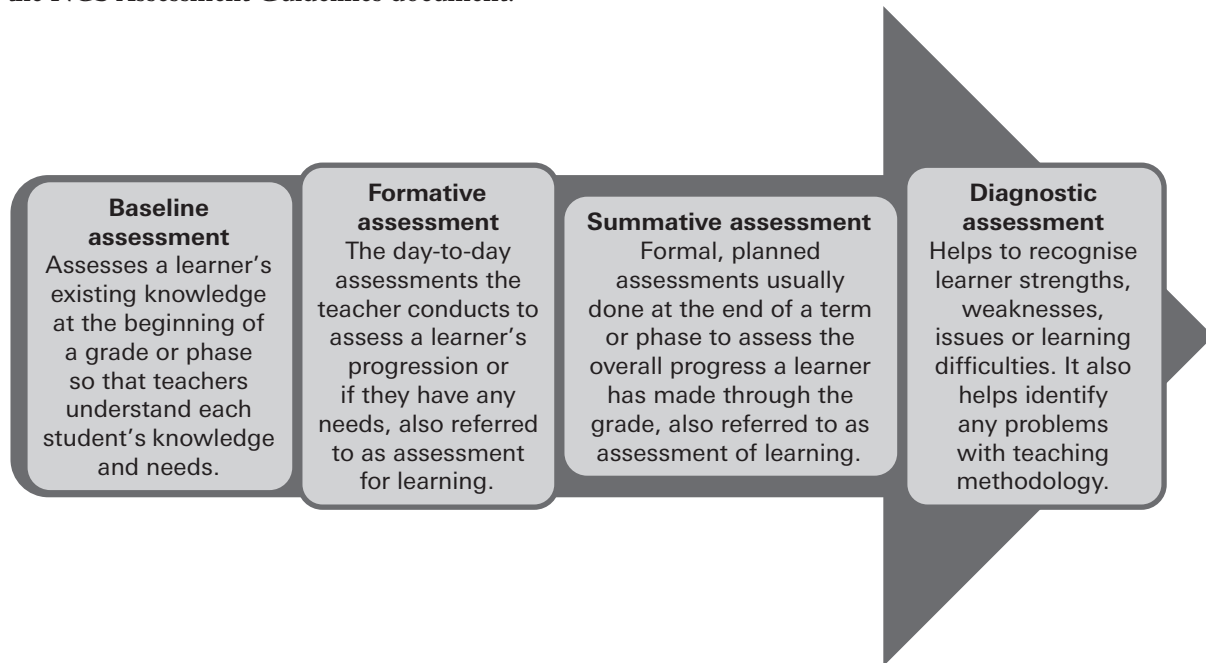
**Portfolios**  
Collection of work to track progress over time.

**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 Basic Education provides a **Foundation Phase Assessment Guidelines Framework** to support teachers in developing and implementing the 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 cannot keep up with the written instructions for activities. In Life Skills, she misses important information because she cannot read the workbook text. It soon becomes clear to her teachers that the real issue is not 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 have not 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 that 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 is not 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.

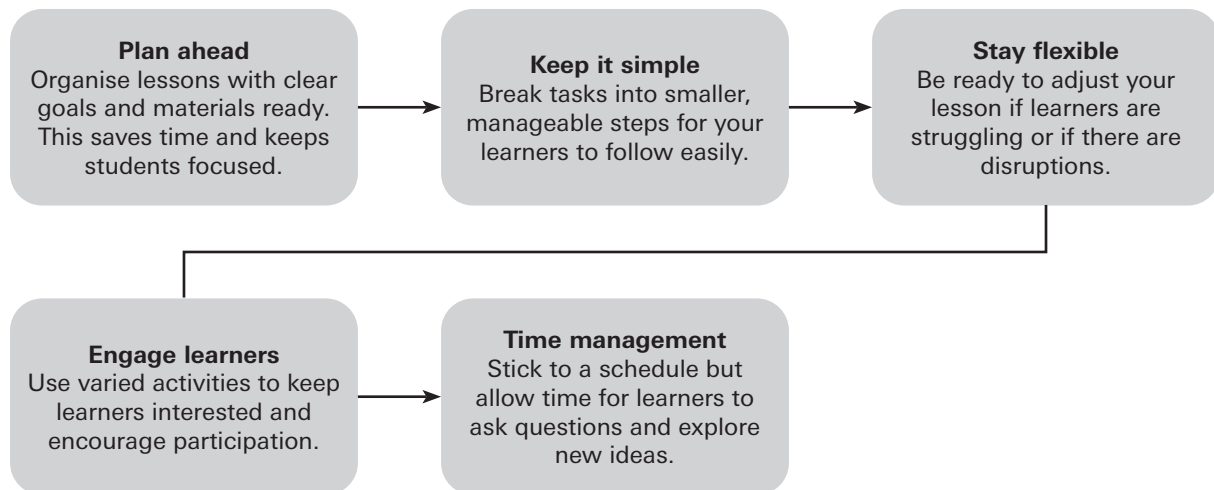
The basic idea of **variation theory** is that learners learn better when they see differences and similarities in what is being taught. It suggests that learners cannot fully understand something unless they see it in different ways or situations. By showing both what the concept is and what it is not,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

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.

## Assessments

### **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 is 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 is 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

inclusive learning environment, it is 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

<b>Teaching time</b>	5 hours
<b>Learning outcomes</b>	By the end of this topic, learners should be able to: <ul style="list-style-type: none"> <li>• create and discuss a timeline of their own life, including date of birth, starting school, and an interesting fact about themselves</li> <li>• present a show and tell of an interesting object from their past</li> <li>• show understanding of time and change and how it is a part of their personal history.</li> </ul>
<b>Skills</b>	Self-respect, calendar dates / years / sequential events, identify, compare, communicate, represent chronological events with pictures and words.
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Dates and events</li> <li>• Record</li> <li>• Research / Ask adults</li> </ul>
<b>Value</b>	Respect for self and others
<b>Attitude</b>	Tolerance
<b>Beginning knowledge</b>	Perceptual skills, everyday knowledge, similarities and differences
<b>Critical thinking questions</b>	<ul style="list-style-type: none"> <li>• How I am the same as my friends?</li> <li>• How am I different from my friends?</li> </ul>
<b>Integration</b>	Home language: Listening and speaking: Prepared and unprepared speech; Sharing ideas and experiences and expressing understanding of concepts.  Mathematics: 2D and 3D shapes, pattern concept consolidation through Creative Arts activities.
<b>Inclusivity and diversity</b>	<ul style="list-style-type: none"> <li>• Activities allow for different learning abilities and creating a sense of belonging through group work and collaboration.</li> <li>• Diversity is addressed through appropriate artwork in the LB and by activities that explicitly encourage sensitivity and the sharing of culture.</li> </ul>
<b>Teaching methodology</b>	Discussion, demonstration, instruction, questioning, informal assessment
<b>Assessment</b>	Memorandums and rubrics or checklists are provided to guide continuous informal assessment through activities and exercises. A written formal assessment task and memorandum are provided for Beginning Knowledge and Personal and Social Well-being at the end of the term. Rubrics are provided to assess Creative Arts and Physical Education.
<b>Recommended resources</b>	Learner's Book, DBE Rainbow Workbook (Term 1) page 2–9 magazines, scissors, glue, pen/pencils, pictures and information books, flashcards and posters, vocabulary for Focus Board and Word Wall, library books

## Let us begin

Learner's Book page 1

With the learners, look at the pictures of Neo on the previous page and read the information about her. Emphasise that we are all unique. We all look different, have different families and different likes and dislikes. We all celebrate special days in our own ways. Initiate a short discussion about the similarities and differences between the learners and Neo. Questions to prompt discussion may include asking the learners their ages, who they live with and what their favourite colours are.

**Learners work on their own.**

### Activity guidance

After the discussion, read through the 'Let us begin' questions with the learners, explaining any vocabulary that may be new. Explain that they will complete the questions by themselves. As they work, walk around offering guidance and taking note of reading or spelling difficulties.

### Suggested answers

Answers will vary as they are personal responses that are unique to each learner. Their drawing should depict themselves and a friend.

### Resources

Learner's Book, pen/pencil

DBE Rainbow Workbook (Term 1) pages 2–9

Coloured pencils for drawing the picture

Provide practical examples of the words as they are discussed.

