



basic education

Department:
Basic Education
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CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY

ANCILLARY HEALTH CARE

GRADE 4-5

Curriculum and Assessment
Policy Statement Grade R-5
for learners with Severe
Intellectual Disability

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1 SECTION 1: INTRODUCTION TO THE SKILLS AND VOCATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT

1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. The Convention on the Rights of Persons with Disabilities, ratified by the Parliament of South Africa in 2007 (Article 24) requires Government to ensure that children with disabilities are able to access an inclusive, quality primary, compulsory education and secondary education on an equal basis with others in the communities in which they live and that persons with disabilities are not excluded from the general education.

There are learners participating in the General Education and Training Band who have an aptitude and interest in applied knowledge and vocational skills for whom the National Curriculum Statement, Grades R to 12 (NCS) needs to be differentiated to make it fully accessible. This would include learners with moderate to severe intellectual disability and learning difficulties. Knowledge and skills should be presented at a more functional level and at reduced depth and breadth, whilst a number of occupational subjects are also made available. They should be given an opportunity to receive an endorsed statement of achievement that is related to learning within their interest and aptitude.

This Learning Programme has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols outlined in the Policy on Screening, Identification, Assessment and Support of 2014. They will benefit from curriculum content that is aligned to the Foundation and Intermediate Phase of the National Curriculum Statement at a more applied and functional level in accordance with their age, interest and aptitude.

It is critical, that through flexibility and differentiated methodologies, learners enrolled for these differentiated subjects will be able to progress with regard to applied competencies,

even where they might not be able to attain the minimum requirements set for the different grades. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies relevant to the specific subject. They should be in a position to demonstrate the values and practical competencies that they have mastered which will make it possible for them to progress to either the Technical Occupational pathway or the world of work.

The learning programme is structured in such a way that it makes provision for a wide spectrum of learners with moderate to severe intellectual disability and learning difficulties across the age span. It is aimed at the full development of their human potential and sense of dignity and self-worth. It also allows for the development of their personality, talents and creativity, as well as their mental and physical abilities, cultural, social, environmental and economic competencies to their fullest potential with a view to enabling them to participate effectively and independently in a free society as adults (Convention on the Rights of Persons with Disabilities, 2006 and the White Paper on the Rights of Persons with Disabilities, 2015).

The learning programme for CSPID should be consulted in cases where a learner enters the CAPS Grades R – 5 for learners with Severe Intellectual Disability (SID) programme at a level where they require bridging to join the appropriate grade. The CSPID learning programme will provide a framework for educators to design down to ensure that there is a smooth transition into the SID learning programme.

The introduction of this Learning Programme within the National Curriculum Statement is aimed at strengthening of respect for human rights, fundamental freedoms and human diversity. It will provide learners in ordinary and in special schools across the range of competencies and aptitudes with conditions that ensure dignity, promote self-reliance and facilitate active participation in the school and in the community and offer the opportunity to obtain a recognised and accredited statement of achievement.

1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for differentiated education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) The United Nations Convention on the Rights of People with Disabilities adopted by the United Nation general Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ii) The White Paper on the Rights of Persons with Disabilities (2015);
- (iii) The National Education Policy Act (Act 27 of 1996);
- (iv) The South African Schools Act (Act 84 of 1996);
- (v) The National Curriculum Statement, Grades R to 12 (2011);
- (vi) The South African National Curriculum Framework for Children from Birth to Four (2015);
- (vii) National Early Learning and Development Standards for Children Birth to Four Years (NELDS) (2009);
- (viii) Section 11 of the Children's Act (Act 31 of 2005);
- (ix) Chapter 5, section 76 of the Children's Act as amended (2007);
- (x) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- (xi) Continuing Education and Training Act (2006 as amended by Act No 3 of 2012 and Act No 1 of 2013);
- (xii) Standards and Quality Assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (xiii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiv) Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2014);
- (xv) Policy on Screening, Identification, Assessment and Support (SIAS) (2014);
- (xvi) Guidelines for Responding to Diversity in the Classroom (2012);
- (xvii) National Protocol on Assessment (2011), specifically Chapter 9;
- (xviii) National Policy Pertaining to Promotion and Progression Requirements (2011);
- (xix) Learning Programme for Children with Severe to Profound Intellectual Disability.

1.3 General aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with Severe Intellectual Disability

(a) The National Curriculum Statement Grades R to 9 gives expression to the knowledge, skills, values and attitudes worth learning in South African schools. This curriculum aims at removing the barriers that make it difficult for learners with moderate to severe intellectual disability and learning difficulties to access the curriculum. It will enable them to acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The Curriculum and Assessment Policy Statement (CAPS) Grades R to 5 for learners with Severe Intellectual Disability serves the purpose of:

- Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- Facilitating the transition of learners from education institutions to either protective or open employment;
- Providing employers with a sufficient profile of a learner's competences;
- Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(c) The curriculum is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active learning: encouraging an active approach to multi-sensory learning;
- Attainment of realistic, but high knowledge and skills levels: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;

- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.

(d) Inclusivity should become a central part of the organisation's planning and teaching at each school. All teachers should have a sound understanding of how to recognise and address severe intellectual barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011).

1.3.1 The aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with severe intellectual disability

The specific aims of the CAPS Grades R to 5 for learners with Severe Intellectual Disability are to:

- Give recognition to learners who would follow the curriculum, irrespective if they meet the requirements and achieve the competencies as specified in the learning programmes;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them to be more independent and better equipped for life after school. It may also enable the learners to enter a Technical Occupational curriculum;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in sheltered or open employment;
- Prepare learners to function better in a fully inclusive society and employment; and
- Provide employers with a profile of the learner's competence.

1.3.1.1 Learners successfully completing the curriculum will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;

- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the curriculum;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Use technology effectively and
- Demonstrate entrepreneurial skills that will enable them to create their own work in the contexts in which they live.

1.4 Subjects and time allocation

Instructional time for the Learning Programmes is 27½ hours in a five day cycle;

Subjects		Time
General Education		
Languages		5 – 14 years = 10 hours
Home Language		14 – 18 years = 6 hours
First additional language		14 – 18 year = 2 hours
Mathematics		5 – 14 years = 5 hours
		14 – 18 years = 3 hours
Life Skills	Life Skills – Personal and Social Wellbeing	5 – 14 years = 8 hours
		14 – 18 years = 5 hours
	Physical Education	1 hour
	Creative Arts	5 – 14 years = 3½ hours
		14 – 18 years = 1 hour

	Natural Sciences	1½ hours
Skills subjects		14 – 18 years = 8 hours

Subjects	Time
CAPS Grades R to 5 for learners with severe intellectual disability: Electives	
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Needlework Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Welding Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing and Beauty Care	8 hours

Service Technology: Maintenance	
Total: General and Skills subjects	27½

The following table proposes the learner progression across the years in the curriculum.

Grades R – 3	Grades 4 – 5
<p>General Education</p> <p>Home Language</p> <p>Mathematics</p> <p>Life Skills</p> <ul style="list-style-type: none"> - Personal and Social wellbeing - Physical education - Creative arts 	<p>General Education</p> <p>Home Language</p> <p>First Additional Language</p> <p>Mathematics</p> <p>Life Skills</p> <ul style="list-style-type: none"> - Personal and Social wellbeing - Physical education - Creative arts - Natural Sciences <p>Skills subjects</p> <p>A minimum of 3 skills and maximum of 4 skills</p>

2 SECTION 2: INTRODUCTION TO ANCILLIARY HEALTH CARE

2.1 What is Ancillary Health Care?

Ancillary Health Care is activity that supports professional health care. Although Ancillary Health Care is described as subordinate to medical and surgical medical health care, it is supplementary to professional health care.

This subject aims to enable learners to understand the meaning of health: how to promote health and how to prevent ill health. Learners will be equipped with several skills in order to assist the health care workers under whose supervision they function, in caring for the elderly, disabled and toddlers at pre-school facilities.

Ancillary Health Care skills (80%) and related theory (20%) are taught over a five year programme: Two years in Grade 4 and three years in Grade 5. Teachers are encouraged to adapt the level of difficulty according to the ability of each learner. Learners may be placed in a working environment during the 2nd and 3rd years of Grade 5, if teacher considers individual learners ready and able to cope with such placements. Working environment placements should prepare them for possible future employment.

2.2 Specific aims of this Ancillary Health Care subject.

The focus of the learning programme is to build knowledge of personal health which can then be generalised into the care of toddlers, the elderly and the disabled.

The subject Ancillary Health Care aims to equip learners in:

- Personal health care: understanding the basic principles of health care, the causes of ill health and how to mitigate risk factors.
- Caring for people who are disabled: understanding their needs, abilities and to assist these individuals to function independently where possible.
- Knowing the national emergency numbers and able to generate a list of local organisations that can be called during emergencies.
- Know and execute basic principles of First Aid.
- Understand the basis of a balanced meals and basic nutrition.
- Prepare nutritious snacks and breakfasts for the whole range of ages from 3-year old to the elderly.
- Perform cleaning and housekeeping tasks; taking cognisance of the particular needs of toddlers, adults, the elderly and the disabled.

2.3 Time allocation for Ancillary Health Care

Ancillary Health Care will be offered over a 5-year period: two years for the Grade 4 and three years for Grade 5 .

The compulsory instructional time for the Vocational Learning Programme for learners who experience severe intellectual disabilities amounts to eight (8) hours per 5-day cycle. Schools may offer either three (3) or four (4) vocational subjects, depending on the number of learners in the school and the resources available.

The compulsory instructional time for **Ancillary Health Care** is either:

- 2 hours per 5-day cycle plus three (3) other vocational subjects or
- 2.5 hours per 5-day cycle plus two (2) other vocational subjects.

Twenty percent (20%) of the time is for teaching subject content which should be embedded in teaching the learners to execute the skills. This implies that theoretical lessons should not be offered in isolation but integrated with the practical demonstration by the teacher before the learners practise the skills. The learners are required to utilize eighty percent (80%) of the time to practise the various skills in the classroom.

2.4 Infrastructure, equipment and finances required to offer Ancillary Health Care

2.4.1 Human Resources

An appropriately qualified teacher registered with SACE in line with National Education Policy Act 27 of 1998 section 7.4 is to offer the training.

The learners require continuous direct supervision by a responsible person during all practical activities. An appropriately qualified assistant is required to assist the teacher with this supervision.

2.4.2 Uniforms

Learners should wear two-piece overalls and appropriate gloves when working with household chemicals. Learners are required to use disposable gloves when they practice activities related to First Aid.

2.4.3 Books, magazines and teaching media

Seven Annexures are enclosed.

Teachers will need access to 'You Tube' to download appropriate videos as part of their teaching media.

Each learner should have an individual workbook, as well as a resource book with pre-gummed stickers of pictures of:

- food items
- ill and healthy people
- people of various ages from toddlers to the elderly and a variety of disabled persons
- a variety of household cleaning chemicals.
- a variety of personal hygiene items

Appropriate magazines from where pictures can be cut.

2.4.4 Infrastructure and equipment

- A mock-up of some basically furnished areas within a home, e.g. a kitchen, bathroom (shower, bath, hand basin, toilet), dining room / eating space, lounge, bedroom, laundry and the space immediately outside the front and back doors of a standard home. This mock-up home will be used as a skills laboratory for learners to practice their cleaning and housekeeping skills and for identifying hazards to health. If possible the mock-up house should incorporate windows that can open. Alternatively, various rooms resembling the mentioned spaces in the school, will be adequate.
- Sufficient space where learners can do work in pairs, small groups and as whole group. They will need space to use individual exercise mattresses and loose chairs.
- 2 X large white boards
- 1 x teacher table and chair
- 5 x lockable stationery cupboards (one per year of study)
- 1 x Lockable storeroom for the equipment
- 2 x hand basins with water access
- 1 x Chair per learner
- Non-permanent koki pens
- Different colour koki pens
- Different colour crayons
- Blank A4 paper
- Blank A3 paper
- Glue to paste pictures
- Roll of blank newspaper
- Paper scissors for each learner

- Hand mirror for each learner
- Full body size wall mounted mirrors: one for each pair of learners:
- A full length exercise mattress for each learner
- Pillow with pillow case for each learner
- Items that trigger the five senses: smell, sight, hear, feel and taste (sour, sweet and salt)
- Human skeletal model for learners in Grade 4 1st year
- Human torso model for learners in Grade 4 where the major organs of the respiratory, digestive, cardio vascular and renal systems can be identified, removed and repacked.
- A trolley to transport the human torso model
- Paper outlines of the human major bone groupings
- Paper outlines of the major organs of the digestive, respiratory, cardio-vascular and renal/ urinary systems (50% with organs named and 50% without names)
- Cards with the names of the paper outlined bone groupings and organs
- The main functions of the cardio-vascular, respiratory, digestive and renal/ urinary systems individually written on cards
- Balloons to demonstrate how the lungs work
- Pre-cut pictures of people exhibiting physical, emotional, psycho social and spiritual aspects of health (can be cut out from magazines).
- Pre-cut pictures of all the physiological, safety and security, love and belonging, spiritual, self-esteem and self-actualisation needs of people (can be taken from magazines).
- Pre-cut pictures of people in different age groups ranging from birth, toddler (3-5 years), adolescent, adult and older (can be taken from magazines).
- Photocopies of Annexure 2
- Pre-cut pictures items of food that encourages tooth decay
- Pre-cut pictures items of food that promotes tooth health and strength
- A model of the mouth with teeth: preferably milk teeth set and permanent teeth set.
- Set of teeth learners can practice to floss and brush
- A set of dentures for demonstration.
- Dental floss
- Toothbrush per learner (mark toothbrushes)
- Glass/ container per learner to keep individual toothbrush in
- Toothpaste Items to clean teeth of a toddler
- Items to wash hands of an elderly or disabled person
- Items to shower yourself: clean dry bath towel, body soap, hair shampoo, nail brush and non-slip floor mat
- Items to clean the shower after showering

- Items to wash the hands of a toddler, low hand basin or a step and a soft nail brush
- Basin, soft nail brush, soap, towel for the toddler, elderly and disabled
- Dishwashing liquid, dental floss, toothbrush to clean dentures/ and/ or plate with some teeth container to clean dentures and another to keep dentures/ plate when person sleeps
- Lists of national and local emergency numbers and under what circumstances these numbers can be called. Also have a set of the various national and local emergency numbers and organisations on individual cards so that learners can match and paste these during class and assessment.
- Packet of sealed plaster bandages with dressings
- Access to a video via the internet to show learners how an emergency/ accident is reported
- 160 gram board to make bookmarks with emergency numbers on
- Disposable gloves
- Four (4) 75mm bandages for every Grade 5 3rd year learner
- Food items with expired and not expired dates
- Pictures showing clean, disorganised and obviously dirty areas in a living space
- Walking sticks, walkers (for adults and toddlers), wheelchairs
- Suitable cloth to blindfold learners
- Measurement tape per learner
- Height measure
- Road to Health chart copy
- Pictures of a building that the learners can recognise and discuss whether it is accessible for a wheelchair
- General waste bins in the bedroom and bathroom
- Large bins in the kitchen for general disposal of waste AND a waste recycle bin
- Bin bags
- Step for toddlers to reach toilet and the hand basin
- Utensils to prepare and serve a fruit to each other
- Glass per learner suitable to wash and serve water for drinking
- Food trays
- Household chemicals for the cleaning of the different areas in the home: a bedroom, dining room and outside the front and back doors of the house indoor and outdoor broom. Include different kinds of brushes.
- Household chemicals to clean a bathroom (with toilet, shower, hand basin, and bath), laundry room and kitchen. Include brushes.
- Household gloves: different colours: for bathroom and other areas in home.
- Dishwashing and detergents for cleaning the kitchen as well as different kinds of brushes

- Hand washing and drying items: access to a hand basin or a loose standing basin, liquid soap, bar of soap, nail brush, hand paper towel and fabric towel
- Soft nail brushes
- Items to identify AND fix a puncture in an inflatable wheelchair tyre Basin, soap, nailbrush and towel for washing of feet
- Items to wash and dry socks as part of practical work in the class
- Washing line to dry the items washed
- Items for learners to clean their own shoes
- Items to clean walking stick, walker or wheelchair
- A slice of bread in a container: to use as experiment to have fungi grow
- Orange or another fruit in season per learner
- Rehydration mix: cup, kettle to boil water, salt, sugar and a 5ml teaspoon measure
- Items to prepare a snack for toddlers
- Buffet-like lunch: learners will serve the items they prepare in the class in week 9 of term 4 grade 4
- Week 10 Term 4 Grade 5: provide food items to be dished from the different food groups Annexure 7
- Items to prepare mixed salad: to include protein (egg)
- Items to prepare a fruit salad
- Items to prepare a cereal breakfast for an elderly person
- Items to prepare a snack for the toddler
- Items to prepare a milkshake for a toddler
- Items to prepare a fruit snack for an elderly person
- Washable shoes for washing
- Items to wash washable shoes/ slippers
- Shoes with shoelaces
- Shoes with Velcro fastening mechanisms
- Paper plates

2.5 Managing resources for Ancillary Health Care

2.5.1 Finances

An annual budget is required for the weekly purchase of the fresh consumables required for the practical work.

Funding is required for equipment to be maintained.

2.5.2 Stock control

The teacher will be responsible to ensure that the equipment and other resources in the stock room are securely and safely stored.

An annual stock taking is essential with a stock control book that is kept on site in a locked up space, i.e. either a stationery cupboard or in the stock room.

Items taken from the stock room must be signed out and in when these are returned on a daily basis, e.g. the human skeleton, etc.

