



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

# **CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY**

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## **LIFE SKILLS**

### **GRADE R-5**

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

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# **SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADES R TO 5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY**

## **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;

<b>Subjects</b>		<b>Time</b>
<b>General Education</b>		
<b>Languages</b>		5 – 14 years = 10 hours
Home Language		14 – 18 years = 6 hours
First additional language		14 – 18 year = 2 hours
<b>Mathematics</b>		5 – 14 years = 5 hours
		14 – 18 years = 3 hours
<b>Life Skills</b>	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
<b>Skills subjects</b>		14 – 18 years = 8 hours

<b>Subjects</b>	<b>Time</b>
<b>CAPS Grades R to 5 for learners with severe intellectual disability: Electives</b>	
Agricultural Studies	8 hours
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 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
General Education Home Language  Mathematics Life Skills <ul style="list-style-type: none"> <li>- Personal and Social wellbeing</li> <li>- Physical education</li> <li>- Creative arts</li> </ul>	General Education Home Language First Additional Language Mathematics Life Skills <ul style="list-style-type: none"> <li>- Personal and Social wellbeing</li> <li>- Physical education</li> <li>- Creative arts</li> <li>- Natural Sciences</li> </ul> Skills subjects A minimum of 3 skills and maximum of 4 skills

## **2. SECTION 2: INTRODUCTION TO LIFE SKILLS**

### **2.1 What is Life Skills?**

Life Skills deals with the holistic development of the learner throughout life. It equips learners with knowledge, skills and values that assist them to achieve their full physical, intellectual, personal, emotional and social potential. The subject encourages learners to acquire and practice life skills that will assist them to become independent and effective in responding to life's challenges and to play an active and responsible role in the society within their personal capability. Life Skills is a cross cutting subject that should support and strengthen all the other subjects taught.

This Life Skills learning programme includes relevant concepts from the Curriculum and Assessment Policy Statement (CAPS) Life Skills and Life Orientation Gr R to 12, Social Sciences, Economic Management Science, as well as Physical Education and Creative Arts.

The subjects Natural Science and Technology, Physical Education and Creative Arts are also components of the Life Skills Subject and are in separate CAPS documents.

### **2.2 Specific Aims**

The Life Skills subject is aimed at guiding and preparing learners for life and its possibilities, including equipping learners for meaningful and successful living in a rapidly changing and transforming society. The goal of Life Skills is to teach the learner social skills. The engagement with the topics will assist the learner to build positive values, change misconceptions about life issues and to encourage the learner to live for a meaningful life.

This subject will

1. guide and support learners to achieve their full physical, intellectual, personal, emotional and social potential;
2. teach learners to exercise their constitutional rights and responsibilities and to respect the rights of others;
3. guide learners to make informed and responsible decisions (with support) about their health and environment;
4. develop skills such as self-awareness, problem-solving, interpersonal relations, leadership, decision-making, and communication to the individual potential of the learner;
5. develop learners' skills to respond to real-life situations and play an active and functional role in the economy and society;

6. support learners to make decisions about their health, environment, and careers.

### 2.3 Explaining the Life Skills Study Areas:

The content and concepts for the subject Life Skills have been drawn from the CAPS documents for Life Skills, Life Orientation, Social Sciences (History and Geography); and Economic and Management Sciences (EMS) and were made functionally relevant to the learner's ability to grasp the concepts. Creative Arts and Physical Education also forms part of the Life Skills Subject.

#### Personal and Social Wellbeing (From the level of Beginning Knowledge):

Personal and Social Wellbeing is an important study area to provide learners with the basic skills to take care of themselves, adopt a healthy life-style and make decisions, learn to be assertive, negotiate, communicate form relationships with people and the environment around them.

- This study area includes social health, emotional health, and relationships with other people and the environment.
- The subject develops learner's knowledge, skills, value and attitudes towards the self and the world.
- Furthermore, the different study areas provide opportunities for learners to practice life skills required to make informed choices regarding personal lifestyle, health and social wellbeing. It also addresses nutrition, sexuality education, diseases (including HIV/AIDS), safety, violence, abuse, environmental health, citizenship and rights and responsibilities.
- Learners will develop the skills to relate positively and make a contribution to family, community and society, deal with challenging situations positively and recognise, develop and communicate their abilities, interests and skills with confidence while practicing the values embedded in the Constitution. Learners will learn to exercise their constitutional rights and responsibilities, to respect the rights of others and to show tolerance for cultural and religious diversity in order to contribute to a democratic society.

