



GRADE

2

TEACHER'S  
GUIDE

# Platinum

Life Skills

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Platinum Life Skills Grade 2 Teacher's Guide

Maskew Miller Learning  
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# Contents

## Introduction

### How to use this book

## Teaching Life Skills Grade 2

### Term 1

#### Topic 1 What we need to live .....1

Let us begin	1
Food for growth, energy and health	2
Why do we need water?	4
Clean air	5
Sunlight	6
Let us check	7
Worksheets	8

#### Topic 2 Myself and others .....10

Let us begin	11
What makes someone a good friend?	12
People at school and at home	16
Showing respect and helping others	17
Visual Art Activity 5-7	17
Bullying and self-esteem	21
Visual Art Activity 9	22
Let us check	22
Physical Education Activity	23
Worksheets	24

#### Topic 3 Everyone is special. .... 26

Let us begin	27
People are similar and people are different	28
Things that help people	31
Caring for people with disabilities	33
I can be a hero	35
Visual Art Activity 9	37
Let us check	38
Worksheets	40

#### Topic 4 Healthy living ..... 42

Let us begin	43
How to keep healthy	44
What makes us unhealthy	45
Things that harm us	46
Protecting the food we eat	47
Simple ways to purify water	48
Religious and other special days	49
Let us check	50

Physical Education Activity	51
Worksheets	52
Formal Assessment Term 1	54
Formal Assessment Memorandum Term 1	56

### Term 2

#### Topic 5 Seasons ..... 58

Let us begin	59
The four seasons	60
Performing Arts Activity 3	62
How seasons affect us	63
How seasons affect growing things	65
How seasons affect animals	67
Let us check	68
Worksheets	70

#### Topic 6 Animals ..... 72

Let us begin	73
Farm animals	74
Uses of farm animals	77
Wild animals	78
Performing Arts Activity 5	79
Camouflaged animals	81
Visual Arts Activity 7	83
Endangered animals	84
Let us check	85
Worksheets	86

#### Topic 7 Creatures that live in water ..... 88

Let us begin	89
What lives in fresh water	90
Visual Art Activity 3 & 4	92
What lives in sea water	95
Visual Art Activity 6	96
Let us check	97
Physical Education Activity	99
Worksheets	100

#### Topic 8 Animal homes .....102

Let us begin	103
Animals that make their homes	103
Visual Art Activity 4	107
Animals that carry their homes	108
Religious and other special days	111
Let us check	112
Physical Education Activity	113

Worksheets . . . . .	115
Formal Assessment Term 2 . . . . .	117
Formal Assessment Memorandum Term 2 . . . . .	119

### Term 3

#### Topic 9 Soil . . . . .120

Let us begin . . . . .	121
Types of soils. . . . .	122
Creatures that live in soil. . . . .	123
Soil for the growth of plants . . . . .	125
Visual Arts Activity 5. . . . .	126
Let us check . . . . .	128
Worksheets . . . . .	130

#### Topic 10 Transport. . . . .132

Let us begin . . . . .	133
What is transport?. . . . .	134
Rail transport . . . . .	135
Visual Art Activity 3 . . . . .	136
Air transport . . . . .	137
Water transport. . . . .	139
Uses for different kinds of transport. . . . .	141
Let us check . . . . .	142
Physical Education Activity . . . . .	143
Worksheets . . . . .	144

#### Topic 11 Road safety. . . . .146

Let us begin . . . . .	147
Road safety for pedestrians. . . . .	148
Road safety for cyclists . . . . .	150
Road safety for passengers . . . . .	151
Road signs for pedestrians and cyclists. . . . .	152
Physical Education Activity 6 . . . . .	153
The scholar patrol. . . . .	154
How traffic officers help us . . . . .	155
Visual Art Activity 10 . . . . .	157
Let us check . . . . .	158
Worksheets . . . . .	159

#### Topic 12 People who help us . . . . .162

Let us begin . . . . .	163
How different people help me . . . . .	167
How to ask for help in an emergency . . . . .	168
Religious and other special days. . . . .	169
Let us check . . . . .	170
Physical Education Activity . . . . .	171
Worksheets . . . . .	172
Formal Assessment Term 3 . . . . .	174
Formal Assessment Memorandum Term 3 . . . . .	176

### Term 4

#### Topic 13 Our country . . . . .178

Let us begin . . . . .	179
Map of South Africa . . . . .	180
The South African Flag and where we see it . . . . .	181
South African national anthem. . . . .	182
Let us check . . . . .	183
Worksheets . . . . .	184

#### Topic 14 Different ways we communicate . . . . .186

Let us begin . . . . .	188
Speaking to communicate. . . . .	189
Reading to communicate . . . . .	193
Using advertising to communicate . . . . .	193
Listening for information . . . . .	195
Importance of communication . . . . .	199
Let us check . . . . .	201
Worksheets . . . . .	202

#### Topic 15 Day and night . . . . .204

Let us begin . . . . .	205
Things I do at night . . . . .	206
People who work at night . . . . .	209
Visual Arts Activity 5. . . . .	210
Performing Arts Activity 6. . . . .	211
Night animals . . . . .	213
Performing Arts Activity 9. . . . .	214
Religious and other special days . . . . .	215
Let us check . . . . .	216
Worksheets . . . . .	218
Formal Assessment Term 4 . . . . .	220
Formal Assessment Memorandum Term 4 . . . . .	222
Worksheet Memoranda . . . . .	223

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

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

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

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

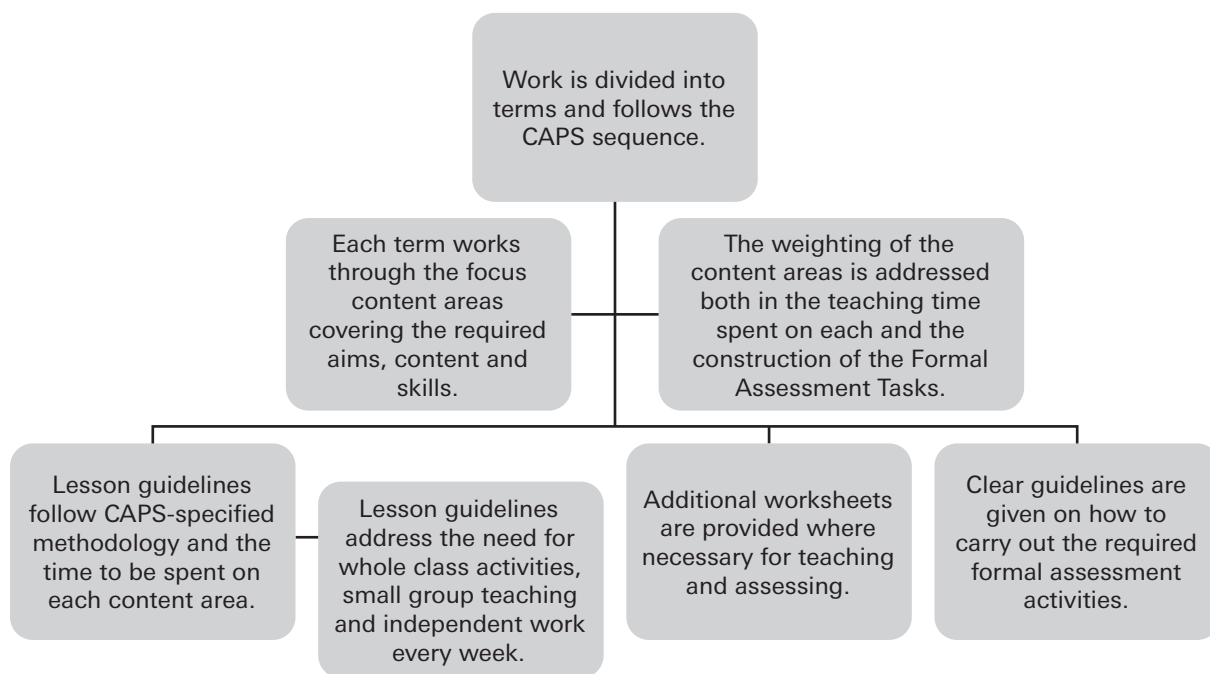
You are a powerful force for positive change, and the impact you make in your classroom is greater than you may notice. As you teach, know that you are not just guiding your learners; you are shaping the future of our communities, our country, and the world.

Thank you for everything you do!

### How to use this series

Welcome to Life Skills Grade 2! This series consists of a Learner's Book and a Teacher's Guide that promote effective teaching of Life Skills in Grade 2. Life Skills Grade 2 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
- Let Us Begin topic opener
- guidance for activities
- guidance for the Let Us Check exercise
- formal assessments
- photocopiable worksheets.