3 SECTION 3: OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Overview of theoretical topics

Topics	Scope
Personal Care	Disability Care
	Technology First Aid
	Cooking
	Cleaning and Housekeeping
Life Care	Adult/Geriatric Care
	First aid
	Cooking
	Cleaning and Housekeeping
Toddler Care	First aid
	Cooking
	Cleaning and Housekeeping

3.2 Overview of practical tasks and theory for the practical tasks for Grades 4 and 5 for each term

Term 1		Grade 4		Grade 5		
Week	Topic	1 st year	2 nd year	1 st year	2 nd year	3 rd year
1	Personal care	Personal Care, Life Care, Toddler Care; Orientation and Re-orientation				

2,3	Personal care Life care Toddler care	Physical and emotional health.	The various senses in the human body. How the senses relate to health.	The psycho-social aspect of health.	The spiritual aspect of health.	The interconnection of the four aspects of health; physical, emotional, psycho-social and spiritual.
4,5	Personal care Life care Toddler care	Human skeleton.	Handling the torso mannequin.	Four body systems found in the human body; digestive, cardio, respiratory and renal.	Main organs in the torso that are part of the four body systems.	Main functions of the four systems in the torso.
6,7	Personal care Life care Care for the elderly Toddler care	Physiological needs of people.	Safety and security.	Personal and Life Care, Care for the elderly, disabled and toddlers; love and belonging.	Self esteem, self actualisation.	Spiritual needs.
8,9	Personal care Life care Toddler care	Different stages of development from birth to old age.	Recognising the different stages of development.	Major development stages; 0-5yrs, need for immunisation.	Cycle of life.	How the stage of development and age influence health.
10		Assessment				

Term 2		Grade 4		Grade 5		
Week	Topic	1 st year	2 nd year	1 st year	2 nd year	3 rd year
1,2	Personal care Life care	Concept of 'healthy lifestyle'.	Concept of 'lifestyle illness'.	The skin.	The concept of germs.	How germs are spread and controlled.
3,4	Personal care	Correct posture; sitting,	Lifestyle habits that	The immune system;	How germs multiply	How germs are

	Life care	standing, walking and sleeping.	affect health status.	protecting and boosting it.	and practices to control the spread of germs.	spread and controlled.
5,6	Personal care (including disabled) Life care (including the elderly)	Personal hygiene; hand washing.	Personal hygiene; foot washing.	Personal hygiene; hand hygiene of older persons.	Personal hygiene; hand washing of toddlers.	Personal hygiene; foot washing of older or disabled persons.
7,8,9	Personal care (including disabled) Life care (including the elderly)	The mouth and dental care	Types of teeth and the role of the tongue; oral health	Dentures; care and cleaning.	Non permanent teeth in toddlers. A suitable snack for toddlers	The importance of dental and oral care.
10		Assessment				

Term 3		Grade 4		Grade 5		
Week	Topic	1 st year	2 nd year	1 st year	2 nd year	3 rd year
1	Personal care Technology / First Aid	Principles of First Aid.	Application of a plaster bandage from a sealed package.	Accidents; Personal and victim safety.	Accidents; bystanders safety.	Infection control; using disposable gloves.
2,3	Personal care Technology / First Aid	National emergency numbers; when to call.	Local emergency numbers; when to call.	Fold a triangular bandage for a foot injury.	Fold a triangular bandage for a hand injury and for an arm sling.	Apply figure of 8 bandages.
4,5	Personal care (including	Basic principles of cleaning: bedroom and	Cleaning methods; outside the front and	Sort laundry and prepare for washing,	Household waste management.	Sort and store household

	disabled) Life care (including the elderly) Cleaning and housekeeping	lounge.	back doors of a house.	using a washing machine.		chemicals.
6,7	Personal care (including disabled) Life care (including the elderly) Cleaning and housekeeping	Cleaning a dining room / eating area.	Cleaning a kitchen and cupboards in the kitchen.	Load washing machine. Hang washing out on the drying line.	Test that clothing is dry. Gather dry washing from the clothes line.	Sort the clean washing and iron appropriately.
8,9	Personal care (including disabled) Life care (including the elderly) Cleaning and housekeeping	Cleaning a bathroom; bath, shower, toilet and hand basin.	Cleaning a laundry room.	Clean the kitchen	Clean kitchen cupboards. Sort food items, recognising those that have expired.	Understand the various chemicals used in cleaning a house.
10		Assessment				

Term 4		Grade 4		Grade 5		
Week	Topic	1 st year	2 nd year	1 st year	2 nd year	3 rd year
1	Life Care Adult/Geriatric Care	Cleaning footwear	Fit and fasten footwear	Diminished physical abilities affect health	Disability and old age affects the level of	Difficulties of the wheelchair bound

2	Life Care Adult/Geriatric Care Cleaning and house keeping	The effects of diminished sight and smell among elderly; personal hygiene	The effects of diminished memory among elderly; home hygiene	and wellness.	domestic hygiene	person.
3 & 4	Disability Care	Types and causes of disabilities	Limitations of the disabled	Walking aids	Compromised immune system of the elderly	Inspect wheel chair Fix punctures
5	Toddler Care Cleaning and housekeeping	Assessing where toddlers can be injured in a bedroom	Assessing where toddlers can be injured in a kitchen	Suitable indoor cleaning for toddlers	Suitable outdoor cleaning for toddlers	Suitable bathroom cleaning for toddlers
6	Toddler Care Cooking	Rehydration and oral rehydration	Application of food hygiene principles	Importance of daily balanced nutrition	Nutritional needs of the elderly and disabled	Nutritional needs of the toddler
7, 8 & 9	Cooking	Food groups	Nutrients in food Food portions	Plan and prepare a nutritional sandwich	Plan and prepare a fruit snack to an elderly person	Plan and prepare a nutritional snack for a toddler
10		Assessment				

3.3 Teaching plans for the theory and practical tasks

Learners in Grade 4 are 14 – 15 years old. Each term is comprised of 10 weeks: nine (9) of these include compulsory practical class room activities that are facilitated by the teacher.

The time allocated per week for both the theoretical input (20%) and the practical component (80%) is 2 hours per week provided that the learners are exposed to a total of 4 skills subjects per year. Two and a half hours are allocated towards Ancillary Health Care instruction in school providing 3 skills subjects per annum.

Learners in Grade 4 spend two years in this Grade: therefore different classroom activities are included for learners in 1st and 2nd years respectively.

Teachers may rearrange the sequence of the learning material within each term as may be appropriate in their context. However, all the learning material and skills have to be covered within the particular term of study.

Health and related issues affect each person differently. Teachers need to be aware that the class input (both theory and practical sessions) may illicit emotional reactions in the class room. Learners with Severe Intellectual Disabilities need to be supervised during all practical activities as they are frequently unable to apply knowledge and manage their emotions; this will safeguard their own, and fellow learners' physical and emotional well-being.

3.4 Grade 4 : Term 1

Grade 4 : Term 1			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
1	Personal care Life care Toddler care	Grade 4 1st year and 2nd year. <ul style="list-style-type: none"> Understand the concept of Ancillary Health Care. List suggestions for classroom rules and have learners repeat the rules. Understand the difference in appearance between a toddler, disabled person, an adult and a geriatric person. 	Grade 4 1st year and 2nd year. The teacher: <ul style="list-style-type: none"> Shows a video of the different stages in human life to orientate the learners towards the subject. Demonstrates a few items from the basic equipment that the learners will use in Ancillary Health Care. Provides the learners with covered books and a letter to the parents to explain the content of the subject to the parents.
2 & 3	Personal Care Life Care	Grade 4 1st year. <ul style="list-style-type: none"> Understand physical health. Demonstrate emotional health. 	Grade 4 1st year. The teacher: <ul style="list-style-type: none"> Discusses how one feels when you are not sick and when you are sick (physical health). Selects and shows an appropriate video called 'Inside out'. Discuss this video with the whole class. Demonstrates different facial expressions that convey various emotions, e.g. smile, laugh, sadness and anger. Provides each learner with a hand mirror, a clean paper plate, a wooden spatula, glue and koki pens. Provides access to a full body mirror. The learners: <ul style="list-style-type: none"> Work in pairs: Each learner observes their face in the mirror. Each tells the other what they observed about their smile.

Grade 4 : Term 1			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<p>Grade 4 2nd year.</p> <ul style="list-style-type: none"> Name the different senses found in the human body. Interpret the different senses as these relate to health. 	<ul style="list-style-type: none"> Practice in pairs telling each other how a person feels when they are well. Practice in pairs telling each other how a person feels when they are sick. Divide learners in two groups. Each group has to make masks of different facial expressions using the blank paper plates, spatulae and koki pens. Each group displays their masks to the other group who have to identify the emotion expressed by each mask. This can be arranged as a competition in class. <p>Grade 4 2nd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates the experience of each of the five senses, using practical examples. Provides labels, each with one of the different senses written on it. Stick the labels on pictures that illustrate an object that one can become aware of, because of the sense: smell, taste, see, hear, and touch. Discusses how these senses inform you of the health of a person, e.g. hearing someone cough; food that smells bad is not to be eaten, seeing dirty clothes, etc. Provides items and/or pictures to stimulate the different senses. <p>The learners:</p> <ul style="list-style-type: none"> Name the different senses. Work in pairs: Identify the sense that is elicited by the particular item or picture provided. Paste the label with the correct sense next to its appropriate item or picture. Work in pairs: Tell each other how these senses can inform one about health.
4 & 5	Personal Care	<p>Grade 4 1st year.</p> <ul style="list-style-type: none"> Demonstrate the correct handling and care 	<p>Grade 4 1st year</p> <p>The teacher:</p>

Grade 4 : Term 1			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
	Life Care	<p>of a human skeleton model.</p> <ul style="list-style-type: none"> • Demonstrate the human body structure, using a human skeleton model. • Demonstrate the range of movement of the major joints. • Name the major bone groupings (e.g. foot, arm, spine) in the human body. • Demonstrate how the major bones found in the human skeleton are linked together. <p>Grade 4 2nd year.</p> <ul style="list-style-type: none"> • Handle mannequin models correctly. • Unpack the organs from the human torso 	<ul style="list-style-type: none"> • Demonstrates an overview of the human skeleton. • Demonstrates the range of movement of the different and major joints. • Shows a video of the different joints and joint movements • Demonstrates how to take care of the skeleton model. • Provides two ± 2 meter sheets of blank newspaper per learner (one sheet per week). • Provides paper outlines of the following bone groupings found in the human skeleton: the cranium (skull), spine, ribcage, and humerus, bones of the lower arm, hand, pelvis, femur, lower leg and foot. <p>The learners:</p> <ul style="list-style-type: none"> • Form two groups. Each group demonstrates how to care for a human skeletal model to the other group. • Work in pairs: Draw an outline of each other's bodies onto the newspaper provided by one learner lying on the paper whilst the other draws his /her outline. Learners write their names and the date on their body outline. Each learner will need one copy of the outline of their whole body. • Paste the paper outlines of the bones provided by the teacher onto the outline of their whole body in the correct position. • Do stretch exercises and look at the range of joint movements. <p>Grade 4 2nd year</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrates how to handle the mannequin model correctly.

Grade 4 : Term 1			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
6 & 7	Personal Care Life Care/ Elderly Toddler Care.	<ul style="list-style-type: none"> model. Replace the organs of the human torso. Identify the different organs found in the human torso. Name the main organs found in the human torso. Correctly locate the position of the main organs found in the human torso mannequin model. Recognise the role of the torso as part of the human body. 	<ul style="list-style-type: none"> Demonstrates the correct unpacking and replacing procedures of organs found in the human torso mannequin. Names each of the main organs found in the human torso. Illustrates how the main organs in the torso fit together. Explains the central part of the torso area. Provides blank news paper and koki pens. Provides a full length mirror so that learners can view their torso area. <p>The learners complete the following activities in pairs:</p> <ul style="list-style-type: none"> Each tells the other how to handle a mannequin model. Each observes and assists the other to unpack the organs from the human torso. Each observes and assists the other to repack the organs from the human torso. Name the various organs while unpacking and repacking the organs in the human torso mannequin. Each outlines the other's torso area onto the newspaper using the koki pens. Each tells the other what all is connected to the torso.
		<p>Grade 4 1st year</p> <ul style="list-style-type: none"> Understand that the most basic needs of people are their physiological needs. Apply various human physiological needs to: <ul style="list-style-type: none"> o Yourself o Elderly o Disabled o Toddlers 	<p>Grade 4 1st year :</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses the physiological needs: breathing, food, water, shelter, clothing, and sleep as the most basic need all people have according to Maslow (Annexure 1). Provides a variety of pictures (already cut out) most of which illustrate aspects of the basic physiological needs indicated above and a blank A3 page and glue. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in pairs. Select the pictures that show the physiological needs of people from

Grade 4 : Term 1			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<p>the pictures provided and paste these on the A3 page.</p> <ul style="list-style-type: none"> • Show another pair of learners which pictures you chose. • Prepare a role-play of the physiological needs of people. • Prepare a poster to display the physiological needs that people have.
		<p>Grade 4 2nd year.</p> <ul style="list-style-type: none"> • Understand that the need for safety and security is one of the basic needs of people. • Apply the need of safety and security to: <ul style="list-style-type: none"> ○ Yourself ○ Elderly ○ Disabled ○ Toddlers 	<p>Grade 4 2nd year :</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the safety and security needs of people (health, employment, property, family, and social stability) as the 2nd level of basic needs according to Maslow (Annexure 1). • Provides a variety of pictures (already cut out) most of which illustrate aspects of the safety and security needs of people. • Provides a blank A3 page and glue. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> • Work in pairs. Select the pictures that show the security and safety needs of people from those provided and glue them onto the A3 page. • Each pair of learners shows another pair which pictures they chose. Tell each other the reasons for your choice. • Role-play the safety and security needs of people. • Prepare a poster that displays the safety and security needs of people.
8 & 9	Personal Care Life Care Toddler	<p>Grade 4 1st year.</p> <ul style="list-style-type: none"> • Identify the different stages of development from birth to old age. • Assist learners to identify in which 	<p>Grade 4 1st year :</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the different stages of development from birth to old age using the diagram of the Erikson's theory (see Annexure 2).

Grade 4 : Term 1			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
	Care	<p>development stage they currently are.</p> <ul style="list-style-type: none"> Assist learners to identify in which development stage the teacher currently is. 	<ul style="list-style-type: none"> Provides an enlarged version (photocopy) of Annexure 2 for each learner and glue. Arranges to have photos of each of the learners and the teacher. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Identify, based on Annexure 2, which stage of development the learner is in. Learners share this information with another learner and the teacher. Have each learner paste the photo of themselves next to the appropriate developmental stage on the enlarged copy of Annexure 2. Identify, based on Annexure 2, the development stage of the teacher. Share this with another learner and the teacher. Have the learners paste the teacher's photo on Annexure 2.
		<p>Grade 4 2nd year.</p> <ul style="list-style-type: none"> Identify in which development stages the staff at the school are. Recognise the different stages of development in the learner's immediate family. 	<p>Grade 4 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses the different stages of development from birth to old age using the diagram of the Erikson's theory (see Annexure 2). Provides each learner with a blank A3 sheet of paper, glue and a photocopy of Annexure 2. Provides photo copies of photos of staff members at the school. Requests learners to bring a photo of each member of their immediate family to class (not more than 6 photos each). <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Arrange the pictures of the staff members at your school and paste these in an ascending age order on the A3 page. Paste each family member's photo in the appropriate developmental stage on

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

Week	Grade 4 1 st year	Grade 4 2 nd year
2 & 3	<p>The teacher: Provides learners with pictures of obviously <u>physically</u> healthy and unhealthy people.</p> <p>Assessment task: Sort these pictures by grouping the healthy and unhealthy people separately.</p>	<p>The teacher: Provides learners with pictures of people where the FIVE senses can be identified, pasted on an A3 page. Provides labels with the individual senses written on each of these.</p> <p>Assessment: Stick the label with the correct sense next to its appropriate picture.</p>
4 & 5	<p>The teacher: Provides each learner with an outline of the human body as well as paper outlines of the major bone groupings, i.e. cranium (skull) spine, ribcage, pelvis, femur, lower leg, feet, humerus, lower arm and hands.</p> <p>Assessment task: Paste the outlines of the major bone groupings in the correct position on the outline of the human body.</p>	<p>The teacher: Provides each learner access to a human torso mannequin with organs already unpacked.</p> <p>Assessment task: Teacher observes the learners handling the human torso mannequin and replacing the unpacked organs.</p>
6 & 7	<p>The teacher: Provides learners with a variety of pictures including some depicting the physiological needs, a blank A3 page and glue.</p> <p>Assessment task: Select the appropriate pictures that reflect physiological (bodily) needs and paste them on the A3 page.</p>	<p>The teacher: Provides learners with a variety of pictures including some depicting the need for safety and security, a blank A3 page and glue.</p> <p>Assessment task: Select the appropriate pictures that reflect the safety and security needs of people and paste on an A3 page.</p>
8 & 9	<p>The teacher: Provides an enlarged (photocopied) version of Annexure 2 for each learner as well as photos of themselves and of the teacher.</p>	<p>The teacher: provides each learner with a blank A3 sheet of paper and already cut out pictures of people in all the different stages of life.</p> <p>Assessment task: Arrange and paste the pictures in chronological age order</p>

	Assessment task: Paste the pictures on the correct stage of development on the copy of Annexure 2.	on the A3 page.
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3.5 Grade 4 : Term 2

Grade 4 : Term 2			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
1-2	Personal Care Life Care	<p>Grade 4 1st year.</p> <ul style="list-style-type: none"> Understand the concept 'a healthy lifestyle'. Practice a healthy lifestyle. <p>Grade 4 2nd year.</p> <ul style="list-style-type: none"> Understand the link between lifestyle and ill-health. Understand a poor lifestyle that causes ill-health. 	<p>Grade 4 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Explains the concept 'healthy lifestyle', i.e. correct posture, sufficient sleep, healthy eating, no smoking or abusing alcohol, etc. Discusses the importance of leading a healthy lifestyle as an individual (personal) responsibility. Demonstrates the different key skeletal muscles involved when sitting, standing and walking. Build on previous related information. Demonstrates healthy lifestyle principles. Shows a video on healthy and unhealthy lifestyle principles. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in pairs: Practice the correct posture when sitting, standing and walking. Working with another pair, evaluate each others' postures when sitting, walking and standing. Role-play good lifestyle habits and indicate what effect they can have on the health of the person who practices these habits. <p>Grade 4 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Explains the meaning of ill-health. Demonstrates lifestyle factors that may contribute to becoming ill, i.e. smoking, obesity, etc. Discusses habits that can make one, and can cause others, to become sick.

Grade 4 : Term 2			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<ul style="list-style-type: none"> Discusses a poor lifestyle that can make people sick. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in pairs: Prepare a list of three life style habits that cause ill health. Working with another pair, explain the habits you listed to each other. Role-play a poor lifestyle habit to indicate what effect it can have on the health of the person who practices that habit and on others who are exposed to it.
3-4	Personal Care Life Care	<p>Grade 4 1st year.</p> <ul style="list-style-type: none"> Practise the correct posture when sitting, standing, walking and lying down to sleep. Identify key skeletal muscles involved when sitting, standing and walking. 	<p>Grade 4 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates the correct sitting posture. Demonstrates the correct standing posture. Demonstrates the correct walking posture. Demonstrates the correct lying position when sleeping. Provides each learner with a chair, access to a full length mirror and a full length exercise mattress, a blank A3 page and colour crayons. <p>The learners complete the following activities</p> <ul style="list-style-type: none"> Practice the correct sitting position in front of the full length mirror. Pair up with another learner and each is to demonstrate to the other the correct sitting position. Evaluate each other and talk about the muscles involved in sitting. Practice the correct standing posture in front of a full length mirror. Pair up with another learner and each is to demonstrate to the other the correct standing position. Evaluate each other and talk about the muscles involved in standing. Work in pairs: practice the correct walking posture. Each is to demonstrate to the other the correct walking posture. Evaluate each other and talk about the muscles

Grade 4 : Term 2			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<p>involved in walking.</p> <ul style="list-style-type: none"> • Work in pairs: practice the correct sleeping position. Each is to demonstrate to the other the correct sleeping position. Evaluate each other. • Prepare drawings of the correct sitting and standing positions. Present this in the class
		<p>Grade 4 2nd year.</p> <ul style="list-style-type: none"> • Identify unhealthy lifestyle practices. • Realise habits can be unhealthy. • Realise our practices affect the health of others. 	<p>Grade 4 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrates some poor lifestyle practices: focus on eating habits. • Demonstrates how to prepare and serve an orange. • Provides pictures of healthy and unhealthy food items that learners can paste onto a paper plate. • Provides an orange per learner as well as the utensils to prepare and serve the orange (or another fruit in season). <p>The learners complete the following activities</p> <ul style="list-style-type: none"> • Form two groups in the class. In your group, tell the other learners what poor lifestyle habits you have noticed at school. Make a list of these. Allow each group to share the list of poor lifestyle habits they have identified, with the other group. See if they agree with what the other group says. • Paste pictures of food items onto a paper plate to show what a healthy meal consists of. Discuss the pictures in class. • Paste pictures of food items onto a paper plate to show what an unhealthy meal contains. Discuss the pictures in class. <p>Prepare and serve an orange to each other.</p>
5 & 6	Personal	Grade 4 1st year.	Grade 4 1st year.

