

It matters



CAPS

FOUNDATION BOOK

INTRODUCTION

Welcome to the iMatter Programme! We are excited that you have decided to use our materials to enhance your learners' classroom experience. It is our hope that these materials will not only open your learners' eyes to new information, but will also assist you as teachers in managing your workload while still providing high-quality lessons.

The iMatter Programme is designed to assist Life Skills teachers in the following areas:

- To supply workbooks for learners in the schools, with all activities aligned to the CAPS curriculum. These workbooks focus specifically on character formation and HIV prevention education.
- To supply readily available Teachers' Guides and Lesson Plan Books to assist educators in using these workbooks in their classrooms.

The purpose of these Life Skills lesson plans is to guide the teacher in implementing the iMatter Programme, which provides supplementary materials that could be utilised as additional resources. The lesson plans were designed with the guidance of Life Skills Subject Specialists and Advisors, and are self-explanatory and easy to follow. They address all the necessary aspects of the CAPS curriculum, focusing particularly on the topic of Personal and Social Well-Being.

CAPS describes Personal and Social Well-Being as follows:

Personal and Social Well-being is an important study area for young learners because they are still learning how to look after themselves and keep themselves healthy. This study area includes social health, emotional health, and relationships with other people and our environment, including values and attitudes. The study area Personal and Social Well-being will help learners to make informed, morally responsible and accountable decisions about their health and the environment. It addresses issues relating to nutrition, diseases (including HIV/AIDS), safety, violence, abuse and environmental health. Learners will develop the skills to relate positively and make a contribution to family, community and society, while practising the values embedded in the Constitution. Learners will learn to exercise their constitutional rights and responsibilities, to respect the rights of others and to show tolerance for cultural and religious diversity in order to contribute to a democratic society.¹

The lesson plans are designed with the interest of the teacher and the learner at heart, and will help the teacher to achieve his/her goals and objectives in the classroom. They are organized by grade and promote progression within the phase. There is correlation between learner activities and the lesson plans. Variations in the activities are designed to benefit the learners.

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Emphasis is placed on reading, and the lesson plans are based on the stories in the iMatter Learner Books. Reading is a large component of the CAPS Life Skills requirements, and the lesson plans included in this book will aid the teacher in tailoring the iMatter lessons in order to meet the needs of each grade level. The practice with reading and comprehension that the stories provide will help their learners to build their reading skills.

Good lesson planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experience. We understand that the development of interesting lessons takes time and effort, so we have designed the grade-specific iMatter lesson plans to ease the teacher's workload. As teachers are dealing with a class that has varying levels, provision is made for different activities that will cater to all types of learners. Advice is provided on both enrichment and remedial activities, so that the educators can easily tailor the iMatter lessons to any classroom situation.

All teachers should understand that they are not an island unto themselves. The educational philosophy of the district and the uniqueness of their schools should be the guiding force behind what takes place in the classroom.

We wish you all the best as you implement this programme in your classroom. Above all, we seek to assist you in positively impacting the lives of the youth you teach.

Sincerely,

Hope Educational Foundation International, Inc.



¹Curriculum Assessment and Policy Statement, Life Skills Subject Area, English Version

Lesson 3: Everyone is Special

Term 1

STUDY AREA

Beginning Knowledge and Personal and Social Well-Being

TOPIC

Me

CONTENT

How I am the same as my friends

How I am different from my friends

OUTCOME

By the end of this activity, the learners will have:

Knowledge about everyone being special.

RESOURCES

- CAPS LIFE SKILLS Policy document
- iMatter Foundation Phase Workbooks:
 - Learner Book p.10
 - Teacher Guide p.15
- Pencils, crayons/coloured pencils/markers, paper

ACTIVITY DESCRIPTION

Introduction:

Ask them if they know what "same" means? (*matching, not different, alike*). Ask them if they know what "different" means? (*not the same, not matching*) Ask them if they remember what "special" means. (*different, unique, not the same, not matching*) Explain that often it's our differences that make us special.

Teaching and Learning Activity (Body):

1. Read the title of the story (Learner Book p. 10) to the learners.
2. Ask the following questions:
 - How did the monkey feel at the beginning of the story? (*jealous*)
 - What did the monkey do to make the others scared of the lion? (*he told a lie*)
 - Did the monkey and the lion work alone or together to save the other animals? (*together*)Have the learners complete the activities on p.12-15 of the Learner Book.
3. Activity 1: Read the activity directions to the learners. Point out that there are a lot of different numbers and dots on the page, but they all work together to do something just like the monkey and the lion in the story. Ask the learners to complete the activity in their book.

4. Activity 2: Remind the learners that the monkey and the lion in the story were different in many ways. Read the activity directions to the learners. As a group, complete the activity together. Ask the children to draw lines to the correct animal in their book. Briefly discuss how all of these differences helped the lion and the monkey work together to help the other animals.

5. Activity 3: Share that people are the same and different in many ways also, just like the monkey and the lion in the story. Ask the learners to think about a friend who is special to them. Ask the following question:
- What are some things that your friend likes to do that maybe you don't?

Read the activity directions to the learners, and then ask them to complete the activity in their book.

CONCLUSION

Learner Activity (pages 12, 13, 14, 15):

1. At the end of the story, the monkey and the lion worked together to save all the other animals. This is called "teamwork." To work together well, it's important to understand and accept our differences as well as how we are alike. Ask the learners to think of at least one other person they know. Ask the following questions:
 - How are you like this other person? (*answers will vary*)
 - What kinds of differences do you have? (*answers will vary*)
 - How can you work together to get something done like the monkey and the lion in the story? (*answers will vary*)

Read the activity directions to the learners, and then ask them to complete the activity in their book.

EXPANDED OPPORTUNITIES (GIFTED AND/OR CHALLENGED LEARNERS)

Differences Count (free art): Pass out only paper to each learner and ask them to create a poster about how they are different and the same as their friends. (Make sure that they do not have access to colouring supplies yet.) Ask the following question:

- Are you ready to begin? (*no, we need more supplies, we need crayons/markers/coloured pencils*)

Explain that this project is a lot like life. Differences are important. Paper and colouring supplies, though very different, are both needed for this activity. Use this as an opportunity to discuss other differences specific to the learners and how the differences and similarities work together to create a better learning community. After the activity, consider posting the posters around the classroom as a reminder of the importance of tolerance/acceptance of differences. Distribute drawing supplies and have the learners create posters.

INFORMAL ASSESSMENT

(Oral).

Lesson 8: Learning About Touch

Term 2

STUDY AREA

Beginning Knowledge and Personal and Social Well-Being

TOPIC

My body
Keeping my body safe

CONTENT

Different parts of my body
Safe and unsafe situations and places

OUTCOME

By the end of this activity, the learners will have:
Knowledge about different parts of my body and safe and unsafe situations and places.

RESOURCES

- CAPS LIFE SKILLS Policy document
- iMatter Foundation Phase Workbooks
 - Learner Book p.38
 - Teacher Guide p.47
- Paper, crayons/markers/coloured pencils
- Child Abuse additional resources:
 - Lifeline's web site provides a list of Lifeline Centres in your area, as well as contact details for Child Line. Alternatively, you can contact them toll-free at 0800 055 555.
 - The Child Emergency Line can be reached for free at 0800 123 321.
 - Child Welfare SA provides a hotline for reporting abuse: 0861 4 CHILD (24453)

ACTIVITY DESCRIPTION

Introduction:

1. Read the title of the story (Learner Book p. 34) to the learners. Explain to the learners that there are "good" touches and "bad" touches and that in this story they will learn about both.

Teaching and Learning Activity (Body):

1. Read the story (Learner Book p. 34) to the learners.
 2. Ask the following questions:
 - Was the female lion alone or with her friend when the bad lion tried to touch her in a way she didn't like? (*alone*)
 - Was the bad lion's touch a "good" or "bad" touch? (*bad*)
 - How do you know? (*because the female lion didn't like it, it made her feel afraid*)
 - What did the good lions do who loved each other very much? (*became mates for life and had many children*)
 - What did Grandmother tell Phila to do if she meets someone like the evil lion? (*say, "NO!" and tell grandmother*)
- Have the learners complete the activities on p.36-37 of the Learner Book.