## The Curriculum and Assessment Policy Statement (CAPS)

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

### The Life Skills ATP supports the following principles.

✓  
Critical thinking

✓  
Problem-solving

✓  
Decision-making

✓  
Responsibility

✓  
Self-awareness

✓  
Self-management

✓  
Personal values

✓  
Cultural awareness

✓  
Resiliences

✓  
Ethics

✓  
Diversity

✓  
Citizenship

✓  
Respect

✓  
Mindfulness

✓  
Positive attitude

✓  
Perseverance

## TIME ALLOCATION

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

SUBJECT	GRADE R (HOURS)	GRADES 1–2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	7/8	7/8
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	5	5	5
• Beginning Knowledge	(1)	(1)	(1,5)
• Creative Arts	(1,5)	(1,5)	(1,5)
• Physical Education	(2)	(2)	(2)
• 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	<b>50 hours</b>	Beginning knowledge and Personal and Social Well-being	2,5 hours per week	<b>50 hours</b>
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>
<b>Lesson phases:</b> (core content, activities, teaching approaches)  <b>Introduction:</b>  <b>Development:</b>  <b>Consolidation:</b>

## Diversity, equity and inclusion

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

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

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

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

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

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

**Table 1: Types of diversity**

Diversity category	Definition	Coverage in the book
1. <b>Cultural and ethnic diversity</b>	This refers to representing various cultural and ethnic backgrounds, ensuring learners are exposed to different perspectives and traditions.	We have included characters, authors and historical figures from diverse cultural backgrounds. Stories and examples incorporate a range of traditions, customs and languages. This helps learners appreciate cultural richness and discourages stereotypes by offering balanced views on historical and contemporary issues.
2. <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 have 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>Socio-economic diversity</b>	This involves representing people from different economic backgrounds and discussing issues of economic inequality.	We feature characters from a variety of socio-economic 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 have 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 have 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 have also encouraged interfaith dialogue to help foster respect and understanding across different belief systems. Secular perspectives are included as well, ensuring all belief systems are respected and represented fairly.
8. <b>Age diversity</b>	Age diversity involves including people from different age groups and discussing issues related to ageing.	In the books, you will find characters and examples ranging from young children to the elderly. We have 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.

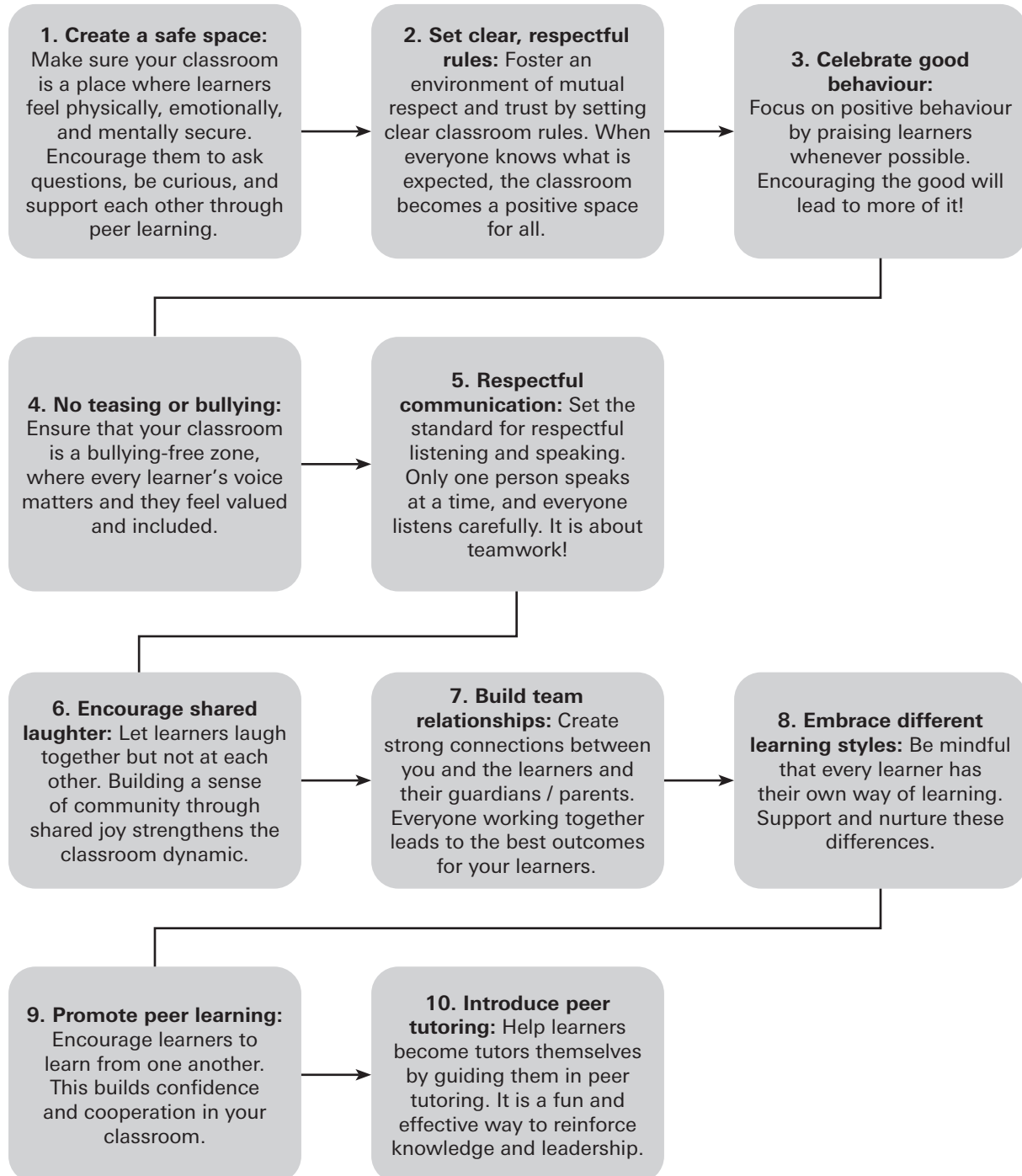
Diversity category	Definition	Coverage in the book
9. <b>Geographic diversity</b>	Geographic diversity represents people and issues from various regions and environments, both global and local.	The books include content from different regions around the world, addressing both global issues and local contexts that are relevant to learners. We have 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 to different learning styles. Activities are designed to accommodate a wide range of learning needs, promoting an inclusive learning environment. We have also added quick pre-assessments for you to consider.

### Creating an inclusive and diverse classroom

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

## Diversity in the classroom

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



### Strategies 1-10: Building a positive and inclusive classroom environment

#### Celebrate every learner's uniqueness

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

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

#### Being mindful of bias and privilege

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

Lebo, a confident girl, spoke first, describing her family's Christian Christmas traditions. Several other learners followed, discussing similar holidays. But when it was Amina's turn, she hesitated. Amina's family practiced 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' 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 was 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 which involves observing, comparing classifying, measuring, experimenting and communicating.
- **Technological Process Skills:** The process taken to investigate, design, make evaluate and communicate.

#### Personal and Social Well-Being

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

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

#### Creative Arts

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

#### Visual Arts

Visual Arts develops sensory-motor skills and fine and gross motor coordination through the manipulation of materials through a variety of art techniques. **Two-dimensional (2D)** work aims to develop the learner's perception of the real world through visual and sensory stimulation, discussion and questioning and through the drawing of the physical body in motion. **Three-dimensional (3D)**

work develops the concept of space and shape through joining pieces of clay, gluing or pasting of paper, cutting shapes, folding, tying and wrapping. Learners should be able to talk about lines, shapes and colours.

## **Performing Arts**

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

## **Physical Education**

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

## **Life Skills content coverage annexure**

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

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

## Use of series

<b>Grade: 2</b>		
<b>Term: 1</b>		
<b>Study area: Beginning Knowledge and Personal and Social Wellbeing</b>		
Content coverage	Hours spent per topic	Progress
Topic 1: What we need to live	4	
Topic 2: Myself and others	4	
Topic 3: Everyone is special	6	
Topic 4: Healthy living	4	
<b>Study area: Creative Arts (Visual Arts and Performing Arts)</b>		
Content coverage	Hours spent per topic	Progress
Topic 1: What we need to live	3	
Topic 2: Myself and others	3	
Topic 3: Everyone is special	4.5	
Topic 4: Healthy living	3	
<b>Study area: Physical Education</b>		
Content coverage	Hours spent per topic	Progress
Topic 1: What we need to live	3	
Topic 2: Myself and others	3	
Topic 3: Everyone is special	4.5	
Topic 4: Healthy living	3	
<b>Term: 2</b>		
<b>Study area: Beginning Knowledge and Personal and Social Wellbeing</b>		
Content coverage	Hours spent per topic	Progress
Topic 5: Seasons	6	
Topic 6: Animals	4	

Topic 7: Creatures that live in water	4	
Topic 8: Animal homes	4	
<b>Study area: Creative Arts (Visual Arts and Performing Arts)</b>		
Content coverage	Hours spent per topic	Progress
Topic 5: Seasons	4,5	
Topic 6: Animals	3	
Topic 7: Creatures that live in water	3	
Topic 8: Animal homes	3	
<b>Study area: Physical Education</b>		
Content coverage	Hours spent per topic	Progress
Topic 5: Seasons	4,5	
Topic 6: Animals	3	
Topic 7: Creatures that live in water	3	
Topic 8: Animal homes	3	

**Term: 3****Study area: Beginning Knowledge and Personal and Social Wellbeing**

Content coverage	Hours spent per topic	Progress
Topic 9: Soil	4	
Topic 10: Transport	6	
Topic 11: Road safety	4	
Topic 12: People who help us	4	

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

Content coverage	Hours spent per topic	Progress
Topic 9: Soil	3	
Topic 10: Transport	4.5	

## Use of series

Topic 11: Road safety	3	
Topic 12: People who help us	3	
<b>Study area: Physical Education</b>		
Content coverage	Hours spent per topic	Progress
Topic 9: Soil	3	
Topic 10: Transport	4.5	
Topic 11: Road safety	3	
Topic 12: People who help us	3	

### Term: 4

#### Study area: Beginning Knowledge and Personal and Social Wellbeing

Content coverage	Hours spent per topic	Progress
Topic 13: Our country	4	
Topic 14: Different ways we communicate	6	
Topic 15 Day and night	6	

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

Content coverage	Hours spent per topic	Progress
Topic 13: Our country	3	
Topic 14: Different ways we communicate	4,5	
Topic 15 Day and night	4,5	

#### Study area: Physical Education

Content coverage	Hours spent per topic	Progress
Topic 13: Our country	3	
Topic 14: Different ways we communicate	4,5	
Topic 15 Day and night	4,5	

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

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

### Observe during activities

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

### Thumbs up, thumbs down

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

### Exit tickets

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

### Think-pair-share

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

### Peer feedback

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

### Learning journals

Learners keep journals to document what they 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.