Beginning Knowledge forms the basis of the learner's understanding of his/her own body, and interaction with the world around him/her. The subject teaches the learners the names and functions of things they will encounter in daily life and to be confident when expressing themselves in and around the world.

The World of Work topics aims to prepare the learner for life after school. The content has been adapted to allow for the reality the learner will face after school, and has been developed to teach the learner with a severe intellectual disability "street savvy" and other coping mechanisms to support full inclusion into their communities and society.

### Economic and Management Sciences:

Integrated in Life Skills, Economic and Management Sciences prepares the learner to deal with different types of private, public or collective resources to satisfy people's needs and wants. It is a practical subject that equips learners with real-life skills for personal development, to enable the learner to contribute to the community.

### Social Sciences:

Social Sciences aims to provide opportunities for learners to look at their own world with fresh, critical eyes and perhaps more importantly aims to introduce learners to a world beyond their everyday realities.

### Creative Arts:

The purpose of Creative Arts is to develop learners as creative, imaginative individuals, with an appreciation of the arts. A safe and supportive environment is created for learners to explore, experience and express thoughts, ideas and concepts within an atmosphere of openness and acceptance. Creative Arts provides opportunities for learners to give expression to their feelings and understandings, individually and in collaboration with others. It creates a foundation for balanced creative, cognitive, emotional and social development.

Creative Arts is instructed from grade R until grade 5 and is available in a separate document.

### Physical Education:

The development of the learner's gross and fine motor skills and perceptual development is fundamental in the early school years. Physical and motor development is integral to the holistic development of learners. It makes a significant contribution to learners' social, personal and emotional development. Play, movement, games and sport contribute to developing positive attitudes and values. This area focuses on perceptual and locomotor development, rhythm, balance and laterality. The focus in the early years is on games and some activities that will form the basis of participating in sports later on. Physical growth, development, recreation and play are emphasized.

In the later years, Physical Education (PE) aims to develop learners' physical wellbeing and knowledge of movement and safety. During engagement in this study area, learners will develop motor skills and participate in a variety of physical activities. Participation in PE will nurture positive attitudes and values that will assist learners to be physically fit, mentally alert, emotionally balanced and socially well adjusted. Learners will directly experience the benefits of such participation and be better able to understand the importance of a physically active lifestyle. During movement activities teachers will also address the development of other skills such as relationship skills, problem solving skills and the enhancement of self-esteem.

Physical Education is instructed from grade R until grade 5 and is available in a separate document.

### Natural Sciences

The subject Natural Science which forms an integral part of Life Skills has been shaped by the search to understand the natural world through observation, testing and providing ideas, and has evolved to become part of the cultural heritage of all nations. In all cultures and in all times people have wanted to understand how the physical world works and have needed explanation that satisfies them. The subject aims to empower the learner to interact with and understand the world better and to do so safely within their personal ability.

Natural Sciences is instructed from grade 4 until grade 5 and is available in a separate document.

## 2.4 Teaching in Grade R – 5

Learners following the learning programme for Grades R to 5 need support to develop optimally. The National Early Learning Development Standards (NELDS) and the Learning programme for learners with a Profound Intellectual Disability (PID) are important reference documents to be used as resources in the planning of teaching and learning. Activities should be adapted to allow all learners to participate and develop according to their ability. The skills taught in any grade or year lays the foundation for the next year and grade. The programme is designed to support the development of the learner and takes into account physical age as well as developmental age.

The learning programme is written to accommodate those learners with a severe intellectual disability, who are unable to access the Curriculum Assessment Policy Statement. This may also be due to other disabilities, for example, Autism Spectrum Disorder or other developmental, functional, cognitive or behavioural challenges.