3. Activity 1: Remind the learners that the touch from the evil lion was a "bad" touch because the female lion didn't like it and it made her feel afraid. Share that there was an example of "good" touch in the story too: the lions who loved each other and became mates for life. Ask the learners to look at the half-completed pictures of the male and female lion in the activity. Ask the following questions:
 - Do you think these lions have felt a "good" or "bad" touch? (*good*)
 - How do you know? (*because they are both smiling*)

Read the activity directions to the learners, and ask them to complete the activity in their book.

4. Activity 2: Explain to the learners that our bodies have many different parts, and that some of these parts are more private than others. Share that a good way to understand which parts are the most private, is to think about which parts our clothes cover. Explain that a "good" touch is something that makes us feel comfortable, loved and happy. Ask the following question:
 - What are some examples of a "good" touch? (*answers will vary but may include a hug from a friend or family member, a pat on the back or a high-five*)Explain that a "good" touch usually does not involve the most private parts of our bodies. In fact, unless you love someone very much and are married, letting someone touch your most private parts is a "bad" touch. Stress to the learners that their most private parts are the areas of their bodies that are covered by their clothing and/or swimsuit. Read the activity directions to the learners, and ask them to complete the activity in their book.
5. Activity 3: Explain to the learners that while a "good" touch can leave you with a good feeling, a "bad" touch leaves you feeling badly. Share that when someone touches your private parts and you don't want them to, it can leave you feeling scared, afraid and confused. Read the activity directions to the learners, and ask them to complete the activity in their book as you work through the activity together.

CONCLUSION

Learner Activity (pages 36 and 37):

Remind the learners that Grandmother told Phila what to do if she ever met someone like the evil lion in the story: Say, "No!" and to tell Grandmother. Explain to the learners that they can do these things to keep their bodies safe too: Say "No!" if anyone wants to touch their private areas and tell someone they trust about it. Ask the following question:

- Was the female lion alone or with her friend when the evil lion tried to touch her? (*alone*)

Share that it's always safer to be with a friend or a grown-up they trust. Explain that being alone can often put the learners in an unsafe situation. Read the activity directions to the learners, and ask them to complete the activity in their book.

EXPANDED OPPORTUNITIES (GIFTED AND/OR CHALLENGED LEARNERS)

Touch of Trust (free art): Ask the learners to think about the person whose name they wrote down in Activity 4. Ask them to close their eyes and think about a good touch they experienced from this person and how it made them feel. Invite them to draw a picture of them with this person they trust.

INFORMAL ASSESSMENT

(Oral).

Lesson 10: Reviewing What I Have Learnt

Term 1,2, 3

STUDY AREA

Beginning Knowledge and Personal and Social Well-Being

TOPIC

Me
My family
Keeping my body safe
Food
My body
Manners and responsibilities

CONTENT

We are special and unique
Things I can do
How I am the same as my friends
How I am different from my friends
Caring for each other at home
Safe and unsafe situations and places
Healthy eating
• Healthy and unhealthy foods
• Healthy choices and the right amount of food
Protecting our bodies from illness
• Never touching another person's blood
Different parts of my body
Safe and unsafe situations and places
Showing kindness

OUTCOME

By the end of this activity, the learners will have:
Revised all the previous lessons.

RESOURCES

- CAPS LIFE SKILLS Policy document
- iMatter Foundation Phase Workbooks
 - Learner Book p.42
 - Teacher Guide p.59
- Pencils, crayons/markers/coloured pencils, a small ball (suitable for safely tossing from learner to learner)

ACTIVITY DESCRIPTION

Introduction:

Read the title of the story (Learner Book p. 42) to the learners. Explain to the learners that today they'll be reviewing all that they've learned during the previous lessons.

Teaching and Learning Activity (Body):

1. Read the story (Learner Book p. 42) to the learners.
2. Ask the following questions:
 - What did Musa do to help him remember Grandmother's stories? (*he drew pictures*)
 - Who were the first people God made? (*Adam and Eve*)
 - What did God have for Painted One that he also has for each one of us? (*a special plan*)
 - What is one thing we should all do? (*work together*)
 - What did the fat leopard teach Musa and Phila about? (*taking care of their bodies*)
 - What did the mosquitos teach Musa about? (*HIV, infections, germs*)Have the learners complete the activities on p.44-47 of the Learner Book.
3. Activity 1: Read the activity directions to the learners, and ask them to complete the activity in their book.
4. Activity 2: Briefly remind the learners of the various different stories Grandmother told throughout the different lessons. Read the activity directions to the learners, and ask them to complete the activity in their book.
5. Activity 3: Read the activity directions to the learners, and ask them to complete the activity in their book.

CONCLUSION

Learner Activity:

iMatter Quiz: Read the activity directions to the learners. Ask the learners to either circle "T" for true or "F" for false in the book as you read each statement out loud for lessons 1 through 9 of this activity. For lesson 10, read the activity directions to the learners. Read each line of text aloud, and ask the learners to copy the correct word to fill in the blank in each line.

EXPANDED OPPORTUNITIES (GIFTED AND/OR CHALLENGED LEARNERS)

Imagine How Much I Matter (game): Ask the learners to close their eyes and remember how very important and special they are to God. Remind them that he made each one of them uniquely and carefully, and that he has a very special plan for every one of them. Have the learners stand (or sit) in a large circle. Begin by tossing the ball to a learner and saying something kind or encouraging about that learner specifically. That learner then must toss the ball to another learner and say something encouraging to him or her. The game continues until each learner has both given and received an affirmative, positive statement.

INFORMAL ASSESSMENT

(Oral).

Lesson 1: Life is Special

Term 1

STUDY AREA

Beginning Knowledge and Personal and Social Well-Being

TOPIC

Everyone is special

CONTENT

People are similar and people are different

OUTCOME

By the end of this activity, the learners will have:
Knowledge about everyone being special.

RESOURCES

- CAPS LIFE SKILLS Policy document
- iMatter Foundation Phase Workbooks
 - Learner Book p.2
 - Teacher Guide p.3
- Pencils, paper, crayons/coloured pencils/markers

ACTIVITY DESCRIPTION

Introduction:

Read the title of the story (Learner Book p. 2) to the learners. Ask them if they know what "special" means. (*different, unique, not the same, not matching*) Explain that "special" means different, unique or set apart from everything else.

Teaching and Learning Activity (Body):

1. Read the story (Learner Book p. 2) to the learners.
2. Ask the following questions:
 - Who did Grandmother say made everything? (*God*)
 - Who did Grandmother say was the most special thing God made? (*people*)
 - What did the first man and woman do that Phila and Musa learned too? (*talk with God*)
 - What did God give the first man and woman that each of us also has? (*life*)Have the learners complete the activities on p.4-5 of the Learner Book.
3. Activity 1: Read the activity directions to the learners. As a group, talk about the difference between items that people can make and items that only God can make. Invite the learners to complete the activity in their book. After the learners are finished, talk about the activity together. Ask the following question:
 - What is the most special item circled in the activity? (*people, man and woman*)Explain that all people are very special to God because he created all of us. Share that there are many ways we are all the same and many ways we are all different or

unique. Ask the following questions:

- What are some ways people are the same or similar? (*all need food/water/air, can communicate, can build/create, can think*)
- What are some ways people are different or unique? (*look different, communicate differently, make different choices, like different things*)

4. Activity 2: Read the activity directions to the learners. As a group, talk about the items in each column. Ask each child to complete the activity in their book. After each child has finished, talk about the activity together. Share that because we are all different, we all have different ideas and skills. Ask the following questions:

- What different kinds of things can people make from wood/trees? (*buildings, fences, houses*)
- What different kinds of things can people make from rocks? (*fences, jewellery, roads*)
- What different kinds of things can people make from corn? (*popcorn, corn syrup, corn bread*)

CONCLUSION

Learner Activity (pages 4 and 5):

Read the activity directions to the learners. Ask the group to recall the story they heard at the beginning of the lesson. Ask the following questions:

- In the story, who made everything, including people? (*God*)
- As people even though we are all different in lots of ways, we are all special. What did God give each of us that only he can create? (*life*)

Invite the learners to connect the dots to complete the activity and reveal the word "LIFE."