## Use of series

**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-Learned) charts**  
Learners fill out what they know, want to know, and later what they have learned to connect prior knowledge with new concepts.

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

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

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

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

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

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

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

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

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

**Quizzes**  
Short tests to check understanding after lessons.

**Written assignments**  
Tasks to assess understanding through writing.

**Projects**  
Creative tasks to demonstrate knowledge.

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

**Performance tasks**  
Applying knowledge in real-life scenarios.

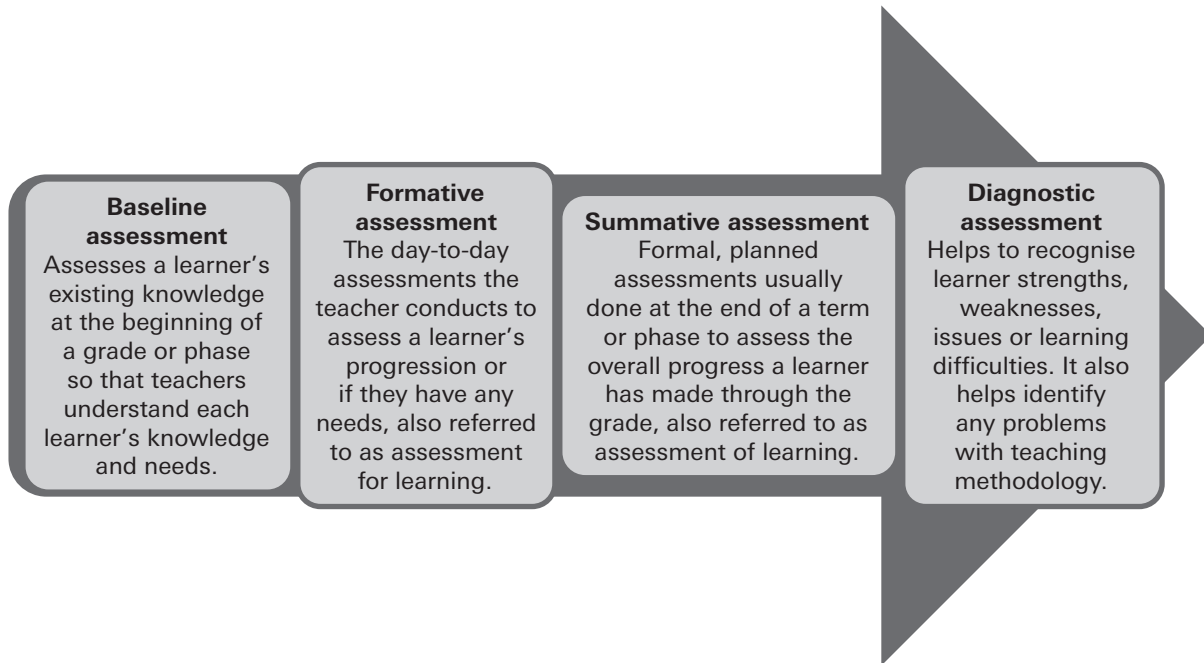
**Portfolios**  
Collection of work to track progress over time.

**Oral presentations**  
Learners present their understanding verbally.

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

## Types of assessments for Foundation Phase

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



## Reading assessment in the Foundation Phase

Meet Lily, a bright and curious Grade 3 learner who loves coming to school. However, despite her enthusiasm, she faces challenges in almost every subject. During language lessons, Lily often asks to go to the bathroom, afraid her teacher will call on her to read aloud to the class. In Maths, she struggles with word problems, finding them hard to follow. In Coding and Robotics, she cannot keep up with the written instructions for activities and 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 will 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 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.

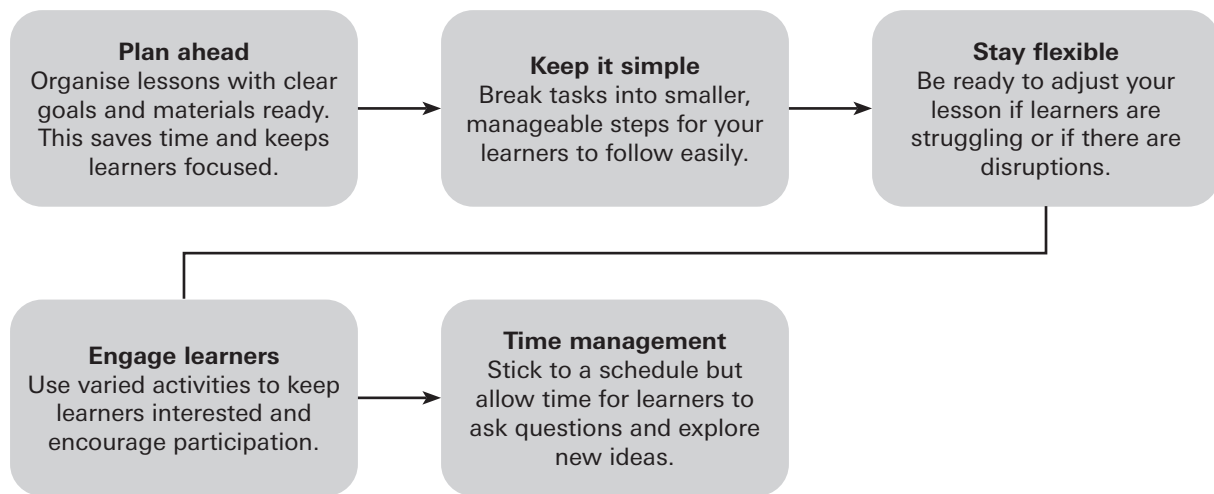
The basic idea of **variation theory** is that learners learn better when they see differences and similarities in what is being taught. It suggests that learners cannot fully understand something unless they see it in different ways or situations. By showing both what the concept is and what it is not,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

<b>Teaching time</b>	10 hours <ul style="list-style-type: none"> <li>• Beginning Knowledge and Personal and Social Well-being – 4 hours</li> <li>• Creative Arts – 3 hours</li> <li>• Physical Education – 3 hours</li> </ul>
<b>Recommended resources</b>	Learner's Book; paper; pens/pencils; word wall; flashcards; 3D objects; videos; charts; DBE Rainbow Workbook 1.
<b>Learning outcomes</b>	By the end of this topic, learners should be able to: <ul style="list-style-type: none"> <li>• Understand that some foods are healthy while others are unhealthy</li> <li>• Understand why we should eat healthy foods</li> <li>• Know that we need foods for growth, energy and health</li> <li>• Understand the importance and uses of clean water</li> <li>• Explain the importance of clean air to people, animals and plants</li> <li>• Understand the importance and danger of exposure to the sun.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Scientific process skills</li> <li>• Technological process skills</li> <li>• Geographical skills</li> <li>• Observation</li> <li>• Identifying</li> <li>• Comparing</li> <li>• Communicating</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Different types of food</li> <li>• Good food for energy</li> <li>• Sources of water</li> <li>• How to save water</li> <li>• The importance of water, air, and sunlight</li> <li>• Protection from the sun.</li> </ul>
<b>Value</b>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Empathy</li> <li>• Tolerance</li> </ul>
<b>Attitude</b>	Inquiry and communication
<b>Beginning knowledge</b>	Learners should understand that people need different things to be able to live. It is important to be healthy. In order to be healthy we must eat food that is good for us and have access to clean water and sunlight.
<b>Critical thinking questions</b>	<p>What things do I need to live? What do I need to eat to live? Is it important to live a healthy life?</p> <p>What do I need to do to live a healthy life?</p> <p>How can I look after and preserve the resources I need to live?</p>

<b>Integration</b>	Home language: Listening and speaking – using language to do with health and foods. Using vocabulary to identify foods. Natural science: Understanding the importance of water, air and, sunlight for all living things. Mathematics, Coding, and Robotics: Moving backwards and forwards on a grid.
<b>Teaching methodology</b>	Discussion, demonstration, instruction, questioning, informal assessment
<b>Assessment</b>	Use observation to assess individual learners during the activities. Assessment should be informal and continuous.
<b>Rubric</b>	Rubrics are found in certain informal assessments.