Grade 4 : Term 2			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
	Care (includes disability) Life Care (includes adult/geriatric) Toddler Care	<ul style="list-style-type: none"> Understand what personal hygiene is. Apply personal hygiene. Know how to wash and dry one's hands. Identify when to wash one's hands. Grade 4 2nd year. <ul style="list-style-type: none"> Understand the importance of daily personal hygiene. Know how to wash and dry your feet. Recognise when to wash your feet. Understand the reasons that shoes and socks need to be clean and dry. 	The teacher: <ul style="list-style-type: none"> Explains the concept of personal hygiene. Demonstrates a general application of personal hygiene and the reasons therefore. Ensures that items for hand washing are available. Explains when hands should be washed and dried. Demonstrates the correct hand washing and drying technique. The learners complete the following activities: <ul style="list-style-type: none"> Work in pairs: Tell each other why you need to practice daily personal hygiene. Discuss in the class. Work in pairs: Tell each other when a person must wash one's hands AND why it is important to dry one's hands correctly. Practice correct hand washing and drying. Grade 4 2nd year. The teacher: <ul style="list-style-type: none"> Explains the importance of daily personal hygiene. Discusses the reasons for practicing daily personal hygiene. Explains when one's feet should be washed. Demonstrates the correct foot washing and drying technique. Demonstrates how to wash socks and how to feel when they are completely dry. Discusses the importance of having clean and dry socks and shoes or sandals. Provides a basin; nail brush, soap and towel to wash feet. Provides items to wash and dry own socks. Instructs the learners to bring a pair of dirty socks to school.

Grade 4 : Term 2			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<p>The learners complete the following activities:</p> <ul style="list-style-type: none"> • Role-play the importance of practicing daily personal hygiene. • Form two groups for role-plays: The first group depicts the promotion of daily personal hygiene practises and the second group illustrates practises where daily hygienic practices are not applied. Discuss the plays in the class. • Learners practice the correct foot washing and drying technique on their own feet. • Wash a pair of their own socks, hang them out to dry and fold thereafter
7,8 & 9	Personal Care (includes disability) Life Care (includes adult/geriatric) Toddler Care	<p>Grade 4 1st year.</p> <ul style="list-style-type: none"> • Recognise a person's mouth has lips, gums, teeth and a tongue. • Know people have different sets of teeth during their lifetime. • Understand why teeth need daily cleaning. • Understand and practise how to floss teeth. • Understand and practise how to brush teeth. • List reasons why not to share a tooth brush. • Explain what tooth decay means • Name the difference between <ul style="list-style-type: none"> ○ teeth extractions ○ fillings ○ false teeth 	<p>Grade 4 1st year.</p> <p>The teacher: See Annexure 6.</p> <ul style="list-style-type: none"> • Demonstrates the mouth of a person: the lips, gums, tongue and teeth. • Explains the different sets of teeth: baby teeth, permanent teeth and dentures. • Explains that teeth need to be cleaned daily and should be inspected by a dentist once or twice a year. • Shows how teeth are positioned in the mouth, using the models. • Demonstrates how to prepare for, and floss teeth. • Demonstrates how to prepare for, and brush teeth. • Provides a glass for water to rinse the mouth, toothpaste, dental floss and personal toothbrushes. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> • Look at your lips, gums, teeth, tongue and the inside of your mouth in a mirror. Tell another learner what you see. • Prepare items to floss and brush their own teeth. • Practice flossing teeth using a model.

Grade 4 : Term 2			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<ul style="list-style-type: none"> Practice brushing teeth using a model. Practice flossing your teeth. Practice brushing your own teeth. Prepare a poster showing a set of temporary teeth and a set of permanent teeth. Present this poster to the rest of the class.
		Grade 4 2nd year. <ul style="list-style-type: none"> Know that teeth have different shapes. Recognise that both your teeth and tongue help with eating, speaking, swallowing, laughing and appearance. Recognise that one's tongue enables one to taste food. Recognise oral health is extremely important. Visit dentist at least once a year. 	Grade 4 2nd year. The teacher: See Annexure 6. <ul style="list-style-type: none"> Demonstrates the different shaped teeth using a model. Explain the reasons for the different shapes of teeth. Demonstrates how the teeth and tongue assist with nutrition. Demonstrates how the lips, teeth and tongue assist in forming of words. Use cards with particular words on. Demonstrates how the lips, teeth and tongue assist with personal appearance and smiling. Demonstrates how the teeth and tongue assist with swallowing food. Provides access to a mirror for each learner. Provides different items to taste in class: something to eat for each learner that is sour, sweet, bitter, and salty. The learners complete the following activities: <ul style="list-style-type: none"> Work in pairs: Using the mirror provided, each learner counts how many teeth they have. Tell the other learner how many teeth you have. Look in the mirror again and observe the different shapes of teeth. Tell the other learner what you saw. Look at each other's teeth and see if you see any teeth with fillings. Talk about these

Grade 4 : Term 2			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<p>fillings.</p> <ul style="list-style-type: none"> • Each learner using the mirror, inspects their lips and tongue and the movements each can make. • Identify the taste of something teacher has given you to eat. • Work in pairs. Watch the other learner eating. Tell the other what you experienced when you swallowed the food and what you saw when watching the other learner eating. • Take the mirror and look at your smile. Smile in different ways where your teeth are visible and hidden. Tell another learner which smile you prefer for yourself. • Work in pairs and pronounce the words the teacher gives you. Change the way you form your lips and tongue while saying these words. Tell the other learner what it sounded like to you. • Work in pairs: Read the words on the cards out loud to each other. Discuss the pronunciation with each other. • Prepare a poster to inform others why you should visit a dentist every year. Present the poster to the rest of the class.

Week10: Term 2: Assessment for Grade 4 1st year and Grade 4 2nd year.

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

Week	Grade 4 1 st year.	Grade 4 2 nd year.
1 & 2	<p>The teacher: Provides cut out pictures of different lifestyle habits and blank sheet of A3 paper and glue.</p> <p>Assessment task: Identify the pictures of healthy lifestyle practices and paste these on the blank page provided.</p>	<p>The teacher: Provides cut out pictures of different lifestyle habits and a blank sheet of A3 paper and glue.</p> <p>Assessment task: Identify the pictures of unhealthy lifestyle practices and paste these on the blank page provided.</p>
3 & 4	<p>The teacher: Provides an exercise mattress, pillow and a chair for each learner.</p> <p>Assessment tasks:</p> <ol style="list-style-type: none">1. Stand using the correct posture.2. Sit on the chair, using the correct posture.3. Lie on the mattress in the correct position for sleeping.	<p>The teacher: Provides pictures of different kinds of food (both healthy and unhealthy). Prepares a paper plate for each learner with their name on it. Provides glue for each learner.</p> <p>Assessment task: Identify five pictures of food that are healthy. Paste these five pictures onto the paper plate that has your name on it.</p>
5 & 6	<p>The teacher: Provides a variety of items including those needed for hand washing.</p> <p>Assessment task: Gather all the items you need to wash your hands and mime the correct technique for washing one's hands.</p>	<p>The teacher: Provides a variety of items including those needed for foot washing.</p> <p>Assessment task: Gather all the items you need to wash your feet and mime the correct technique for washing one's feet.</p>
7,8 & 9	<p>The teacher: Provides a variety of items including those needed to floss and brush teeth.</p> <p>Assessment task: Gather all the items you need to floss and brush your teeth and mime the correct technique for cleaning one's teeth.</p>	<p>The teacher: Provides a variety of words on individual cards; including words or phrases that are reasons for visiting a dentist. Provides a blank A3 page as well as glue.</p> <p>Assessment task: Select the cards with the words and or phrases that describe the reasons for visiting the dentist.</p>

3.6 Grade 4 : Term 3

Grade 4 : Term 3			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
1	Personal Care (includes disability) Life Care (includes adult/geriatric) Toddler Care Technology/ First Aid	<p>Grade 4 1st year.</p> <p>Practice the principles of First Aid.</p> <p>Grade 4 2nd year.</p> <ul style="list-style-type: none"> Apply a plaster bandage with a wound dressing taken from a sealed package onto a small wound. Apply infection control. 	<p>Grade 4 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Explains the principles of First Aid. Discusses importance of applying principles of First Aid. Demonstrates the principles of First Aid. Provides a scenario where basic First Aid is required. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Small group: Based on the scenario provided, role-play applying the basic principles of First Aid. <p>Grade 4 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates how to remove a plaster bandage with a dressing from a sealed package and apply it to a small wound on someone's leg, applying infection control. Provides each learner with one sealed plaster bandage with a dressing. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Individual learners: Practice how to apply infection control when removing a plaster bandage from a sealed package and apply it to an area on your leg below your knee
2 & 3	Personal Care	<p>Grade 4 1st year.</p> <ul style="list-style-type: none"> Name the national emergency numbers. 	<p>Grade 4 1st year.</p> <p>The teacher:</p>

Grade 4 : Term 3			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
	(includes disability) Life Care (includes adult/geriatric) Toddler Care Technology/First Aid	<ul style="list-style-type: none"> Know under what circumstances to call a national emergency number. Grade 4 2nd year. <ul style="list-style-type: none"> Compile a list of local emergency numbers for the area. Know when to call for emergency assistance. Know what each of the local emergency numbers can be called for. Know what to report when calling for emergency assistance. Practice calling for emergency assistance. 	<ul style="list-style-type: none"> Explains what national emergency to call for what type of emergency. Provides a list of national emergency numbers and what each can be called for. Provides a strip of 160 gram paper per learner to make a bookmark on which the national emergency numbers can be written. The learners complete the following activities: <ul style="list-style-type: none"> List the national emergency numbers and make a poster of these numbers, indicating when one would call each of these numbers. Make a bookmark with the national emergency numbers. Check each others' bookmarks to ensure the details are correct. Grade 4 2nd year. The teacher: <ul style="list-style-type: none"> Provides a list of local organisations that can be called for different emergencies, indicating which emergency each can be called for. Discusses what information needs to be reported when calling for assistance during emergency. Demonstrates how to report an emergency. Provides strips of 160 gram paper for each learner to make a bookmark with the local emergency numbers written on it. Provides a scenario where emergency assistance is needed and must be called. The learners complete the following activities: <ul style="list-style-type: none"> Prepare a poster to display different local emergency organisations and their phone numbers and what each of these organisations can be called for. Make a bookmark with local emergency numbers written on it. Check each others'

Grade 4 : Term 3			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			bookmarks to ensure the details are correct. <ul style="list-style-type: none"> Based on the scenario, practice reporting an emergency situation and calling for assistance.
4 & 5	Personal Care (includes disability) Life Care (includes adult/geriatric) Cleaning and house keeping	Grade 4 1st year. <ul style="list-style-type: none"> Understand the basic principles of cleaning a house. Understand safety precautions when using household chemicals used to clean a bedroom and a lounge. Apply cleaning methods required to clean a bedroom. Apply cleaning methods required to clean a lounge. Practice cleaning a bedroom, lounge and dining room. Grade 4 2nd year. <ul style="list-style-type: none"> Apply cleaning methods required to clean outside the front and back doors of the house. Apply safety precautions when using household chemicals used when cleaning outside the front and back doors of the house. 	Grade 4 1st year. The teacher: <ul style="list-style-type: none"> Discusses the basic principles involved in cleaning a house. Demonstrates the safety precautions needed when domestic cleaning chemicals are used when cleaning a bedroom and a lounge. Demonstrates the particular cleaning methods required to clean a bedroom and a lounge. Provides all the items necessary to clean a bedroom and a lounge. The learners complete the following activities: <ul style="list-style-type: none"> Prepare the items necessary to clean a bedroom and a lounge. Role-play the safety precautions that apply when cleaning a bedroom and a lounge. Practice cleaning the bedroom and a lounge. Grade 4 2nd year. The teacher: <ul style="list-style-type: none"> Discusses the cleaning methods required to clean outside in the front and back doors of a house. Demonstrates the safety precautions needed when domestic cleaning chemicals are used when cleaning outside the front and back doors of the house. Demonstrates the particular cleaning methods required to clean outside the front and back doors of the house.

Grade 4 : Term 3			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> Understand basic principles of sorting and stacking items. 	<ul style="list-style-type: none"> Demonstrates the basic principles of sorting and stacking items immediately outside the house. Provides all the items necessary to clean outside the front and back doors of the house. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Prepare the items required to clean outside the front and back doors of a house. Role-play the safety precautions that apply when cleaning outside the front and back doors of a house. Role-play the sorting and stacking items immediately outside the house. Practice cleaning the outside the front and back doors of the house.
6 & 7	Personal Care (includes disability) Life Care (includes adult/geriatric) Cleaning and house-keeping	Grade 4 1st year. <ul style="list-style-type: none"> Understand the principles when cleaning a dining room/ eating space. Apply safety precautions when using household chemicals when cleaning a dining room / eating space. Apply safety precautions when cleaning surfaces that are beyond normal reach or that are unstable. 	Grade 4 1st year. The teacher: <ul style="list-style-type: none"> Discusses the basic principles involved in cleaning a dining room/ eating space. Demonstrates the particular cleaning method required to clean a dining room / eating space. Demonstrates the safety precautions needed when domestic cleaning chemicals are used when cleaning a dining room/ eating space. Provides all the items necessary to clean a dining room / eating space and surfaces beyond normal reach. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Prepare the items necessary to clean a dining room/ eating space. Role-play the safety precautions that apply when cleaning a dining room/ eating space.

Grade 4 : Term 3			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<ul style="list-style-type: none"> Practice cleaning a kitchen and its cupboards.
		Grade 4 2nd year. <ul style="list-style-type: none"> Understand the basic principles involved in cleaning a kitchen. Apply safety precautions when using household chemicals when cleaning a kitchen. Practice cleaning a kitchen. Practice cleaning kitchen cupboards. 	Grade 4 2nd year. The teacher: <ul style="list-style-type: none"> Discusses the basic principles involved in cleaning a kitchen. Demonstrates the particular cleaning method required to clean a kitchen. Demonstrates the safety precautions needed when domestic cleaning chemicals are used when cleaning a kitchen. Provides all the items necessary to clean a kitchen. The learners complete the following activities: <ul style="list-style-type: none"> Prepare the items necessary to clean a kitchen Role-play the safety precautions that apply when cleaning a kitchen. Practice cleaning a kitchen and its cupboards.
8 & 9	Personal Care (includes disability) Life Care (includes adult/geriatric) Cleaning and house-keeping	Grade 4 1st year. <ul style="list-style-type: none"> Understand the basic principles of cleaning a bathroom (includes a toilet, bath, shower and hand basin). Apply cleaning methods required to clean a bathroom (includes a toilet, bath, shower and hand basin). Apply safety precautions when using household chemicals when cleaning a bathroom (includes a toilet, bath, shower and hand basin). 	Grade 4 1st year. The teacher: <ul style="list-style-type: none"> Discusses the basic principles involved in cleaning a bathroom (includes a toilet, bath, shower and hand basin). Demonstrates the particular cleaning method required to clean a bathroom (includes a toilet, bath, shower and hand basin). Demonstrates the safety precautions needed when domestic cleaning chemicals are used when cleaning a bathroom (includes a toilet, bath, shower and hand basin). Provides all the items necessary to clean a bathroom (includes a toilet, bath, a shower and hand basin). The learners complete the following activities:

Grade 4 : Term 3			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> Practice cleaning a bathroom (includes a toilet, bath, a shower and hand basin). 	<ul style="list-style-type: none"> Prepare the items necessary to clean a bathroom (includes a toilet, bath, shower and hand basin). Role-play the safety precautions that apply when cleaning a bathroom (includes a toilet, bath, shower and hand basin). Practice cleaning a bathroom (includes a toilet, bath, a shower and hand basin).
		Grade 4 2nd year. <ul style="list-style-type: none"> Understand the basic principles of cleaning a laundry room. Apply cleaning methods required to clean a laundry room. Apply safety precautions when using household chemicals when cleaning a laundry room. Apply safety precautions in terms of the electrical equipment found in a laundry room. Practice cleaning a laundry room and its cupboards. 	Grade 4 2nd year. <p>The teacher:</p> <ul style="list-style-type: none"> Discusses the basic principles involved in cleaning a laundry room. Demonstrates the particular cleaning method required to clean a laundry room. Demonstrates the safety precautions needed when domestic cleaning chemicals are used when cleaning a laundry room. Provides all the items necessary to clean a laundry room and cupboards. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Prepare the items necessary to clean a laundry room. Prepare the items required to clean a laundry room cupboards. Role-play the safety precautions that apply when cleaning a laundry room. Practice cleaning a laundry room.

Week10: Term 3: Assessment for Grade 4 1st year a Grade 4 2nd year.

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

Week	Grade 4 1st year.	Grade 4 1st year.
1	The teacher: Provides a copy of a picture of an accident scene with some spectators. Assessment task: Identify who in the picture might need first aid.	The teacher: Provides a plaster bandage with a dressing pad in a sealed package. Assessment task: Remove the plaster bandage with dressing pad from the sealed packages and apply it on your lower leg, applying infection control.
2 & 3	The teacher: Provides a list of names of the national emergency services. Write the telephone numbers on separate cards. Assessment tasks: Paste the card with the correct number next to its related national emergency service.	The teacher: Provides a list of names of the local emergency services. Write the telephone numbers on separate cards. Assessment task: Paste the card with the correct number next to its related local emergency service.
4 & 5	The teacher: Provides a variety of cleaning materials from which the learner can select those required to clean a bedroom and lounge. Assessment task: Select the items required to clean the bedroom from the cleaning materials provided. Demonstrate how to clean a bedroom.	The teacher: Provides a variety of cleaning materials from which the learner can select those required to clean outside the front and back doors of a house. Assessment task: Select all the items required to clean outside the front and back doors of a house. Demonstrate how to clean this area.
6 & 7	The teacher: Provides a variety of cleaning materials from which the learner can select those required to clean a dining room / eating area. Assessment task: Select the items required to clean the dining room / eating area. Demonstrate how to clean a dining room / eating area.	The teacher: Provides a variety of cleaning materials from which the learner can select those required to clean a kitchen. Assessment task: Select all the items required to clean a kitchen. i.e. smoking, obesity, etc. Demonstrate how to clean this area.