EXPANDED OPPORTUNITIES (GIFTED AND/OR CHALLENGED LEARNERS)

Free to Be Me (art project): Provide each learner with a piece of paper. Ask the learners to fold the paper in half. On one side of the paper, ask the learners to draw a picture that shows one way they are the same as everyone else. On the second side, ask the learners to draw a picture that shows one way they are unique or different.

INFORMAL ASSESSMENT

(Oral).

TEACHER'S NOTES

STUDY AREA

Beginning Knowledge and Personal and Social Well-Being

TOPIC

Everyone is special

CONTENT

I can be a hero

OUTCOME

By the end of this activity, the learners will have:
Knowledge about being special.

RESOURCES

- CAPS LIFE SKILLS Policy document
- iMatter Foundation Phase Workbooks:
 - Learner Book p.6
 - Teacher Guide p.8
- Pencils, paper, crayons/markers/coloured pencils

ACTIVITY DESCRIPTION

Introduction:

Read the title of the story (Learner Book p. 6) to the learners. Ask them if they know what the word “hero” means. (someone with great courage or ability)

Teaching and Learning Activity (Body):

1. Read the story (Learner Book p. 6) to the learners.
2. Ask the following questions:
 - Why did Painted One feel sad? (*mother died, father gone, Painted One was alone*)
 - What happened to Painted One at the end of the story? (*became a butterfly*)
 - What did God always have for her all along? (*a special plan*)
 - What did Painted One say when she discovered her wings? (*“God made me special!”*)
 - What did the bird tell her afterward? (*she was always special*)
 - How did Painted One show great courage or ability? (*she didn’t become scared, she pushed her way through the hard cocoon*)
 - Was Painted One a hero? Why or why not? (*answers will vary*)Have the learners complete the activities on p.8-9 of the Learner Book.

3. Activity 1: Read the activity directions to the learners. Provide an opportunity for the learners to go for a walk outside or simply look through a window to identify something outside that God has made. Invite the learners to draw the item in the box provided. Explain that God has a special plan for everything, just like he had for Painted One in the story. Ask the following questions:

- What kinds of things did you find outside to draw? (*answers will vary*)
- What kind of plan might God have for your item? (*answers will vary*)

4. Activity 2: Share that God has a special plan for each of the children, just like he did for Painted One in the story and each of the things they found outside. Explain that often that special plan has a lot to do with the things we already enjoy and do well. Read the activity directions to the learners. Ask the learners to complete the activity in their book by circling three things that they can and like doing now. Ask the following questions:
 - How can you be a hero by demonstrating courage or great ability doing the things you circled? (*answers will vary*)Explain that the word “hero” is often used to describe someone who helps or rescues other people. Ask the following question: How can you use these skills to help others and be a hero to them? (*answers will vary*)
 - Introduce “dictionary work”: Ask learners to look for the word ‘hero’ in the dictionary and let them transcribe/copy it as written work.

CONCLUSION

Learner Activity (pages 8 and 9):

Share that God’s special plan for each them includes a future. Ask the learners to think quietly for a moment about what they would like to do or be when they grow up. Explain that the most important heroes are everyday heroes, people who help others everyday in real life. Share that heroes come in all shapes, sizes, occupations and roles. Read the activity directions aloud. Ask the learners to complete the activity in their book and think about how they can be heroes in the future also.

EXPANDED OPPORTUNITIES (GIFTED AND/OR CHALLENGED LEARNERS)

“Honour a Hero” Poster (free art): Ask the learners to think about the role or occupation they circled in Activity 3. Ask them to identify someone they know who is currently in that role. Ask the learners to create a poster that honours and expresses gratitude for that specific person and how they help others every day. As they work on the posters, challenge the children to think about how they can do the same in the future.

INFORMAL ASSESSMENT

(Oral).

TEACHER’S NOTES

Lesson 3: Everyone is Special

Term 1

STUDY AREA

Beginning Knowledge and Personal and Social Well-Being

TOPIC

What we need to live

CONTENT

People at school and at home – include sharing, helping, showing respect

OUTCOME

By the end of this activity, the learners will have:
Knowledge about what we need to live.

RESOURCES

- CAPS LIFE SKILLS Policy document
- iMatter Foundation Phase Workbooks:
 - Learner Book p.10
 - Teacher Guide p.15
- Pencils, paper, crayons/markers/coloured pencils

ACTIVITY DESCRIPTION

Introduction:

Read the title of the story (Learner Book p. 10) to the learners. Ask them if they remember what “special” means. (*different, unique, not the same, not matching*)

Teaching and Learning Activity (Body):

1. Read the story (Learner Book p. 10) to the learners.
2. Ask the following questions:
 - How did the monkey feel at the beginning of the story? (*jealous*)
 - What did the monkey do to make the others scared of the lion? (*he told a lie*)
 - Did the monkey show respect to the lion? (*no, because he lied about him*)
 - Did the monkey and the lion work alone or together to save the other animals? (*together*)
 - What was special or different about the monkey and the lion? (*answers will vary*)Have the learners complete the activities on p.12-15 of the Learner Book.
3. Activity 1: Read the activity directions to the learners. Point out that there are a lot of different numbers and dots on the page, but they all work together to do something just like the monkey and the lion in the story. Ask the learners to complete the activity in their book.

4. Activity 2: Remind the learners that in the end of the story, the monkey learned to respect and appreciate the differences between himself and the lion. Together, they used these differences to actually help others. Read the activity directions to the learners, and ask them to complete the activity in their book.
5. Activity 3: Share that people are the same and different in many ways also, just like the monkey and the lion in the story. Explain that all are deserving of respect because everyone is special. God made every one of us. Ask the following questions:
 - What is respect? (*treating with kindness, thoughtfulness, not judging others*)
 - Why is it important to show respect to others? (*because everyone is special*)

Ask the learners to think about a friend who is special to them. Share that one way we can show respect to others is by understanding and appreciating their differences, including what they are good at or like to do. Ask the following questions:

- How are you different from your friend? (*answers will vary*)
- How is your friend special? (*answers will vary*)
- What are some things that your friend likes to do that maybe you don't? (*answers will vary*)

Read the activity directions to the learners, and then ask them to complete the activity in their book.

CONCLUSION

Learner Activity (pages 12, 13, 14, 15):

Share that despite their differences, at the end of the story the monkey learned to respect their differences and he worked with the lion to save all the other animals. Ask the following questions:

- How can you show respect to others? (*answers will vary*)
- How can you work with someone else to help others like the monkey and the lion did in the story? (*answers will vary*)

Read the activity directions to the learners, and then ask them to complete the activity in their book.

EXPANDED OPPORTUNITIES (GIFTED AND/OR CHALLENGED LEARNERS)

What Can I Do (free art): Pass out only paper to each learner and ask them to create a poster about one thing they can do to help make their learning environment a better place for everyone. (Make sure that they do not have access to colouring supplies yet.)

Ask the following question:

- Are you ready to begin? (*no, we need more supplies, we need crayons/markers/coloured pencils*)

Explain that this project is a lot like life. Differences are important. Paper and colouring supplies, though very different, are both needed for this activity. Use this as an opportunity to discuss other differences specific to the learners and how the differences and similarities work together to create a better learning community for all of them.

After the activity, consider posting the posters around the classroom as a reminder of the importance of respect and working together for the benefit of everyone. Distribute drawing supplies and have the learners create posters.

INFORMAL ASSESSMENT

(Oral).

STUDY AREA

Beginning Knowledge and Personal and Social Well-Being

TOPIC

Everyone is special

CONTENT

Things that help people

OUTCOME

By the end of this activity, the learners will have:
Knowledge about things that help people.