## Let us begin

Learner's Book page 1

Explain to learners that they will be learning about what we need to live.

Ask the following questions and allow time for different responses:

- Can you live without food?
- Can you live without water?
- Is everything you eat good for you? What about sweets and fizzy drinks?
- Why do people wear hats and sunblock when they are outside on a very hot day?

Tell learners that they will learn about the importance of eating healthy foods, breathing clean air and drinking clean water, and protecting our skin from the sun. Then ask learners to look at the pictures and answer the questions.

1. Learners must name their favourite food. Answers will vary.
2. Learners must decide if this food is healthy or unhealthy. Answers will vary.
3. Learners must answer if they enjoy playing outside or not. Most learners will enjoy playing outside and agree that it is a healthy way to spend their time.
4. Learners must name the games they enjoy playing. Answers will vary. Allow for various answers, such as playing soccer or tag, playing on jungle gyms, in sand pits, hide and seek, and jump rope.
5. Learners to take turns throwing and catching a ball or bean bag. Ask learners to count how many times they can throw and catch the ball or bean bag without dropping it. Make provisions for differently abled learners.



- **healthy** – things that keep our bodies strong
- **unhealthy** – things that makes our bodies sick



## Foods for growth, energy and health

### Activity 1 (Learner's Book page 2)

- **energy**  
– what we need for our bodies to be able to do work or play games

#### Work in pairs

#### Activity guidance

Learners must answer the questions.

1. What gives us energy?
2. What could Sahil do to get more energy?
3. Why do you think Sahil is getting tired?

#### Suggested answers

1. Food.
2. Sahil could eat more healthy food.
3. Learners should agree that Sahil is exercising and not getting enough energy from the food he is eating.

#### Inclusivity and diversity

##### Inclusivity

Walk around the classroom to ensure that all learners are participating and answering the questions. Listen to make sure all learners are involved in the activity.

##### Diversity

Remind the learners that we come from different backgrounds and eat different types of food. Encourage learners to talk about the different things that they eat. Sharing personal experiences encourages understanding and empathy in the classroom.

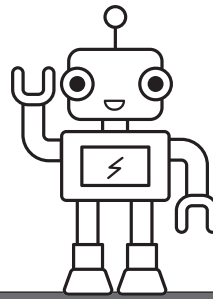
This activity can be extended for learners who need extra time.

If time permits, encourage a conversation about different types of foods eaten by different cultural groups.

#### Resources

Learner's Book; paper; pens/pencils; pictures of different healthy foods from magazines.

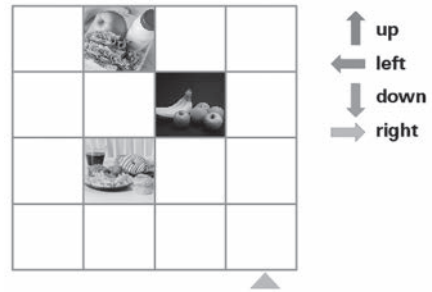
## Activity 2 (Learner's Book page 3)



### Work on your own

#### Activity guidance

- Learners must follow each set of arrows.
- Helps learners identify each direction of the arrow. Learners must first correctly identify their left hand and then their right hand.
- Let learners use a token, such as their pencil, an eraser or a sharpener to represent Sahil. They must understand that Sahil would be facing the grid at the starting point before following the directions of the arrows.
- Some learners will see that there are other ways to get to each item. Allow learners to write down different sets of arrows and get learners to compare which is the quicker route (fewer arrows) and which is the longer route (more arrows).



#### Suggested answers

- Healthy lunch: Sandwich and bottle of water, carrot sticks and an apple.
- Fruit: Banana, apple and orange.
- Unhealthy snacks: Doughnut, fried chips, cupcake, soda drink, ice-cream.

#### Inclusivity and diversity

##### Inclusivity

Walk around the classroom to ensure that all learners are participating and following each set of arrows on the grid. Assist any learners who are struggling.

##### Diversity

Allow learners to discuss if there are other sets of arrows that can lead to each item on the grid. Let them explore which are the shorter routes and which are the longer routes.

#### Resources

Learner's Book; pens/pencils; items that can be used as a token to move on the grid, such as the learners' sharpener, pencil, eraser or gluestick.

Make a life-size grid on the classroom floor with masking tape. This will allow learners to physically understand that they need to face the grid when they are following a set of arrows.

## Why do we need water?

### Activity 3 (Learner's Book page 4)

#### Work on your own

#### Activity guidance

Learners must look at the pictures and then extend the list with examples of how they use water.

#### Suggested answers

1. Mbali uses water for cleaning, cooking, drinking and washing her body.
2. Answers will vary but can include: watering the garden, washing the car, bathing pets, for sports, like swimming.

#### Inclusivity and diversity

##### Inclusivity

Walk around the classroom to ensure that all learners are answering the questions. Assist any learners who are struggling.

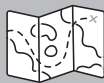
##### Diversity

Encourage learners to talk about the different things that they use water for in their homes. Sharing personal experiences encourages understanding and empathy in the classroom.

Find a video on YouTube that explains the different ways in which we use water.

#### Resources

Learner's Book; paper; pens/pencils; basin; soap; towel and water to practice washing hands.



#### Time to explore

Learners must discuss where water comes from.

1. Learners must make a poster showing five places where we find water. Possible answers: rain, rivers, dams, lakes, from taps and pipes in homes.
2. Learners use books and the internet to help them.
3. Learners tell the class what they have learned.

## Clean air

### Activity 4 (Learner's Book page 5)

#### Work in pairs

#### Activity guidance

Learners must answer the questions.

1. What is happening in each picture?
2. Why is the boy holding his nose?
3. Why do you need clean air?
4. Do you think plants and animals need clean air? Why?

#### Suggested answers

1. Picture 1: Girl happy and running along a path. There are birds, trees, grass and flowers around her. She is happy and energetic.  
Picture 2: Boy is walking on a street that has a car driving past him with fumes coming out of it. The boy is holding his nose and looks disgusted by the smell.
2. The fumes smell bad.
3. To breathe and be healthy.
4. Learners should agree that plants and animals need clean air to be healthy.

#### Inclusivity and diversity

##### Inclusivity

Learners might have different answers. Encourage learners to share their answers and explain how they reached their conclusions.

##### Diversity

Remember that the learners might have different experiences with pollution. What might seem normal to one learner may not be acceptable to another learner.

Faster learners who finish the activity can be asked to draw up a list of the dangers of pollution.

#### Resources

Learner's Book; pens/pencils.



## Sunlight

### Activity 5 (Learner's Book page 6)

- **sunburn** – sore skin caused by too much time in the sun
- **protect** – to keep someone or something safe

#### Work on your own

#### Activity guidance

Learners must look at the picture and read the labels. Then they must answer the following questions.

1. Why is the sun good for us?  
Start your sentence with: The sun is good for us because \_\_\_\_.
  2. Why can the sun be bad for us?  
Start your sentence with: The sun can be bad for us when \_\_\_\_.
  3. How should you protect your skin from the sun?  
Start your sentence with: I must protect my skin from the sun by \_\_\_\_.
- Explain to learners that we need vitamin D for good bone formation.
  - Explain to learners that the sun can damage our skin and too much sun can lead to skin cancer.

#### Suggested answers

Answers will vary.

1. The sun is good for us because it gives us Vitamin D for healthy bones.
2. The sun can be bad for us when it burns us.
3. I must protect my skin from the sun by wearing a hat and sunblock.

#### Inclusivity and diversity

##### Inclusivity

Learners will have different answers. Encourage learners to share their answers and explain how they reached their conclusions.

##### Diversity

Learners may comment on the different skin colour of learners in their class. Explain that races that developed in colder climates did not get as much exposure to the sun and therefore have less melatonin in their skins. Races that developed in hot climates have had more need for protection against the sun and therefore have darker skins.

Remind learners that everyone can get sunburn, regardless of their skin colour.

Find a video on YouTube that explains the dangers of sunburn.

#### Resources

Learner's Book; pens/pencils; posters and pictures.

## Let us check

Learner's Book page 7

1. Picture B – an apple, brown bread sandwich with cheese on it, bottle of water.
2. We need to use **sunblock** on our skin when we go into the sun.
3. Wrong.
4. Learners must draw a picture of how they use water at home. Possible answers are for washing clothes, cleaning dishes and the house, cooking, drinking and also bathing.

## Extension songs and activities

### 1. The Sunscreen Game

It is easy to forget to apply sunscreen to different parts of our bodies before we go into the sun. Sometimes it helps to sing a song as you apply sunscreen. This helps us to remember to apply sunscreen to parts of the body that we might have forgotten about. Sing the song "Head, Shoulders, Knees, and Toes" with the learners and encourage them to sing it the next time that they apply sunscreen to their bodies. Learners should make the actions with each verse.

Find a video showing the song on YouTube.

This is a movement activity, which incorporates creative actions, stretching and locomotor skills.

### 2. Visit a farm or food store

Learners visit a farm or food store as a class or individually. They should draw up a list of healthy food that is found there. Then they should name as many different recipes/meals that can be made from those things. Their findings can be shared as a class.