The policy provides a learning program from Grade R to Grade 5. The learning program will span the learner's whole school career as detailed in the table below. The learners will be grouped according to chronological age and ability to access the programme. Staggering grades will allow the learner to fully grasp the concepts being taught. In the description of the topics it has been taken into account that learners may only achieve the outcomes set in the second year in the grade, or that some topics will be repeated and presented in different ways to allow for different learning styles and consolidation of the learning outcomes. The level of instruction will be pitched to allow the learner to remember, understand and where possible apply the concepts taught. (refer to Blooms' Taxonomy of Educational Objectives: The Classification of Educational Goals).

As a guide for planning, allocating learners to classrooms, and for making activities developmentally appropriate, it is recommended that classes are structured as follows:

Grade	R			1		2		3		4		5		
Chronological age (year you turn)	5	6	7	8	9	10	11	12	13	14	15	16	17	18

However, the individual learner's progress and ability should be taken into account when straddling grades or progression between grades / classes is being considered.

One of the most important roles of the teacher is to provide learners with an environment that is safe and conducive to learning, with adequate opportunities to participate and explore the world under the careful guidance and support of the teacher.

The teacher can use Augmentative and Alternative Communication (AAC) methods to facilitate participation. (Augmentative and alternative communication (AAC) is an umbrella term that encompasses the communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language. AAC can be a permanent addition to a person's communication or a temporary aid).

The teacher should provide:

- routine, structured activities, free play, and sport activities for learners that are enjoyable, manageable and age appropriate;
- a range of resources for routine, structured activities, free play and sport activities;
- a well-managed, learner-friendly and freely accessible environment.

Learners should not be seated in chairs behind desks for the whole school day. They should be given opportunities to work in various safe spaces that are conducive to learning, such as sitting on carpets or other workspaces (art corner, reading corner, etc). The environment should be free from obstacles to allow the learner to move with ease and comfort and to prevent accidents.

The timetable should consist of routine activities, free activities indoors and outdoors, and structured activities that provides variety of opportunities to learn. In the higher grades (Gr 4 and 5), offer the learner the opportunity to interact with the world around him/her at school in the local community. The purpose of these activities are to provide the learner with life exposure in real life situations, and to prepare the learner to enter the world of work in whichever way he/she will achieve this; whether in the open labour market, supported employment, sheltered workshops or at home.



#### 2.4.1 Adapted teaching methodology

To accommodate all learners in the class, the teaching methods should be adapted to allow for the individual learner's ability. . General teaching terminology used can be adapted to make the content accessible to the learner who experiences barriers to learning.

For example:

- Know / Remember – the learner must be able to say, point to or show pictures/symbols or use assistive devices to answer questions relating to the topic, rather than being able to write answers on a question sheet.
- Understand – the learner is able to do the above (know / remember) in other contexts or places or situations and is able to give the answers to other persons in the same way. They should be able to explain the concept in their own words.
- Apply – use what you know / remember to do a task, adapted to your physical ability.
- Indicate / identify – the learner must be able to name / list / match / point or use gestures to answer the questions posed to assess the level of knowledge gained. The method used to assess must be adapted to the learner's physical ability, e.g. where one learner will be able to say "yes" a non-verbal learner may use cards / pictures / gestures to indicate "yes".
- Say / Tell / Ask – can be rote saying of lists, telling a story or indicating that the learner needs attention or assistance from the teacher. It means that the learner will be taught to use AAC, sign language or gestures to show answers or use an adapted communication method to give a correct answer. (e.g. point to a card with name printed on when asked what is your name)
- How to / do – refers to being able to show the skill to perform a task. This will depend on the learner's physical ability, and the adapted method that the teacher used to teach the learner to perform the task. The learner may also need different levels of assistance from the teacher, which can be recorded, e.g. the learner is able to cut on a line with hand over hand assistance from the teacher.

#### 2.4.2 Routine Activities:

In the time allocation for teaching Life Skills, provision is made for Routine Activities. These activities should be scheduled to take place at the beginning, the end and, where needed, at other times during the day. By teaching routine activities, the learner is shown how to develop daily routines and assists to set the tone for each day at school. This time is used for orientation, personal hygiene routine / toilet routine in the morning and before or after break as well as teaching appropriate meal time behavior and manners. Learners must be encouraged to participate in these activities at their level of functional ability. Initially participation will be teacher guided, and in higher grades it could be an allocated duty for an individual learner based on his/her level of ability based on a class duty list. The topics addressed will vary according to the learner's ability, interest and social / school

calendar.