RESOURCES

- CAPS LIFE SKILLS Policy document
- iMatter Foundation Phase Workbooks:
 - Learner Book p.16
 - Teacher Guide p.22
- Pencils, paper, scissors, crayons/markers/coloured pencils

ACTIVITY DESCRIPTION

Introduction:

1. Read the title of the story (Learner Book p. 16) to the learners.
2. Read the story (Learner Book p. 16) to the learners.

Teaching and Learning Activity (Body):

1. Ask the following questions:
 - Why did the hunter leave his village? (*to find food*)
 - How did the firefly help the hunter? (*it led the way home*)
 - Did the hunter think the firefly could help him? (*no*)
 - Was the firefly big or small? (*small*)
 - Did being small stop the firefly from helping? (*no*)

Have the learners complete the activities on p.18-21 of the Learner Book.

2. Activity 1: Explain that there are lots of things that can help people like reading glasses, guide dogs and hearing aids, but that people can help others too. Point out that the firefly in the story was very small, but God used him to help in a very big way. Read the activity directions to the learners, and ask them to complete the activity in their book.
3. Activity 2: Ask the following questions: This could also be a written activity
 - Why is it important to help each other? (*because we are all special, to show respect, to be caring*)

- What are some specific ways you can help? (*answers will vary*)
- Read the activity directions to the learners. As a group, discuss each line of text and picture. Ask the learners to complete the activity in their book as you work on it together.

4. Activity 3: Share that helping others is important because everyone is special and deserving of respect. Read the activity directions to the learners, and then ask them to complete the activity in their book.

CONCLUSION

Learner Activity (pages 18, 19, 20, 21):

Remind the learners that the firefly was very, very small, but helped the hunter in a very big way. Explain that everyone can help others no matter how small they are. Read the activity directions to the learners, and then ask them to complete the activity in their book.

EXPANDED OPPORTUNITIES (GIFTED AND/OR CHALLENGED LEARNERS)

Happy Helper? (game): Ask each child to make two masks: a happy face and a sad face. Explain that you will describe different situations and they are to put the correct mask in front of their face that either shows that the situation is helpful (happy) or not helpful (sad). Use the situations described below or create your own:

- Musa picked up the ears of corn that Grandmother dropped.
- Phila watched as Musa put together a puzzle alone.
- Grandmother carried some of Phila and Musa's toys to their room.
- A hunter shared some of the food he caught with his neighbours.

INFORMAL ASSESSMENT

(Oral).

TEACHER'S NOTES

Lesson 7: Protecting My Body

Term 1

STUDY AREA

Beginning Knowledge and Personal and Social Well-Being

TOPIC

Healthy living

CONTENT

Things that harm us - smoking, alcohol, drugs

OUTCOME

By the end of this activity, the learners will have:
Knowledge about things that can harm us.

RESOURCES

- CAPS LIFE SKILLS Policy document
- iMatter Foundation Phase Workbooks:
 - Learner Book p.30
 - Teacher Guide p.42
- Pencils, a small ball (suitable for safely tossing from learner to learner)

ACTIVITY DESCRIPTION

Introduction:

Read the title of the story (Learner Book p. 30) to the learners. Ask the learners if they know what "protect" means. (*to keep from harm or hurt*) Explain that there is a lot they can do to help protect their own bodies from harm, especially from illness.

Teaching and Learning Activity (Body):

1. Read the story (Learner Book p. 30) to the learners.
2. Ask the following questions:
 - What bit Phila while she was sleeping? (*a mosquito*)
 - What happened because of this? (*her arm itched*)
 - What did Musa do that made one of the mosquitos ask if he was sick? (*coughed*)
 - What did the mother mosquito say could get into our bodies and harm us? (*germs*)
 - What can we do to help prevent this? (*wash our hands often*)
 - Can mosquitos make people sick with HIV? (*no*)
 - Do we need to be afraid of people with HIV? (*no*)Have the learners complete the activities on p.32-33 of the Learner Book.

3. Activity 1: Remind the learners of what the mother mosquito said in the story:
Washing our hands often is a good way to keep from getting sick from germs. Explain that it is a way to help protect our body from illness. Read the activity directions to the learners, and ask them to complete the activity in their book.
4. Activity 2: Explain that there are lots of things that can harm our bodies such as smoking, alcohol, drugs and infections such as HIV. Share with the learners that the good news is that there is a lot of things we can do to help protect our bodies from these things too. Point out that the learners can choose to not smoke, not drink and not use drugs. Explain that HIV is an illness for which there is no cure, but they can protect themselves from HIV infection too. Share that HIV lives inside a person's blood and that they can protect themselves against getting HIV by following a very important rule: Never touch another person's blood. Reassure the learners that they needn't fear those who are already infected because the truth is that HIV is not passed easily from one person to another. Read the activity directions to the learners. As a group, discuss each activity shown. Ask the learners to complete the activity in their book as you work on it together.

CONCLUSION

Learner Activity (pages 32 and 33):

Explain to the learners that a lot of people are afraid of becoming infected with HIV and of people who are already infected with it. Share that a lot of these fears are not based on the truth about HIV. Explain that the learners can help teach others about the truth about HIV. Read the activity directions to the learners, and ask them to complete the activity in their book.

EXPANDED OPPORTUNITIES (GIFTED AND/OR CHALLENGED LEARNERS)

Truth Toss (game): Explain to the learners that you will be saying several statements aloud, and the learner holding the ball must answer if the statement is "true" or "false." After a learner answers correctly, he or she is to toss the ball to another learner who then must respond to the next statement read. Use the statements below or create your own:

- You can protect your body by choosing to not smoke cigarettes. (*true*)
- Drinking lots of alcohol is good for your body. (*false*)
- You can keep your body healthy by not doing drugs. (*true*)
- Washing your hands after going to the bathroom/using the latrine can protect your body from germs. (*true*)
- You can become infected with HIV by hugging someone with HIV. (*false*)
- A mosquito (or its bite) can give you HIV. (*false*)
- It's safe to touch other people's blood. (*false*)

INFORMAL ASSESSMENT

(Oral).

Lesson 8: Learning About Touch

Term 2

STUDY AREA

Beginning Knowledge and Personal and Social Well-Being

TOPIC

People who help us

CONTENT

How I ask for help for help in an emergency

- Who to contact

OUTCOME

By the end of this activity, the learners will have:
Knowledge about people who help us.

RESOURCES

- CAPS LIFE SKILLS Policy document
- iMatter Foundation Phase Workbooks:
 - Learner Book p.38
 - Teacher Guide p.47
- Paper, crayons/markers/coloured pencils
- Child Abuse additional resources:
 - Lifeline's web site provides a list of Lifeline Centres in your area, as well as contact details for Child Line. Alternatively, you can contact them toll-free at 0800 055 555.
 - The Child Emergency Line can be reached for free at 0800 123 321.
 - Child Welfare SA provides a hotline for reporting abuse: 0861 4 CHILD (24453)

ACTIVITY DESCRIPTION

Introduction:

Read the title of the story (Learner Book p. 34) to the learners. Explain to the learners that there are "good" touches and "bad" touches and that in this story they will learn about both.

Teaching and Learning Activity (Body):

1. Read the story (Learner Book p. 34) to the learners.
2. Ask the following questions:
 - Was the female lion alone or with her friend when the bad lion tried to touch her in a way she didn't like? (*alone*)
 - Was the bad lion's touch a "good" or "bad" touch? (*bad*)
 - How do you know? (*because the female lion didn't like it, it made her feel afraid*)
 - What did the good lions do who loved each other very much? (*became mates for life and had many children*)
 - Is the touch between the lions who are mates for life "good" or "bad" touch? (*good*)
 - Why is it good touch? (*because they love each other very much*)
 - What did Grandmother tell Phila to do if she meets someone like the evil lion? (*say, "NO!" and tell grandmother*)

Have the learners complete the activities on p.36-37 of the Learner Book.

3. Activity 1: Remind the learners that the touch from the evil lion was a "bad" touch because the female lion didn't like it and it made her feel afraid. Share that there was an example of "good" touch in the story too: the lions who loved each other and became mates for life. Ask the learners to look at the half-completed pictures of the male and female lion in the activity. Ask the following questions:

- Do you think these lions have felt a "good" or "bad" touch? (*good*)
- How do you know? (*because they are both smiling*)

Read the activity directions to the learners, and ask them to complete the activity in their book.