- **favourite** – something that you like best
- **country** – a very large piece of land where a group of people live together.  
South Africa is a country.



## Activity 1

**Learners work on their own.**

### Activity guidance

Read the exchange between Kevin and Patrick with the learners. Tell the learners that starting a new class, grade or school is a good opportunity to meet new friends. Use the opportunity to point out that our friends might come from different places and speak different languages. Ask about the birth places and languages spoken by the learners.

Tell the learners to imagine that they have just met someone new. Now have them complete the list of things that they would like to tell their new friend. Although most should know the information, have their dates of birth on hand to help any learners who are uncertain.

### Suggested answers

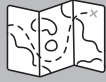
Learners' answers should include their age, date of birth, favourite animal and toy. Allow any other answers that give information about themselves and their likes or dislikes.

### Resources

Learner's Book, pen/pencil  
DBE Rainbow Workbook (Term 1) page 2–9.

### Informal assessment rubric:

Learner was able to:	✓	×
write their name and surname and age		
give date and place of birth		
give information about likes or dislikes		
show respect for differences.		



### Time to explore

Learner's Book page 3

**Learners work in groups.**

#### Activity guidance

Explain the game that Patrick is playing. Ask about the learners' favourite games. If time allows, have the learners try to play the '5 stones' game. Explain that it is played in many countries around the world.

#### Suggested answers

This is a practical activity in which the learners play a game.

#### Resources

Learner's Book, bowls, small stones

## What a timeline is

### Activity 2

Learner's Book page 4

**Learners work in groups.**

#### Activity guidance

Introduce the concept of a timeline while looking at the pictures. Emphasise that each learner's personal timeline started when they were born and includes all the important things that have happened in their life so far. Divide learners into groups to discuss the images. Encourage learners to relate the images to similar events in their own lives and to share them with their group. Remind the learners about turn taking and respecting those who are talking.

Explain that they will ask an adult about a special past event and write five sentences about this. This will need to be done as a homework task, so ensure that they are allocated enough time and are aware of when their story is expected to be completed.

### Suggested answers

1. Learners look at the pictures and talk in their groups about what is happening in each picture.
2. Learners talk about the special things they remember about their lives.
3. Learners must write five sentences about an event that happened in the past. Answers will vary as they are personal responses that are unique to each learner.
4. Learners share their sentences about an event from their past with the class.

### Resources

Learner's Book, pen/pencil  
DBE Rainbow Workbook (Term 1) page 2–9.



Provide practical examples of the words as they are discussed.

- **timeline** - something we use to show when things happened. It shows what happened first and what happened next.
- **event** – something that happens

## Timeline of own life

### Activity 3

Learner's Book page 5

### Creative Arts: Create in 2D



Learners work on their own.

### Activity guidance

Discuss the pictures of the timeline in the LB with the learners. Encourage a discussion where they suggest other events that may be significant to them, such as losing their first tooth or getting a pet.

Now explain that they will each make their own poster that shows the special things that have been important events in their lives. Ensure that they have art supplies and allow time at school and at home to complete, as they will need to discuss events with their family and possibly make use of photographs.

**Suggested answers**

Timeline events will vary. Use the rubric that follows to informally assess the activity.

**Resources**

Learner's Book, pen/pencil  
 DBE Rainbow Workbook (Term 1) page 2–9.  
 Cardboard, coloured pencils, crayons, scissors and glue

**Informal assessment rubric:**

<b>Learner was able to:</b>	✓	✗
draw a timeline		
use drawings and/or pictures to depict events		
create captions to describe events		
comfortably use a variety of media		
present their poster in a clear way to the class		

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

Learner's Book page 7

**Learners work on their own.****Activity guidance**

Look at the pictures with the learners and ask them to describe what they see. Prompt a discussion, explaining the meaning of 'past' and 'present' in context. If possible, bring in one or two items or photographs from your past to show the learners as a prelude to their show and tell activity.

Explain that they will each be allowed to bring an item from their past to show to the class and tell them about. Allow them to discuss some ideas and make sure they are aware of when they will be presenting.

**Resources**

Learner's Book, pen/pencil  
 DBE Rainbow Workbook (Term 1) page 2–9.  
 Additional pictures and/or physical items that show past and present.  
 Learners can use old books, magazines.



Provide practical examples of the words as they are discussed.

- **past** – something that has already happened
- **present** – something that is happening now
- **interesting** – something you want to know more about

## Physical Education



Use the following steps when teaching learners how to kick a ball.

Keep your eyes on the ball.

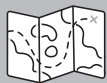
Turn your foot outwards so that you make contact with the inside of your foot. Use the wording 'Ready ... aim ... fire!'

Ready = step next to ball

Aim = draw leg up behind you

Fire = kick

Start with larger, lighter balls, and progress to smaller, heavier balls to continue promoting development.



### Time to explore

Learner's Book page 8

## Creative Arts: Create in 2D and 3D



### Activity guidance

Start by explaining that a pyramid is a building from the past. Ask learners which 2D and 3D shapes they can see.

Explain that they will now learn how to draw a pyramid. Using the instructions in the LB, demonstrate this as they do it on the board in a simple step-by-step manner.

Ensure that all learners have completed each step before moving on to the next step until the drawing is complete.

### Suggested answers

This is a practical activity in which learners draw a 3D pyramid.

**Resources**

Learner's Book  
Art materials, ruler, pencils, paper



Provide practical examples of the words as they are discussed.

- **Egyptian** - people who live in the country of Egypt
- **pyramid** - a very old and very big building made from stone that is in the shape of a triangle

**Let us check**

Learner's Book page 9

**Activity guidance**

Explain that the learners will make a poster about themselves. Let them read and follow the instructions independently. Use their ability to work independently and requests for assistance to access their level of understanding and ability to read, comprehend and follow instructions.

Explain what an interview is before learners tackle question 2. Tell them to first number and write their questions in their workbook. Then pair the learners and allow time for interviewing and recording of answers. Give each learner an opportunity to share what they learnt about their friend from the interview.

**Suggested answers**

1. Posters will vary but should include all elements specified in LB. Use a checklist to assess.
2. Learners must make up their own five relevant questions about personal information, likes and dislikes. Check the correct use of question words (where, what, when, how, etc.) and the use of question marks. The recorded answers should also be informally assessed for spelling, grammar and punctuation. The presentation of what they learnt about their friend can be assessed as an oral presentation (speech).

**Resources**

Learner's Book  
Cardboard, crayons, magazines, scissors, glue

## Games

### **‘All about me’ board game**

How to play: Divide the learners into groups. Make copies of the board game template (Resource Worksheet 1). Have each group member come up with 1–2 topic questions to write into the blocks (depending on the number of learners in the group), leaving some spaces blank. Here are some ideas for topic questions if the learners need guidance:

- What is your favourite boardgame / outside game / online game?
- What is your favourite sport?
- Who do you live with?
- What is your favourite sweet?
- What is your favourite story?
- What is your favourite TV show?
- What is your favourite holiday that your family celebrates?

Provide the learners with dice and counters. Let them take turns to roll and answer questions about themselves until they reach the end square.

### **Would you rather?**

How to play: This game can be silly or serious and works well as a ‘getting to know one another’ ice breaker. Learners must choose between two options and justify their answers. Make sure each learner gets to answer at least one question. If time is limited, divide them into groups and give each group a few minutes to discuss their answers with each other. There are many question ideas available online. Here are some question ideas:

- Would you rather swim with sharks or sleep in a bed with snakes?
- Would you rather go 10 years into the past or 10 years into the future?
- Would you rather eat a raw egg or a beetle?
- Would you rather have a holiday at a beach or in a forest?
- Would you rather be able to fly or be invisible?
- Would you rather have a robot that could do your homework or one that could do your chores?

### **‘Earth goes round the sun’ timeline game**

How to play: Have the learners stand in a circle. Place a yellow circle of paper or card at the centre of the circle to represent the sun.

Teach them the words of the song to the tune of the chorus of ‘The farmer’s in the dell’.

*The Earth goes round the sun*

*The Earth goes round the sun*

*One whole year goes by and we are one!*

The last line of the verse will change with each revolution around the 'sun' to two, three, four etc.

Learners sing this while walking in a circle formation around the 'sun'. After each revolution, they stop and draw something they could do at that age. (Offer milestone suggestions for younger ages.) At the end of the activity, learners can display their milestone timeline in the classroom.