The following are Routine activities:

1. Daily Orientation:

- Date: Year, Month, Day, day of the week
- Weather: Seasons, Today's weather
- Holidays and celebrated days for the coming week / month / term
- Orientation to self, teacher, friends, school
- News worthy items

2. Daily Routine:

- Mealtimes – collecting food, dishing out, tidy up
- Toilet training and personal hygiene – also include shaving and managing menstruation
- Tidy and clean up

2.4.3 Free play activities indoors and outdoors for Grade R to grade 3:

Free play activities can take place either indoors or outdoors or both. All the skills learned and practiced during free play and physical education, support the development of the learner and will assist with learning and teaching.

Examples of free play activities include:

Free play inside

Free play outside

Free art (painting, drawing, modelling)	Water (and mud) play
Tearing, cutting	Sand play
Pasting	Sensory play
Block area	Fantasy play
Fine motor activities (pencil grip activities, tongs, tweezers, puzzles, threading, weaving, dressing frames, etc.)	Gross motor play (climbing, swinging, balancing etc.)
Sand box	Block play
Fantasy play	Ball play
Book area	Wheel toys
Discovery area (interest table, matching /sorting cards, sensory activities)	Construction
Music area	Gardening
Writing area	Caring for animals
Block play	Outside art activities

### Tips for teachers when planning for free play for Grade R to Grade 3:

The learner(s) with severe intellectual disability may not know what is expected of him/her during this time.

- Begin by modelling the expected behaviour.
- Tell the learners that what is happening is fun, and they may join you.
- Learners will initially only look, then they may start responding, and this may be followed by copying your behaviour or peer behaviour.
- Free creative play will develop later, once the learners have seen and felt the benefit.
- Initially only provide one or two choices of activity, and that may be increased to provide the learners with more choices.
- Structure the time clearly.
- Tell the learners that this is play time and give the options available.
- Remember that the development of play begins with egocentric play, then parallel play and then group play.
- The skill of sharing will only be learned later.

#### 2.4.4 Structured Activities

Structured activities are short teaching and learning activities, often guided by the teacher. They can be done with individual learners, in small groups or as a whole class, depending on the nature of the lesson. The concepts, content and skills for structured activities are specified in the study areas in the learning programme. In planning structured activities, follow the guidelines set out in the term programme and bear in mind that the balance between theoretical and practical work should be 20% theory embedded in the practical work and 80% practical work. Allow learners to use all their senses to interact with the concepts being taught. Where practical, use real objects, experiences and places to teach. Songs, poems, stories, shared reading are good ways to engage the learners with the topics being taught. Use posters, collages and art to reinforce the concepts being taught. Worksheets / theory should be limited to 20% of the work being done.

#### 2.4.3 Perceptual Skills

Perception means using the senses to acquire information about the surroundings, environment or situation. The development of perceptual skills in learners is extremely important in laying a foundation for all future development and learning. The development of perceptual skills potentially

occurs throughout all learning. Teachers should focus on the development of perceptual skills across all study areas and refer learners for the appropriate therapeutic intervention if any problems are suspected. (Use the School Based Support Team (SBST) or District Based Support Team (DBST) process to effect the referral.

The following are key perceptual skills that teachers should pay attention to:

- Visual perception - acquiring and interpreting information through the eyes - accurate visual perception enables the learner to read, write and do mathematics;
- Visual discrimination - the ability to see similarities, differences and details of objects accurately;
- Visual memory - the ability to remember what the eyes have seen and the correct sequence in which things have been perceived;
- Auditory perception - acquiring and interpreting information through the ears - accurate auditory perception enables the learner to give meaning to what is heard;
- Auditory discrimination - the ability to hear similarities and differences in sounds;
- Auditory memory - the ability to remember what the ears have heard and the correct sequence in which sounds have been perceived;
- Hand-eye co-ordination - the hands and eyes working together when performing a movement, e.g. throwing or catching a ball;
- Body image - a complete awareness of one's own body, i.e. how it moves and how it functions;
- Laterality - showing an awareness of each side of the body, e.g. which hand is waving;
- Dominance - preferring to use one hand or side of the body, i.e. either right or left dominant;
- Crossing the mid-line - being able to work across the vertical mid-line of the body, e.g. being able to draw a line from one side of the page to the other without changing the tool from one hand to the other;
- Figure-ground perception - being able to focus attention on a specific object or aspect while ignoring all other stimuli, the object of the attention is therefore in the foreground of the perceptual field while all the rest is in the background e.g. being able to read one word in a sentence;
- Form perception - the ability to recognise forms, shapes, symbols, letters, etc. regardless of position, size, background, e.g. can recognise a circle because of its unique shape;
- Spatial orientation - the ability to understand the space around the body, or the relationship between the object and the observer, e.g. the hat is on my head.

#### 2.4.4 Functional, Behavioural and Emotional development.

Teachers need to pay attention to the holistic development of each learner in the class. The learning programme is written to guide the teacher in providing the learner with opportunities to participate in real life events and interact with situations, objects and people that they will encounter in life. In working with the learners, the teacher will be in a position to assist the learner to have real life experiences that will support them in their development to be healthy, happy, busy human beings. The teacher must focus teaching on functional participation in activities, and encourage the correct behavioural responses in class and outside of the classroom. Assisting learners to deal with positive and negative emotions will help the learner to develop ways to deal with the challenges that life poses. Should the teacher find any functional, emotional or behavioural problems that cannot be addressed in the classroom, the learner must be referred for the required therapeutic intervention. (Use the School Based Support Team (SBST) or District Based Support Team (DBST) process to effect the referral).

#### 2.4.5 World of Work

One of the biggest challenges faced by the learner(s) with severe intellectual disability is making the transition from school to work. The Skills and Vocational learning programme aims to address the transition by preparing the learner for the world of work and by building vocational skills during their school career. In the life skills programme the learner will be equipped with knowledge of the world of work, but it is essential that the learner is exposed to the world of work from age 14 (Grade 4). While some time is allocated to the world of work in the teaching plan for Life Skills, schools must make a priority of providing the learner with real-life exposure to the requirements of the world of work.

- To expose the learners to the requirements set in the world of work, each learner from Grade 4 and 5 must be given an additional task at school that must be done on a daily basis.
  - It is recommended that this task is done for a person other than the learner's own teacher.
  - This task should not take more than 5 to 10 minutes per day.
  - This task should not interfere with learning and teaching time, i.e. it can be done before or after lessons, during break or in daily routine time.
  - Completion should be monitored by the learner and the other person involved. (This may be a checklist that the learner ticks and the person for whom the task is being done records if the task was done correctly and consistently). This feedback is then sent to the learner's teacher on a quarterly basis).
  - The purpose is to teach the learner responsibility, to provide them with an opportunity to be of

service and to practice self-monitoring and reporting.

- It is recommended that these tasks remain the learner's responsibility for at least a term, before being rotated. The maximum time tasks should be allocated to a specific learner, is two terms.
- Each teacher in the school can contribute to this project by providing a list of tasks that needs to be done specific to their class. Suggested tasks could be unlocking classrooms, opening windows, closing windows, collecting food and taking to a class, sweeping, dusting, carrying daily messages, fetching tea, helping other learners in wheelchairs, setting a table for lunch, checking that lights are off at the end of a school day, watering plants, emptying dustbins at the end of the day etc.
- In Grade 5 (with preference being given to the 18 year old learners) learners should (where possible) be given an opportunity to leave the school premises and be exposed to local workplaces at least once a week.
  - When choosing potential learners to participate in the programme and looking at likely jobs, bear in mind the individual learner's preferences, physical and emotional ability and social skills.
  - Arrange with local businesses that learners can shadow specifically identified workers to see and feel what it is like at the workplace, while assisting them with tasks that are within the learner's ability.
  - It is essential that this programme is always coordinated by either a teacher or school based therapist.
  - Learners must be dropped off into the care of a person who has been briefed about the learner's disability, ability, and that the learner is there to learn and participate.
  - Request termly feedback from the person that the learner has shadowed, so that the learner can have a record of the time spent at the workplace.
  - Learners should not be paid or compensated for this work, as it is still part of learning and teaching.
  - The parents of the learners will need to be briefed about this process as well, as it is not a "real job" and they should respect the opportunity offered to the learner, by not interfering at the workplace.
  - Possible jobs in existing companies could include doing parts of routine, entry level jobs under the supervision of the person who is performing the tasks as part of a job in the company. Examples are: washing dishes, laundry, ironing, raking and collecting leaves, cleaning, planting, assisting a technician, sweeping, preparation of vegetables, packing, dusting shelves etc.