8 & 9	<p>The teacher: Provides a variety of cleaning materials from which the learner can select those required to clean a bath room (includes a bath, hand basin, toilet and a shower).</p> <p>Assessment task: Select all the items required to clean a bath room (includes a bath, hand basin, toilet and a shower).</p>	<p>The teacher: Provides a variety of cleaning materials from which the learner can select those required to clean a laundry room.</p> <p>Assessment task: Select all the items required to clean a laundry room. Demonstrate how to clean this area.</p>
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3.7 Grade 4 : Term 4

Grade 4 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
1	Life Care Adult/ Geriatric Care	<p>Grade 4 : 1st year.</p> <ul style="list-style-type: none"> Understand the importance of footwear being dry and clean. Clean footwear. Assess when footwear is dry after washing it. Polish shoes. <p>Grade 4 : 2nd year.</p> <ul style="list-style-type: none"> Understand the importance that footwear fits well. Undo and tie a shoelace. Undo a Velcro shoe strap and close it. 	<p>Grade 4 : 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Explains the importance of dry and clean footwear. Demonstrates how to wash and dry washable shoes. Demonstrates how to clean and polish leather shoes. Provides items so learners can wash a pair of washable shoes as well as cleaning and polishing a pair of shoes. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in pairs: Select and assemble the items needed to wash a pair of shoes/ slippers provided by the teacher. Each learner washes one shoe/ slipper. Work in pairs: Select and assemble the items needed to clean and polish the pair of shoes provided by the teacher. Each learner cleans and polishes one shoe. <p>Grade 4 : 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses the importance of well fitting footwear. Demonstrates how to assess whether shoes fit well. Demonstrates how to undo and how to tie a shoe lace. Demonstrates how to undo and close a shoe with a Velcro strap. Provides learners with one pair of shoes with shoelaces and a pair with a Velcro strap. <p>The learners complete the following activities:</p>

Grade 4 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<ul style="list-style-type: none"> Assess each other's footwear to establish whether it fits well. Discuss observations amongst each other. Work in pairs: practice untying shoelaces and tying them. Work in pairs: Practice opening and closing a Velcro strap on shoes.
2	Life Care Adult/ Geriatric Care Cleaning and house keeping	<p>Grade 4 : 1st year.</p> <ul style="list-style-type: none"> Know that older people have a diminished sense of smell and sight. Observe how a diminished sense of smell and sight affect the level of personal hygiene. <p>Grade 4 : 2nd year.</p>	<p>Grade 4 : 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Explains the sense of smell and the sense of sight. Discusses the diminishing level of the senses of smell and sight in the elderly in particular. Discusses how the senses of smell and sight assist people to evaluate their level of personal hygiene. Discusses how the senses of smell and sight assist people to assess the hygiene of their living space. Provides learners with a clothing item and shoes that are obviously dirty and that have a bad smell. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work as a group: Tell each other what you see when you look at the dirty item of clothing and shoes. Tell each other how smelling and seeing (sight) helps you to see and smell the dirt. Discuss how the senses of smell and seeing helps to maintain personal hygiene. Work in pairs: Tell each other how older people may have difficulty to be aware that their level of personal hygiene is unacceptable using the senses of smell and sight. <p>Grade 4 : 2nd year.</p>

Grade 4 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> Know that older people may not remember when last their living space was cleaned. Know that older people are unable to adequately clean their living space. Understand that older people may forget what they have done or when they have omitted to do something that is necessary. This influences their personal hygiene. Understand that older people are less able to adequately clean their own living space. This influences their health and well-being. 	<p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates how older people may forget what they have done or that they may have forgotten to do something that is necessary: including cleaning their living space. Discusses how the forgetfulness of the elderly may impact the level of cleanliness of their living space which in turn affects their health status and well-being. Demonstrates how to establish if the living space of the elderly is not clean. Refers to Maslow's hierarchy of needs theory as it applies to the elderly person. See Term 1. Provides learners with a variety of pictures showing clean, disorganised and obviously dirty areas. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Role-play how forgetfulness in older people may affect the cleanliness of their living space. Individual learners: Mark the area on the picture provided by the teacher that needs to be organised and cleaned. Discuss it with another learner. Role-play how a poor level of hygiene in a living space affects the health and well-being of people.
3 & 4	Personal Care Disability Care	<p>Grade 4 : 1st year.</p> <ul style="list-style-type: none"> Name different kinds of disabilities. Name possible causes of disabilities. Identify some of the different kinds of disabilities. 	<p>Grade 4 : 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses different kinds of disabilities. Explains that some disabilities are from birth whilst others are acquired later in life. Discusses the obvious limitations of those living with disabilities.

Grade 4 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> List the limitations of a blind person. List limitations of a deaf person. 	<ul style="list-style-type: none"> Discusses the limitations of a blind person and the effect on the health of the individual. Discusses the limitations of a deaf person and the effect on the health of the individual. Provides a cloth/ eye cover suitable to blindfold the learners. Provides various pictures of people with different disabilities mixed with pictures of people without disabilities, a blank sheet of A3 paper and glue. Shows learners a short video, but turns the sound off (for 1st and 2nd year learners). <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> After watching the 'silent' video, discuss how deafness may affect a person. Work in pairs. Ask the teacher to blindfold one learner whilst the other learner has to guide the blindfolded learner to a given target as instructed by the teacher. Each learner needs to have a turn to be blindfolded and/or be the guide. Tell each other what it was like to be 'blind'. Work in pairs: identify the pictures of people with disabilities and paste these on the sheet of paper. Tell each other which disabilities you identified and what difficulties you think each of people may have in keeping healthy. Prepare a role play to show difficulties in eating when you are blind and how these difficulties can be managed.
		<p>Grade 4 : 2nd year.</p> <ul style="list-style-type: none"> Compare permanent disabilities with temporary disabilities. List the limitations of a deaf person. 	<p>Grade 4 : 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses physical disability: temporary vs. permanent, and mental vs. physical disability.

Grade 4 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> Compare physical disabilities with being intellectually disabled. Understand the frustrations of people with physical disabilities. Realise that disabled people have the same basic needs as anybody else. Recognise the limitations of an individual that has to use walking aids to function independently. 	<ul style="list-style-type: none"> Discusses the limitations of a deaf person and its effect on the health of the individual. Demonstrates the frustrations disabled people experience in attempting to fulfil basic needs. See Annexure 1. Provides access to walking sticks, crutches, walker, and a wheelchair. Shows learners a short video, but turns the sound off (for 1st and 2nd year learners). Prepares a variety of cut out pictures of people with different disabilities. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Role-play how deaf people are often treated. Prepare a role play how you should treat a deaf person to help them cope with deafness. Work in pairs: Select a walking aid (walking stick, etc.) and try to walk with the walking aid. Each learner takes a turn to assist and/or walk with aid. Discuss your experience with each other. Group work: Sort the pictures into groups according to the type of disability. Identify the different types of disabilities; tell each other about the effects of disability on the individual, whether the disability is temporary or permanent, and what difficulties you think each of these people may have in keeping healthy.
5	Toddler Care Cleaning and house keeping	<p>Grade 4 : 1st year.</p> <ul style="list-style-type: none"> Identify where toddlers can be injured in a bedroom. Recognise what steps you can take to limit children being injured in the bedroom space. 	<p>Grade 4 : 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Takes the learners to the model of a child's bedroom where items are obviously arranged so that the child can be injured. Demonstrate how children can get injured and what to do to limit injury.

Grade 4 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<ul style="list-style-type: none"> Accesses and shows a video from the internet, that you consider suitable for your learners, on toddlers being hurt in the home. Provides a copy of a picture for each learner of a bedroom displaying at least seven (7) places where a toddler can potentially be injured. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Watch the video on how toddlers get injured at home. Discuss with each other what you have seen. Discuss possible ways to prevent these injuries from happening. Work in two groups: One group observes the other group as they identify possible risk areas where toddlers are likely to get hurt in the mock-up bedroom. Discuss their findings. Work in two groups: Each group suggests what can be done to reduce the possibility of a 3-5 year old being hurt in this bedroom. Discuss these suggestions in the whole group. Individual learners mark the areas on the picture of the bedroom provided by the teacher showing where toddlers can get injured.
		<p>Grade 4 : 2nd year.</p> <ul style="list-style-type: none"> Identify where toddlers can get hurt in a kitchen. Recognise what steps can be taken to limit children being injured in a kitchen. 	<p>Grade 4 : 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Takes the learners to the model kitchen where items are obviously arranged so that 3-5 year old toddlers can be injured. Demonstrate where toddlers can be injured and changes that must be made to limit the possibility of injury. Provides a copy of a picture for each learner of a kitchen displaying at least seven (7) places where a toddler can potentially be injured. Discusses the picture in class. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in two groups: The first group observes the second as they identify possible

Grade 4 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<p>risk areas where toddlers are likely to get hurt in the mock-up kitchen. Discuss their findings.</p> <ul style="list-style-type: none"> • Work in two groups: Each group suggests what can be done to make it less possible for a 3-5 year old to be hurt in this kitchen. Discuss these suggestions in the whole group. • Individual learners mark the areas on the picture of the kitchen, where toddlers can be injured.
6	Toddler Care	<p>Grade 4 : 1st year.</p> <ul style="list-style-type: none"> • Understand the importance of drinking water. • Recognise signs and symptoms of dehydration. • Practice mixing a cup of oral rehydration fluid. <p>Grade 4 : 2nd year.</p> <ul style="list-style-type: none"> • Know the basic food hygiene principles. 	<p>Grade 4 : 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrates the importance of drinking water. • Demonstrates how to identify dehydration in a toddler, an adult and an elderly person. • Demonstrates how to prepare a cup of rehydration fluid using sugar, salt and water. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> • Prepare a role-play showing the importance of drinking water and the signs and symptoms of dehydration. • Individual learners: Prepare a cup of rehydration fluid using sugar, salt and water. <p>Grade 4 : 2nd year.</p> <ul style="list-style-type: none"> • Explains and demonstrates the food hygiene process and principles. • Provides learners with some food items to prepare. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> • Work in pairs: Practice applying the food hygiene principles when preparing food items for eating.

Grade 4 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
7, 8 & 9	Cooking	Grade 4 : 1st year. <ul style="list-style-type: none"> Recognise the different food groups. Identify food items belonging to each food group. Recognise the importance of eating different kinds of food. Prepare a mixed salad. 	Grade 4 : 1st year. The teacher: <ul style="list-style-type: none"> Explains the different food groups. Annexure 7. Demonstrates using items of food commonly available. which food belongs to which group and the composition of a balanced meal. Illustrates how to combine food from different food groups during a meal. Provides items of food that learners can choose from to prepare mixed salad (include a protein). Arranges a buffet-like display of food for a light lunch for the learners. The learners complete the following activities: <ul style="list-style-type: none"> Work in pairs: Prepare a poster to portray the main food groups and water, using pictures or drawings. Look at Annexure 7. Prepare a poster to display the importance of eating from different food groups. Work in pairs: Prepare a mixed salad using items provided (to be part of the buffet lunch). Include a source of protein. Dish up from the buffet lunch table a plate of food that includes all food items. Prepare a poster to display the nutritional value of the mixed salad you prepared.
		Grade 4 : 2nd year. <ul style="list-style-type: none"> Explain the main functions of food nutrients found each of the different food groups. Identify portion sizes of different food groups. Discuss how the foods we eat influence our 	Grade 4 : 2nd year. The teacher: <ul style="list-style-type: none"> Discusses the main functions of the nutrients found in food from each of the different food groups. Discusses how our health is influenced by what we eat. Demonstrates practical ways to determine food portion sizes of the different food

Grade 4 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<p>health.</p> <ul style="list-style-type: none"> • Recognise the portions sizes of each food group per meal. • Know how to prepare a mixed fruit salad. • Know how to prepare custard. 	<p>groups.</p> <ul style="list-style-type: none"> • Demonstrates the basic principles of food hygiene. • Provides fruit required to prepare a fruit salad. • Arranges a buffet-like display of food for a light lunch for the learners. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> • Work in pairs: Prepare a poster to portray the main functions food for each food group. • Role-play: convey how our health is influenced by the food and the amounts of food, we consume. • Prepare a poster to show an easy way to know the size of food portions for each food group, using the food pictures. • Work in pairs: Prepare a fruit salad and custard to be served as part of the buffet lunch. Apply the food hygiene practices. • Dish up from the buffet lunch table a plate of food to demonstrate that you know the correct size of food portions. Prepare a poster to display the nutritional value of the fruit salad and custard you prepared.

Week10: Term 4: Assessment for Grade 4 1st year a Grade 4 2nd year.

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

NOTE: The assessment of weeks 7-9 can take place as part of the buffet lunch prepared in week 9.

Week	Grade 4 : 1st year.	Grade 4 : 2nd year.
1 & 2	<p>The teacher: Provides a variety of items amongst which are those necessary to clean a pair of soiled shoes and from which the learners can select the items required.</p> <p>Assessment task: Select and prepare the items required to clean soiled shoes.</p>	<p>The teacher: Provides a photocopied picture depicting a room in a house that needs cleaning. Provide a pen with black ink.</p> <p>Assessment task: Use a black pen to mark the areas on the picture that need cleaning,</p>
3 & 4	<p>The teacher: Provides pictures of at least seven (7) disabled people amongst pictures of able-bodied people, a blank A3 sheet of paper and glue.</p> <p>Assessment task: Select at least five (5) pictures of disabled people. Paste these pictures on the A3 page.</p>	<p>The teacher: Provides pictures of at least seven (7) disabled people amongst pictures of able-bodied people, a blank A3 sheet of paper and glue.</p> <p>Assessment task: Sort all the pictures into groups of disabled and those who are not disabled. Paste these pictures in the correct grouping on the A3 page.</p>
5	<p>Teacher: Provides a copy of a picture for each learner of a bedroom displaying at least seven (7) places where a toddler can potentially be injured.</p> <p>Assessment task: Using a black pen, mark five (5) places on the picture of a bedroom provided by the teacher where toddlers can be injured,</p>	<p>Teacher: Provides a copy of a picture for each learner of a kitchen displaying at least seven (7) places where a toddler can potentially be injured.</p> <p>Assessment task: Using a black pen, mark five (5) places on the picture of a kitchen provided by the teacher where toddlers can be injured,</p>
6	<p>Teacher: Provides the ingredients and utensils required to mix an oral rehydration fluid. Indicate that water has already been boiled (to prevent burns).</p>	<p>Teacher: Provides resources to prepare a food item (e.g. a slice of buttered bread) in a space where food hygiene can be applied during the preparation.</p>

	Assessment task: Prepare one cup of oral rehydration.	Assessment task: Prepare a slice of buttered bread. Apply food hygiene principles.
7-9	Teacher: Provides a variety of items of food, a plate and dishing up spoons. Assessment task: Dish up a plate of food that includes all the food groups.	Teacher: Provides a variety of items of food, a plate and dishing up spoons. Assessment task: Dish a plate of food that includes all the food groups and adheres to food portion sizes.

Learners in Grade 5 are 16 – 18 year old. Each term is comprised of 10 weeks: nine (9) of these include compulsory practical class room activities that are facilitated by the teacher. The focus is to prepare learners for the world of work.

Learners in Grade 5 spend three years in this Grade: therefore different classroom activities are included for learners in 1st, 2nd and 3rd years respectively.

Teachers may rearrange the sequence of the learning material within each term as may be appropriate in their context. However, all the learning material and skills have to be covered within the particular term of study.

Health and related issues affect each person differently. Teachers need to be aware that the class input (both theory and practical sessions) may illicit emotional reactions in the class room. Learners with Severe Intellectual Disabilities need to be supervised during all practical activities as they are frequently unable to apply knowledge and manage their emotions; this will safeguard their own, and fellow learners' physical and emotional well-being.

3.8 Grade 5 : Term 1

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
1	Personal care Life care Toddler care	Grade 5 1 st year, 2 nd year and 3 rd year. <ul style="list-style-type: none"> Revise to understand the concept of Ancillary Health Care List suggestions for classroom rules and repeat the rules with prompting Demonstrate the difference in appearance between a toddler, disabled person and adult/geriatric 	Grade 4 1 st year. The teacher: <ul style="list-style-type: none"> Shows a video of the different stages in human life as pertaining to this subject, to orientate the learners towards the subject Demonstrates a small number of the basic equipment that the learners will use in Ancillary Health Care Provides learners with covered books and a letter to the parents to explain the content of the subject to them

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
2 & 3	Personal Care Life Care Toddler care	Grade 5 1st year. <ul style="list-style-type: none"> Understand the psycho-social aspect of health. Understand that this applies to all people, irrespective of age or ability. 	Grade 5 1st year. The teacher: <ul style="list-style-type: none"> Explains the psycho-social aspect of health: feeling good about yourself, comfortable around other people, thankful for and respectful of others and nature; irrespective of age or ability. Provides a variety of pre-cut pictures of people exhibiting contentment with life, among other pictures, blank A3 sheets of paper and glue. Provides a scenario learners can use as a basis for the role-play on psycho-social health. The learners complete the following activities: <ul style="list-style-type: none"> Work in small groups: Prepare a role-play to convey the meaning of psycho-social aspects of health. Select the pictures that show the psycho-social aspects of life. Paste these on the page provided. Tell each other what you see in the pictures you selected.
		Grade 5 2nd year. <ul style="list-style-type: none"> Understand the spiritual aspect of health. These apply to all people, irrespective of age or ability. 	Grade 5 2nd year. The teacher: <ul style="list-style-type: none"> Explains the spiritual aspect of health and respect for others and nature; irrespective of age or ability. Discusses practical examples the spiritual aspect of health. Provides a variety of pre-cut pictures of people exhibiting spiritual aspect of life, among other pictures, blank A3 sheets of paper and glue. Provides a scenario learners can use as a basis for the role-play on spiritual aspect of health. The learners complete the following activities:

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<ul style="list-style-type: none"> Work in small groups: Prepare a role-play to convey the meaning of the spiritual aspect of health. Select the pictures that show the spiritual aspect of life. Paste these on the A3 page provided. Tell each other what you see in the pictures you have selected.
		Grade 5 3rd year. <ul style="list-style-type: none"> Understand that the four aspects (physical, emotional, psycho-social and spiritual) of health are interconnected. Apply to all people, irrespective of age or ability. 	Grade 5 3rd year. The teacher: <ul style="list-style-type: none"> Explains the inter-connectedness of the four aspects of health, i.e. physical, emotional, psycho social and spiritual irrespective of your age or ability. Discusses practical examples the interconnectedness of the four aspects of health. Provides pre-cut pictures of people that show the four aspects of health, blank A3 sheets of paper and glue. Provides a scenario learners can use as a basis for the role-play that communicates interconnectedness the four aspects of health. The learners complete the following activities: <ul style="list-style-type: none"> Work as a group: Prepare a role-play to convey the interconnectedness of the four aspects of health. Working in pairs: Each pair groups and pastes the pictures into the four aspects of health on the page provided. Tell each other how these four aspects affect every person.
4 & 5	Personal Care Life Care Care for the elderly,	Grade 5 1st year. <ul style="list-style-type: none"> Understand that there are different body systems found in the human torso. Name four of the body systems found in the 	Grade 5 1st year. The teacher: <ul style="list-style-type: none"> Explains that different body systems are found in the human torso. Provides pre-cut pictures of the organs found in the digestive system.

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
	disabled and toddlers	<p>human torso.</p> <ul style="list-style-type: none"> List the names of each of the organs comprising four of the body systems found in the human torso. Able to be able to link the organs forming the digestive system. Able to be able to link the organs forming the renal/urinary system. <p>Grade 5 2nd year.</p> <ul style="list-style-type: none"> List the names of each of the organs comprising the cardio-vascular system found in the human torso. List the names of each of the organs comprising the respiratory system found in the human torso. Link the organs forming the cardio-vascular system. Link the organs forming the respiratory system. 	<ul style="list-style-type: none"> Demonstrates how the different organs of the digestive system link together. Demonstrates how the different organs of the renal/ urinary system link together. Provides pre-cut pictures of the organs found in the respiratory system. Provides blank newspaper for learners to trace their torso areas. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in pairs: Tell each other which two body systems you learnt about that are found in the human torso. Work in pairs: Tell each other which organs comprise the digestive system. Work in pairs: Tell each other which organs comprise the renal/ urinary system. Work in pairs: Trace each others' torso areas. Identify and name the pictures of the organs that comprise digestive system and paste these on the one torso outline and the pictures of the renal/urinary system on the other outline. <p>Grade 5 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates the cardio-vascular system by letting each learner feel their radial pulse. Demonstrates the respiratory system by letting learner watch each other breathing onto a mirror. Provides pre-cut pictures of the organs with names of each organ, found in the cardio-vascular and respiratory systems. Demonstrates how the different organs of the cardio-vascular system link together. Demonstrates how the different organs of the respiratory system link together. Provides blank newspaper for learners to have their torso area traced by another

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<p>learner.</p> <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> • Work in pairs: Tell each other which organs comprise the cardio-vascular system. Feel your radial pulse. • Work in pairs: Tell each other which organs comprise the respiratory system. • Work in pairs: Trace each others' torso areas onto the newspaper. Identify and name the organs that comprise cardio-vascular and paste pictures of these on the one torso outline. • Work in pairs: Identify and name the organs that comprise respiratory system and paste pictures of these on the other torso outline. • Illustrate the position of the cardio-vascular system in the human torso.
		<p>Grade 5 3rd year.</p> <ul style="list-style-type: none"> • Name the major functions of the digestive system. • Name the major functions of the renal/ urinary system. • Name the major functions of the cardio-vascular system. • Name the major functions of the respiratory system. 	<p>Grade 5 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses one function of each of the: <ul style="list-style-type: none"> ○ Digestive system, ○ Renal/ urinary system, ○ Cardio-vascular, and ○ Respiratory system. • Demonstrates how the heart works. • Demonstrates how the lungs work. • Demonstrates how people exercise and become out of breath and how one's pulse is more rapid during exercise. • Provides exercise mattresses for each learner and music to assist with exercising.