## Physical Education



For this activity, you will need balls for kicking, and tape or chalk to mark starting points for athletic activities.

Warm up by focusing on breathing (for example, take a deep breath and pretend to blow up a balloon slowly). Follow with simple stretches, extending arms and bending at the waist.

Laterality: Put learners into pairs and have them kick a ball back and forth, alternating between the right and left foot.

Rhythm: Have learners stand at a starting point in a line for a friendly race.

Demonstrate how to crouch down and get ready before sprinting a short distance (on your marks ... get set ... go!).

Now have them stand at the starting point and explain that they will try to jump as far as they can, starting off on alternating legs (demonstrate the long jump action). Have them try this a few times until they have established which leg they are most comfortable taking off from.

Cool down by having learners lie on their backs and imagining breathing like a gentle breeze.

### Informal assessment rubric:

Learner was able to:	✓	✗
participate in warming up and cooling down routines		
kick a ball with both the left and the right foot		
participate in a short sprint with rhythmic countdown		
establish a comfortable long jump take-off position.		

## Creative Arts



### Improvise and interpret

Using a simple song known to the learners, have them warm up the voice by singing in unison, in tune and in time.

Now have the learners sit at their desks. They will create rhythm patterns using percussion, both against their desks and by clapping their hands. Start by teaching them a simple rhythm, for example, clap hands twice then once against their desks.

You can extend this to a slightly longer rhythm if all learners are coping, by notating on the board to familiarise them with reading the rhythm.

It will then be helpful to explain the beats and rests.

Note values:

- Semibreve (whole note): four beats
- Minim (half note): two beats
- Crotchet (quarter note): one beat

Rest values:

- Semibreve rest: four beats
- Minim rest: two beats
- Crotchet rest: one beat

Once the rhythm is established, play a drama game by having the children call out their names to the rhythm. This can be tied into the topic and extended by calling out favourite foods, animals and so on.

To end, show learners the picture again from Patrick teaching his friends to play a game. Divide the learners into groups and have them role play being the friends learning to play the game. Encourage them to exaggerate and have fun with how the game played out.

### Informal assessment rubric:

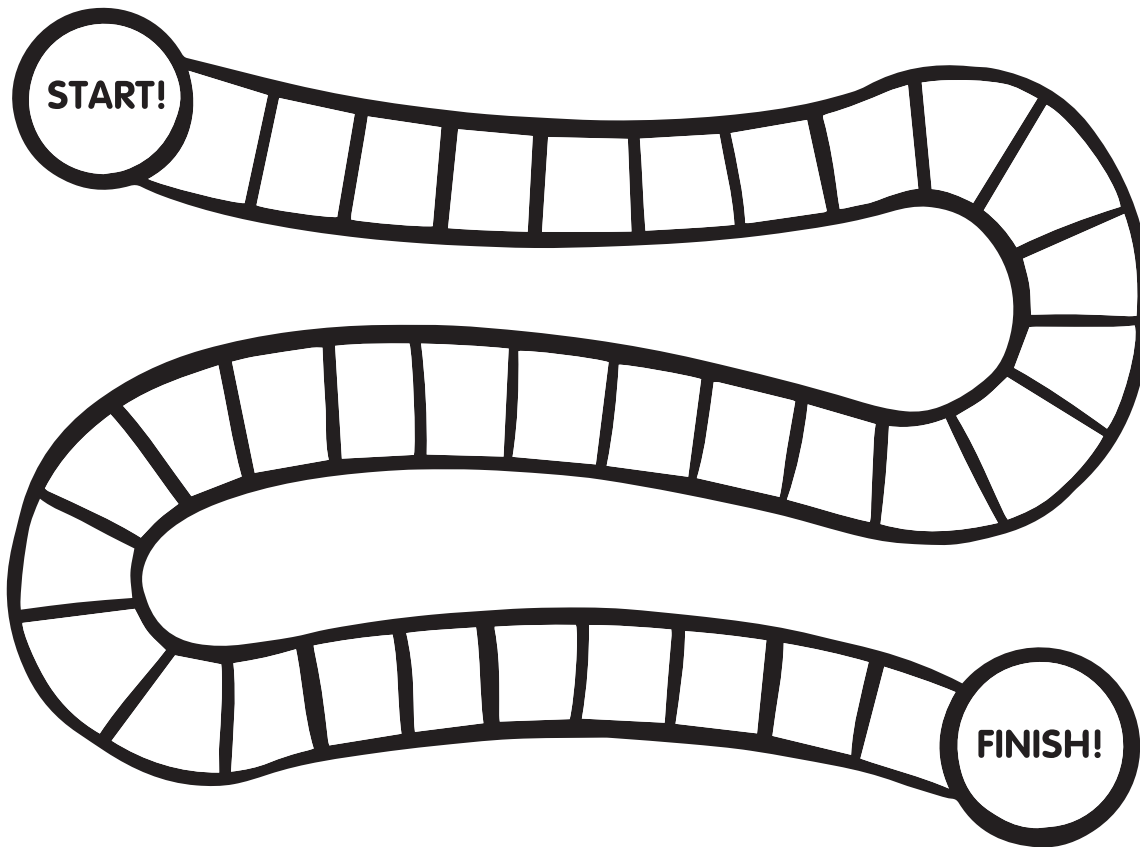
Learner was able to:	✓	✗
sing a known song in unison		
keep a simple rhythm using percussion		
play a drama game to a rhythm		
participate in a role play.		

# Worksheet 1 About me



Name and surname:	
Grade:	Date:

## Example:



# Remediation

I. Finish the sentences:

My name is \_\_\_\_\_

I am \_\_\_\_\_ years old.

I am a (boy/girl) \_\_\_\_\_

I was born on (day) \_\_\_\_\_ (month)  
\_\_\_\_\_ (year) \_\_\_\_\_.

The country I was born in is  
\_\_\_\_\_

The school I go to is  
\_\_\_\_\_

My teacher's name is  
\_\_\_\_\_

My friend's name is \_\_\_\_\_

My favourite food is \_\_\_\_\_

My favourite colour is \_\_\_\_\_

2. Thandi is trying to make a timeline of things that have happened in her life. Put them in order for her by writing 1, 2, 3, 4, or 5 in the square next to the event.

	I met my new teacher in Grade 3.
	I was born in South Africa.
	I started going to a new school in Grade 1.
	I got a new puppy in Grade 2.
	I learnt how to walk and talk.

3. Your family is an important part of your past and present. Draw a picture of them here:

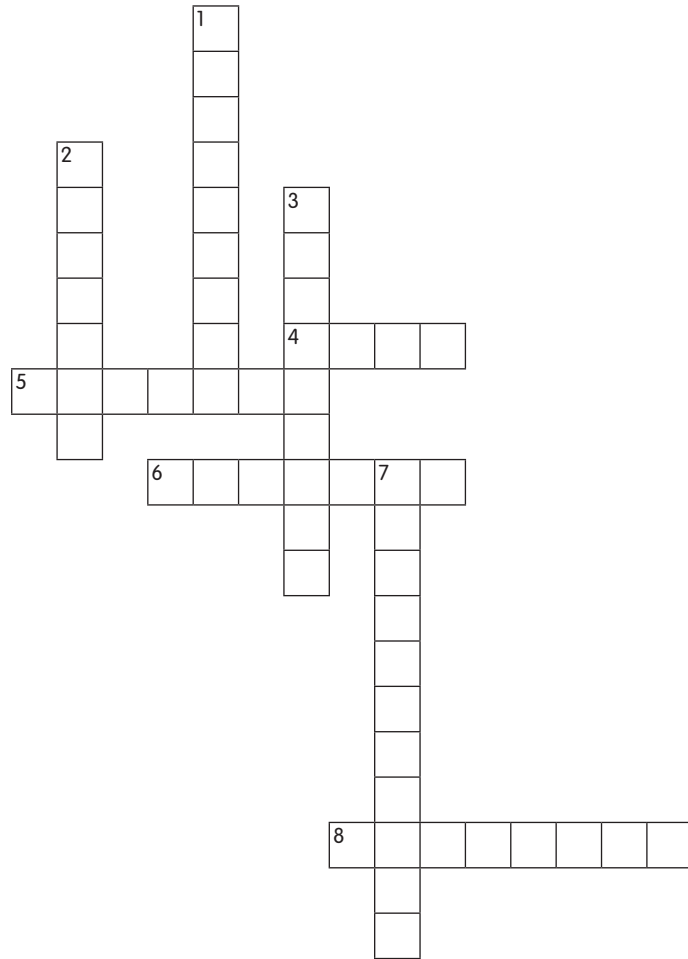


# Extension

Use the clues to complete the crossword. The clues are definitions of the new words you have learnt in this topic.