4. Activity 2: Explain to the learners that our bodies have many different parts, and that some of these parts are more private than others. Share that a good way to understand which parts are the most private is to think about which parts our clothes cover. Explain that a "good" touch is something that makes us feel comfortable, loved and happy. Ask the following question:

- What are some examples of a "good" touch? (*answers will vary but may include a hug from a friend or family member, a pat on the back or a high-five*)

Explain that a "good" touch usually does not involve the most private parts of our bodies. In fact, unless you love someone very much and are married, letting someone touch your most private parts is a "bad" touch. Stress to the learners that their most private parts are the areas of their bodies that are covered by their clothing and/or swimsuit. Read the activity directions to the learners, and ask them to complete the activity in their book.

5. Activity 3: Explain to the learners that while a "good" touch can leave you with a good feeling, a "bad" touch leaves you feeling badly. Share that when someone touches your private parts and you don't want them to, it can leave you feeling scared, afraid and confused. Read the activity directions to the learners, and ask them to complete the activity in their book as you work through the activity together.

CONCLUSION

Learner Activity (pages 36 and 37):

Remind the learners that Grandmother told Phila what to do if she ever met someone like the evil lion in the story: Say, "No!" and to tell Grandmother. Explain to the learners that they can do these things to keep their bodies safe too: Say "No!" if anyone wants to touch their private areas and tell someone they trust about it. Share that it's very important to know who they can ask for help in an emergency, including when someone tries to touch their most private areas. Explain that this person should be someone they know well and trust. Read the activity directions to the learners, and ask them to complete the activity in their book.

EXPANDED OPPORTUNITIES (GIFTED AND/OR CHALLENGED LEARNERS)

Triangle of Trust (free art): Explain to the learners that it's important to know whom to ask for help in many different situations and places. Ask the children to draw a large triangle on their paper. Ask them to label each of the three points of the triangle with one of the following: home, school, at play. As a group, discuss the various different trustworthy adults the learners could reach out to for help in an emergency. Ask the learners to write the name of at least one person they know they could ask for help from in each of the three corners/places on their paper.

INFORMAL ASSESSMENT

(Oral).

Lesson 9: Being A True Friend

Term 3

STUDY AREA

Beginning Knowledge and Personal and Social Well-Being

TOPIC

What we need to live

CONTENT

Friends - qualities of a good friend

OUTCOME

By the end of this activity, the learners will have:
Knowledge about qualities of a good friend.

RESOURCES

- CAPS LIFE SKILLS Policy document
- iMatter Foundation Phase Workbooks:
 - Learner Book p.38
 - Teacher Guide p.53
- Pencils, paper, crayons/markers/coloured pencils

ACTIVITY DESCRIPTION

Introduction:

Read the title of the story (Learner Book p. 38) to the learners. Explain to the learners that to-day they'll learn about what it means to be a true (or good) friend. Share that a "true" friend is someone who is loyal, kind and caring to others.

Teaching and Learning Activity (Body):

1. Read the story (Learner Book p. 38) to the learners.
2. Ask the following questions:
 - Why was Phila sad in the story? *(because she thought she couldn't be friends with Njabu anymore, because her friend was sick with HIV)*
 - Who became hurt in the story that Grandmother told Phila? *(an impala)*
 - Why did the kudu not want to help the hurt impala? *(because he did not want to get sick)*
 - Did anyone/any animal help the hurt impala? *(yes)*
 - Who did Phila say she wanted to be like? *(the nyala who helped the hurt impala)*Have the learners complete the activities on p.40-41 of the Learner Book.
3. Activity 1: Explain that in the story that Grandmother told Phila, the nyala showed she was a true friend by helping the hurt impala when no one else would. Ask the following questions:
 - What kinds of things do true (or good) friends do? *(answers will vary)*
 - What kinds of qualities do true friends have? What are they like? *(answers will vary)*
 - What are some specific ways you can be a true friend? *(answers will vary)*

Read the activity directions to the learners, and ask them to complete the activity in their book while you complete it together as a group.

4. Activity 2: Explain to the learners that there are three very important things to remember about being a friend. Ask the learners to connect the dots on each line in the activity to help reveal the important words in each sentence. Briefly discuss each word and explain that three qualities a true friend will always possess is:
 - They are kind. *(They help others when they need it.)*
 - They are caring. *(They think about and respect the thoughts and feelings of others.)*
 - They are safe. *(They don't leave friends alone because there is safety in numbers.)*

CONCLUSION

Learner Activity (pages 40 and 41):

Explain to the learners that being safe means protecting themselves, too. Read the activity directions to the learners, and ask them to complete the activity in their book while you complete it together as a group.

EXPANDED OPPORTUNITIES (GIFTED AND/OR CHALLENGED LEARNERS)

True Friend "Thank You" Card (free art): Ask the learners to think about someone they know that has the qualities of a true friend. Ask the learners to fold a piece of paper in half like a card. On the outside front of the card, ask the learners to write the words "Thank You!" On the inside of the card, invite the learners to draw a picture or write about a specific time this person was especially kind to them. Encourage the learners to give this thank you card to their true friend, and explain that in doing so they will be showing gratefulness and acting as a true friend in return.

INFORMAL ASSESSMENT

(Oral).

TEACHER'S NOTES

Lesson 10: Reviewing What I Have Learnt

Term 1, 3

GRADE 2

STUDY AREA

Beginning Knowledge and Personal and Social Well-Being

TOPIC

Everyone is special
What we need to live
Healthy living
People who help us

CONTENT

People are similar and people are different
I can be a hero
People at school and at home – include sharing, helping, showing respect
Things that help people
Good habits
Different types of food – for growth, energy, health
Things that harm us - smoking, alcohol, drugs
How I ask for help for help in an emergency
Who to contact
Friends - qualities of a good friend

OUTCOME

By the end of this activity, the learners will have:
Revised all the previous work done.

RESOURCES

- CAPS LIFE SKILLS Policy document
- IMatter Foundation Phase Workbooks
- Learner Book p.42
- Teacher Guide p.59
- Pencils, crayons/mrkers/coloured pencils, a small ball (suitable for safely tossing from learner to learner)

ACTIVITY DESCRIPTION

Introduction:

Read the title of the story (Learner Book p. 42) to the learners. Explain to the learners that today they'll be reviewing all that they've learned during the previous lessons.

Teaching and Learning Activity (Body):

1. Read the story (Learner Book p. 42) to the learners.
2. Ask the following questions:

- What did Musa do to help him remember Grandmother's stories? (*he drew pictures*)
 - Who were the first people God made? (*Adam and Eve*)
 - What did God have for Painted One that he also has for each one of us? (*a special plan*)
 - What is one thing we should all do? (*work together*)
 - What did the fat leopard teach Musa and Phila about? (*taking care of their bodies*)
 - What did the mosquitos teach Musa about? (*HIV, infections, germs*)
- Have the learners complete the activities on p.44-47 of the Learner Book.

3. Activity 1: Read the activity directions to the learners, and ask them to complete the activity in their book.
4. Activity 2: Briefly remind the learners of the various different stories Grandmother told throughout the different lessons. Read the activity directions to the learners, and ask them to complete the activity in their book.
5. Activity 3: Read the activity directions to the learners, and ask them to complete the activity in their book.

CONCLUSION

Learner Activity:

iMatter Quiz: Read the activity directions to the learners for lessons 1 through 9, and ask them to complete this portion of the quiz inside their book. For lesson 10, read the activity directions to the learners, and ask them to complete this final portion of the quiz inside their book.

EXPANDED OPPORTUNITIES (GIFTED AND/OR CHALLENGED LEARNERS)

Imagine How Much I Matter (game): Ask the learners to close their eyes and remember how very important and special they are to God. Remind them that he made each one of them uniquely and carefully, and that he has a very special plan for every one of them. Have the learners stand (or sit) in a large circle. Begin by tossing the ball to a learner and saying something kind or encouraging about that learner specifically. That learner then must toss the ball to another learner and say something encouraging to him or her. The game continues until each learner has both given and received an affirmative, positive statement.