- Learners can practice signing registers, requesting leave, reporting problems as part of this programme with the support of the coordinating teacher or therapist.
- Remember to follow the Department of Education's rules for learner outings, transport forms and indemnities when arranging the outings. Refer to Addendum A for a draft indemnity letter that is designed to meet the workplace's requirements and a draft letter that can be sent to the workplace to standardize the process.

#### 2.4.6 Safety at school and at home

Learners with a severe intellectual disability are not always able to make abstract judgements, and they are often not able to apply learned knowledge from one topic to the next. Impulsive behaviour as well as the inability to make fast decisions can easily lead to learners finding themselves in, or being exposed to dangerous situations. The teacher must therefore use every possible opportunity to remind the learner about the safety requirements of tasks, tools, equipment and environments used. Using routines or rhymes to remind learners of safe ways to do tasks must be a part of everyday work in the classroom and at home. Teaching the learners how to ask for help is integral to many of the topics covered in the learning programme. The teacher will need to be alert and aware when working with these learners to create a challenging learning and teaching environment where they can safely explore their world without being afraid or getting hurt.

### 2.5 Resources

#### Human Resources

An appropriately qualified teacher registered with SACE in line with the Collective Agreement 5 of 2001 is required to teach Life Skills.

#### Suggested Structural Resources Required:

- Classroom with sufficient space to accommodate the appropriate furniture for learners with a severe intellectual or other disability.
- Carpeted area / working space
- Space / furniture for safe storage of learner's bags, and stock
- Pin board for charts, pictures etc.
- Blackboard / whiteboard
- Easily accessed washing up area (sink / tub with workspace)
- Nearby and easily accessed ablution facility.

- Access to gardens, kitchen and basic household kitchen equipment, simulated bedroom and living area.
- Office equipment such as a computer, copier, printer, laminator etc. to make adapted Learning and Teaching Support Material (LTSM).
- Internet Access.

Suggested Learning and Teaching Support Material (LTSM) required:

The following is recommended learning and teaching support material for the classroom. Teachers should adapt the LTSM according to the needs of learners.

This recommended material for learners includes (but is not limited to):

- bean bags, ropes, hoops, balls of different sizes, balancing beams/planks/tyres, outdoor play equipment (tyres, jungle gym, climbing ropes, trees), scarves/strips of cloth, bats, containers (bowls, buckets, tins to be used as targets), skittles/bottles (as targets), hard, flat open surface, sticks, storage containers, swings, bricks, cones, balloons
- dry media: wax crayons, paper, oil pastels, chalk, colouring pencils, felt-tipped pens, charcoal, sand, pens and pencils
- wet media: paint, ink, dyes, mud, food colouring, fragranced oil
- brushes of different sizes
- sheets of paper or scrap paper in various sizes and colours
- earthenware clay, paper maché, play dough, mud
- beads (glass, paper, plastic), straws, macaroni, shells, etc. for threading
- tin foil, wool, string, pegs, stones, seeds, old newspapers/magazines
- glue, cardboard strips for glue applicators, scissors, pre-mixed starch
- paperclips, and other stationary
- CD player, CDs, musical instruments / homemade instruments
- old clothes, utensils, containers, to be used as 'props' for fantasy and dramatic play
- electrical equipment like a kettle, toaster etc.
- puzzles and other manipulative educational toys, bought and home made
- pictures, posters, wall charts
- globes, maps of the world, maps of Africa, maps of South Africa, maps of the local area
- information and story books (library)