## Across

4. Something that has already happened.
5. Something that is happening now.
6. A big building built a long time ago that is shaped like a triangle.
8. Something we use to show how things happened. It shows what happened first and what happened next.



## Down

1. Something that you like best
2. A very large piece of land where a group of people live together
3. People who live in the country of Egypt
7. Something you want to find out about, that grabs your attention

5. Now find all the new words from your crossword puzzle in this wordsearch.

D	G	I	M	O	U	K	P	M	R	D	K
F	X	N	M	C	J	T	R	M	Q	F	D
O	I	T	N	G	P	W	E	L	W	A	G
L	P	E	C	V	W	A	S	H	O	V	V
T	M	R	O	A	S	V	E	V	Q	O	K
M	L	E	E	O	W	B	N	B	R	U	C
Q	J	S	B	G	T	V	T	D	P	R	X
C	X	T	P	L	Y	L	G	N	M	I	O
O	U	I	B	P	I	P	P	X	D	T	Q
U	O	N	E	M	Y	R	T	W	H	E	U
N	F	G	V	A	I	R	M	I	X	I	L
T	C	W	Q	U	F	K	A	V	A	Q	M
R	J	P	A	S	T	O	R	M	S	N	A
Y	G	P	Q	J	V	X	B	F	I	U	S
T	I	M	E	L	I	N	E	C	E	D	N

# Memorandums

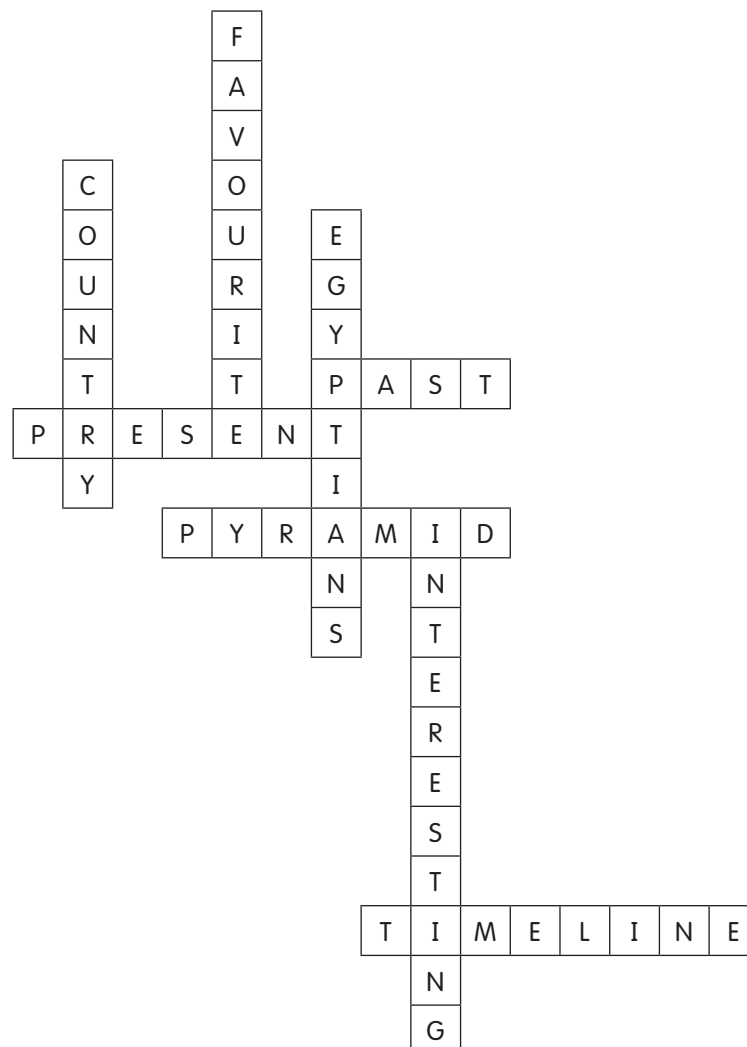
## Remediation

- Answers are specific to the learner.
- 

5	I met my new teacher in Grade 3.
1	I was born in South Africa.
3	I started going to a new school in Grade 1.
4	I got a new puppy in Grade 2.
2	I learnt how to walk and talk.

- Drawings will vary from learner to learner.

## 4. Extension



5. Wordsearch

		I				P				
		N				R			F	
		T				E			A	
		E				S			V	
		R				E			O	
		E	E			N			U	
		S		G		T			R	
C		T			Y				I	
O		I		P		P			T	
U		N			Y	T			E	
N		G				R		I		
T						A		A		
R		P	A	S	T		M		N	
Y								I		S
T	I	M	E	L	I	N	E		D	

# Topic 2 Feelings

<b>Teaching time</b>	7.5 hours
<b>Learning outcomes</b>	<p>By the end of this topic, learners should be able to:</p> <ul style="list-style-type: none"> <li>• identify different feelings and emotions in themselves and others</li> <li>• compare various feelings and understand how these feelings might change in different situations</li> <li>• communicate their feelings in healthy ways using words, facial expressions and body language</li> <li>• express feelings in a healthy manner, understanding the importance of sharing and talking about emotions.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identification skills: Recognise and name different feelings.</li> <li>• Comparative skills: Compare different feelings and their intensity.</li> <li>• Communication skills: Express feelings in words and gestures.</li> <li>• Healthy expression skills: Show feelings in a healthy and respectful way.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Learners should have increased knowledge of understanding their own feelings and recognising different emotions.</li> <li>• Learners should get practice in expressing their feelings in healthy and appropriate ways.</li> </ul>
<b>Values</b>	<ul style="list-style-type: none"> <li>• Respect for resources: Use natural resources carefully and responsibly.</li> <li>• Curiosity: Be interested in learning how things are made.</li> </ul>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• Respect for oneself and others: Understand and appreciate one's own feelings and the feelings of others.</li> <li>• Tolerance: Be accepting of different emotions and how people express them.</li> </ul>
<b>Beginning knowledge</b>	<p>Learners should have some prior knowledge of basic emotions, including how they feel and why their feelings are important. They should also be able to notice emotional cues, such as facial expressions and body language.</p> <p>There are expected to be differences in prior knowledge, so the topic opener activity should be used to assess these differences and inform inclusive teaching.</p>
<b>Critical thinking questions</b>	<ul style="list-style-type: none"> <li>• What do you think feelings are?</li> <li>• How do you feel when you wake up for school?</li> <li>• Think of a time when you felt happy. What happened?</li> <li>• How do you think the girl and boy in the pictures on page 10 feel?</li> </ul>

<b>Integration</b>	<p>English Home Language:</p> <ul style="list-style-type: none"> <li>• Reading, listening and speaking skills through discussions and demonstrations, group and paired work.</li> <li>• Reading for meaning</li> </ul>
<b>Inclusivity and diversity</b>	<ul style="list-style-type: none"> <li>• Activities allow for different learning abilities and creating a sense of belonging through group work and collaboration.</li> <li>• Diversity is addressed through appropriate artwork in the LB and by activities that explicitly encourage sensitivity and the sharing of culture.</li> </ul>
<b>Teaching methodology</b>	<p>The teaching approach differs depending on the nature of the activity (see activity guidance) but includes discussion, demonstration, instruction, questioning, prompting, informal assessment, consolidation through guided and independent activity.</p> <p>Since play, practical activities and games are integral to Foundation Phase learning, suggestions of these that complement the learning outcomes are included at the end of the topic.</p>
<b>Assessment</b>	<p>Memorandums and rubrics or checklists are provided to guide continuous informal assessment through activities and exercises. A written formal assessment task and memorandum are provided for Beginning Knowledge and Personal and Social Well-being at the end of the term. Rubrics are provided to assess Creative Arts and Physical Education.</p>
<b>Recommended resources</b>	<p>Learner’s Book, DBE Rainbow Workbook (Term 1) page 10–17, magazines, scissors, glue, pen/pencils, pictures of facial expressions and emotions, information books about feelings and emotions, flashcards with different emotions, posters showing how to express and understand feelings.</p>

## Let us begin

Learner's Book page 11

### Activity guidance:

Discussion, explanations and investigation of prior knowledge

1. Look at the pictures:
  - Show learners the pictures on page 10 of the LB. Ask them what they see and what they think this topic is about.
2. Suggested discussion prompt questions:
  - What can you tell me about the people in these pictures?  
Help learners describe what the people are doing and how they might be feeling.
  - What do you think these pictures have in common?  
Guide learners to see that the pictures show different feelings.
  - How do you think these pictures show how people are feeling?  
Ask learners to talk about the emotions they see in the pictures.
3. Explain the pictures:
 

Happiness (Picture 1): Speech bubble: "Feelings are emotions that I feel inside myself. I can have happy or sad feelings." Zahara looks happy and relaxed. She is lying on the grass and looking at the sky. Explain that happiness makes us feel good and calm.