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<p>The learners complete the following activities:</p> <ul style="list-style-type: none"> • Feel your radial pulse. • Hold your hand in front of your mouth and nose to feel when you breathe out. • Do the exercises and then feel your radial pulse: tell the other learners what you notice. • After the exercise observe whether speed of your breathing has changed. Tell another learner what you notice. • Work in pairs: Focusing on one body system at a time, tell each other which organs comprise the digestive system, renal/ urinary system, cardio-vascular, and respiratory system. • Work in pairs: Prepare a poster that illustrates the main functions of either digestive-, renal/ urinary-, cardio-vascular- or respiratory systems.
6 & 7	Personal Care Life Care Care for elderly, disabled and toddlers	<p>Grade 5 1st year.</p> <ul style="list-style-type: none"> • Understand the need of people to be loved and to belong. • Apply the need of belonging to: <ul style="list-style-type: none"> ○ Yourself, ○ Elderly ○ Disabled ○ Toddlers 	<p>Grade 5 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses love and belonging (friendship, family, intimacy, and sense of connection) as the 3rd level of basic need people have according to Maslow (Annexure 1). • Provides a variety of pre-cut pictures, some of which illustrate the need to be loved and belonging people have. • Provides blank A3 sheets and glue. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> • Work in pairs. Sort the pictures that show the love and belonging needs of people from the other pictures and glue them on the page. • Show another pair which pictures you chose.

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<ul style="list-style-type: none"> • Role-play the love and belonging needs of elderly and disabled people. • Role-play the love and belonging needs of toddlers. • Prepare a poster that displays people's need to be loved and to belong.
		<p>Grade 5 2nd year.</p> <ul style="list-style-type: none"> • Understand the need of people for self-esteem and self-actualization. • Apply the need of self-esteem and self-actualisation to: <ul style="list-style-type: none"> ○ Yourself, ○ Elderly ○ Disabled ○ Toddlers <p>Grade 5 3rd year.</p>	<p>Grade 5 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses and simplifies the self-esteem (confidence, achievement, respect of others) and self-actualisation (morality, creativity, spontaneity, acceptance, as well as experiencing purpose, meaning and inner potential) needs people have according to Maslow (Annexure 1). • Summarises all the different basic needs as per Maslow's theory. • Provides a variety of pre-cut pictures, most of which illustrate the need for self-esteem and self-actualisation that people have. • Provides blank A3 sheets and glue. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> • Work in pairs. Sort the pictures that illustrate self-esteem and self-actualisation among people from the others and paste them on the blank sheet. • Tell another pair why you selected these pictures. • Role-play the need for self-esteem and self-actualisation of elderly and disabled people. • Role-play the need for self-esteem and self-actualisation needs of toddlers. • Prepare a poster that displays the people's need of self esteem and self-actualisation. <p>Grade 5 3rd year.</p>

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> Understand the spiritual need people have. Recognise that people of all ages must have their basic needs met. Identify that everyday activities are linked with each of the basic needs people have. Apply the need of spirituality to: <ul style="list-style-type: none"> ○ Yourself, ○ Elderly ○ Disabled ○ Toddlers 	<p>The teacher:</p> <ul style="list-style-type: none"> Discusses and simplifies the spiritual need people have. Discusses how toddlers, adolescents, adults, disabled and older people must have their basic needs fulfilled. Explains that everyday activities either meet or do not meet the basic needs of each individual. Summarises all the different basic needs as per Maslow's theory, linking each to an every day activity. Provides pre-cut pictures, most of which illustrate daily activities that meet the basic needs in people as captured in Maslow's theory (Annexure 1). Provides blank A3 sheets and glue. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in pairs. Sort the pictures that illustrate everyday activities that will meet all the different basic needs of people irrespective of their age, from the other pictures. Tell another pair why you select these pictures. As a group, prepare a poster that presents the spiritual need all people of different ages have, according to Maslow' hierarchy of needs theory. As a group, prepare a poster that presents every day activities that focus on meeting the basic needs of people irrespective of their age. Prepare a role-play to demonstrate any TWO of the basic needs the elderly, the disabled and toddlers have.
8 & 9	Personal Care	<p>Grade 5 1st year.</p> <ul style="list-style-type: none"> Identify the major development milestones 	<p>Grade 5 1st year.</p> <p>The teacher:</p>

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
	Life Care Toddler Care	<p>from birth to 5 years old.</p> <ul style="list-style-type: none"> Understand the implications when toddlers do not reach the development milestones. Recognise the need for immunisation. 	<ul style="list-style-type: none"> Discusses the major development milestones from birth to 5 years old. (See Annexure 3). Demonstrates the major development phases from birth to 5 years old using a Road to Health booklet (separate booklets for boys and girls). Discusses the implications when toddlers do not reach the development milestones. Discusses the need for child immunisation. Provides each learner with a copy of a Road to Health Chart and pre-cut pictures of various babies and toddlers in the 0-5 year old age group. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in pairs: Paste the pictures of the 0-5 year old children in the appropriate place on the Road to Health Chart. Small group work. Prepare a poster that shows the major development milestones during the first 5 years of life. Present the poster to the whole class.
		<p>Grade 5 2nd year.</p> <ul style="list-style-type: none"> Identify stages of development from birth to old age (cycle of life). Understand how the stages of development apply to everyday life. 	<p>Grade 5 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Explains the different stages of development over the spectrum of life from birth to old age, using the Erikson's theory (See Annexure 2). Discusses how each stage of development affects everyday life for the individual. Provides each learner with pre-cut pictures of people in all the different stages of life as presented in Erikson's theory. Provides an enlarged version (photocopy) of Annexure 2 and glue to each learner. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Each learner arranges the pictures and pastes these from birth to old age in

Grade 5 : Term 1			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<p>chronological order on the photo copy of Annexure 2.</p> <ul style="list-style-type: none"> • Small group work: Prepare a poster that presents the different stage of life from birth to old age to the rest of the class. • Prepare a role-play for each development stage as seen in everyday life.
		<p>Grade 5 3rd year.</p> <ul style="list-style-type: none"> • Understand how age influences the health of a person. • Understand how age influences your health needs. • Link the development stages to different health needs. 	<p>Grade 5 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Revises the different stages of development over the whole spectrum of life from birth to old age, using the Erikson's theory. See Annexure 2. • Discusses how one's development stage of life and age can influence your health needs. • Demonstrates health needs particular to various ages. • Provides each learner with pre-cut pictures that highlight the health of people in all the different stages of life presented in Erikson's theory. • Provides blank A3 sheets and glue. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> • Arrange the pictures provided by the teacher and paste these from birth to old age in chronological order on the A3 page. • Divide into two groups. Each group tells the other why health needs differ depending on age and stage of development. • Group work: Make a poster that presents the different stage of life from birth to old age and main health needs of each of these stages, to the rest of the class.

Week10: Term 1: Assessment for Grade 5 1st year, Grade 5 2nd year and Grade 5 3rd year.

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

Week	Grade 5 1 st year.	Grade 5 2 nd year.	Grade 5 3 rd year.
2 & 3	<p>The teacher: Provides a variety of pictures of which at least five (5) show the psycho-social aspects of life, an A4 page and glue.</p> <p>Assessment task: Select three (3) pictures that show the psycho-social aspects of life. Then paste these on the A4 page provided.</p>	<p>The teacher: Provides a variety of pictures of which at least five (5) show the spiritual aspect of life, an A4 page and glue.</p> <p>Assessment task: Select three (3) pictures that show the spiritual aspect of life. Then paste these on the A4 page provided.</p>	<p>The teacher: Provides a variety of pictures of which at least three (3) reflect each of the four aspects of health: physical, emotional, psycho-social and spiritual, an A3 page and glue.</p> <p>Assessment task: Select two (2) pictures that show each of the four aspects of health: physical, emotional, psycho-social and spiritual. Group and paste these pictures in the four aspects of health on the A3 page.</p>
4 & 5	<p>The teacher: Provides pre-cut pictures or outlines of the organs found in the digestive system.</p> <p>Assessment task: Arrange the cut out pictures or outlines of the organs found in the digestive system in the correct order.</p>	<p>The teacher: Provides pre-cut pictures or outlines of the organs found in the respiratory system.</p> <p>Assessment task: Arrange the cut out pictures or outlines of the organs found in the respiratory system in the correct order.</p>	<p>The teacher: Writes the names of the four body systems as discussed in class on a page. Prepare cards with the main functions of these four body systems written on them.</p> <p>Assessment task: Match the card with the correct main function to the body system written on the A4 page.</p>
6 & 7	<p>The teacher: Provides a variety of pictures including five (5) that show the love and belonging needs of people, an A4 page and glue.</p> <p>Assessment task: Select three pictures that</p>	<p>The teacher: Provides a variety of pictures including five (5) that show self-esteem and five (5) that show self-actualisation needs people have, an A3 page and glue.</p>	<p>The teacher: Provides a variety of pictures including three (3) of each of five (5) levels of basic needs people have: physiological; safety and security; love and belonging; self-esteem</p>

	<p>show the love and belonging needs of people. Paste these on the A4 page.</p>	<p>Assessment task: Select three (3) pictures that show the self-esteem and three (3) that show self-actualisation needs people have. Paste these on the A3 page.</p>	<p>and self-actualisation, pictures of toddlers, adults, disabled and elderly, and least five (5) A3 pages and glue. Assessment task: Group three (3) pictures for each type of basic need on a A3 page, using a separate page for each age group.</p>
8 & 9	<p>The teacher: Provides a blank Road to Health Chart with pre-cut pictures of 0-5 year old children. Assessment task: Paste the pictures of the 0-5 year old children in the appropriate place on the Road to Health Chart.</p>	<p>The teacher: Provides each learner with pre-cut pictures of people depicting the whole range from birth to old age, a photocopy of Annexure 2 and glue. Assessment task: Match and paste the pictures in the chronological order on Annexure 2.</p>	<p>The teacher: Provides each learner with pre-cut pictures depicting the health people from whole range from birth to old age, a blank A3 page and glue. Assessment task: Arrange and paste the pictures in the chronological order on the A3 page.</p>

3.9 Grade 5 : Term 2

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
1 & 2	Personal Care Life Care	<p>Grade 5 1st year.</p> <ul style="list-style-type: none"> Understand the immune system of the body and particularly how the largest organ of the body (the skin) protects the body from germs. <p>Grade 5 2nd year.</p> <ul style="list-style-type: none"> Understand the concept of germs. Recognise there are different kinds of germs. 	<p>Grade 5 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Explains how the skin (includes membranes) forms part of the immune system. Discusses how to protect your skin. Demonstrates how to protect the skin. Demonstrates how drinking water is important to maintain a healthy skin. Provides items required to serve water for drinking in a clean glass. <p>Learners complete the following activities:</p> <ul style="list-style-type: none"> Work in pairs: tell each other how one's skin helps you to keep healthy. In small groups: Role-play how to care for your own skin. Practice preparing and serving water for drinking in a clean glass. <p>Grade 5 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Explains the concept of germs and the different kinds of harmful micro-organisms. Demonstrates how germs multiply. Provide learners with a slice of bread and items to have fungus grow on the bread from one week to the next. Discusses the experiment in class. Demonstrates how a food tray (the type used to serve a meal to the infirm) needs to be cleaned (especially the corners) to prevent germs spreading. Provides the items needed to clean a food tray. <p>Learners complete the following activities:</p>

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<ul style="list-style-type: none"> • Work in pairs: Prepare the slice of bread for the experiment to show the growth of fungus. Put your name on your experiment. Observe what has happened by next week and discuss this with each other. • Practice cleaning a food tray correctly. • Explain to another learner how germs multiply.
		Grade 5 3rd year. <ul style="list-style-type: none"> • Discover how germs spread. • Discover how to control germs. 	Grade 5 3rd year. The teacher: <ul style="list-style-type: none"> • Demonstrates how different types of germs spread. • Demonstrates how to control the spread of germs. • Demonstrates which habits control germs and keep one healthy (including cross ventilation and personal hygiene). • Provides a mixture of glitter and Vaseline, a A3 pages, colouring crayons and a pen. Learners complete the following activities: <ul style="list-style-type: none"> • Apply the glitter and Vaseline mixture to the dominant hands of a few learners who volunteer. After about ten minutes, ask the learners to check where they see glitter. Discuss this in class. • Prepare a role-play to demonstrate habits that enhance the spread of germs. • Prepare a role-play to demonstrate habits that control the spread of germs. • Practice how to implement cross ventilation.
3 & 4	Personal Care Life Care	Grade 5 1st year. <ul style="list-style-type: none"> • Know the immune system of the body and particularly how the largest system of the 	Grade 5 1st year. The teacher: <ul style="list-style-type: none"> • Revises how the skin (includes membranes) forms part of the immune system.

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<p>body (the skin) protects the body from germs.</p> <ul style="list-style-type: none"> • Observe how some people become sick quicker than others. • Discover how to protect one's immune system. • Recognise availability of vaccines. • Practice habits to boost your immune system. 	<ul style="list-style-type: none"> • Demonstrates how to protect your immune system and discusses the role of vaccines. • Discusses how to protect your immune system in order to prevent oneself from becoming sick often. Use exercise as an example. • Demonstrates core exercises. • Demonstrates how drinking water boosts your immune system. • Provides items required to serve water for drinking in a clean glass. <p>Learners complete the following activities:</p> <ul style="list-style-type: none"> • Work in pairs: tell each other how one's skin helps you to keep healthy. • In small groups: Role-play how to care for your own immune system (including vaccinations). • Practice a few core exercises.
		<p>Grade 5 2nd year.</p> <ul style="list-style-type: none"> • Understand how germs spread. • Discover where germs multiply. • Practice habits to control germs to keep you healthy. • Understand the need to wear clean and dry socks every day. 	<p>Grade 5 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Revises the concept of germ and the different kinds of harmful and harmless micro-organisms (germs). • Demonstrates how germs spread. • Demonstrates how germs multiply. • Demonstrates what personal habits one can develop that control germs and keep you healthy, i.e. wearing clean and dry socks everyday will prevent fungus infections of the feet. • Demonstrates how to wash and dry socks. • Provides items required to wash a pair of socks and hanging them out to dry.

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<p>Learners complete the following activities:</p> <ul style="list-style-type: none"> • Work in two groups: the first group prepares a role-play to demonstrate how some habits encourage the spread of germs. The second group prepares a role-play to demonstrate how some habits control the spread of germs. • Practice washing and drying socks. • In small groups: Observe habits of learners and report back to the other groups which habits are healthy (control the spread of germs) and which are unhealthy
		<p>Grade 5 3rd year.</p> <ul style="list-style-type: none"> • Discover the value of immunisations (vaccinations). • Implement cross ventilation. • Practice controlling the spread of germs and keep everybody healthy. 	<p>Grade 5 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Revises which habits control germs and keep one healthy (including personal hygiene). • Explains how vaccines promote health. • Demonstrates how to ensure cross ventilation. • Demonstrates correct cough etiquette. • Provides a mixture of glitter and Vaseline, an A3 page, colouring crayons and a pen. <p>Learners complete the following activities:</p> <ul style="list-style-type: none"> • Apply the glitter and Vaseline mixture to the dominant hands of a few learners who volunteer. After about ten minutes, the teacher asks the learners to check where they see glitter. Discuss this in class. • Practice how to implement cross ventilation. • Practices cough etiquette. • In small groups: Prepare a poster that shows how the spread of germs can be

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<p>controlled.</p> <ul style="list-style-type: none"> Prepare a role-play to demonstrate habits that encourage the spread of germs.
5 & 6	Personal Care (includes disability) Life Care (includes adult/geriatric) Toddler Care	<p>Grade 5 1st year.</p> <ul style="list-style-type: none"> Understand that older people may require assistance to ensure their personal hygiene. Identify when an older person's hands need washing. Recognise that older people may need another person to assist them with their personal hygiene. Wash and dry the hands of an older person. Apply safety measures, e.g. temperature and stability. <p>Grade 5 2nd year.</p> <ul style="list-style-type: none"> Identify when a toddler's hands need washing. Recognise that toddlers need another person to assist them with their personal 	<p>Grade 5 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Explains the reasons older people need others to assist them with their personal hygiene. Discusses how to know when the hands of older people's need washing. Explains the need for water safety in working with the elderly. Demonstrates how to wash the hands of an older person. Provides access to the water (may be a hand basin) with water, soap, towelling and a soft nail brush to wash and dry hands of an older person. <p>Learners complete the following activities:</p> <ul style="list-style-type: none"> Small groups: role-play the reasons why older people may need others to help them with personal hygiene. Small groups: role-play the reasons why older people may need others to help them with hand hygiene. Prepare the items needed to wash the hands of an older person. Practice washing the hands of an older person by washing each others' hands. <p>Grade 5 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Explains the reasons toddlers need others to assist them with their personal hygiene. Discusses when the hands of toddlers need washing.

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<p>hygiene.</p> <ul style="list-style-type: none"> Wash and dry the hands of a toddler. Apply water safety measures, e.g. temperature and stability. 	<ul style="list-style-type: none"> Explains the need for water safety in working with toddlers. Demonstrates how to wash the hands of a toddler. Provides access to a hand basin that toddlers can reach, or a step that toddlers can stand on while washing their hands at a basin with water, soap, towelling and a soft nail brush to wash and dry hands of a toddler. <p>Learners complete the following activities:</p> <ul style="list-style-type: none"> Small groups: role-play the reasons why toddlers need others to help them with personal hygiene. Prepare the items needed to wash the hands of a toddler. Practice washing the hands of a toddler. Here the learners can wash each others' hands while the one behaves like a toddler, e.g. not standing still.
		<p>Grade 5 3rd year.</p> <ul style="list-style-type: none"> Recognise that disabled people may need another person to assist them with their personal hygiene. Understand reasons for foot hygiene particularly among the elderly and/or disabled. Wash and dry the feet of someone else. 	<p>Grade 5 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses when elderly and/or disabled people will need assistance with their personal hygiene. Demonstrates and discusses the reasons for foot hygiene, especially among the elderly and disabled. Explains what one needs to be mindful of when washing an elderly and/or disabled person's feet. Demonstrates washing and drying the feet of another person. Provides a basin, soft nail brush, soap, towel to wash the feet of and elderly and/or disabled person. <p>Learners complete the following activities:</p>

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<ul style="list-style-type: none"> • Small groups: role-play the reasons when elderly and/or the disabled will need others to help them with their foot hygiene. • Prepare the items needed to wash the feet of an older and/or disabled person. • Work in pairs: Practice washing each other's feet while pretending you are washing the feet of an older person.
7,8 &	Personal Care (includes disability) Life Care (includes adult/geriatric) Toddler Care	Grade 5 1st year. <ul style="list-style-type: none"> • Recognise reasons for having teeth. • Recognise some people have dentures. • Practice how to remove, clean and replace dentures. • Identify people who do not have all the teeth they are supposed to have. 	Grade 5 1st year. The teacher: See Annexure 6 <ul style="list-style-type: none"> • Explains the reason for having teeth. • Illustrates using pictures of children losing their baby teeth, how this makes space for their permanent teeth. • Illustrates and discusses, using pictures of an adult who does not have their own teeth and does not have dentures, how the absence of teeth impacts these individuals. • Discusses that some people (especially the elderly) may have a full set or a plate with some dentures. • Shows learners what a full set of dentures looks like. • Shows learners what a plate with a few dentures looks like. • Demonstrates how to clean and care for dentures. • Demonstrates how to remove and replace a full set of dentures (or rather let the person remove and replace it themselves). • Provides dishwashing liquid, specific brush, and container in which to clean denture and/or plate. Also a container to keep dentures/ plate in when the person sleeps.