### 3. Creating with colour

Learners can paint pictures of different foods, using only one colour for a group of foods. For example, painting red foods, such as tomatoes, strawberries and raspberries, or orange foods, such as squash, carrots and oranges.

# Worksheet 1 What living things need

Name and surname:

Grade:

Date:

food shelter water

air toys car

1. Living things need \_\_\_\_\_ to breathe.
2. Living things need to eat \_\_\_\_\_ for energy.
3. Living things need \_\_\_\_\_ to drink.
4. Living things need \_\_\_\_\_ that is warm and dry.

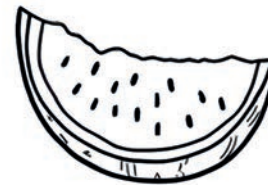
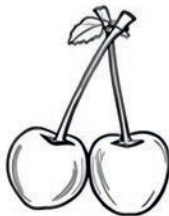
# Worksheet 2 Foods we need to eat

Name and surname: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

1. Colour the fruit in the right colour.



2. Complete the words.

bana \_\_\_\_\_

pe \_\_\_\_\_

pine \_\_\_\_\_

ap \_\_\_\_\_

straw \_\_\_\_\_

cher \_\_\_\_\_

# Topic 2 Myself and others

<b>Teaching time</b>	10 hours <ul style="list-style-type: none"> <li>Beginning Knowledge and Personal and Social Well-being – 4 hours</li> <li>Creative Arts – 3 hours</li> <li>Physical Education – 3 hours</li> </ul>
<b>Recommended resources</b>	Learner’s Book; scissors; glue; pens/pencils; pictures and information books; flashcards; posters; charts; videos; 3D objects; DBE Rainbow Workbook 1.
<b>Learning outcomes</b>	By the end of this topic, learners should be able to: <ul style="list-style-type: none"> <li>Understand that people are different</li> <li>Explain how to be kind to someone</li> <li>Describe the qualities that make a good friend</li> <li>Understand that we must be respectful to our teachers and schools</li> <li>Know how to show respect and help others</li> <li>Understand the dangers that bullying has on self-esteem</li> <li>Know how to make a message chain.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Identifying</li> <li>Comparing</li> <li>Communicating</li> <li>Ability to respect and forgive</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Understand that people are different</li> <li>Explain how to be kind to someone</li> <li>The qualities that make a good friend</li> <li>The importance of being respectful to our teachers and schools</li> <li>The importance of respect and helping others</li> <li>The dangers of bullying to self-esteem</li> <li>How to make a message chain.</li> </ul>
<b>Value</b>	<ul style="list-style-type: none"> <li>Respect</li> <li>Empathy</li> <li>Tolerance</li> </ul>
<b>Attitude</b>	Inquiry and communication
<b>Beginning knowledge</b>	Learners should understand that people are different and that it is important to treat everyone with kindness, understanding and respect.
<b>Critical thinking questions</b>	<p>How can we help other people?</p> <p>What are the qualities that make a good friend?</p> <p>How do we show respect to our teachers and schools?</p> <p>How do we show respect to other people?</p> <p>What is bullying and how does it affect our self-esteem?</p>

<b>Integration</b>	Home language: Listening and speaking – Prepared and unprepared speech. Sharing ideas and experiences and showing understanding of concepts. Mathematics: show the link to the concept of sorting. Coding and Robotics: recognising patterns of what is respectful and disrespectful. Learners follow a set of instructions to form a paper chain.
<b>Teaching methodology</b>	Discussion, demonstration, instruction, questioning, informal assessment
<b>Assessment</b>	Use observation to assess individual learners during the activities. Assessment should be informal and continuous.
<b>Rubric</b>	Rubrics are found in certain informal assessments.

## Let us begin

Learner's Book page 9

Explain to learners that they will be learning about themselves and other people. We are all different but it is important to treat everyone with kindness, understanding and respect. Then ask learners to look at the pictures and answer the questions.

1. How can we be kind to other people?

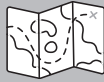
Learner's answers will vary. They could include examples like sharing, helping, doing something nice without being asked.

2. How do you comfort a friend who is feeling sad?

Learner's answers will vary. They could include offering to play with them, giving them a hug, listening to why they may be sad.

3. Name three things you can do to make a new child feel welcome.

Answers will vary. Possible answers: Introduce yourself to them. Ask them something about themselves. Invite them to play with you at break. Show them around the school.



### Time to explore

1. How do you feel when you help others?

Learners' answers will vary: They must be able to express that helping others makes them feel happy, good, proud of themselves that they were able to do something good for someone else.

2. How do you feel when someone helps you?

Learners' answers will vary. Possible answers include feeling good about yourself, appreciated and cared for.

## What makes someone a good friend?

### Activity 1 (Learner's Book page 10)

**Work on your own.**

#### Activity guidance

Ask learners for some words about what makes a good friend and write them on the board to help them with the activity.

Listen carefully for any silly or impolite suggestions and firmly stop them. Learners must answer the following questions.

1. Write down four qualities that make someone a good friend.
2. Write down four qualities that make you a good friend to other children.

#### Suggested answers

1. Learners' answers will vary: Helpful, understanding, patient, kind, caring, funny, etc.
2. Learners' answers will vary: Helpful, understanding, patient, kind, caring, funny, etc.

#### Inclusivity and diversity

##### Inclusivity

Walk around the classroom to ensure that all learners are completing the activity.

Assist any learners who appear to be struggling with the activity.

##### Diversity

Remind learners that there are many different qualities that make a good friend and that there are no right or wrong answers. What is important to one person may not be that important to another person.

If time permits, try and have a class discussion about the different qualities that make a good friend. Are qualities like honesty and loyalty more important than a sense of humour and excitement?

## Resources

Learner's Book; pens/pencils; exercise book.



- **qualities** – the good things about a person that make them special
- **friendship** – the relationship between people who spend time together because they like similar things

## Activity 2 (Learner's Book page 11)

### Work in pairs

### Activity guidance

1. Learners must finish the friendship poem.
2. In the blank spaces, learners must fill in qualities and actions that they both think good friends should have. The word box will assist the learners.

Learners share their poem with the class and include actions.

### Suggested answers

Learners' answers will vary but they must use the examples provided in the word box.

Show the integration with English.

Use the rubric below to assess the learners' poems.

### Inclusivity and diversity

#### Inclusivity

Walk around the classroom to ensure that all learners are participating and filling in the blanks in their friendship poems.

Listen to make sure all learners are involved in the activity. If some learners feel shy about performing actions in front of the class, do the actions with them to give them more confidence.

#### Diversity

Remind the learners that we are all different, that we must respect people who are different and that there are many different qualities and actions that are important in friends. For example, in South Africa there are 12 official languages, and we must respect people who speak a different language to us.

If time permits, encourage learners to participate in a class discussion about which friendship poem is the best. Learners will learn that there is no winner. There are many different variations that are all correct.

**Resources**

Learner's Book; pens/pencils.

Find a video on YouTube about why it is important to manage our anger. Talk about the video with the learners.

**Rubric to assess activity: Informally assess learners working in pairs**

Poor effort	Some effort	Excellent effort
Poem incomplete with little effort and no attention to detail.	Poem completed but not with a lot of effort or attention to detail.	Poem completed and written with care and attention to detail.

### Activity 3 (Learner's Book page 12)

#### Work on your own

#### Activity guidance

Learners must look at the pictures and answer the questions.

1. What is happening in each picture?
2. Which picture shows a good quality of being a friend?

#### Suggested answers

First picture: Learners must identify that the one friend is helping the other friend. This is a good quality of a friend.

Second picture: Learners must identify that the group of friends is excluding the other learner. This is not a good quality of a friend.

#### Inclusivity and diversity

##### Inclusivity

Some learners might struggle with reading and writing a sentence on their own. Be patient and assist learners who struggle. Read the words in the word box out loud and talk about their meanings.

##### Diversity

Learners should be encouraged to express their feelings in their sentences. They should associate negative feelings, like anger with bad qualities to have in a friend, and positive feelings, like happiness with good qualities to have in a friend.

If time permits, use YouTube to find videos that highlight the different characteristics and qualities of good friends that you can watch with the class.

#### Resources

Learner's Book; pens/pencils; exercise book.



- **respect** – being kind to people and following rules
- **disrespect** – not treating people well and not following rules

## People at school and at home

### Activity 4 (Learner’s Book page 13)

Work in pairs

#### Activity guidance

Learners must answer the following questions.

1. Which cards show respect to the teacher and the school?
2. Which cards show disrespect to teachers and the school?

#### Suggested answers

1. Being kind to other children, following the school rules, finishing my schoolwork, greet our teachers when we see them.
2. Drawing on my desk and chair, not doing the work that I need to do, being rude to teachers, being rude to other children.

Answer questions 1 and 2 in a table, as shown below.

#### Inclusivity and diversity

##### Inclusivity

Some learners might struggle with arranging flash cards in the correct order. Be patient and assist learners who struggle.

##### Diversity

Learners should be encouraged to arrange the flash cards in the order they wish, without any criticism. If time permits, have a class discussion about all of the different things that can be done to be respectful to people.