Sadness (Picture 2): Speech bubble: "Feelings are how we feel about something." Ethan looks sad and is crying. He feels upset. Explain that feeling sad is normal and it is okay to feel this way sometimes.

These explanations will help learners understand what feelings are and why it is important to talk about them.

Class discussion: Explain the meaning of the new word and use the questions on page 11 for discussion. Walk around and listen to the learners to see what they know and help if they have questions.

Answers will vary based on what learners already know and see in the pictures. Encourage them to share their thoughts and help them with any questions they have about feelings.

**Suggested answers**

Use the questions on page 11 for discussion:

1. What do you think feelings are? Guide learners to understand that feelings are how we experience and express our emotions, like happiness or sadness.
2. How do you feel when you wake up for school? Encourage learners to share their feelings about starting the day and help them describe those feelings.
3. Think of a time when you felt happy. What happened? Ask learners to recall a happy moment and explain what made them feel that way.
4. How do you think the girl and boy in picture 1 and picture 2 on page 10 feel? Help learners to discuss the emotions shown in the pictures, such as happiness or sadness, and explain why they think so.

Provide practical examples of the word as it is discussed.

- **emotions** – the way a person feels about things that are happening



## Things that make me happy

### Activity 1

Learner's Book page 12

**Learners work in pairs.**

#### Activity guidance

Ask learners to read the story about Zahara and discuss her feelings using the questions provided.

Get learners to answer the activity questions in pairs. This can be done as a discussion or by recording the answers in their books. Walk around and listen in on the discussions, prompting where needed.

Encourage learners to respond using full sentences.

Learners may note that Zahara's family has moms. This can be used as an opportunity to discuss with learners that all families may look a little different, but they are still the same in the way that they love and care for each other. Learners should be encouraged to share more information about their own families and how their family may be different, should they wish to. Remember to be mindful that some learners may not want to talk about their families and that this decision should be respected.

**Suggested answers**

1. Zahara felt sad and upset because her friends did not want to play with her.
2. Talking to her mom helped Zahara feel better. It is important to share feelings so we don't feel alone and can get support.
3. Zahara's mom probably told her that it is okay to feel sad and gave her a hug. She might have said to try talking to her friends or find something fun to do.

**Resources**

Learner's Book, pen/pencil  
DBE Rainbow Workbook (Term 1) page 10–17.

**Things that make me sad****Activity 2**

Learner's Book page 13

**Learners work in groups and on their own.****Activity guidance****Group work**

Ask learners to look at the picture and describe what they see. They should discuss the actions and emotions shown.

Encourage learners to share their feelings about the picture. They should talk about whether the picture makes them feel happy, sad, or something else.

Discuss ideas on how Ethan could feel better. Guide learners to think of ways to improve feelings, such as talking to someone or doing something fun.

Let learners share their thoughts with the class. This helps them practise speaking and listening skills.

**Individual work**

Instruct learners to write a letter to Ethan. Before learners start writing, go through the features of a letter with them (how to start with 'Dear Ethan' and sign off with their name). Discuss ideas of nice things one could say to a friend to make them feel better.

### Suggested answers

#### Group work:

1. a. Ethan is sad and upset. He is standing in front of the class while they are throwing things at him.
- b. Answers will vary. For example, the picture may make some learners feel sad because Ethan looks unhappy.
- c. Answers may vary. Examples: Talk to a friend or family member, do something fun, or spend time with people who care about you.
- d. Learners share their answers with the class.

#### Individual work:

2. Answers will vary. A sample letter follows:

Dear Ethan

I am sorry you feel sad. I care about you and want to help. Maybe we can play a game together or talk about what's making you upset. Remember, you are not alone. Your friends care about you. I hope you feel better soon!

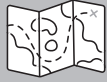
Your friend

[Learner's name]

### Resources

Learner's Book, pen/pencil

DBE Rainbow Workbook (Term 1) page 10–17.



## Time to explore

Learner's Book page 14

### Activity guidance

Get learners into groups and have them look at the pictures to match each picture with the labels provided. Ask them to discuss which label fits best for each picture.

Prompts:

- What do you see happening in each picture?
- How do you think the people in the pictures are feeling?
- Why do you think this label matches the picture?

As learners work, walk around and listen to their discussions. Help them with any questions and make sure they understand why each label fits the picture. Encourage them to use full sentences and to express their thoughts clearly.

### Suggested answers

1. Picture 1 – e: Good friends
2. Picture 2 – a: Loving family
3. Picture 3 – g: Part of a team
4. Picture 4 – c: Doing what you enjoy

### Resources

Learner's Book, pen/pencil

DBE Rainbow Workbook (Term 1) page 10–17

## Recognising feelings

### Activity 3

Learner's Book page 15

Learners work in groups.

#### Activity guidance

Group work and discussion

First, have learners read the speech bubbles about different feelings:

- Anger: Feeling mad or frustrated, such as when someone takes your things.
- Fear: Feeling scared, such as during a thunderstorm.
- Worry: Thinking a lot about something you cannot control, such as someone else not studying for a test.
- Loneliness: Feeling unhappy because you're alone, such as when you're left out.

Ask learners to talk about how they feel inside for each emotion: happy, sad, angry, afraid, worried or lonely.

Discuss how the face and body look when they feel each emotion. For example, do they smile when happy or frown when sad?

Talk about what makes them feel each emotion. For example, does a thunderstorm make them feel afraid? Does spending time with friends make them feel happy?

Ask each learner to choose one emotion from the speech bubbles. They then make a collage using pictures and words to show that emotion.

#### Suggested answers

1. Happy: Feeling good inside, such as when you play with friends.  
Sad: Feeling down inside, such as when something bad happens.
2. Angry: Frowning, tense body, clenched fists.  
Afraid: Wide eyes, trembling, holding body close.
3. Worried: Big tests, upcoming events.  
Lonely: Being left out, having no one to talk to.
4. Collage: Learners should pick one emotion from the speech bubbles. They will use pictures and words from magazines or draw their own to show what that emotion looks like to them.

#### Resources

Learner's Book, pen/pencil

Magazines for cutting out pictures, scissors, glue, paper for collages, markers or crayons

## Activity 4

Learner's Book page 16–17

**Learners work in pairs.**

### Activity guidance

Ask learners to work in pairs to look at the pictures and read the descriptions of feelings. Next, guide the learners to match the labels with the correct pictures and descriptions. As they work, walk around the classroom to provide help and ensure they understand the task.

After they have matched the labels, prompt the pairs to discuss and answer the following questions:

- What can you add to the descriptions of loneliness, anger, fear and worry? Help learners think about how they feel when they experience these emotions.
- When do you feel lonely, angry, afraid or worried? Encourage learners to share their own experiences.

Listen to the discussions and provide gentle guidance.

Remind learners to use full sentences when talking about their feelings.

### Suggested answers

1. Picture 1: b. Anger  
Picture 2: d. Fear  
Picture 3: c. Worry  
Picture 4: a. Loneliness
2. Answers will vary. Examples:  
Angry: Feeling mad inside, such as when someone is mean to you.  
Afraid: Feeling scared inside, such as during a storm.  
Worried: Feeling anxious inside, such as before a big test.  
Lonely: Feeling alone inside, such as when no one is around.
3. Answers will vary. Examples:  
Happy: Playing with friends, receiving a gift.  
Sad: Missing a loved one, a broken toy.  
Angry: Someone taking your things, not being listened to.  
Afraid: Thunderstorms, scary movies.