INFORMAL ASSESSMENT

(Oral).

TEACHER'S NOTES

GRADE 2

STUDY AREA

Beginning Knowledge and Personal and Social Well-Being

TOPIC

Life Cycles
About me

CONTENT

What a life cycle is
Life cycle of an insect e.g. butterfly
What a timeline is
Timeline of own life – include date of birth, starting school, at least one interesting fact

OUTCOME

By the end of this activity, the learners will have:
Knowledge about the life cycle and timeline.

RESOURCES

- CAPS LIFE SKILLS Policy document
- iMatter Foundation Phase Workbooks:
 - Learner Book p.2
 - Teacher Guide p.3
- Pencils, paper, crayons/markers/coloured pencils

ACTIVITY DESCRIPTION

Introduction:

Read the title of the story (Learner Book p. 2) to the learners.
Read the title of the story (Learner Book p. 2) to the learners. Ask them if they know what “special” means. (*different, unique, not the same, not matching*) Explain that “special” means different, unique or set apart from everything else.

Teaching and Learning Activity (Body):

1. Learners can read the story themselves (either individually or in groups). The teacher can also ask them to read each sentence loud as individuals in rows or following each other in their seating positions.
2. Ask the following questions:
 - Who did Grandmother say made everything? (*God*)
 - Who did Grandmother say was the most special thing God made? (*people*)
 - What did God give the first man and woman that each of us also have? (*life*)Have the learners complete the activities on p.4-5 of the Learner Book.

3. Activity 1: Read the activity directions to the learners. As a group, talk about the difference between items that people can make and items that only God can make. Invite the learners to complete the activity in their book. After the learners are finished, talk about the activity together. Ask the following question:
 - What is the most special item circled in the activity? (*people, man and woman*)Share that each person has a unique gift from God: their own life and timeline. Explain that a timeline is a way to show or communicate various events that happened during a specific amount of time. Ask the following questions:
 - What events would be important to include on a timeline? (*birthdate, birth of brothers/sisters, starting school, mastering skills, death*)
 - What would be the first date on a timeline of someone’s life? (*birthdate*)
 - What would be the last date on a timeline of someone’s life? (*death*)
4. Activity 2: Read the activity directions to the learners. As a group, talk about the items in each column. Ask each child to complete the activity in their book. After each child has finished, talk about the activity together. Share that during each of our timelines, we will all make many wonderful things using God-made items.
5. Give written work where learners can write sentences about the wonderful things God has made.

CONCLUSION

Learner Activity (pages 4 and 5):

Ask learners to write a poem or 5 sentences about LIFE.

EXPANDED OPPORTUNITIES (GIFTED AND/OR CHALLENGED LEARNERS)

Free to Be Me (timeline of own life): Provide each learner with a piece of paper. Ask the learners to fold the paper in half lengthwise. Instruct the learners to unfold the paper and draw a line along the fold. Ask the learners to use this line to create a timeline of their own life. Ask them to recall the important elements that should be included (and that were discussed earlier in the lesson) including birthdate, birth of siblings and the date they started school. Share that while none of us know when the end of our life (or timeline) will be, there are many, many wonderful things to include in between. Challenge the learners to include as many special events on their timelines as they can.

INFORMAL ASSESSMENT

(Oral).

TEACHER’S NOTES

Lesson 3: Everyone is Special

Term 1

STUDY AREA

Beginning Knowledge and Personal and Social Well-Being

TOPIC

Feelings

CONTENT

Recognising feelings – such as anger, fear, worry, loneliness

OUTCOME

By the end of this activity, the learners will have:
Knowledge about feelings; how to recognise anger, fear, worry loneliness,etc.

RESOURCES

- CAPS LIFE SKILLS Policy document
- iMatter Foundation Phase Workbooks:
 - Learner Book p.10
 - Teacher Guide p.15
- Pencils, crayons/markers/coloured pencils

ACTIVITY DESCRIPTION

Introduction:

Read the title of the story (Learner Book p. 10) to the learners. Ask them if they remember what “special” means. (*different, unique, not the same, not matching*)

Teaching and Learning Activity (Body):

1. Learners must read the story (Learner Book p. 10)
2. Ask the following questions:
 - How did the monkey feel at the beginning of the story? (*jealous*)
 - What did the monkey do to make the others scared of the lion? (*he told a lie*)
 - Did the monkey show respect to the lion? (*no because he lied about him*)
 - Did the monkey and the lion work alone or together to save the other animals? (*together*)
 - What was special or different about the monkey and the lion? (*answers will vary*)Have the learners complete the activities on p.12-15 of the Learner Book.
3. Activity 1: Ask learners to dramatize the story they read on pages 10 and 11.
4. Activity 2: Remind the learners that in the end of the story, the monkey learned to respect and appreciate the differences between himself and the lion. Together, they used these differences to actually help others. Read the activity directions to the learners, and ask them to complete the activity in their book.

5. Activity 3: Share that people are the same and different in many ways also, just like the monkey and the lion in the story. Explain that all are deserving of respect because everyone is special. God made every one of us. Ask the following questions:
 - What is respect? (*treating with kindness, thoughtfulness, not judging others*) Ask learners to find the word ‘respect’ from the dictionary.
 - Why is it important to show respect to others? (*because everyone is special*)Ask the learners to think about a friend who is special to them. Share that one way we can show respect to others is by understanding and appreciating their differences, including what they are good at or like to do. Ask the following questions:
 - How are you different from your friend? (*answers will vary*)
 - How is your friend special? (*answers will vary*)
 - What are some things that your friend likes to do that maybe you don’t? (*answers will vary*)Read the activity directions to the learners, and then ask them to complete the activity in their book.

CONCLUSION

Learner Activity (pages 12, 13, 14, 15):

Share that caring about the feelings of others is important because we are all special. Explain that one way to do this is to work together to do something good. Ask the following questions:

- What could you do that would make others happy? (*answers will vary*)
- Who could help you accomplish it? (*answers will vary*)

Read the activity directions to the learners, and then ask them to complete the activity in their book.

EXPANDED OPPORTUNITIES (GIFTED AND/OR CHALLENGED LEARNERS)

Find the Feeling (game): Designate four separate locations (or corners of a room), one for each of the following emotions: anger, fear, worry, loneliness. Instruct the learners to move to the area that best represents the emotion various situations would make them feel. Use the following scenarios or create your own:

- Your best friend moved away. (*lonely*)
- Your teacher announced a pop quiz. (*worry, fear*)
- Your brother or sister wrote all over your favourite book. (*angry*)
- You are afraid of the dark and a storm has caused the power to go out. (*fear*)

INFORMAL ASSESSMENT

(Oral).

TEACHER’S NOTES

STUDY AREA

Beginning Knowledge and Personal and Social Well-Being

TOPIC

Feelings

CONTENT

Good ways to express what we feel

OUTCOME

By the end of this activity, the learners will have:
Knowledge about feelings; good ways to express what we feel

RESOURCES

- CAPS LIFE SKILLS Policy document
- iMatter Foundation Phase Workbooks:
 - Learner Book p.16
 - Teacher Guide p.22
- Pencils, Books

ACTIVITY DESCRIPTION

Introduction:

Read the title of the story (Learner Book p. 16) to the learners.

Teaching and Learning Activity (Body):

1. Learners must read the story (Learner Book p. 16)
2. Ask the following questions:
 - Why did the hunter leave his village? (*to find food*)
 - How did the firefly help the hunter? (*it led the way home*)
 - Did the hunter think the firefly could help him? (*no*)
 - Was the firefly big or small? (*small*)
 - Did being small stop the firefly from helping? (*no*)
 - Why were the people happy to see the hunter return? (*they were relieved, he was safe*)Have the learners complete the activities on p.18-21 of the Learner Book.
3. Activity 1: Remind the learners of how happy the village people were when the hunter returned safely. Ask the following questions: This could also be a written work
 - How do you think the people might have expressed their happiness and relief? (*hug him, smile, jump, clap*)Explain that in the story, it was the firefly that helped him find his way back to the village. Read the activity directions to the learners, and ask them to complete the activity in their book.