#### Resources

Learner’s Book; exercise book; flash cards; pens/pencils.

How we show respect to teachers and our school	How we show disrespect to teachers and our school
Always greeting our teachers when we see them.	Drawing on my desk and chair.
Always completing our schoolwork.	Not doing the work that I need to do.
Being kind to other children.	Being rude to teachers.
Following the school rules.	Being rude to other children.

Show the link to the concept of sorting taught in Mathematics. Also link to Coding and Robotics, as learners recognise patterns of what is respectful and disrespectful.

## Showing respect and helping others

### Activity 5 (Learner's Book page 14)

#### Work in pairs

#### Activity guidance

1. How are the children showing respect to other people?
2. Learners must make a poster to show respect. They choose one of the ideas from the pictures, or use their own idea.
3. Learners tell the class about their poster.

You can make a wall display of the posters when they are finished.

#### Suggested answers

1. By being respectful to people, by helping people, by keeping our classrooms and homes tidy, and caring for older people.

Use the rubric to show that learners meet the criteria for questions 2 and 3.

#### Inclusivity and diversity

##### Inclusivity

Some learners may choose to use scissors for making their posters. Some learners may struggle to use scissors correctly. Place learners in pairs so that those with more fine motor control can help learners that need more practice.

##### Diversity

Remember that the learners, posters will all be different. Encourage learners to be creative.

This activity can be extended for learners who need extra time.

#### Resources

Learner's Book; paper; pens/pencils; art materials learners need for their posters.

#### Rubric to assess activity: Informally assess learners working in pairs

Poor effort	Some effort	Excellent effort
Poster poorly done and questions not addressed.	Poster completed and questions answered but not a lot of effort put in.	Poster completed and questions answered with care and attention to detail.

## Activity 6 (Learner's Book page 15)

### Work on your own

#### Activity guidance

Learners must answer the following questions.

1. Is Zac showing respect or disrespect to Mr. Anwar?
2. If you were Mr. Anwar would you be happy with Zac's answer?
3. What should Zac do next?
4. Learners must pretend to be Zac and make a card for Mr. Anwar.

The card must include:

- A message for Mr. Anwar to say sorry.
- A promise to Mr. Anwar that you will not speak to him like that again.
- A picture that will make Mr. Anwar smile.

#### Suggested answers

1. He has been disrespectful to Mr. Anwar.
2. No, Mr. Anwar would be disappointed and sad. (Learner's answers could vary.)
3. He can say sorry for not behaving like he should have.

Use the rubric for the card that displays the criteria below.

#### Inclusivity and diversity

##### Inclusivity

Walk around the classroom to ensure that all learners are participating, answering the questions and making their cards.

##### Diversity

Remind the learners that we come from different backgrounds. Encourage learners to talk about the different cards that they have sent and received. Sharing personal experiences encourages understanding and empathy in the classroom.

This activity can be extended for learners who need extra time.

If time permits, encourage a conversation about different types of cards that can be sent to people. For example, birthday cards and congratulations cards. Ask learners how receiving one of these cards makes people feel.

#### Resources

Learner's Book; exercise book; pens/pencils.

**Rubric to assess activity: Informally assess learners working individually**

Poor effort	Some effort	Excellent effort
Instructions not followed or poorly done.	Instructions followed and completed but not a lot of effort put in.	Instructions followed and completed with care and attention to detail.

**Activity 7** (Learner's Book page 16)**Work on your own****Activity guidance**

- Learners must trace their hand into their books.
- Learners must write down five things that they can do that will be helpful and show respect others.
- Learners must write one thing on each finger.

**Suggested answers**

- Learners must trace their hand into their book.

Learners' answers will vary for questions 2 and 3: Could include sharing, including others in our games, welcoming new friends, showing kindness, helping older people, helping friends, accepting people for who they are.

Use the rubric below to assess each learner's performance.

**Inclusivity and diversity****Inclusivity**

Learners will have different artistic abilities. Encourage learners to be creative and talk about their work with each other and exchange ideas.

**Diversity**

Use the activity to point out to learners that some people are left-handed and some are right-handed. We are different but all the same!

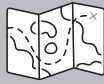
Faster learners can repeat the exercise using their other hand and try to come up with other ways they can be helpful and show respect to others.

**Resources**

Learner's Book; exercise book; pens/pencils.

**Rubric to assess activity: Informally assess learners working individually**

Poor effort	Some effort	Excellent effort
Drawing not done or poorly done. Has difficulty drawing around hand.	Drawing completed but not a lot of effort put in. Can manage to draw around hand, but not confidently.	Drawing completed with care and attention to detail. Confidently draws around hand.



**Time to explore**

If you have helped a friend, should you expect something in return?

Teacher to guide the discussion. Learners should identify that helping someone does not mean you will get something in return. We often help people because we feel it is the right thing to do.

## Bullying and self-esteem

### Activity 8 (Learner's Book page 17)

#### Work in pairs

#### Activity guidance

Learners must answer the questions.

1. What is happening in the picture?
2. How would you feel if other children did this to you?
3. Who can help us if we are being bullied?
4. How can we make people feel better about themselves?

#### Suggested answers

1. A boy is pushing another learner. This is bullying and will make the boy sad.
2. Learner response will vary: Sad, angry, upset, confused.
3. People who we trust can help us: Parents, grandparents, teachers.
4. We can tell them how they are special: maybe they are smart, good at a sport, good at music. We can recognise when they have done something they should be proud of: completed chores, helped a friend, looked after their siblings, finished their homework by themselves, read a book by themselves.

#### Inclusivity and diversity

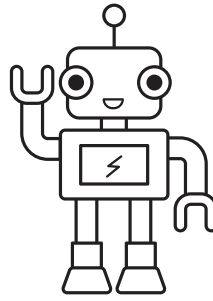
Use this activity to encourage learners to tell an adult if they are being bullied.

Remind learners that bullying others because they are different is not acceptable.

If time permits, have a class discussion about different ways people can be bullied and how it makes them feel.

#### Resources

Learner's Book; exercise book; pens/pencils.



## Activity 9 (Learner's Book page 18)

Work in groups

### Activity guidance

Learners will make a strong message chain.

Instructions:

1. Cut each coloured page into five strips
2. Hand out one strip to each learner
3. Each learner must write down either:
  - One way to prevent bullying or
  - One way to show respect to others.
4. Make the strip into a link and interlink all the strips with a stapler.
5. Decorate the classroom with the strong message chain.

Link to Coding and Robotics. Learners follow a set of instructions to form a paper chain.

### Suggested answers

Learners make a strong message chain by following the instructions.

### Inclusivity and diversity

#### Inclusivity

Make sure all learners in each group are working together and joining in.

#### Diversity

Use this activity to talk about having respect for others.

### Resources

Learner's Book; different coloured paper; colour pens; scissors; stapler.

## Let us check

Learner's Book page 19

1. Learners' answers will vary: Kind, trustworthy, patient, understanding, helpful.
2. Learners' answers will vary: By accepting people who may be different to us, by being polite and helpful, by keeping our classroom, school and home neat and tidy, by listening and following instructions, by making people feel included.
3. Bullying makes people feel bad about themselves.
4. Learners' answers will vary. Possible answers might include approaching a teacher for assistance.
5. Learners to balance on one leg. They can use a friend for help.
6. Learners to balance on each leg on their own. Learners to count for how long they can stand on one leg. Remember to make provisions for differently abled learners.

## Extension activities and games

### 1. Miming emotions

Write the names of different emotions, such as sadness, happiness, anger and joy, on cards. Divide learners into pairs and get one person in each pair to act out the emotion for the other. The other learner must guess which emotion is being acted out. They can swap roles.

### 2. Saying “no” to bullies

Find a video on YouTube that shows the different ways that learners can be bullied.

The class can make a list of the ways learners are bullied.

They can then act out saying no to a bully in groups.

### 3. Play Upuca

Before you start, make sure the class complete some warm-up stretching activities.

Then play Upuca (ten stones). Upuca is an indigenous game and is also known as Diketo.

### 4. Sing the “If you’re happy and you know it” song as a class

Find the video on YouTube and sing the song with the class, adding actions.

### 5. Saying no to bullying class activity

Working as a class, learners must make anti-bullying wrist bands. You will need strips of paper, pens/pencils and a stapler.

Learners must each take one strip of paper. On the paper, they can write a message or comment about bullying. For example: “end bullying now”, “bullying is wrong” or “bullies are cowards”.

Learners can fold the two ends of the strips of paper around their wrists and you can use the stapler to make an armband.

## Physical Education

- Practice control and coordination – work in pairs to balance on one leg (sharing activity).

# Worksheet 1 Myself



Name and surname:	
Grade:	Date:

Complete the sentences.

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

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

I live in \_\_\_\_\_.

My hair colour is \_\_\_\_\_.

My eye colour is \_\_\_\_\_.

I go to school in \_\_\_\_\_.

My favourite game is \_\_\_\_\_.

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

My favourite TV show is \_\_\_\_\_.

I have \_\_\_\_\_ brothers and \_\_\_\_\_ sisters.