### Resources

Learner's Book; Emotion flashcards; Posters of emotions; Storybooks about emotions

Provide practical examples of the word as it is discussed.

- **collage** - a poster where you stick different things on paper or cardboard, such as photographs, pictures and words



## Physical Education



Instructions for using an obstacle course

Set clear expectations:

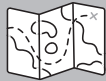
Explain the purpose of the obstacle course, how to navigate it safely, and the rules to follow.

Consider the different abilities in your class and design the course with varying levels of challenges.

Use directional language like 'left', 'right', 'forward', 'backward', 'under', 'over' to guide learners through the course.

During the activity use positive reinforcement: encourage students with verbal praise and constructive feedback throughout the course.

## Good ways to express what we feel



**Time to explore**

Learner's Book pages 18–19

**Learners work in groups.**

### Activity guidance

Read through the advice given in the speech bubbles on how to express different feelings with the learners. Then, discuss the advice given in each of the four situations. Ask a selection of learners how they express their feelings of anger, fear, worry and loneliness.

### Suggested answers

1. Learners express their opinion on the advice given.
2. Learners' own ideas on how to express feelings safely when they feel angry, afraid, worried or lonely.
3. Learners write or draw their feelings in a journal.

### Resources

Learner's Book, pen/pencil

DBE Rainbow Workbook (Term 1) page 10–17.



Provide practical examples of the words as they are discussed.

- **advice** – when someone gives you a helpful idea to make things easier or better
- **journal** – a special book where you can write down your thoughts, feelings and ideas

## Activity 5

Learner's Book page 20

**Learners work on their own.**

### Activity guidance

Have the learners work on their own to create a feelings journal. Explain that they will draw and write about their feelings today.

Prompts:

- What does your face look like when you feel this way?
- Can you write a few sentences about why you feel this way?
- What are some good ways to express these feelings?

Encourage learners to be honest about their feelings and use the words they have learnt. Walk around the classroom and offer help as they draw and write. Make sure they understand that it is okay to feel different emotions, and it is important to express them in healthy ways.

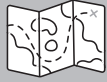
Encourage learners to use full sentences and to think carefully about how they express their emotions.

### Suggested answers

1. Draw a face: Learners should draw a face that shows how they feel today (for example, happy, sad, angry).
2. Write about feelings: Learners write five simple sentences explaining why they feel this way.
3. Expressing feelings: Learners write down some good ways to express what they feel in a way that is not harmful to themselves or other people (for example, talking to someone, taking deep breaths, doing something they enjoy).

### Resources

Learner's Book, pen/pencil, notebook, coloured pencils or crayons



### Time to explore

Learner's Book page 20

#### Emotions charades:

##### Learners work in groups.

This is a practical activity in which the learners play a game of emotions charades. Read out the instructions to the learners and make sure they understand how to play:

1. Write the names of different emotions on pieces of cardboard or paper, for example, happy, scared, surprised.
2. Put the cards or folded paper into a box labelled 'Emotions'.
3. Learners take turns to take a card from the box.
4. They look at the card but hide it so that the rest of the group cannot see it.
5. Learners act out the emotion on the card without speaking.
6. The other learners guess which emotion is being acted out.

Act out an emotion for the learners as an example.

After each turn, discuss when and why someone might feel that way.

7. Answers will vary. Learners use what they have learnt in this topic to express each emotion in a good way.

## Apologies – how to say sorry

### Activity 6

Learner's Book page 22

#### Learners work in groups.

#### Activity guidance

Explain the meaning of 'apology' and 'amends'.

Read the explanation of the apology process on page 21 in the LB to the class. Use simple words and show the pictures with the five steps.

The steps are as follows:

1. Identify the problem.
2. Say sorry.

3. Do something to fix the problem.
4. Say it will not happen again.
5. Move on.

Put learners into small groups. Ask each group to think of a time when someone made a mistake and needed to say sorry. They talk about how to use the five steps to fix the problem.

Have each group talk about how they would use each step to say sorry. Help them use the words 'apology' and 'amends' in their talking.

Learners then practise apologising. Each group will act out the apology steps. One learner will be the person who made the mistake, and another will be the person who is hurt.

After each role play, talk about how well they used the steps and how they apologised.

Reflection: Ask learners to think about a time they made a mistake and needed to say sorry. Have them draw or write about how they could use the apology steps to fix the problem.

Additional tips:

- Show the picture of the steps to help learners understand.
- Encourage learners to speak slowly and clearly during their role plays.
- Give positive feedback to help learners feel good about practising apologising.

### Suggested answers

1. Answers will vary. Example: Think of a time you broke a friend's toy or said something mean.
2. Learners use the five steps of the apology process to say sorry:
  - Identify the problem.
  - Say sorry.
  - Do something to fix the problem.
  - Say it will not happen again.
  - Move on.

### Resources

Learner's Book, pen/pencil, cardboard or paper for writing apology steps (optional for learners), markers or crayons for drawing (optional for learners)

Provide practical examples of the words as they are discussed.

- **apology** – saying sorry for something you have done that hurt someone
- **amends** – doing something to make up for hurting someone





## Time to explore

Learner's Book pages 22–24

### Activity guidance

Tell learners that they will write a letter to say sorry for something they did wrong. Show them the steps they need to follow to write their letter.

Put learners into small groups. Ask each group to choose a situation where they made a mistake and need to apologise.

Each group will write a letter using the steps. They should follow the guidelines to include all the important parts of an apology.

After writing, have each group share their letter with the class.

Discuss how each letter follows the apology steps and how they expressed their feelings.

Ask learners to think about how they would feel receiving a letter like the one they wrote. Have them talk about why apologising is important and how it helps to fix problems.

### Letter writing guidelines:

1. Identify the problem:
  - Explain what happened.
  - Who was involved?
  - When and where did it happen?
  - What was the mistake that you made?
2. Say sorry:
 

Apologise for what you did wrong. You can say: 'I am very sorry for (what you did). I did not mean to (hurt your feelings / make you sad / forget about you).'

Take responsibility: 'I should have been more careful. / I should not have been so selfish. / I should have included you.'

Show you understand their feelings: 'I understand that you might have felt (sad/upset/angry) because (explain why).'
3. Do something to make it better: Explain what you are doing or have done to fix the problem. Be specific about how you are making up for the mistake.
4. Say it will not happen again: Ask the other person to accept your apology. Show that you really mean it when you say sorry.
5. Move on: Promise to do better in the future: 'I promise to (be specific about what you will do in the future).'

Explain what you hope will happen: 'I hope we can be friends again and have fun together like we used to.'

**Suggested answers**

Learners' letters will vary, but must follow the structure given in the LB. Sample letter:

Dear Joe

I broke your toy when I was playing with it. This happened yesterday in the playground.

I'm very sorry for breaking your toy. I did not mean to hurt your feelings. I should have been more careful with your toy. I understand that you might have felt upset because your toy is broken.

I will try to fix the toy or get you a new one. I will save my pocket money to buy you a new toy.

Please accept my apology. I really feel sorry for what happened.

I promise to be more careful with your things in the future. I hope we can still be friends and play together like before.

Your friend

[Learner's name]

**Resources**

Learner's Book, pen/pencil

DBE Rainbow Workbook (Term 1) page 10–17.

Paper for writing letters

Handwriting font template (for letter format, if available)

## Let us check

Learner's Book page 25

### Activity guidance

Explain the activity: Tell learners that they will create a wheel of feelings to show different emotions. They will also draw pictures to represent each feeling.

Give them the following steps to follow:

- Create your wheel of feelings: Draw a big circle on a piece of paper.
- Divide the circle: Split the circle into six equal parts (like slices of a pizza).
- Colour each segment in a different colour (red, orange, yellow, green, blue, purple).
- Label each segment by writing the feelings in each part:
  - Red: Angry
  - Orange: Worried
  - Yellow: Scared
  - Green: Lonely
  - Blue: Sad
  - Purple: Happy
- Draw a picture of a face in each part of the wheel to show what each feeling looks like.

Learners then compare and discuss. Let them know they will share their wheels with classmates to see how they are similar or different.

Discuss how they can express each feeling in a positive way.