4. Activity 2: Share that everyone is special because God made everyone, and that our feelings are important too—especially our love, concern and care for others. Ask the following questions:
 - Who do you care about? (*answers will vary*)
 - How do you feel about them? (*answers will vary*)
 - What are some good ways you can express your feelings towards others? (*answers will vary*)Point out that expressing our feelings about others in good ways is important. Share that helping other people is a great way to do this. Read the activity directions to the learners, and then ask them to complete the activity in their book.
5. Activity 3: Share that helping others can also make us feel good about ourselves because it is a positive way to express our feelings. Read the activity directions to the learners, and then ask them to complete the activity in their book.

CONCLUSION

Learner Activity (pages 18, 19, 20, 21):

Remind the learners that the firefly in the story was very, very small, but helped the hunter in a very big way. Point out that no matter how small you are, it's always important to help others and to express our feelings. Read the activity directions to the learners, and then ask them to complete the activity in their book.

EXPANDED OPPORTUNITIES (GIFTED AND/OR CHALLENGED LEARNERS)

Show How You Feel (game): Ask each child to make two masks: a happy face and a sad face. Explain that you will describe different situations and they are to put the correct mask in front of their face that demonstrates how it would make them feel. Use the situations described below or create your own:

- Your friend had been ill for a number of days, but now has returned to school.
- You wanted to play with your friend, but he or she ignored you instead.
- Your brother or sister helped you finish your chores, so you helped them with theirs.
- Your mother or father found a toy you had lost, so you did a chore without being asked to express your gratitude.

INFORMAL ASSESSMENT

(Oral).

TEACHER'S NOTES

Lesson 5: Making Good Choices

Term 2

STUDY AREA

Beginning Knowledge and Personal and Social Well-Being

TOPIC

Keeping my body safe

CONTENT

Rules to keep my body safe

OUTCOME

By the end of this activity, the learners will have:
Knowledge about keeping their body safe.

RESOURCES

- CAPS LIFE SKILLS Policy document
- iMatter Foundation Phase Workbooks:
 - Learner Book p.22
 - Teacher Guide p.28
- Pencils, paper, crayons/markers/coloured pencils

ACTIVITY DESCRIPTION

Introduction:

Read the title of the story (Learner Book p. 22) to the learners. Ask the learners if they know what a “good” choice is? (*something that will help, not harm you*) Explain that good choices work to help keep our hearts, minds and bodies safe. Share that rules also keep us safe, including keeping our bodies safe from harm.

Teaching and Learning Activity (Body):

1. Learners must read the story (Learner Book p. 22).
2. Ask the following questions:
 - Who was lying to the other animals? (*the hyena*)
 - What happened to hyena in the end of the story? (*he could no longer talk*)
 - Was lying a good choice? (*no*)
 - What would have been a good choice for the hyena to make? (*honesty, tell the truth, to not lie*)Have the learners complete the activities on p.24-25 of the Learner Book.
3. Activity 1: Explain that rules are often created for our benefit, to help keep us safe. Share that following rules is a good choice to make because doing so helps protect us. Read the activity directions to the learners, and ask them to complete the activity in their book.

4. Activity 2: Ask the following questions:
 - Are there rules at home and at school? (*yes*)
 - What are some of the rules? (*answers will vary*)
 - How does following these rules protect our bodies? (*answers will vary*)
 - Why is it important to follow these rules? (*because they protect everyone*)
 - Why is following the rules a good choice? (*because it helps everyone*)Read the activity directions to the learners, and ask them to complete the activity in their book.

CONCLUSION

Learner Activity (pages 24 and 25):

Explain to the learners that they have the power to make choices that will help keep their bodies safe and healthy. Read the activity directions to the learners, and then ask them to complete the activity in their book.

EXPANDED OPPORTUNITIES (GIFTED AND/OR CHALLENGED LEARNERS)

Stay Safe (game): Have each learner draw a large red “X” on one piece of paper and a large green checkmark on another. Explain that you will describe several different rules aloud and ask the learners to communicate whether they think the rule helps keep their bodies safe (green checkmark) or unsafe (red “X”) by raising the appropriate piece of paper. Use the rules described below or create your own:

- Always wear a hat while you do your homework.
 - Look both ways before you cross a street.
 - Do not open the door for strangers.
 - Always jump up and down three times before you answer a question.
 - Wash your hands after using the bathroom (or latrine).
 - Write your name neatly on all school homework and assignments.
 - Always run very fast while holding sharp scissors.
- (Optional Activity Extension: If time allows, call on a learner to explain why or why not a rule is safe, unsafe or unnecessary.)

INFORMAL ASSESSMENT

(Oral).

TEACHER’S NOTES

STUDY AREA

Beginning Knowledge and Personal and Social Well-Being

TOPIC

Health protection

CONTENT

Basic health and hygiene – including not touching other people’s blood

OUTCOME

By the end of this activity, the learners will have:
Knowledge about basic health and hygiene.

RESOURCES

- CAPS LIFE SKILLS Policy document
- iMatter Foundation Phase Workbooks:
 - Learner Book p.30
 - Teacher Guide p.42
- Pencils

ACTIVITY DESCRIPTION

Introduction:

Read the title of the story (Learner Book p. 30) to the learners. Ask the learners if they know what “protect” means (*to keep from harm or hurt*). Explain that following basic health and hygiene rules can help protect their bodies, especially from illness.

Teaching and Learning Activity (Body):

1. Learners read the story (Learner Book p. 30)
2. Ask the following questions:
 - What bit Phila while she was sleeping? (*a mosquito*)
 - What happened because of this? (*her arm itched*)
 - What did Musa do that made one of the mosquitos ask if he was sick? (*coughed*)
 - What did the mother mosquito say can get into our bodies and harm us? (*germs*)
 - What can we do to help prevent this? (*wash our hands often*)
 - Can mosquitos make people sick with HIV? (*no*)
 - Do we need to be afraid of people with HIV? (*no*)Have the learners complete the activities on p.32-33 of the Learner Book.
3. Activity 1: Remind the learners of what the mother mosquito said in the story: Washing our hands often is a good way to keep from getting sick from germs. Explain that washing our hands after using the bathroom/latrine and before we prepare or eat food is an example of basic hygiene. Explain that “hygiene” is a word that describes “taking care of our bodies.” Reiterate that washing our hands often—but

especially after using the bathroom/latrine and before touching food— is an important way to help protect our body from illness. Read the activity directions to the learners, and ask them to complete the activity in their book.

4. Activity 2: Explain that one way to keep ourselves healthy is to protect our bodies from infection, including infection from HIV. Explain that HIV is an illness for which there is no cure, but they can protect themselves. Share that HIV lives inside a person’s blood and that they can protect themselves against getting HIV by following a very important rule: Never touch another person’s blood. Reassure the learners that they needn’t fear those who are already infected because the truth is that HIV is not passed easily from one person to another. Read the activity directions to the learners. As a group, discuss each activity shown. Ask the learners to complete the activity in their book as you work on it together.

CONCLUSION

Learner Activity (pages 32 and 33):

Explain to the learners that a lot of people are afraid of becoming infected with HIV and of people who are already infected with it. Share that a lot of these fears are not based on the truth about HIV. Explain that the learners can help teach others about the truth about HIV. Read the activity directions to the learners, and ask them to complete the activity in their book.

EXPANDED OPPORTUNITIES (GIFTED AND/OR CHALLENGED LEARNERS)

Hands-Up Hygiene (game): Explain to the learners that you will be saying several statements aloud, and the learners must either raise their hand if the statement represents good basic health and hygiene or keep their hands down if it does not. Use the statements below or create your own:

- Washing your hands after going to the bathroom/using the latrine is good hygiene. (*true*)
- Don’t hug people infected with HIV because you can become infected too. (*false*)
- It’s okay to eat without washing your hands first. (*false*)
- Do not touch other people’s blood because it could be infected with HIV. (*true*)
- If you use a toilet after someone with HIV, you can become infected also. (*false*)

INFORMAL ASSESSMENT

(Oral).