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<ul style="list-style-type: none"> Provides a full set of dentures. <p>Learners complete the following activities:</p> <ul style="list-style-type: none"> Work in small groups: Prepare an input to explain to others why people have teeth. Tell another group. Role-play the removal and replacing dentures. Prepare to clean a full set of dentures. Clean a full set of dentures.
		<p>Grade 5 2nd year.</p> <ul style="list-style-type: none"> Understand that toddlers may still get new teeth. Recognise that temporary teeth fall out and are replaced with permanent teeth. Identify food suitable for toddlers' teeth. Prepare a snack for toddlers. Clean a toddler's teeth. <p>Grade 5 3rd year.</p> <ul style="list-style-type: none"> Understand the importance of regular flossing and brushing of teeth. 	<p>Grade 5 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Explains teething and the ages when this happens. Discusses that toddlers have smaller, fewer and softer teeth than adults: therefore food for toddlers needs to be differently prepared. Demonstrates how to clean the teeth of a toddler. Demonstrates how to prepare a snack for a toddler. Provides the items for a snack for a toddler (3-5 years old). <p>Learners complete the following activities:</p> <ul style="list-style-type: none"> Prepare a poster that show temporary teeth compared to a permanent set of teeth. Work in pairs: Prepare a snack for a toddler (3-5 years old). Prepare to clean the teeth of a toddler (3-5 years old). Work in pairs: Demonstrate to each other how to clean the teeth of a toddler. <p>Grade 5 3rd year.</p> <ul style="list-style-type: none"> The teacher: Stresses the importance of flossing and brushing of teeth irrespective of age and ability/ disability.

Grade 5 : Term 2			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> • Recognise the importance of dental health. • Recognise that dental health is part of oral health. • Identify the contribution of oral health to general health. • Identify foods that promote tooth decay. • Identify tooth decay. • Realise the importance of visiting a dentist 6-monthly. 	<ul style="list-style-type: none"> • Discusses the importance of dental health as part of oral health. • Illustrates that oral health and dental health are interlinked. • Discusses oral health as part of general health. • Demonstrates and discusses particular items of food that promote tooth decay • Explains the importance of visiting a dentist every six months. • Demonstrates what tooth decay feels and looks like and how it starts and progresses. Illustrates with a drawing. • Provides pre-cut pictures of different kinds of food items, a A3 pages and glue. • Arranges a visit to a local dentist surgery. <p>Learners complete the following activities:</p> <ul style="list-style-type: none"> • Role-play how dental/oral health affects general health. • Prepare a poster showing the food items that promote tooth health and food items that promote decay. • Illustrate with a drawing what a tooth with decay looks like. • Role-play a visit to the dental surgery before actually visiting a dentist and repeat the role-play on return.

Week10: Term 1: Assessment for Grade 5 1st year, Grade 5 2nd year and Grade 5 3rd year.

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

Week	Grade 5 1 st year	Grade 5 2 nd year	Grade 5 3 rd year
1 & 2	<p>The teacher: Provides the items required (include a few unnecessary items) to clean the glass, prepare and present a glass of water to drink to someone.</p> <p>Assessment task: Prepare what is required, and serve a glass with water to someone to drink.</p>	<p>The teacher: Provides the items required (include a few unnecessary items) to clean a food tray.</p> <p>Assessment task: Prepare what is required, and clean a food tray.</p>	<p>The teacher: Provides the items required to ensure cross ventilation, e.g. opener to open windows out of normal reach.</p> <p>Assessment task: Demonstrate what to do to have cross ventilation in the room.</p>
3 & 4	<p>The Teacher: Prepares a list of the core exercises demonstrated in the class room. Provide an exercise mattress for each learner.</p> <p>Assessment task: Select one of the core exercises on the list. Proceed to demonstrate the exercise for assessment.</p>	<p>The Teacher: Provides all the items (include a few unnecessary items) to wash soiled socks. Also a pair of socks.</p> <p>Assessment task: Select the items required to wash soiled socks. Mime the washing of the socks. .</p>	<p>The teacher: Instructs learners to demonstrate the correct cough etiquette</p> <p>Assessment task: Demonstrate the correct cough etiquette.</p>
5&6	<p>The teacher: Provides the items required (include a few unnecessary items) to wash the hands of an older person.</p> <p>Assessment task: Prepare the items required to wash an older person's hands.</p>	<p>The teacher: Provides the items required (include a few unnecessary items) to wash the hands of a toddler.</p> <p>Assessment task: Prepare the items required, and mime washing the hands of a</p>	<p>The teacher: Provides the items required (include a few unnecessary items) to wash the feet of an elderly person.</p> <p>Assessment task: Prepare the items required, and mime washing the feet of an elderly person.</p>

	Mime washing the hands of an older person.	toddler.	
7, 8&9	<p>The teacher: Provides the items required (include a few unnecessary items) to clean a full set of dentures.</p> <p>Assessment task: Prepare the items required and clean a full set of dentures.</p>	<p>The teacher: Provides the items required (include a few unnecessary items) to clean the teeth of a toddler.</p> <p>Assessment task: Prepare the items required and mime cleaning the teeth of a toddler.</p>	<p>The teacher: Provides pre-cut pictures of different food items that promote tooth decay and some that promote tooth health, a blank A3 page and glue.</p> <p>Assessment task: Group and paste FIVE items of from the pictures of food that promote tooth health and in the other group, paste pictures of food that promote tooth decay.</p>

3.10 Grade 5 : Term 3

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
1	Personal Care Technolo- gy / First Aid	<p>Grade 5 1st year.</p> <ul style="list-style-type: none"> • Apply personal safety precautions at the scene of an accident. • Apply safety precautions related to the victim(s). <p>Grade 5 2nd year.</p> <ul style="list-style-type: none"> • Apply safety precautions to bystanders at an accident scene. • Recognise when the accident scene is 'safe to proceed'. 	<p>Grade 5 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Explains and demonstrates personal safety at an accident scene. • Explains and demonstrates victim safety at an accident scene. • Provides a scenario that learners can use to role play the issues pertaining to the personal and victim safety at an accident scene. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> • Work in two groups: One group role plays the scenario provided by the teacher to demonstrate your understanding of issues of safety at an accident scene as pertaining to you and the victim(s) and the other group observes and comments after the role play. <p>Grade 5 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Explains bystander safety at an accident scene. • Discusses how to know when an accident scene is 'safe' before proceeding with application of First Aid activities. • Demonstrates how to create personal and scene safety. • Provides photocopies of an accident scene with at least three things that would compromise different safety aspects. • Prepares a mock accident scene. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> • Mark three issues on the photocopied accident scene that indicate the scene is not

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<p>Grade 5 3rd year.</p> <ul style="list-style-type: none"> • Apply infection control principles at the accident scene. • Put disposable gloves on thus complying with infection control principles. • Remove disposable gloves correctly, mindful of infection control. • Discard used disposable gloves correctly, mindful of infection control. 	<p>safe.</p> <ul style="list-style-type: none"> • Request one learner to act as the victim. Divide the group in two groups. The first group prepares a role-play on making the accident scene safe. The second group observes the actions of the first group. The groups discuss these observations. <p>Grade 5 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Explains how to apply infection control during the whole gloving process. • Demonstrates how to put disposable gloves on, take them off and discard both gloves correctly. • Provides two disposable gloves to each learner. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> • Put a pair of disposable gloves on, removes both correctly and disposes them appropriately, with infection control in mind.
2 & 3	Personal Care Technology / First Aid	<p>Grade 5 1st year.</p> <ul style="list-style-type: none"> • Fold a triangular bandage correctly. • Apply a triangular bandage to a foot. <p>Grade 5 2nd year.</p>	<p>Grade 5 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Discusses the uses of a triangular bandage. • Demonstrates how to fold a triangular bandage • Demonstrates the application of a triangular bandage to a foot, • Provides each learner with one triangular bandage. <p>The learners complete the following activities</p> <ul style="list-style-type: none"> • Unfold and refold a triangular bandage correctly. • Work in pairs: practice using the triangular bandage to apply a foot bandage. <p>Grade 5 2nd year.</p>

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> Know different usages of a triangular bandage. Apply a triangular bandage to a hand. Apply an arm sling using a triangular bandage. 	<p>The teacher:</p> <ul style="list-style-type: none"> Revises the uses of a triangular bandage. Demonstrates the application of a triangular bandage to a hand. Demonstrates the application of an arm sling using a triangular bandage. Provides each learner with one triangular bandage. <p>The learners complete the following activities</p> <ul style="list-style-type: none"> Work in pairs: Practice applying a triangular bandage to each others' hand. Work in pairs: Practice applying an arm sling using a triangular bandage to each other's arm.
		<p>Grade 5 3rd year.</p> <ul style="list-style-type: none"> Roll up a 75mm bandage that has unrolled. Apply a figure-8 bandage to the lower leg, using a 75mm wide bandage. Apply a figure-8 bandage to a hand, using a 75mm wide bandage Apply a figure-8 bandage to a knee using a 75mm wide bandage. 	<p>Grade 5 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Explains the uses of a 75mm bandage. Demonstrates rolling up a 75mm bandage after it has unrolled. Demonstrates the application of a figure-8 bandage to the lower leg and knee, using a 75mm wide bandage for each. Demonstrates the application of a figure-8 bandage to the hand, using a 75mm wide bandage. Provides three 75mm wide bandages to each learner. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in pairs: practice rolling up a 75mm bandage that has unrolled. Work in pairs: Apply a figure-8 bandage to each other's hand. Work in pairs: Apply a figure-8 bandage to each other as a lower leg and knee bandage.

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
4 & 5	Cleaning and house- keeping	<p>Grade 5 1st year.</p> <ul style="list-style-type: none"> Understand reasons for sorting laundry into fabric types, colours and level of dirt before washing. Sort laundry into fabric types, colours and level of dirt before washing. Prepare washing loads for washing machine. Use household gloves. <p>Grade 5 2nd year.</p> <ul style="list-style-type: none"> Understand reasons for waste management. Identify a general waste bin. Identify a recycling waste bin. Identify items that can be recycled. 	<p>Grade 5 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates the different types of fabric and colours, pointing out that laundry can have different levels soiling. Explains the reasons for sorting items for washing before loading a washing machine. Demonstrates sorting the items for washing. Demonstrates how to use household gloves when washing laundry. Provides the learners with dirty laundry (different fabric types) for sorting in preparation for washing. Provide learners with the necessary detergents to hand wash very dirty areas, e.g. collars. Provides each learner with a pair of household gloves (check colour). <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in two groups: Sort and prepare (wash dirty spots by hand) the dirty laundry items for washing in washing machines. Each group check the other group's work and tell each other what you found. Work in pairs: explain to each other when and how to use household gloves when doing laundry. <p>Grade 5 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Explains the reasons for waste management, the different waste bins, and the principles for recycling of waste. Demonstrates the correct use of household gloves when working with waste.

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<ul style="list-style-type: none"> • Lists the waste items that can be recycled. • Demonstrates how to and sort household waste products into general waste disposal and recycling bins. • Provides household waste for learners to sort into general and recycling waste bins. • Provides household gloves per learner (check colour). • Provides pictures of a general waste bin, a recycling bin and pictures of different kinds of waste. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> • Work in pairs: Show each other how to use household gloves when working with household waste products. • Indicate from amongst the pictures which waste is deposited into the general waste bin and which items will be put into the recycling bin. Discuss your selections with another learner. • Work in pairs: Collect and empty household waste bins in a home and sort these waste products into the general waste and recycling waste bins.
		<p>Grade 5 3rd year.</p> <ul style="list-style-type: none"> • Operate pedal household waste bins. • Decant waste from different kinds of household bins. • Disinfect different kinds of household waste bins. • Insert bin liners in different household waste bins. 	<p>Grade 5 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Explains the reasons for using household pedal operated waste bins. • Demonstrates how to operate a pedal household waste bin. • Demonstrates the correct procedure to empty the different kinds of household waste bins. • Demonstrates how to insert bin liners in the different kinds of household waste bins. • Demonstrates and discusses how to clean and disinfect different kinds of household

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<p>waste bins.</p> <ul style="list-style-type: none"> Provides different types of household bins with various kinds of waste, appropriate bin liners, household chemicals, gloves and other items required for learners to clean the household waste bins. Provides a household waste bin that are pedal operated. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in pairs: Show each other how to open and shut a pedal operated household waste bin. Work in pairs: Remove the waste from the household bin and dispose of it correctly. Work in pairs: Prepare all the items required and disinfect the used household waste bin. Work in pairs: Select the correct bin liner and insert this in the clean household waste bin.
6 & 7	Cleaning and house-keeping	<p>Grade 5 1st year.</p> <ul style="list-style-type: none"> Prepare washing loads for washing machine. Load washing machine, aware of capacity limitations. Measure detergents and put in washing machine. Switch washing machine on. Unload washing machine once cycle is complete. 	<p>Grade 5 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates loading the washing machine: mindful of the capacity in terms of weight. Demonstrates inserting detergents and switching the washing machine on. On completion of the washing process, demonstrates how to unload the washing machine. Provides the learners with laundry to load in the washing machine and detergents. Provides an area to hang the washing out to dry, pegs and laundry receptors. <p>The learners complete the following activities:</p>

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> Hang washing correctly for drying. Clean the surfaces in the laundry area, the washing line and cupboards. 	<ul style="list-style-type: none"> Work in two groups: <ol style="list-style-type: none"> Sort the washing, insert detergents and load washing machines. Start the washing machine. While washing cycle is in process, prepare and clean the surfaces in the laundry area, the washing line and cupboards. Once the washing cycle is complete remove washing from the machine and hang it (or lay it flat) out to dry.
		<p>Grade 5 2nd year.</p> <ul style="list-style-type: none"> Assess when washing is dry enough to take off the washing line. Take dry washing from washing line. Fold dry, clean washing. Sort newly washed laundry into what needs to be ironed, in need of mending and/or stored directly. <p>Grade 5 3rd year.</p> <ul style="list-style-type: none"> Prepare to iron items of clothing. Iron and fold up a pillow case. Stack linen in storage area. 	<p>Grade 5 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates how to assess when washing is dry enough to take down. Demonstrates how to remove dry washing and sort it, i.e. sorting items in need of mending, ironing or immediate storing. Provides items of clothing learners can assess whether they are dry enough to sort for further management. Ensures there are items requiring mending, ironing and no ironing. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in pairs: Assess which pieces of clothing are dry enough and remove these items from the drying area using an appropriate basin. Work in pairs: Sort clothing items for mending, ironing and/ or for immediate storing. Fold washing that does not requiring ironing in preparation to put it away in wardrobe. <p>Grade 5 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Explains the reasons for ironing some items. Demonstrates how to prepare to start to iron a pillow case.

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<ul style="list-style-type: none"> • Demonstrates how to iron and fold a pillow case. • Demonstrates how to stack items in a linen cupboard. • Provides items required to iron a pillow case as well as one creased pillow case for each learner. • Provides items of linen to pack in the linen cupboard/ space. • The learners complete the following activities: • Practise folding a pillow case correctly. • Work in pairs: Prepare the ironing board and iron to iron a pillowcase each. • Iron a creased pillow case.
8 & 9	Cleaning and house-keeping	Grade 5 1st year. <ul style="list-style-type: none"> • Clean the linen cupboard in preparation to store clean linen. • Sort and group different types of linen. • Stack clean items in appropriate wardrobe. 	Grade 5 1st year. The teacher: <ul style="list-style-type: none"> • Explains and demonstrates how to clean a linen cupboard. • Demonstrates sorting and grouping clean linen. • Demonstrates how linen is stacked during storage. • Provides the items needed to clean a linen storage area. • Provides different types of linen to be sorted and stored. The learners complete the following activities: <ul style="list-style-type: none"> • Work in two groups: select the items required to clean the linen storage area and proceed to clean this area. • Sort the different kinds of items of linen. Once sorted, proceed to stack and pack them correctly in the linen cupboards (storage space). • Ask another learner to check whether they have completed the sorting and stacking tasks correctly.

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<p>Grade 5 2nd year.</p> <ul style="list-style-type: none"> Understand reasons for cleaning for kitchen cupboards in a particular way. Identify and report food items that are either close to expiry or have already expired. Clean kitchen cupboards. Identify which household chemicals can be used to clean kitchen cupboards. <p>Grade 5 3rd year.</p> <ul style="list-style-type: none"> Understand the reasons for using household chemicals. Understand the reasons for using different household chemicals for the different areas in the home. Observe safety precautions when household 	<p>Grade 5 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Explains the reasons for cleaning kitchen cupboards in a particular way. Demonstrates how to clean kitchen cupboards using appropriate household chemicals. Explains and demonstrates how to identify and report expiry dates of items of food. Provides access to a kitchen cupboard to clean. The cupboard needs to have amongst others, some food items in it that are past their expiry date. Provides amongst others, household chemicals, gloves and other items necessary to clean the kitchen cupboards. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in pairs: Select the items required to clean the kitchen cupboards. Discuss your selection with another pair of learners. Clean the kitchen cupboards. Ask another learner to assess your cleaning. Work in pairs: Check each food item to establish whether the expiry date has passed. Take these items out of the cupboard and inform your teacher. <p>Grade 5 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Explains the reasons for using household chemicals and these are used for the different areas in the home. Demonstrate and discusses safety precautions when using household chemicals, i.e. when to use household gloves. Explains the use of different colour gloves to clean different areas, for example one cannot use the same gloves cleaning the toilet and

Grade 5 : Term 3			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<p>chemicals are used.</p> <ul style="list-style-type: none"> Identify which household chemicals are suitable for the different areas in a home/ living area. Ensure the household chemicals are correctly stored. Clean a kitchen refrigerator. 	<p>kitchen area.</p> <ul style="list-style-type: none"> Demonstrates safe storage of household chemicals. Demonstrates the correct way to clean a kitchen refrigerator. Provides access to a kitchen refrigerator containing some items food that have expired and some that have not yet expired, to clean. Provides a variety of household chemicals, other items and gloves to clean the refrigerator. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in pairs: Select the items required to clean the kitchen refrigerator. Discuss your selection with another pair of learners. Work in pairs: Proceed to clean the kitchen refrigerator. Check each food item to establish whether the expiry date has been passed. Take these items out and inform your teacher. Work in pairs: Prepare and store the household chemicals safely.

Week10: Term 1: Assessment for Grade 5 1st year, Grade 5 2nd year and Grade 5 3rd year.