### Suggested answers

1. Learners make a wheel of feelings.
2. Learners draw their own pictures to illustrate each feeling. Examples:
  - Angry (Red): Draw a picture of a person looking angry (for example, with red cheeks).
  - Worried (Orange): Draw a person looking worried (for example, biting their nails or looking nervous).
  - Scared (Yellow): Draw a person looking scared (for example, hiding behind their hands or looking surprised).
  - Lonely (Green): Draw a person looking lonely (for example, sitting alone with a sad face).
  - Sad (Blue): Draw a person looking sad (for example, with tears or a frown).
  - Happy (Purple): Draw a person looking happy (for example, smiling and with bright eyes).
3. Learners compare their wheel with that of their classmate.
4. They look at their classmate's colour wheel

### Resources

Learner's Book, pen/pencil

DBE Rainbow Workbook (Term 1) page 10–17.

Paper, coloured pencils or markers, ruler (optional for drawing lines), examples of emotion drawings (optional for inspiration)

## Games

Learner's Book pages 15–20

**Feelings collage (Creative Arts: Visual Literacy / Creative Arts: Create in 2D)**

Learners will create a collage to illustrate feelings. Each learner will need magazines, coloured paper, scissors and glue.

- Gather materials: Provide magazines, coloured paper, scissors and glue.
- Learners choose different feelings, such as happy, sad, angry and excited.
- Create the collage: Learners cut out pictures or use colours that represent each feeling and glue them onto a large sheet of paper.
- Discuss the feelings: Learners share their collages and talk about why they chose each picture or colour.

Skills developed: Spatial awareness, creativity, understanding of production processes.

**Feelings story circle (Integrated Creative Arts: Visual Literacy / Language Skills: Storytelling)**

Learners will create a story together, focusing on different feelings.

- Start a story: Begin a story that involves a character feeling a certain way (for example, “One day, Sarah felt very lonely because ...”).
- Pass the story on: Each learner adds to the story by describing what happens next and how the character feels.
- Explore different feelings: Encourage learners to introduce different feelings as the story develops.
- Discuss the story: Talk about how the character’s feelings changed and why.

Skills developed: Emotional awareness, storytelling, vocabulary building.

# Remediation



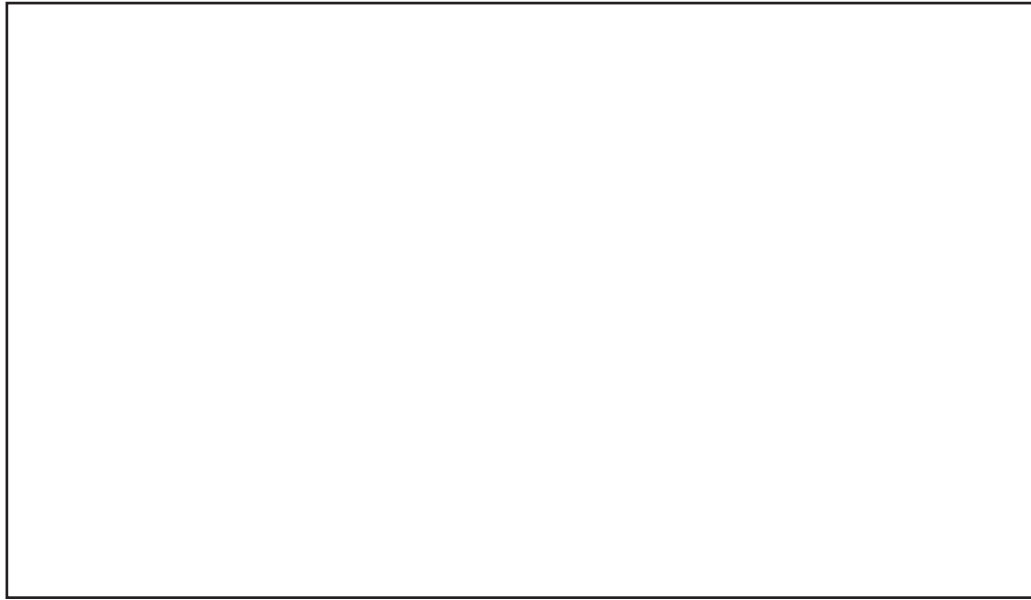
- I. Draw and label: How do they feel?
  - a. How does someone look when they are happy? Draw a smiley face with big, happy eyes and a big smile.

A large, empty rectangular box with a thin black border, intended for drawing a happy face as instructed in the previous step.

- b. How does someone look when they are sad? Draw a sad face with tears and a frown.

A large, empty rectangular box with a thin black border, intended for drawing a sad face as instructed in the previous step.

- c. How does someone look when they are angry? Draw an angry face with a red and frowning face.



- d. How does someone look when they are hurt? Draw a picture of a face showing that feeling.



# Extension

## I. Create a feelings poster:

Think of a feeling that you know well.  
Draw a picture of a person showing  
that feeling and write a sentence about  
when you might feel that way.

- a. My feeling is \_\_\_\_\_  
\_\_\_\_\_.
- b. I feel this way when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

### Check

My picture clearly shows the feeling.	
My sentence explains when I feel this way.	



## 2. How to show kindness

Read the information about showing kindness:

Kindness is a way to show care and love to others. You can show kindness by helping someone who is sad, sharing your toys, or saying nice words to a friend. Kindness makes other people feel happy and loved.

Write down four ways in which we can show kindness.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# Memorandums

## Remediation

1. Learners draw appropriate illustrations.

Match the feeling to the picture.

Happy: Picture should show someone smiling and playing with friends.

Sad: Picture should show someone frowning, crying, slumped shoulders

Angry: Picture should show someone frowning, tense face, red cheeks, pursed mouth

Hurt: Picture should show someone screaming, crying

## Extension

1. How to show kindness

Create a feelings poster

a. Feeling: Any appropriate feeling such as happy, sad, angry, etc.

b. When I feel this way: Any appropriate situation that matches the feeling, such as:

- Happy: When I play with my friends.
- Sad: When I lose my toy.
- Angry: When someone takes my things.
- Scared: When I see a big dog.

2. Learners' answers will vary. They must give four ways of showing kindness. Examples:

Smile at someone to show you care.

Offer to help a friend who is feeling sad.

Share your toys or snacks with others.

Say something nice to a friend.

Give a hug if someone needs it.

# Topic 3 Health protection

<b>Study area</b>	<b>Health protection</b>
<b>Teaching time</b>	2.5 hours
<b>Learning outcomes</b>	By the end of this topic, learners should be able to: <ul style="list-style-type: none"> <li>• demonstrate basic first aid practices in situations such as nosebleeds, animal bites, cuts and burns</li> <li>• have knowledge of basic health and hygiene, including not touching other people's blood.</li> </ul>
<b>Skills</b>	Ability to practise basic first aid
<b>Knowledge</b>	What to do if injured
<b>Value</b>	Care of self and others
<b>Attitude</b>	Self-confidence
<b>Beginning knowledge</b>	Perceptual skills, everyday knowledge
<b>Critical thinking questions</b>	<ul style="list-style-type: none"> <li>• Have you ever helped someone who had hurt themselves? How did you help?</li> <li>• How do we keep our bodies clean?</li> <li>• How can Mae help Lebo?</li> <li>• What would you have done if you had dropped the grapes on the floor? Why?</li> </ul>
<b>Integration</b>	<p>English Home Language:</p> <ul style="list-style-type: none"> <li>• Listening and speaking</li> <li>• Prepared and unprepared speech: Sharing ideas and experiences</li> <li>• Reading for meaning</li> <li>• Phonics</li> <li>• Writing and handwriting</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Data handling</li> </ul> <p>Coding and Robotics:</p> <ul style="list-style-type: none"> <li>• Step-by-step instructions (computational thinking)</li> </ul>
<b>Inclusivity and diversity</b>	<ul style="list-style-type: none"> <li>• Activities allow for different learning abilities and creating a sense of belonging through group work and collaboration.</li> <li>• Diversity is addressed through appropriate artwork in the LB and by activities that explicitly encourage sensitivity and the sharing of culture.</li> </ul>

## Term 1

<b>Teaching methodology</b>	<p>The teaching approach differs depending on the nature of the activity (see activity guidance) but includes discussion, demonstration, instruction, questioning, prompting, informal assessment, consolidation through guided and independent activity.</p> <p>Since play, practical activities and games are integral to Foundation Phase learning, suggestions of these that complement the learning outcomes are included at the end of the topic.</p>
<b>Assessment</b>	<p>Memorandums and rubrics or checklists are provided to guide continuous informal assessment through activities and exercises. A written formal assessment task and memorandum are provided for Beginning Knowledge and Personal and Social Well-being at the end of the term. Rubrics are provided to assess Creative Arts and Physical Education.</p>
<b>Recommended resources</b>	<p>Learner's Book, DBE Rainbow Workbook (Term 1) page 18-21, magazines, scissors, glue, pen/pencils, pictures and information books, flashcards and posters, first aid box with all basic items, video resources on first aid and hygiene if possible</p>

**Let us begin**

Learner's Book page 27

**Discussion, explanations and investigation of prior knowledge**

Begin by talking about what 'health protection' means. Ask the learners what they know about health and how to stay healthy. Use simple questions such as the following:

- What do you do to keep your body clean?
- How do you help someone who is hurt?