TEACHER’S NOTES

Lesson 8: Learning About Touch

Term 1

STUDY AREA

Beginning Knowledge and Personal and Social Well-Being

TOPIC

Keeping my body safe

CONTENT

We are not safe with everyone

How to say "No" to any form of abuse

How to report abuse

OUTCOME

By the end of this activity, the learners will have:

Knowledge about keeping their body safe.

RESOURCES

- CAPS LIFE SKILLS Policy document
- iMatter Foundation Phase Workbooks:
 - Learner Book p.38
 - Teacher Guide p.47
- Paper, crayons/markers/coloured pencils
- Child Abuse additional resources:
 - Lifeline's web site provides a list of Lifeline Centres in your area, as well as contact details for Child Line. Alternatively, you can contact them toll-free at 0800 055 555.
 - The Child Emergency Line can be reached for free at 0800 123 321.
 - Child Welfare SA provides a hotline for reporting abuse: 0861 4 CHILD (24453)

ACTIVITY DESCRIPTION

Introduction:

Read the title of the story (Learner Book p. 34) to the learners. Explain to the learners that there are "good" touches and "bad" touches and that in this story they will learn about both.

Teaching and Learning Activity (Body):

1. Learners read the story (Learner Book p. 34)
2. Ask the following questions:
 - Was the female lion alone or with her friend when the bad lion tried to touch her in a way she didn't like? (*alone*)
 - Was the bad lion's touch a "good" or "bad" touch? (*bad*)
 - How do you know? (*because the female lion didn't like it, it made her feel afraid*)
 - What did the good lions do who loved each other very much? (*became mates for life and had many children*)
 - Is the touch between the lions who are mates for life "good" or "bad" touch? (*good*)
 - Why is it good touch? (*because they love each other very much*)
 - What did Grandmother tell Phila to do if she meets someone like the evil lion? (*say, "NO!" and tell grandmother*)

Have the learners complete the activities on p.36-37 of the Learner Book.

3. Activity 1: Explain to the learners that unfortunately they are not safe with everyone. Like Grandmother told Phila in the story, "Sometimes people even try to do bad things to children." Share that one way some people hurt children is by touching them in a bad way, by touching the private parts on their bodies. Remind the learners that the touch from the evil lion was a "bad" touch because the female lion didn't like it and it made her feel afraid. Share that there was an example of "good" touch in the story too: the lions who loved each other and became mates for life. Ask the learners to look at the half-completed pictures of the male and female lion in the activity. Ask the following questions:
 - Do you think these lions have felt a "good" or "bad" touch? (*good*)
 - How do you know? (*because they are both smiling*)Read the activity directions to the learners, and ask them to complete the activity in their book.

4. Activity 2: Explain to the learners that our bodies have many different parts, and that some of these parts are more private than others. Share that a good way to understand which parts are the most private is to think about which parts our clothes cover. Explain that a "good" touch is something that makes us feel comfortable, loved and happy. Ask the following question:
 - What are some examples of a "good" touch? (*answers will vary but may include a hug from a friend or family member, a pat on the back or a high-five*)Explain that a "good" touch usually does not involve the most private parts of our bodies. In fact, unless you love someone very much and are married, letting someone touch your most private parts is a "bad" touch. Stress to the learners that their most private parts are the areas of their bodies that are covered by their clothing and/or swimsuit. Read the activity directions to the learners, and ask them to complete the activity in their book.

5. Activity 3: Explain to the learners that while a "good" touch can leave you with a good feeling, a "bad" touch leaves you feeling badly. Share that when someone touches your private parts and you don't want them to, it can leave you feeling scared, afraid and confused. Read the activity directions to the learners, and ask them to complete the activity in their book as you work through the activity together.

CONCLUSION

Learner Activity (pages 36 and 37):

Remind the learners that Grandmother told Phila what to do if she ever met someone like the evil lion in the story: Say, "No!" and to tell Grandmother. Explain to the learners that they can do these things to keep their bodies safe too: Say "No!" if anyone wants to touch their private areas and tell someone they trust about it. Share that when someone touches their private parts even when they say, "No!" that this is called "abuse." Explain that it's important to report abuse, including if someone just asks or tries to do it. Ask the learners to think about and identify a grown-up they trust whom they could report such abuse to. Read the activity directions to the learners, and ask them to complete the activity in their book.

EXPANDED OPPORTUNITIES (GIFTED AND/OR CHALLENGED LEARNERS)

The "Not Nice" No (game): Explain to the learners that the word "No" is very easy to say, but that it's important to know how to say it right. Share that if someone tries to abuse them, it's especially important to know how to say "No!" in a way that is forceful and not very nice. Divide the learners into teams of two and ask them to take turns practising say "No!" to each other loudly and forcefully. Encourage them to say the word like they mean it, filling their voice with force and volume.

INFORMAL ASSESSMENT

(Oral).

Lesson 10: Reviewing What I Have Learnt

Term 1, 2

STUDY AREA

Beginning Knowledge and Personal and Social Well-Being

TOPIC

- About me
- Feelings
- Keeping my body safe
- Healthy eating
- Health protection

CONTENT

- What a timeline is
- Timeline of own life – include date of birth, starting school, at least one interesting fact
- Things that make me happy and things that make me sad
- Recognising feelings – such as anger, fear, worry, loneliness
- Good ways to express what we feel
- Rules to keep my body safe
- A balanced diet
- Basic health and hygiene – include not touching other people’s blood
- We are not safe with everyone
- How to say “No” to any form of abuse
- How to report abuse

OUTCOME

By the end of this activity, the learners will have:
Revised all the work done previously.

RESOURCES

- CAPS LIFE SKILLS Policy document
- iMatter Foundation Phase Workbooks:
 - Learner Book p.42
 - Teacher Guide p.59
- Pencils, crayons/markers/coloured pencils, a small ball (suitable for safely tossing from learner to learner)

ACTIVITY DESCRIPTION

Introduction:

Read the title of the story (Learner Book p. 42) to the learners. Explain to the learners that today they’ll be reviewing all that they’ve learned during the previous lessons.

Teaching and Learning Activity (Body):

1. Learners must read the story (Learner Book p. 42).
2. Ask the following questions:

- What did Musa do to help him remember Grandmother’s stories? (*he drew pictures*)
- Who were the first people God made? (*Adam and Eve*)
- What did God have for Painted One that he also has for each one of us? (*a special plan*)
- What is one thing we should all do? (*work together*)
- What did the fat leopard teach Musa and Phila about? (*taking care of their bodies*)
- What did the mosquitos teach Musa about? (*HIV, infections, germs*)

Have the learners complete the activities on p.44-47 of the Learner Book.

3. Activity 1: Read the activity directions to the learners, and ask them to complete the activity in their book.
4. Activity 2: Briefly remind the learners of the various different stories Grandmother told throughout the different lessons. Read the activity directions to the learners, and ask them to complete the activity in their book.
5. Activity 3: Read the activity directions to the learners, and ask them to complete the activity in their book.

CONCLUSION

Learner Activity:

iMatter Quiz: Read the activity directions to the learners for lessons 1 through 9, and ask them to complete this portion of the quiz inside their book. For lesson 10, read the activity directions to the learners, and ask them to complete this final portion of the quiz inside their book.

EXPANDED OPPORTUNITIES (GIFTED AND/OR CHALLENGED LEARNERS)

Imagine How Much I Matter (game): Ask the learners to close their eyes and remember how very important and special they are to God. Remind them that he made each one of them uniquely and carefully, and that he has a very special plan for every one of them. Have the learners stand (or sit) in a large circle. Begin by tossing the ball to a learner and saying something kind or encouraging about that learner specifically. That learner then must toss the ball to another learner and say something encouraging to him or her. The game continues until each learner has both given and received an affirmative, positive statement.

INFORMAL ASSESSMENT

(Oral).

TEACHER’S NOTES

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