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

Week	Grade 5 1 st year	Grade 5 2 nd year	Grade 5 3 rd year
1-3	<p>Teacher: Provides:</p> <ol style="list-style-type: none">1. A photocopy of an accident scene with at least three things that compromise different safety aspects.2. A pair of disposable gloves. <p>Assessment task:</p> <ol style="list-style-type: none">1. Mark three things on the picture that need to be corrected in order to make the accident safe so that the First Aider can work with the victim.2. Put on, remove and dispose a pair of disposable gloves.	<p>Teacher: Provides:</p> <ol style="list-style-type: none">1. One triangular bandage.2. A pair of disposable gloves. <p>Assessment task:</p> <ol style="list-style-type: none">1. Unfold and refold a triangular bandage correctly.2. Put on, remove and dispose a pair of disposable gloves.	<p>Teacher: Provides a:</p> <ol style="list-style-type: none">1. A 75mm bandage.2. A pair of disposable gloves. <p>Assessment task:</p> <ol style="list-style-type: none">1. Apply a figure-8 bandage to the lower leg of another learner.2. Put on, remove and dispose a pair of disposable gloves.
4-9	<p>Teacher: Provides the learners with clothing of various colours and made from different types of fabric. Also provides items from the linen cupboard.</p> <p>Assessment tasks:</p> <ol style="list-style-type: none">1. Sort and prepare the items of clothing for	<p>Teacher: Provides pictures of different kinds of waste, a blank A3 page and glue.</p> <p>Assessment task:</p> <p>Sort and paste the pictures of the waste into two groups: general waste and waste for recycling.</p>	<p>Teacher:</p> <p>Provides the learners various household chemicals.</p> <p>Provides learners with pair of household gloves.</p> <p>Provides a number of food items that have expired and some that have not expired.</p> <p>Assessment task:</p>

	<p>washing in a washing machine.</p> <p>2. Fold and correctly stack the linen cupboard items</p>		<p>Identify and gather the household chemicals required to clean a kitchen.</p> <p>Select one item of food that has expired and another that has not expired.</p>
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3.11 Grade 5 : Term 4

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
1 & 2	Disability Care Life Care Adult/ Geriatric Care	<p>Grade 5 : 1st year.</p> <ul style="list-style-type: none"> Recognise diminished physical abilities of mobility and hearing: especially among the elderly and disabled. Recognise the vulnerability of the elderly and disabled in terms of safety and how this compromises their health and wellness. Identify how the lack of mobility and physical ability influence hydration level and therefore health. Recognise possible dehydration in the elderly. <p>Grade 5 : 2nd year.</p> <ul style="list-style-type: none"> Recognise the elderly and disabled are less sure footed and that this influences how one cleans the living space. Understand the elderly and disabled are more prone to falling. Observe that items of furniture are seldom moved when the home/ living space is 	<p>Grade 5 : 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates the effect of diminished physical abilities (particularly hearing, mobility). Explains how diminished hearing can affect one's vulnerable in terms of safety and how this in turn can compromise health and wellness. Demonstrates how limited mobility and physical ability can lead to dehydration. Demonstrates how to recognise dehydration among the elderly. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in pairs: Prepare a talk where you tell each other how the elderly and disabled become dehydrated because they feel insecure walking to fetch water or something else to drink and/or to use the toilet and therefore limit intake. Prepare a role-play to demonstrate how vulnerability of the elderly and disabled affect their health. <p>Grade 5 : 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates the lack of sure-footedness of the elderly/disabled and how this influences how they clean their living area. Discusses areas in the home/ living space where the elderly and the disabled are prone to falling, using a picture of such an area. Provides a mock-up of a living area where an elderly or physically disabled person stays.

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		cleaned by the elderly/ disabled.	<ul style="list-style-type: none"> Provides photocopies of a picture that depicts areas where the elderly and disabled can be prone to fall in their home/ living space. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Individual learners: Mark the areas on the photocopy indicating the areas where the elderly and disabled may be prone to fall in their home/ living space. Discuss with another learner why you marked the particular area and suggest ways to prevent them falling. Prepare a role-play that shows the lack of sure-footedness of the elderly/disabled and how this influences how they clean their living area. Work in a group: Go to the mock-up area and identify which areas in this living area are suitable and which are unsuitable for an elderly or disabled person. Discuss your suggestions.
		<p>Grade 5 : 3rd year</p> <ul style="list-style-type: none"> Recognise the diminished ability for independent function of those who are wheelchair bound and that this can influence their health. Observe where the access to buildings in the community, is limited for those who are wheelchair bound. Observe that there are different kinds of wheelchairs. Recognise the vulnerability of the wheelchair bound person. 	<p>Grade 5 : 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses the diminished independent functioning of the wheelchair bound person. Shows pictures of buildings the learners can recognise and discusses whether the accessibility for the wheelchair bound person is adequate. Visits the building if at all possible. Discusses the vulnerability of the wheelchair bound person. Provides the required items to clean a wheelchair. Provides copies of the picture of the building referred in the class during the discussion. <p>The learners complete the following activities:</p>

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> Clean a wheelchair. 	<ul style="list-style-type: none"> Mark on the picture of the building where there either is a wheelchair access ramp to the building or where one should be installed. Prepare a role-play to convey the difficulties of being wheelchair bound. Practice cleaning a wheelchair.
3 & 4	Disability Care Life Care Adult/ Geriatric Care Toddler Care House-keeping and Cleaning	<p>Grade 5 : 1st year.</p> <ul style="list-style-type: none"> Observe that many older people use walkers or walking sticks to aid their mobility. Observe older people use different kinds of walkers. Use walking aids correctly. Recognise the vulnerability of the elderly and disabled who use walking aids. Remember toddlers who are physically disabled may also use a walker and/or walking stick. Inspect different kinds of walking aids for safety. <p>Grade 5 : 2nd year.</p> <ul style="list-style-type: none"> Observe windows are seldom open where 	<p>Grade 5 : 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates how to use different walking aids correctly. Demonstrates the different walkers for different ages and sizes of people. Demonstrates how to inspect a walker and walking stick to ensure it is safe for use. Demonstrates how to clean a walker and walking stick. Provides different kinds of walkers and walking sticks for inspection in the class. Provides different kinds of walking aids for class room activities. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in pairs: Inspect a walking stick. Report to the class what one needs to check. Discuss what you have done with each other. Work in pairs: Inspect a walker. Report to the class what one needs to check. Discuss what you have done with each other. Work in pairs: Practice using the different walking aids. Tell each other how you felt using the particular walking aid. <p>Grade 5 : 2nd year.</p> <p>The teacher:</p>

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<p>elderly live.</p> <ul style="list-style-type: none"> Recognise the diminished immune system of the elderly, for example they need cross-ventilation and clean walking aids. Clean different kinds of walking aids. <p>Grade 5 : 3rd year</p> <ul style="list-style-type: none"> Inspect a wheelchair for safety. Understand when a wheelchair needs repair. Fix a puncture of a inflatable bicycle tyre of a non-motorised wheelchair. 	<ul style="list-style-type: none"> Demonstrates how the elderly and disabled are physically limited and may be unable to open and close windows. Discusses how the elderly and disabled feel their safety is compromised if they open sufficient windows to ensure cross-ventilation. Discusses the diminished immune system of the elderly with specific focus on the ventilation and cleanliness. Provides different kinds of walkers and walking sticks for inspection and cleaning in the class. Supply the required cleaning materials. Provides different kinds of walking aids for class room activities. Provides a wheel chair for class room activities. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Group work: Open the classroom windows to ensure cross-ventilation without causing direct draughts. Discuss if there are draughts. Prepare a role-play that shows what one must be mindful of in terms of the compromised immune system of the elderly. Work in pairs: Select a walking aid and proceed to clean it. <p>Grade 5 : 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrates how to inspect non-motorised (State supplied) wheelchairs to ensure that they are safe and to identify any repair, maintenance or cleaning that is required and to report faulty wheelchairs. Provides the items required to clean the wheelchair. Provides a wheelchair tyre with a puncture.

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> Clean a wheelchair. 	<ul style="list-style-type: none"> Provides the equipment required to identify a puncture in the tyre, to fix it and to inflate the tyre. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in pairs: Inspect a non-motorised wheelchair that it is safe and identify any maintenance work that is required. Report if there is anything that requires attention. Clean the wheelchair. Identify where the puncture is in the wheelchair's .tyre. Fix the puncture and inflate the tyre. Work in pairs: Clean a wheelchair.
5	Toddler Care Cleaning and house-keeping	<p>Grade 5 : 1st year.</p> <ul style="list-style-type: none"> Identify areas where toddlers can be exposed to germs in the indoor living area. Identify areas where toddlers can hurt themselves at home in the general living space. Recognise steps that can be taken to prevent toddlers being injured indoors. Identify toys and objects that are unsuitable for toddlers (3-5 years old). Observe how to supervise 3-5 year old when they play indoors. 	<p>Grade 5 : 1st year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Arranges a visit to a pre-school facility close-by to introduce the learners to a real life situation where toddlers play indoors. Creates a mock-up area where toddlers can play indoors, providing toys that are both suitable and unsuitable for toddlers. Perhaps a preschool can assist. Demonstrates how to identify which toys are suitable for 3-5 year olds and which are not. Demonstrates how to identify areas where toddlers can hurt themselves or become infected when they play indoors. Provides a photocopy of a picture of an indoor play area for 3-5 year olds. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Mark the area on the photocopy to indicate the areas where toddlers can become infected if it is not hygienically cleaned.

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<ul style="list-style-type: none"> Work in a group: Identify areas in the mock-up play area where toddlers 3-5 years old can hurt themselves. Observe how to supervise 3-5 year olds when they play indoors.
		<p>Grade 5 : 2nd year.</p> <ul style="list-style-type: none"> Identify areas where toddlers can be exposed to germs in an outdoor living area. Identify areas where toddlers can hurt themselves in outdoors play areas. Recognise steps that can be taken to prevent toddlers being injured outdoors. Identify outdoor areas that are unsuitable for toddlers to play. Observe how to supervise 3-5 year old when they play outside. <p>Grade 5 : 3rd year.</p> <ul style="list-style-type: none"> Identify areas where toddlers can be exposed to germs in the bathroom (hand 	<p>Grade 5 : 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Arranges a visit to a pre-school facility close-by to introduce the learners to a real life situation where toddlers play outdoors. If a visit to a preschool facility is not possible, the teacher creates a mock-up of an area where toddlers can play outdoors with items that are both suitable and unsuitable for toddlers. Demonstrates how to identify which outdoor items are not suitable for 3-5 year olds. Demonstrates how to identify outdoor areas where toddlers can hurt themselves and how to supervise toddlers playing outdoors. Provides a photocopy of a picture of an outdoor play area for 3-5 year olds. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Mark the area on the photocopy indicating the areas where toddlers can become infected if the area is not hygienically cleaned. Work in a group: Identify areas in the mock-up outdoors play area where toddlers of 3-5 years old can hurt themselves. This can be done during the preschool visit. Observe how to supervise 3-5 year olds when they play outdoors. <p>Grade 5 : 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Arranges a visit to a pre-school facility close-by to introduce the learners to a real

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		basin, bath, shower, and toilet) area. <ul style="list-style-type: none"> Identify where toddlers can hurt themselves in a bathroom: hand basin, bath, shower and toilet. Recognise what can be done to prevent toddlers being injured in a bathroom. Recognise that toddlers need supervision. 	life situation or prepare a mock-up bathroom area where there is a shower, hand basin, bath and toilet for toddlers. <ul style="list-style-type: none"> Demonstrates where and how toddlers can injure themselves in a bathroom area. Demonstrates how to prevent toddlers from being injured in the bathroom area. Demonstrates the particular areas where toddlers are exposed to germs in a bathroom. Demonstrates how to supervise toddlers in the bathroom: especially when they start to use the toilet. Provides a photocopy of a picture of a bathroom area. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Mark the area on the photocopy indicating the areas where toddlers are more prone to be exposed to germs in a bathroom. Mark the area on the photocopy indicating the areas where toddlers are more likely to be injured in a bathroom. Work in a group: Identify areas in the mock-up bathroom area where toddlers of 3-5 years old may injure themselves. Learners are to take preventive action in order to minimise the possibility of toddlers being hurt in the bathroom area. Practice how to supervise 3-5 year olds when they use the toilet and wash and dry their hands at the hand basin. This can be done at a pre-school.
6 & 7	Personal Care Life Care Toddler Care	Grade 5 : 1st year. <ul style="list-style-type: none"> Identify food items of each of the food groups. Recognise nutritional value of a balanced 	Grade 5 : 1st year. <p>The teacher:</p> <ul style="list-style-type: none"> Using Annexure 8 and the food pyramid as a guide: explains and identifies food items from each food group.

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
	Cooking	<p>diet.</p> <ul style="list-style-type: none"> Observe the importance of daily good nutrition. Measure your waist. Able to measure your hip. 	<ul style="list-style-type: none"> Demonstrates the principles of a balanced meal and the recommended food portion for each food group. Demonstrates how to measure and record one's waist and hip measurements. Provides pre-cut pictures of food items from the different food groups, with a blank A3 page and glue. Provides food items from the different food groups. Provides a measuring tape and page to record waist and hip measurements per learner Provides pre-cut pictures of food items, a paper plate and glue. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in two groups: Select and group the items of food in the different food groups. Discuss what you have done with the other group. Select and paste the pre-cut pictures of food items on the paper plate to form a balanced meal. Work in pairs: Take the hip and waist measurements of the other learner and record them. Discuss the measurements with each other. Prepare a role play to communicate the importance of having a daily, nutritional balanced diet.
		<p>Grade 5 : 2nd year.</p> <ul style="list-style-type: none"> Recognise the nutritional needs of the elderly. Identify that the nutritional need and the way food is presented to disabled, depends on 	<p>Grade 5 : 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses the nutritional needs of the elderly. Demonstrates how to take and record the weight, height, waist and hip measurement of someone else.

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<p>the type and severity of their disability.</p> <ul style="list-style-type: none"> Take the hip, weight and height measurements of someone else and record the results. Prepare and serve a breakfast to an older person. 	<ul style="list-style-type: none"> Demonstrates how to evaluate the nutritional needs of a disabled person. Note: agree on a disability. Demonstrates how to prepare a cereal breakfast for an elderly person. Demonstrates basic food hygiene practices. Demonstrates how to plan and make a cereal breakfast for a person with a disability. Provides a measuring tape, bathroom scale and height measure and paper to record these measurements. Provides the ingredients to prepare a cereal breakfast for a person with a disability. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Work in pairs: Take the weight, height, hip and waist measurements of each other and record the results. Role-play how to evaluate the nutritional needs of a disabled person. Work in a small group: Prepare a poster that illustrates the nutritional needs of the elderly. Work in pairs: Plan a cereal breakfast for a person with a disability. Work in pairs: Select and collect the ingredients and hygienically prepare and serve a cereal breakfast for a person with a disability
		<p>Grade 5 : 3rd year.</p> <ul style="list-style-type: none"> Recognise the nutritional needs of a toddler. Measure the height and weight of toddlers. Plot the height and weight of a toddler on their Road to Health (RTH) Chart. 	<p>Grade 5 : 3rd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses and demonstrates the nutritional needs of the toddler. Demonstrates how to measure the height and weight of a toddler and plot the results on a Road to Health Chart.

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> Practice basic food hygiene. Prepare and serve a milkshake and a snack to a toddler. 	<ul style="list-style-type: none"> Demonstrates how to prepare a milkshake for a toddler. Demonstrates food hygiene practices. Demonstrates how to plan and make a milkshake and a snack for a toddler. Provides the ingredients to prepare a milkshake for a toddler. Provides a photocopy of a Road to Health Chart, a scale and a height measurement device. Provides pre-cut pictures to prepare posters illustrating the nutritional needs of toddlers. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Practice measuring the height and weight of a toddler. Plot these measurements on a RTH chart. Small group work: Prepare a poster that illustrates the nutritional needs of a toddler. Work in pairs: Prepare a list of all items required to prepare and serve a milkshake to a toddler Work in pairs: Plan and make a milkshake for a toddler. Practice food hygiene when preparing and serving a milkshake for a toddler.
8 & 9	Personal Care Life Care Toddler Care Cooking	Grade 5 : 1st year. <ul style="list-style-type: none"> Identify the main functions of each food group. Apply daily food size portions for each food group. Apply basic food hygiene principles (revision). 	Grade 5 : 1st year. <p>The teacher:</p> <ul style="list-style-type: none"> Discusses the main functions of each food group. Demonstrates a practical way to establish food daily portion sizes for each food group. Demonstrates food hygiene practices. Demonstrates how to plan to make a nutritious sandwich.

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
		<ul style="list-style-type: none"> Plan, prepare and serve a nutritious sandwich to another learner. . 	<ul style="list-style-type: none"> Demonstrates how to prepare a nutritious sandwich. Provides the ingredients for a nutritious sandwich in class. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Small group work: Prepare a poster to illustrate the main functions of each food group. Work in pairs: Plan what you need to make a nutritious sandwich. Practice food hygiene when preparing and serving a nutritious sandwich. Serve the sandwich to each other.
		<p>Grade 5 : 2nd year.</p> <ul style="list-style-type: none"> Identify food items from each food group for the elderly / disabled. Apply food size portions for the elderly / disabled. Practice basic food hygiene. Plan and prepare a cereal breakfast and a fruit snack and serve it to an older person. 	<p>Grade 5 : 2nd year.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Discusses the nutritional needs of the elderly. Demonstrates how to evaluate the nutritional needs of a disabled person. Demonstrates how to prepare to make a cereal breakfast for an elderly person. Demonstrates how to prepare to make a fruit snack for an elderly person. Demonstrates basic food hygiene practices. Demonstrates how to plan and make a cereal breakfast and fruit snack for an elderly person. Provides the ingredients to prepare a cereal breakfast and fruit snack for an elderly person. <p>The learners complete the following activities:</p> <ul style="list-style-type: none"> Role-play how to evaluate the nutritional needs of a disabled person. Small group work: Prepare a poster to illustrate the nutritional needs of the elderly. Work in pairs: Plan and make a cereal breakfast and fruit snack for the elderly.

Grade 5 : Term 4			
WEEK	TOPIC	CONTENT: The learner must be able to	Teaching tips, techniques, activities and resources
			<ul style="list-style-type: none"> Practice food hygiene when preparing and serving a cereal breakfast and a fruit snack for an elderly person.
		Grade 5 : 3rd year. <ul style="list-style-type: none"> Apply food size portions suitable for a toddler. Practice basic food hygiene. Plan prepare and serve a fruit snack for a toddler. 	Grade 5 : 3rd year. The teacher: <ul style="list-style-type: none"> Demonstrates in a practical way how to adhere to portion sizes for a toddler. Demonstrates how to prepare to make a fruit snack for a toddler. Demonstrates food hygiene practices. Demonstrates how to plan and make and serve a fruit snack for a toddler. Provides the ingredients for a fruit snack for toddlers. The learners complete the following activities: <ul style="list-style-type: none"> Role-play how to remember food portion sizes for a toddler. Small group work: Prepare a poster to illustrate the food portion sizes of a toddler. Work in pairs: Plan and make a fruit snack for a toddler. Practice food hygiene when preparing and serving a fruit snack to a toddler.

Week10: Term 1: Assessment for Grade 5 1st year, Grade 5 2nd year and Grade 5 3rd year.

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

Note: provide learners with a pen with black ink where they have to mark the photocopied pages.