# Worksheet 2 My hands



Name and surname:	
Grade:	Date:

1. Look at this hand.



2. Use crayons and khoki pens to make patterns on the hands below.



# Topic 3 Everyone is special

<b>Teaching time</b>	15 hours <ul style="list-style-type: none"> <li>• Beginning Knowledge and Personal and Social Well-being – 4 hours</li> <li>• Creative Arts – 4 hours</li> <li>• Physical Education – 4 hours</li> </ul>
<b>Recommended resources</b>	<ul style="list-style-type: none"> <li>• Learner’s Book; a blindfold; a tennis ball; a branch/stick; light cardboard; pencil; crayons; colour pens; scissors; elastic; DBE Rainbow Workbook 1.</li> </ul>
<b>Learning outcomes</b>	<p>By the end of this topic learners should be able to:</p> <ul style="list-style-type: none"> <li>• Explain what the words similarities and differences mean</li> <li>• Understand that everyone is different but still special</li> <li>• Understand that different people speak different languages and eat different food</li> <li>• Describe what a disability is and how to treat people with disabilities</li> <li>• Explain what a hero is and what makes someone a hero.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Compare</li> <li>• Create</li> <li>• Communicate</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• People</li> <li>• Things that help people (crutches, spectacles, hearing aids, wheel chairs, etc.)</li> <li>• Disabilities and how to treat people with disabilities</li> <li>• What makes someone a hero.</li> </ul>
<b>Value</b>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Empathy</li> </ul>
<b>Attitude</b>	Inquiry and communication, understanding and caring for others
<b>Beginning knowledge</b>	Learners should understand that people are different and that it is important to treat everyone with kindness, understanding and respect.
<b>Critical thinking questions</b>	What are similarities and differences in people? What are disabilities? How can we help people with disabilities? What is a hero? What makes someone a hero? Who are your heroes?
<b>Integration</b>	English: using vocabulary to talk about heroes and helping others
<b>Teaching methodology</b>	Discussion, demonstration, instruction, questioning, informal assessment
<b>Assessment</b>	Use observation to assess individual learners during the activities. Assessment should be informal and continuous.
<b>Rubric</b>	Rubrics are found in certain informal assessments.

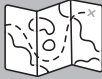
## Let us begin

Learner's Book page 21

Begin by explaining to the learners that in this topic we will be learning about what makes us special. Explain that we all have different skills and abilities and that we must be respectful of other people.

Learners must look at the pictures and answer the questions that follow.

1. What makes the people in the pictures special? Answers will vary. Learners should agree that the people in the pictures are all different and have different skills and abilities.
2. What makes you special? Answers will vary. Learners should be encouraged to name their special qualities.
3. What makes your friends special? Possible answers might include kindness, loyalty, sense of humour, etc.



## Time to explore

1. Learners must paint their fingertip with watercolour paint and press it onto a page.
2. Learners must look carefully at their fingerprint and their friend's fingerprint.
3. Do they look the same? Learners should agree that they do not look the same.

Explain to learners that everyone's fingerprints are different and that fingerprints are used to identify people.



- **special** – something that makes us different to other people
- **fingerprint** – a pattern of marks made by our fingertips

## People are similar and people are different

### Activity 1 (Learner's Book page 22)

#### Work on your own

#### Activity guidance

Learners must walk around the classroom, finding things that are similar and different among them and their classmates.

1. Find a person who has the same hairstyle as you.
2. Find a person who plays different sports to you.
3. Find a person who wears glasses.
4. Find a person who is the same height as you.

#### Suggested answers

1, 2, 3 and 4. Answers will vary. Learners will find different people that they identify certain things with.

#### Inclusivity and diversity

##### Inclusivity

Walk around the classroom to ensure that all learners are participating, answering the questions and finding other learners who match what they are looking for. Make sure no learner is made fun of because they wear glasses.

Make sure all learners are involved in the activity. Some learners may feel shy about participating with other learners. You can compliment learners and assist them to give them more confidence.

##### Diversity

Remind the learners that we are all different but that we are all special and have our own special qualities and characteristics. We must learn to respect people who are different.

#### Resources

Learner's Book.

This activity can be extended if they need extra time. You can add questions to the list for faster learners while assisting slower learners.

**Rubric to assess activity: Informally assess learners working individually**

Poor effort	Some effort	Excellent effort
Learner did not participate and answer the questions.	Learner did participate but did not answer all of the questions satisfactorily.	Activity completed and learner participated and answered all of the questions satisfactorily.



- **similar** – things that are the same
- **different** – things that are not the same
- **braai** – to cook meat over open coals
- **melktert** – a South African dessert with a sweet pastry and custard filling

**Activity 2** (Learner's Book page 23)**Work in pairs****Activity guidance**

Learners must answer the questions.

1. Name the language that Lilanie is speaking.
2. What language do you speak at home?
3. What foods on the table do you like eating?

**Suggested answers**

1. Afrikaans.
2. Answers will vary.
3. Answers will vary. Possible answers: a bowl of pap, chakalaka, vegetables, like butternut or pumpkin, mealies, bread rolls, and milk tart.

**Inclusivity and diversity****Inclusivity**

Learners will have different experiences with languages and food. Not all learners may have had the luxury of eating all of the different types of food in the pictures. Encourage learners to talk about their own experiences.

Learners may note that Entle's family has two mums. 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. Remember to be mindful that some learners may not want to talk about their families and that this decision should be respected.

**Diversity**

Remember that South Africa is a diverse country with 12 official languages. Assist any learners who are struggling.

There are also various foods that could be eaten at a braai or at family gatherings. Encourage learners to share their experiences.

**Resources**

Learner's Book; pens/pencils; exercise book.

If time permits, try to find a video on YouTube that the learners can watch about all of the different types of food eaten in South Africa.

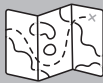
You can also talk about foods eaten in other countries, such as India or America.

## Things that help people

### Activity 3 (Learner's Book page 24)

Work in pairs

Activity guidance
Learners must decide how each item in the pictures helps people.
Suggested answers
<p>Picture 1: Glasses help people to see.</p> <p>Picture 2: Walker helps people to walk.</p> <p>Picture 3: Guide dogs help people to walk and find their way. A white cane helps people to know that someone is blind and needs assistance.</p> <p>Picture 4: Hearing aids help people to hear.</p>
Inclusivity and diversity
<p><b>Inclusivity</b></p> <p>Encourage learners to share their answers and explain how they reached their conclusions. Faster learners who finish the activity can be asked to draw up a list of other aids and devices that help people with disabilities.</p> <p><b>Diversity</b></p> <p>Remember that the learners' answers may be different. Not all learners may have seen a guide dog or hearing aid. Assist any learners who are struggling.</p>
Resources
<p>Learner's Book; pens/pencils; exercise book.</p> <p>Find a video on YouTube or article that explains the importance of aids for people and share it with the class.</p>



### Time to explore

Learner's Book page 25

Find out about successful South Africans who have a disability. Use newspapers, magazines or the internet to help you. Share what you find with your class.

Learners can give examples of famous South Africans who have a disability. Examples can include Mia le Roux, the first Miss South Africa who is deaf. Paralympian athletes like Simone Kruger or Donald Ramphadi. Learners can also talk about successful people in their own communities who may have a disability. Talk to learners about how even if we are differently-abled we can still contribute to our communities in a positive way and be a role model to others.

## Activity 4 (Learner's Book page 25)

### Work in pairs

#### Activity guidance

Learners will play the Blindfold game. They must follow the steps provided.

1. Blindfold your friend, make sure that they cannot see anything.
2. Put the ball or stick somewhere that your friend needs to find it.
3. Stand with your blindfolded friend.
4. Tell your friend how to get to the ball or stick by giving them directions.
5. Have fun!

#### Suggested answers

Learners must follow the steps.

1. Learners blindfold their friend, making sure that they cannot see anything.
2. Learners go to another spot and place their ball or stick.
3. Learners go back to the starting line where their blindfolded friend is.
4. Learners guide their friend to the ball or stick by giving them directions.
5. Learners must have fun!

#### Inclusivity and diversity

##### Inclusivity

Learners must try and enjoy this experience and have fun. Make sure that all learners are participating and having fun.

If time permits, have a class discussion about the difficulties that blind people face and what can be done to assist them.

##### Diversity

Remember that some learners may be shy and not be as good at physical movements as other learners. Assist learners where possible.

#### Resources

Learner's Book; a blindfold; a ball; a branch/stick.

**Rubric to assess activity: Informally assess learners working in pairs**

Poor effort	Some effort	Excellent effort
Learners did not participate in the game and were not able to guide their partner to the ball or stick.	Learners did participate, were able to guide their partner to the ball or stick but did not make the most of the game.	Learners participated, guided their partner to the ball or stick, had fun and enjoyed the game.



- **disabilities** – when you are not able to use a part of your body
- **ramp** – a sloped part of the floor that makes it easier for a person to push their wheelchair instead of using the stairs

**Caring for people with disabilities****Activity 5** (Learner's Book page 26)**Work on your own****Activity guidance**

Learners must answer the following questions.

1. If Lina was part of your class, how would you help her?
2. Should Lina stay on his own during break? Why?
3. How would you feel staying alone in class during break?