- shared readers
- plastic lens/ magnifying glass
- people - older family members and invited guests
- scrapbooks and workbooks
- basic first aid kits
- Learn Not To Burn book
- basic self care kits, puberty kits, menstrual care kits
- concrete objects for some topics
- play toys like plastic farm, wild animals and transportation objects
- money (as realistic as possible)
- puppets
- SA Flag and national symbols
- Safety Signs and Personal Protective Equipment used at various workplaces
- Posters from Department of Health, SASSA etc. on basic healthcare, benefits etc.
- Chemicals used in a house
- Tools and Equipment used in a house
- Newspapers, Magazines

## 1.6 Time allocation

### Time Allocation: Learning Programme for Learners with a severe intellectual disability

- 27.5 hours teaching time per week

	Subject	Time Allocation per week	
		Grade R to 3	Grade 4 to 5
<b>GENERAL EDUCATION SUBJECTS</b>	Home Language	10 hours	6 hours
	First Additional Language		2 hours
	Mathematics	5 hours	3 hours
	Life Skills	12.5 hours	8.5 hours
<b>ELECTIVES</b>	Skills Subjects (at least 3 electives)		8 hours - 2 hours in schools instructing 4 electives and 2,5 hours in schools instructing 3 electives. (The 0.5 hour can be allocated to Life Skills in schools who instruct 3 electives)
<b>Total:</b>		<b>27.5 hours per week</b>	<b>27.5 hours per week</b>

The learning programme provides for 27.5 hours per week for learners of all age groups. Teachers should note the following:

- Although the policy prescribes fixed time allocation, the teacher may use his/her discretion for flexibility, thus adapting the programme to cater for specific needs of learners.
- Learners following this programme may need to be taught basic life skills. Time can be allocated to teach these learners the relevant skills, such as eating, personal hygiene or toileting, etc.
- Mealtimes can be included into the learning and teaching time.
- Rest times (grade R learners) can be part of the daily programme, to accommodate those learners who may experience challenges.
- The goal is to challenge the learners to reach their own personal optimal level of functioning thus

preparing them for the open labor market.

Time Allocation: Life Skills: Grade R to 3 per week

			LIFE SKILLS COMPONENTS	TIME ALLOCATION
Total time allocated = 12.5 hours per week	Life Skills	8 hours	Routine Activities: 30 minutes per day	2.5 hours
			Free Play per 5 day week	2 hours
			Life Skills per 5 day week	3.5 hours
	Physical Education	1 hour	Physical Education per 5 day week	1 hour
	Creative Arts	3.5 hours	Creative Arts per 5 day week	3.5 hours
<b>TOTAL</b>		<b>12,5 hours</b>	<b>TOTAL</b>	<b>12,5 hours</b>

Time Allocation: Life Skills: Grade 4 to 5 per week

			LIFE SKILLS COMPONENTS	TIME ALLOCATION
Total time allocated = 8.5 hours per week	Life Skills	5 hours	Routine Activities per 5 day week	2 hours
			Life Skills per 5 day week	3 hours (0.5 hour can be allocated to Life Skills in schools who instruct in 3 Skills electives)
	Physical Education	1 hour	Physical Education per 5 day week	1 hour
	Creative Arts	1 hour	Creative Arts per 5 day week	1 hour
	Natural Sciences	1,5 hour	Natural Sciences per 5 day week	1,5 hour
<b>TOTAL</b>		<b>8.5 hours</b>	<b>TOTAL</b>	<b>8.5 hours</b>

## 2.6 Topics

- The learning programme is designed with the knowledge that the learner with a severe intellectual disability needs more time and revision to master new knowledge and skills.
- The programme draws from topics covered in the Grade R to 12 Life Skills / Life Orientation CAPS (and other subjects as noted above) and has been adapted to allow for graded and repeated exposure to the key concepts being taught.
- Topics have been carefully chosen to build upon each other and to allow the learner to use previously learned information to master new concepts.
- The teacher in the class should straddle the content according to the learners' progress and ability.
- Use the topics as a means to integrate the content from the different study areas where possible and appropriate.
- Teachers may adapt the content so that it is suitable for their school contexts, but the core topics need to be covered in the learning programme. Use the daily routine activity time to reflect on content previously taught or that may be newsworthy items.
- Additional content may be included to enhance the learning and understanding of core topics. The content should be age appropriate and relevant to the learner, school environment, local community, festivals & special days, and news.
- It is recommended that, at least once per year, the learners are taken on an excursion to experience real life situations. These excursions can be to a local business or park to create opportunities for the learners to have real life experiences and to interact with new people.