Week	Grade 5 1 st year	Grade 5 2 nd year	Grade 5 3 rd year
1 & 2	Teacher: Provides pictures of elderly people who look dehydrated and others who do not appear dehydrated. Assessment task: Group the pictures provided into those who appear dehydrated and those who do not appear dehydrated.	Teacher: Provides photocopies of a picture that depicts areas where the elderly and disabled may be prone to fall in their home/ living space. Assessment task: Mark the areas on the photocopy where the elderly are more likely to fall in their home/ living space.	Teacher: Provides among others the items required clean a wheelchair. Assessment task: Collect the items and mimic cleaning the wheelchair.
3 & 4	Teacher: Provides among others the items required clean a walking stick. Assessment task: Collect the items and mimic cleaning the walking stick.	Teacher: Provides among others the items required clean a walking aid. Assessment task: Collect the items and mimic cleaning the walking aid.	Teacher: Provides among others the items required to check if the tube of a wheelchair tyre has a puncture. Assessment task: Inspect the tyre and determine if it has a puncture or not.
5	Teacher: Provides a photocopy of an indoor area where toddlers play that depicts SEVEN areas where 3-5 year old toddlers can potentially be hurt. Assessment task: Identify and mark FIVE areas in the picture where toddlers can hurt themselves when they play indoors.	Teacher: Provides a photocopy of an outdoor area where toddlers play that depicts SEVEN areas where 3-5 year old toddlers can potentially be hurt. Assessment task: Identify and mark SIX areas in the picture where toddlers 3-5 years old can hurt themselves when they play outdoors.	Teacher: Provides a photocopy of a bathroom (include a hand basin, bath, shower, and toilet) that depicts EIGHT areas where 3-5 year old toddlers can potentially be hurt or be exposed to germs. Assessment task: Identify and mark SEVEN areas in the picture of a bathroom where 3-5 year old toddlers can either be hurt or be exposed to germs.
6 & 7	Teacher: Provides a measuring tape, a	Teacher: Provides a measuring tape, bathroom	Teacher: Provides THREE Road To Health (RTH)

	<p>pen with black ink and sheet of paper (learner to write their own name).</p> <p>Assessment task: Take your waist and hip measurement and record the results on the piece of paper.</p>	<p>scale, height measure and a pen with black ink and sheet of paper (learner to write the name of the learner they will measure on the sheet of paper).</p> <p>Assessment task: Take the weight, height, waist and hip measurement of another learner and record the results on the piece of paper together with that person's name and your name.</p>	<p>charts with fictions names as well as a list of the weights of these toddlers.</p> <p>Assessment task: Plot the weights of the toddlers on the respective toddler's chart. Write your name on each Road To Health (RTH) chart where the teacher shows you.</p>
8 & 9	<p>Teacher: Provides pre-cut pictures of items of food, representing all the different food groups.</p> <p>Assessment task: Group the pre-cut pictures of the food items into the different food groups.</p>	<p>Teacher: Provides pre-cut pictures of items of food, representing all the different food groups, as well as a blank paper plate.</p> <p>Assessment task: Select and paste the pictures of food on the plate to show a balanced meal.</p>	<p>Teacher: Provides pre-cut pictures of items of food, of the different food groups as well as the portion size explanations used in the class room. For example, a portion of pasta per meal should not exceed the size of a tennis ball.</p> <p>Assessment task: Paste the portion size measurement next to the appropriate food group.</p>

4 SECTION 4: ASSESSMENT

4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the CAPS Grades R to 5 for learners with Severe Intellectual Disability. It also provides a policy framework for the management of School Based Assessment (SBA) and School Assessment Records.

It is required of teachers to offer a differentiated form of assessment, as learners with moderate to severe intellectual disability and learning difficulties also have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision for reflecting the level(s) of each individual learner. These different levels should be outlined in the Individual Support Plan which should be developed at the beginning of the year in accordance with the procedures contained in the *Policy on Screening, Identification, Assessment and Support* (SIAS). Each learner, regardless of his/her number of years in the school, must have access to various forms of assessment best suited to his/her competences, learning styles, strengths and needs. The targets set for each learner in terms of attainment of knowledge and skills outlined in each Subject Statement will always strive to take a learner to the next level and should never set a ceiling on learning potential. Individualised adaptation is required in terms of content, methods of presentation, classroom pedagogy, pacing of instruction and accommodations in assessment. The principle is to have high expectations for each learner, to identify and address barriers to learning so as to ensure fairness in assessment (See Chapter 9 of the National Protocol for Assessment, 2011).

Assessment does not imply that after every lesson the learners must complete a worksheet/assignment or project, but will be based on observation and recording of progress steps attained during the lesson or a series of lessons. Formal assessment can be done in a format which would be suitable for each learner, e.g. through written or oral assessments, or by making use of a range of accommodations measures, e.g. a reader and a scribe. The main aim is to be able to develop a report which is based on definable attainment (even through the smallest of steps) as prescribed in each subject and can be shared with parents and care-givers on at least a quarterly basis so as to elicit their participation and co-operation in the support programme of the learner. At the end of the year a Statement of Achievement/Report card must be made available on which the Individual Support Plan for the following year will be based. There will be no learner

retention, as the Individual Support Plan and the Curriculum Schedule (see SIAS Form 124) will indicate at which grade level learners are working in each subject.

4.2 Assessment principles

4.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- enable the teacher to assess a learner's progress in a reliable way.
- inform learners of their strengths, areas to be developed and progress.
- assist teachers, parents and other stakeholders in making decisions about the learning process, the progress of learners and the planning for their individualised support.

Assessment should be mapped against the content, skills, intended goals and topics specified in the learning programme. In both informal and formal assessments it is important to ensure that in the course of a school year:

- all of the topics and content are covered.
- the full range of skills is included.
- a variety of different forms of assessment are used.

4.2.2 Informal Assessment or Daily Assessment

Assessment **for** learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to

inform planning for teaching but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom.

Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of all the informal daily assessment tasks may be recorded based on assessment instruments used such as rubrics and checklists. This may serve to give feedback to the learners, their parents and the school management team.

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to formal assessment.

4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and results are formally recorded by the teacher. All formal assessment tasks are subject to internal moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained in the school. Assessment tasks should always set high expectations for learners.

To implement formal assessment the teacher should:

- Ensure that the formal assessment task coincides with the practical skills and theoretical work embedded in the practical skill corresponding with the tasks performed on that day or within the previous week;
- Explain the task to guide the learner, show an example of the completed task in order for the learner to know exactly what to do and what is expected;
- Divide the class, according to abilities, in more than one group and give a task with similar content, but differentiated in terms of level of difficulty, abstractness or method of questioning, to all the learners. The way in which the assessment task is set should be in reach of the learners' level of development whilst also setting targets for the next step of development;
- Written tests could be set to assess theoretical knowledge within a set time, allowing for assessment accommodations in line with learners' individual needs;
- Write the date of expected completion of the task in the learner's book;

- Compile a suitable assessment tool; and
- Formal assessment should reflect 20 % theoretical knowledge embedded in practical work. Eighty percent (80%) should be practical work.

The formal assessment requirements are indicated in the formal School-Based Assessments table. In the three core subjects, the ratio may be adapted to the needs of the learners. The focus however must be on practical skills and not on the written tasks.

Formal School-Based Assessments			
Term 1	Term 2	Term 3	Term 4
Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge
Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills

In Creative Arts and Art and Crafts, the above table is not applicable. In these two subjects, a minimum of 4 practical assessment tasks should be completed. Theoretical content will not be assessed. Refer to the learning programme for assessment requirements.

In Physical Education assessment, the above tables does not apply. Refer to the learning programme for assessment.

Assessment in the CAPS Grades R to 5 for learners with Severe Intellectual Disability is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements;
- Facilitate access to and progression within education, training and career paths;
- Enhance the quality of education and training;

- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities;
- Contribute to the holistic development of the learner and preparation for the world of work by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - resilience and adaptability;
 - economic participation and entrepreneurial skills; and
 - nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the capacity of learners to adapt to the requirements of the workplace.

- ***Relevance***

To be dynamic and responsive to workplace needs and a range of employment fields.

- ***Credibility***

To demonstrate national and international values and recognition of qualification and acquired competencies and skills.

- ***Coherence***

To work within a consistent framework of principles.

- ***Flexibility***

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- ***Participation***

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- ***Access***

To address barriers to learning at each level to facilitate learners' progress.

- ***Progression***

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- ***Articulation***

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes to demonstrate applied competency. This is achieved through:

- clearly stating the skill to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding topic, content or skill being assessed
- Comparison of learners' work with that of other learners, without taking into account differences in learning styles, language and culture.

- **Practicability and cost-effectiveness**

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

4.3 Managing assessment

4.3.1 Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a year or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities flexibly enough to accommodate a wide range of learning styles and learning needs. This assessment should be done at three levels, namely to determine:

Progress with the curriculum

- Are learner learning what they were taught?
- Are they at the right entry point to 'grasp' the content worked on in the classroom?
- Are they practicing and performing as expected?
- Are they applying the facts, concepts and/or skills being learned?

Interests

- Are learners engaged in the lessons and activities?
- Are they showing interest in a new topic or area of study?
- Are they sharing their interests with others?

Characteristics

- What are their preferred learning styles (e.g., whole class teaching or pair work)?
- What are their responses to the content?
- What are their responses to the difficulty level of instruction?
- What are their responses to the pacing of instruction?
- What are their responses to the environment?
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of learning barriers experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist assistance.
- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and areas to be addressed and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment):** This type of assessment gives an overall picture of the learner's progress at a given time.

4.3.2 Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

The assessment tasks may be broken down (designed down) into smaller, achievable steps and support may gradually be withdrawn as the learner master the content/skills. Thus, designing down

means to look at the assessment goal and dividing this into smaller components which are spread over a longer period.

Two or more grades may be straddled, in other words the evidence may be collected over more than one grade within a subject. But straddling should be carefully recorded and monitored through Form 125 of the SIAS Protocol.

- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject. Reporting must reflect the straddling that has been applied and should provide guidance to parents through meaningful descriptive paragraphs on what has been achieved and what the next expected outcomes are.

4.3.3 Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

TEACHER ASSESSMENT	The teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another learner or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of students against given criteria.

4.3.4 Assessment tools/instruments to execute assessment

An assessment tool is the instrument the teacher utilizes to execute the assessment. When choosing an assessment tool ensure that the tool:

- is appropriate for the selected assessment method;
- provides the most valid and reliable information on the learners' performances;
- measures the objectives of the lesson.

Examples of assessment tools are checklist, rubrics, questionnaires, worksheets and video recordings.

A **rubric** serves as an objective assessment tool that provides, at varying levels, clear descriptions of the characteristics of the tasks. The descriptions or criteria in the rubric enables learners to understand what the teacher expects from them and complete the task accordingly. Rubrics are either holistic or analytic.

Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

Analytical descriptive rubrics focus on elements of the product or performances. Descriptive sentences are formulated for each of the seven rating codes, with the best performance reflected with a score of 7 and the poorest with a score of 1. This is the most reliable and trustworthy assessment tool.

Task lists and **checklists** are examples of a holistic rubric and show the learners what needs to be done. They consist of short statements describing the expected performance in a particular

task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Learners must do a minimum of 5 activities/projects/worksheets/tests per term 1 to 4. The teacher compiles the activities/worksheets/tests and these should consist of activities that require the learner to:

- Identify the correct answer/picture/object – the question as well as the answer may consist of images/objects, e.g. Boardmaker or clip art images;
- Match column A to B and both columns may consist of pictures/objects;
- Fill in the missing words. The missing words may be available to the learners (on a separate sheet or printed on the worksheet) and they can copy the words, or write the words on the dotted lines provided by the teacher;
- Perform a skill other than writing, e.g. to colour, to cut and paste in specified groups, to find pictures in a magazine and cut and paste in book; or
- Provide answers.

The following should at least be included in the Teacher's Assessment or Planning and Assessment File:

- Programme of Assessment for the grade
- The tools (rubric, checklist, etc.) used for each assessment task
- A mark sheet/record sheet for each assessment task

The learners Evidence must at least include:

- Classwork book
- Worksheet file

Evidence of learner performance must be available for quality assurance. This may be in the form of a Portfolio of Evidence (POE) which will include the learners' classwork books and the Support Needs Analysis (SNA).

4.4 School Assessment Programme

The **Programme of Assessment** takes place continuously and should commence in the second week of each term. The programme of assessment should include a minimum of five (5) assessment goals per subject. The programme of assessment should be recorded in the Teacher's assessment file or planning file (which may serve a dual purpose).

The following should at least be included in the Teacher's Assessment or Planning and Assessment File:

- A contents page
- The assessment goals for each subject
- The tools used for each assessment task
- A mark sheet/record sheet and report for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The learners Portfolio of Evidence must at least include:

- A contents page
- The assessment tasks according to the assessment programme as indicated below
- The assessment tools or instruments for the task
- A record of the rating code (and comments) achieved for each task.

Eighty to hundred percent (80% - 100%) of formal assessment should consist of **practical tasks/activities/skills**. Each learner should do a variety of practical tasks and activities during each term as indicated in the learning programmes.

4.5 Assessment programme across the five years

Assessment across the 5 years

Grade 4 with: Practical assessment tasks

Evidence of one theoretical task of the formal assessments between weeks 02–09 as in the annual teaching plan, must be available for quality assurance.

Task	Week	Grade 4 : 1 st year	Grade 4: 2 nd year
Term 1			
1	2&3	Sort pictures of obviously <u>physically</u> healthy and unhealthy people into two different groups.	Paste the label of the correct sense (smell, hear etc.) next to its appropriate picture.
2	4&5	Paste the outlines of the major bone groupings (e.g. the skull, spine, etc.) in the correct position on an outline of the human body.	Teacher observes the learners handling the human torso mannequin and replacing the unpacked organs.
3	6&7	Select the appropriate pictures that reflect physiological (bodily) needs and paste them on the A3 page.	Select the appropriate pictures that reflect the safety and security needs of people and paste on an A3 page.
4	8&9	Paste the pictures on the correct stage of development on the copy of Annexure 2.	Arrange and paste the pictures provided in a chronological age order on the A3 page.
Term 2			
1	1&2	Identify the pictures of healthy lifestyle practices and paste these on the blank page provided.	Identify the pictures of unhealthy lifestyle practices and paste these on the blank page provided.
2	3&4	Stand using the correct posture. Sit on the chair, using the correct posture.	Identify five pictures of food that are healthy. Paste these five pictures onto the paper plate that has your name on it.

		Lie on the mattress in the correct position for sleeping.	
3	5&6	Gather all the items you need to wash your hands and mime the correct technique for washing one's hands.	Gather all the items you need to wash your feet and mime the correct technique for washing one's feet.
4	7, 8&9	Gather all the items you need to floss and brush your teeth and mime the correct technique for cleaning one's teeth.	Select the cards with the words and or phrases that describe the reasons for visiting the dentist.
Term 3			
1	1	Identify who in the provided picture might need first aid.	Remove the plaster bandage with dressing pad from the sealed packages and apply it on your lower leg, applying infection control.
2	2&3	Paste the card with the correct contact number next to its related national emergency service.	Paste the card with the correct number next to its related local emergency service.
3	4&5	Select the items required to clean the bedroom from the cleaning materials provided.	Select all the items required to clean outside the front and back doors of a house.
4	6&7	Select the items required to clean the dining room / eating area. Demonstrate how to clean a dining room / eating area.	Select all the items required to clean a kitchen.
5	8&9	Select all the items required to clean	Select all the items required to clean a

		a bath room (includes a bath, hand basin, toilet and a shower).	laundry room.
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Term 4			
1	1&2	Select and prepare the items required to clean soiled shoes.	Use a black pen to mark the areas on the picture that need cleaning.
2	3&4	Select at least five (5) pictures of disabled people. Paste these pictures on the A3 page.	Sort all the pictures into groups of disabled and those who are not disabled. Paste these pictures in the correct grouping on the A3 page.
3	5	Using a black pen, mark five (5) places on the picture of a bedroom provided by the teacher where toddlers can be injured.	Using a black pen, mark five (5) places on the picture of a kitchen provided by the teacher where toddlers can be injured.
4	6	Prepare one cup of oral rehydration.	Prepare a slice of buttered bread. Apply food hygiene principles.
5	7-9	Dish up a plate of food that includes all the food groups.	Dish a plate of food that includes all the food groups and adheres to food portion sizes.

Grade 5: Terms 1 – 4: Practical assessment tasks

Evidence of one theoretical task of the formal assessments between weeks 02–09 as in the annual teaching plan, must be available for quality assurance.

Task	Week	Grade 5 1 st year	Grade 5 2 nd year	Grade 5 3 rd year
Term 1				
1	2&3	Select three (3) pictures that show the psycho-social aspects of life. Then paste these on the A4 page provided.	Select three (3) pictures that show the spiritual aspect of life. Then paste these on the A4 page provided.	Select two (2) pictures that show each of the four aspects of health: physical, emotional, psycho-social and spiritual. Group and paste these pictures in the four aspects of health on the A3 page.
2	4&5	Arrange the cut out pictures or outlines of the organs found in the digestive system in the correct order.	Arrange the cut out pictures or outlines of the organs found in the respiratory system in the correct order.	Match the card with the correct main function to the body system written on the A4 page.
3	6&7	Select three pictures that show the love and belonging needs of people. Paste these on the A4 page.	Select three (3) pictures that show the self-esteem and three (3) that show self-actualisation needs people have. Paste these on the A3 page.	Group three (3) pictures for each type of basic need on an A3 page, using a separate page for each age group.
4	8&9	Paste the pictures of the 0-5 year old children in	Match and paste the pictures in the chronological	Arrange and paste the pictures in the

		the appropriate place on the Road to Health Chart.	order on Annexure 2.	chronological order on the A3 page.
Term 2				
1	1&2	Prepare what is required, and serve a glass with water to someone to drink.	Prepare what is required, and clean a food tray.	Demonstrate what to do to have cross ventilation in the room.
2	3&4	Select one of the core exercises on the list. Proceed to demonstrate the exercise for assessment.	Select the items required to wash soiled socks. Mime the washing of the socks. .	Demonstrate the correct cough etiquette.
3	5&6	Prepare the items required to wash an older person's hands.	Prepare the items required, and mime washing the hands of a toddler.	Prepare the items required, and mime washing the feet of an elderly person.
4	7,	Prepare the items required and clean a full set of dentures.	Prepare the items required and mime cleaning the teeth of a toddler.	Group and paste FIVE items of from the pictures of food that promote tooth health and in the other group, paste pictures of food that promote tooth decay.
Term 3				
1	1-3	Mark three things on the picture that need to be corrected in order to	Unfold and refold a triangular bandage	Apply a figure-8 bandage to the lower leg of

		<p>make the accident safe so that the First Aider can work with the victim.</p> <p>Put on, remove and dispose a pair of disposable gloves.</p>	<p>correctly.</p> <p>Put on, remove and dispose a pair of disposable gloves.</p>	<p>another learner.</p> <p>Put on, remove and dispose a pair of disposable gloves.</p>
2	4-9	<p>Sort and prepare the items of clothing for washing in a washing machine.</p> <p>Fold and correctly stack the linen cupboard items</p>	<p>Sort and paste the pictures of the waste into two groups: general waste and waste for recycling.</p>	<p>Identify and gather the household chemicals required to clean a kitchen.</p> <p>Select one item of food that has expired and another that has not expired.</p>

Term 4				
1	1&2	Group the pictures provided into those who appear dehydrated and those who do not appear dehydrated.	Mark the areas on the photocopy where the elderly are more likely to fall in their home/ living space.	Collect the items and mimic cleaning the wheelchair.
2	3&4	Collect the items and mimic cleaning the walking stick.	Collect the items and mimic cleaning the walking aid.	Inspect the wheelchair tyre and determine if it has a puncture or not.
3	5	Identify and mark FIVE areas in the picture where toddlers can hurt themselves when they play indoors.	Identify and mark SIX areas in the picture where toddlers 3-5 years old can hurt themselves when they play outdoors.	Identify and mark SEVEN areas in the picture of a bathroom where 3-5 year old toddlers can either be hurt or be exposed to germs.
4	6&7	Take your waist and hip measurement and record the results on the piece of paper.	Take the weight, height, waist and hip measurement of another learner and record the results on the piece of paper together with that person's name and your name.	Plot the weights of the toddlers on the respective toddler's chart. Write your name on each Road To Health (RTH) chart where the teacher shows you.
5	8&9	Group the pre-cut pictures of the food items into the different food groups.	Select and paste the pictures of food on the plate to show a balanced meal.	Paste the portion size measurement next to the appropriate food group.