**Suggested answers**

1. Answers will vary. Possible answers might be helping to push her wheelchair and being friendly to her.
2. Learners should agree that it is not okay for her to be left alone during the break because no one should be left alone and ignored.
3. Answers will vary. Possible answers include feeling sad and lonely.

**Inclusivity and diversity****Inclusivity**

Walk around the classroom to ensure that all learners are participating in answering the questions. Listen and watch to make sure all learners are involved in the activity. Assist any learners who are struggling.

**Diversity**

Remind the learners that we are all different and that people with disabilities are no different. We must respect and help people with disabilities.

**Resources**

Learner's Book; pens/pencils; exercise book.

If time permits, ask the learners to think of different types of disabilities and what can be done to help people with them.

**Activity 6** (Learner's Book page 27)

**Work in pairs**

**Activity guidance**

Learners must look at the pictures and write how Jayden communicates with Kiara.

**Suggested answers**

Possible answer: always faces her when speaking so that she can read his lips, uses hand signals and sign language.

**Inclusivity and diversity**

**Inclusivity**

Walk around the classroom to ensure that all learners are participating and writing their sentences.

Watch to make sure all learners are involved in the activity.

**Diversity**

Remind the learners that we are all different, that we must respect people who are different and that there are many different qualities and actions that are important in friends. People with disabilities are no different and should be treated with respect.

**Resources**

Learner's Book; pens/pencils; exercise book.

If time permits, ask learners to find out as much as they can about sign language. Can they use sign language to say hello?



- **hearing aid** – something you wear in or behind your ear that helps you hear
- **sign language** – using your hands and other parts of the body to talk

## I can be a hero

### Activity 7 (Learner's Book page 28)

#### Work in pairs

#### Activity guidance

Learners must answer the following questions.

1. What is a hero?
2. Do you need to be older to be a hero?
3. How can you be a hero now?

#### Suggested answers

1. Possible answer: someone we admire for their character, abilities and courage.
2. Learners should agree that you do not have to wait until you are older to be a hero.
3. Answers will vary. One possible answer might be to help other people.

#### Inclusivity and diversity

##### Inclusivity

Some learners might struggle with listing the different characteristics that make someone a hero. Be patient and assist learners who struggle.

##### Diversity

Learners should be encouraged to express their opinions about what makes someone a hero. Remind them that they are free to express their own opinions.

#### Resources

Learner's Book; pens/pencils; exercise book.

If time permits, ask the learners to draw up a list of people who they think are heroes.

**Activity 8** (Learner's Book page 28)

**Work on your own**

**Activity guidance**

Learners must look at the pictures and complete each sentence on how they can be a hero in each situation.

**Suggested answers**

Answers will vary. Possible answers: I can be a hero by putting rubbish in a bin. I can be a hero by pushing someone in a wheelchair. I can be a hero by helping someone to cross the road.

**Inclusivity and diversity**

**Inclusivity**

Some learners might struggle with writing a sentence on their own. Be patient and assist learners who struggle.

**Diversity**

Learners should be encouraged to express their feelings in their sentences.

**Resources**

Learner's Book; pens/pencils; exercise book.

If time permits, use YouTube to find videos that highlight the different characteristics and qualities of heroes.



- **hero** – someone who does or says things that help other people

## Activity 9 (Learner's Book page 30)

### Work on your own

#### Activity guidance

Learners must do the following.

1. Draw a picture of yourself with your hero.
2. Complete the sentences about your hero.  
My hero is \_\_\_\_\_.  
They are my hero because \_\_\_\_\_.
3. Make your own hero mask.

Instructions:

1. Draw the shape of the mask on the cardboard.
2. Cut out the mask.
3. Ask your teacher to help you to make small holes on each side of the mask.
4. Put elastic or string through each hole and tie a knot.
5. Use colour to decorate your mask.

#### Suggested answers

1. Learners must draw a picture of themselves with their hero.
2. Answers will vary.
3. Learners must make a mask they would wear if they were a hero.

Use the rubric below to assess learners drawings and masks.

#### Inclusivity and diversity

##### Inclusivity

Some learners may choose to use scissors for making their drawings and mask. Some learners may struggle to use scissors correctly. Assist learners who are struggling.

##### Diversity

Remember that the learners' drawings and masks will all be different. Encourage learners to be creative.

#### Resources

Learner's Book; light cardboard; pencil; crayons; colour pens; scissors; elastic or string.

**Rubric to assess activity: Informally assess learners working individually**

Poor effort	Some effort	Excellent effort
Learner did not participate, complete their drawings or masks.	Learner completed their drawings and masks but did not do so satisfactorily.	Learner completed their drawings and masks and participated satisfactorily.

**Let us check**

Learner's Book page 31

1. Answers will vary. Possible answers: the same age, same height, live in the same area.
2. Answers will vary. Possible answers: from different backgrounds, taller or shorter.
3. Answers will vary. Possible answers: being kind, respectful and helpful.
4. Answers will vary. Possible answers: being brave, kind, respectful and helpful.
5. Learners to stretch their bodies to make themselves as tall as possible.
6. Learners to curl up their bodies to make themselves as small as possible. Remember to make provisions for differently-abled learners so that they can be included in the activity.

## Extension activities and songs

### 1. Learning about disabilities

a. Draw up a list of disabilities. For example, blind, deaf, dyslexia, autism, etc.

Help the learners to pronounce each of them correctly. Ask the learners to research two of them and to report back to the class with their findings. Learners can also give suggestions on what can be done to help people with disabilities.

b. Make a poster about disabilities

Talk to the class about how disabilities can affect people's lives. For example, a deaf person might need to use sign language to communicate with people. Working in groups of three or four, learners must make a poster showing how disabilities can affect people's daily lives. They can display their posters in the school to help create awareness.

### 2. Use body percussion and sing

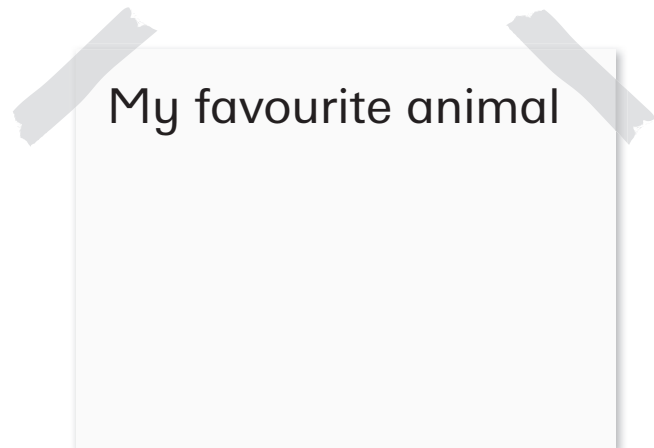
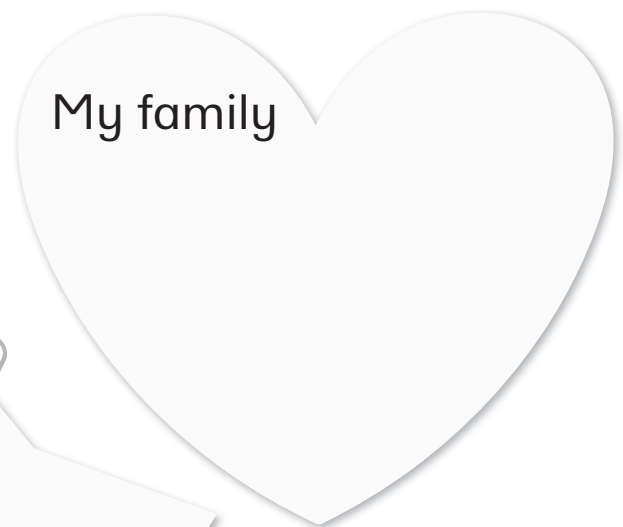
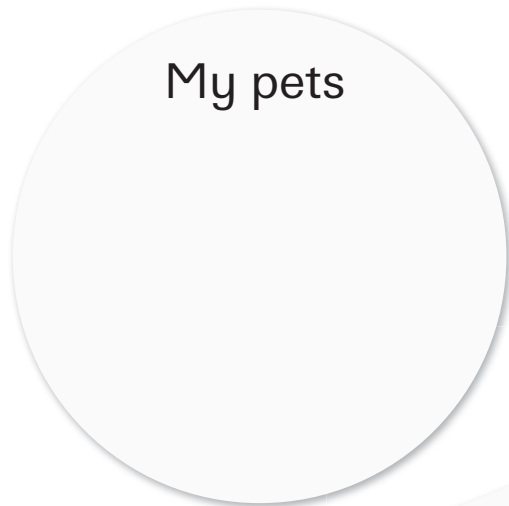
Go around the class, each learner in turn must chant out their name. The learners slap their thighs to create body percussion. The first time round go slowly then build up speed so that the slapping builds a rhythm.

# Worksheet 1 Fill in shapes



Name and surname:	
Grade:	Date:

Complete the boxes with a picture or words.



# Worksheet 2 I am a hero



<b>Name and surname:</b>	
<b>Grade:</b>	<b>Date:</b>

Today I can be a hero.

I can do something special for someone else.

Then I can write about it and draw a picture.

Today I \_\_\_\_\_

\_\_\_\_\_.