Look at the pictures: Show the learners the pictures on page 26. Explain that the pictures have important information about staying healthy. Give them time to look at the pictures.

Discuss the pictures: The picture on the left shows how to help someone who is hurt by putting on a plaster. The picture on the left shows a basic hygiene practice (caring for your hair).

Encourage participation: Ask the learners to talk about the pictures with each other. Listen to their ideas and help them understand the different ways to protect their health.

Use the questions for prompting discussion:

- Have you ever hurt yourself? Encourage learners to share their experiences. Ask who took care of them and how they felt.
- Have you ever helped someone who had hurt themselves? Get learners to talk about how they helped someone who was injured and how that made them feel.
- How do we keep our bodies clean? Discuss the importance of hygiene and ask learners to share ways they keep themselves clean.
- Can you share some hygiene rules that you know? Guide learners to think about the rules they follow to stay healthy and clean, such as washing hands or brushing teeth.

## Activity 1

Learners work in groups.

### Activity guidance

Show the learners the picture on the right. Ask them to talk about what they see happening. (A girl is having her hair neatly plaited for school.)

Ask questions such as, 'What do you do in the morning when you wake up?' This will help them relate to the picture.

Move to the picture on the left and ask the learners to talk about what is happening. (A boy is having a plaster put on his leg.) Encourage them to think about times when they might have needed help after getting hurt.

Explain how to play the game of charades. Tell them that one learner will act out an action without talking and the others will guess what it is. Make sure they know that everyone will get at least two turns to act out something.

Have the learners mime actions related to hygiene, such as brushing teeth, washing hands or taking a shower. They can also mime how they would help someone who is hurt, such as putting on a plaster or washing a cut.

After everyone has had a turn, each group will prepare a group mime for the class to guess. Walk around the classroom to see how the groups are doing. If the classroom gets too noisy, you can take the activity outside.

Remind the learners to be respectful and to let everyone have their turn without interrupting.

### Suggested answers

Learners play a game of charades.

### Resources

Learner's Book, pen/pencil

DBE Rainbow Workbook (Term 1) page 18–21

Open space for acting out charades



As you introduce each word, ask learners to think of examples from their own lives. For instance, 'What do you do to have good hygiene?' or 'How do you protect yourself when it is cold outside?'

Provide practical examples of the words as they are discussed.

- **hygiene** – the way we care for our body and keep it clean
- **protection** – keeping yourself safe from anything that could harm you
- **health protection** – keeping your health safe from harm

## Basic first aid practices in situations such as nosebleeds, animal bites, cuts and burns

### Activity 2

Learner's Book page 28

Learners work on their own.

#### Activity guidance

Show the learners the pictures of the first aid kit on the page. Ask them to describe what they see.

Read the notes about first aid and the items in the kit. Learners can either read along with you or follow as you read aloud. Make sure they understand what each item is used for. For example, 'A plaster is used to cover a small cut to protect it from getting dirty.'

Explain to learners that they will be labelling items in a first aid kit. First, they should look at the pictures of the items and then find the correct labels from the box.

Learners write the number of each item and its correct label in their exercise book. Encourage them to write neatly and double-check their work.

Walk around the classroom to help learners if they are unsure about any labels. Encourage them to think about when they might use each item in the first aid kit and why it is important to know what to use.

#### Suggested answers

1. tweezers
2. plasters
3. scissors
4. bandages
5. gloves
6. gauze

#### Resources

Learner's Book, pen/pencil

DBE Rainbow Workbook (Term 1) page 18–21

If possible, a first aid kit containing items such as plasters, bandages, and antiseptic



Provide practical examples of the words as they are discussed.

- **aid** – help
- **first aid** – the first thing you must do to help someone who is hurt before a doctor or a nurse comes



## Time to explore

Learner's Book page 29

### Activity guidance

Ask the learners to talk about the first aid items they have at home. Guide them by asking questions such as, 'Do you have plasters at home? What do you use them for?'

Emphasise the importance of keeping medications out of the reach of small children to keep everyone safe. Say, 'Now we're going to make our own first aid kits – on paper!'

Ask learners to open their exercise books and draw a box or bag to be the kit. Tell them to draw at least five things they think should be in a first aid kit. These should be things that can help if someone gets hurt.

Explain that this first aid kit might be a box or special place in their home where they keep important items. It should stay in the same place and be kept where younger children cannot reach it.

When they finish drawing, ask learners to talk to a partner about what they put in their kit and why. Encourage them to listen when their friend explains their kit.

Talk with the class about where they think is a good place to keep a first aid kit at home. Remind them that it should be somewhere safe, where younger children cannot reach it.

### Suggested answers

1. Learners draw a picture of a first aid kit.
2. Learners tell their partner what is in the first aid kit and what each item is used for.
3. Learners listen while their friend tells them about what is in their first aid kits and what the items are used for.

### Resources

Learner's Book, pen/pencil

DBE Rainbow Workbook (Term 1) page 18–21

Pictures of first aid kits; real or picture examples of items in a first aid kit, such as bandages, antiseptic cream and scissors

Safety posters: Display posters about first aid and safety around the classroom.

Video clip: If possible, show a short video about first aid kits and how to use them.

## Nosebleeds and animal bites

### Activity 3

Learner's Book page 30

**Learners work on their own.**

#### Activity guidance

Read the information on page 30 aloud to the class and let them look at the pictures.

Ask for a volunteer to help demonstrate how to stop a nosebleed. Physically demonstrate the correct position and explain why it is important. Let the learners copy the position.

Have learners write down the steps for stopping nosebleeds.

Remind the learners to think of all the items they learnt about in first aid kits and then have them complete question 2. Use their answers to check for retention of the information about first aid kits.

#### Suggested answers

1. Keep calm and sit up straight with your head a bit forward. Squeeze the soft part of your nose for 10 minutes or until the bleeding stops. Breathe through your mouth.
2. antiseptic spray, gauze, bandage, plasters

#### Resources

Learner's Book, pen/pencil

DBE Rainbow Workbook (Term 1) page 18–21

## Cuts and burns

### Activity 4

Learner's Book page 31

**Learners work on their own.**

#### Activity guidance

Ask learners to share experiences of getting cuts or burns. Discuss common causes of cuts and burns, such as falling, touching something hot or using sharp objects.

## Term 1

Act out the correct order of steps for treating a cut, emphasising putting on latex gloves when treating someone else.

Tell the learners that a burn happens when the skin gets hurt by something very hot. Give examples like touching a stove, spilling hot water or getting too close to a flame. Explain that burns can form blisters, which are bubbles on the skin that can hurt a lot.

Read the information and discuss what they should and should not do if they or someone they know gets burnt.

Have learners copy and number the steps in the correct order in their workbooks.

### Suggested answers

1. Tell an adult.
2. Wash your hands.
3. Use latex gloves if you are helping someone else.
4. Press with a clean cloth to stop the bleeding.
5. Clean the cut under running water.
6. Pat the area dry with a clean towel.
7. Spray with antiseptic spray.
8. Put on a plaster or a bandage.

### Resources

Learner's Book, pen/pencil

DBE Rainbow Workbook (Term 1) page 18–21

Pictures/flashcards: Show images of cuts, burns and first aid items to support visual learning.

## Activity 5

Learner's Book page 33

**Learners work in pairs.**

### Activity guidance

Read the story aloud to the class.

Ask learners to work in pairs. Have them read the story again together. Let them answer the questions in their exercise books.

Walk around the classroom and offer help as they write.

Go over the answers with the class. Ask learners to explain why certain actions are important.