## 2.7 Weighting of topics

The curriculum is designed to span across 40 weeks of the academic year, which is 10 weeks per term. Nine weeks are to be used for learning and teaching and 1 week for assessment. The one week for assessment must not be scheduled at the end of the 9 week cycle, but should be included as school based assessment on an ongoing basis or for specific assessment tasks. The learning programme allows for instructing twenty percent (20%) subject content which should be embedded in teaching the learners to execute the skills. This implies that theoretical lessons should not be instructed in isolation, but during the teacher's demonstration that takes place 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

## 2.8 Sequencing and progression

The order for the topics provided is designed to follow the important principles of Early Childhood Education. The topics begin with what is familiar to the learner (Me statements) and progress to less familiar topics and in the higher grades to survival skills and workplace related skills aimed to prepare the learner for leaving school. Therefore sequencing and progression have been built into the design of the topics. The sequence of the topics may be changed or relevant topics added, but teachers should pay attention to the progression of topics through the years and grades as well as the level at which the topic is addressed when adapting sequence of presenting topics and adding new topics.

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

OVERVIEW OF LIFE SKILLS: GRADE R TO 3			
GRADE R	GRADE 1	GRADE 2	GRADE 3
<b>Term 1</b> Me and my school Me and my body Me and my emotions My first (primary colours) Blue, Yellow and Red around us	<b>Term 1</b> Me and my school Everybody is special (me too) Me and my emotions Colours around us: Primary and Secondary colours	<b>Term 1</b> Me and my community What do I need to live? Me and other people Senses	<b>Term 1</b> Changes in me My feelings and emotions Me and my time-line Me and my Rights and Responsibilities
<b>Term 2</b> Senses Healthy eating habits Fruit Vegetables Mixed secondary colours orange, green and purple around us	<b>Term 2</b> Me at Home Me and my Family How to keep myself safe and my body healthy Colours have meanings	<b>Term 2</b> Seasons Creatures living in water: Ocean, River, Pond. Animals and their shelters Farm and wild animals done in grade R and 1	<b>Term 2</b> Insects Life Cycles Recycling Keeping my body safe
<b>Term 3</b> Me and my family Me and my home Transport Look, colour has no shape or size	<b>Term 3</b> Good basic healthy habits Plants and Seeds Fruit Vegetables	<b>Term 3</b> Transport Road Traffic Safety People who help us Fruit Vegetables	<b>Term 3</b> Public Safety Pollution Space Fruit and Vegetables
<b>Term 4</b> Water Pets Farm animals Wild animals Colour can be light and dark	<b>Term 4</b> Water Different types of houses Pets Wild animals Farm animals	<b>Term 4</b> Water Our Country South Africa Communication in our world Night Life	<b>Term 4</b> Products and Processes. Where does food/clothes/money come from? Creatures and Animals that can help us

OVERVIEW OF LIFE SKILLS: GRADE 4 TO 5		
	GRADE 4	GRADE 5
Development of the Self	<b>Term 1</b> Positive Self Concept Formation Understanding Emotions Changes in boys and girls (puberty)	<b>Term 1</b> Positive Self Concept Formation Challenging situations: depression, grief, loss, trauma crisis and My Disability Sexuality, Relationships and Friendships
Health and environmental responsibility	Healthy eating & dietary habits Substance Abuse	How to do your own budget: Income and expenditure Decision Making about Health and Safety Social Factors that contribute to substance abuse
Social Responsibility	Cultural rites of passage	Diversity: Life events and social interactions Democracy, Citizenship
World of Work	The Rules of the Workplace History of Money	Workplace rules and processes Decision Making Process
Development of the Self	<b>Term 2</b> Personal experience of Working in a group Relationships with different people (peers, strangers, older people, supervisors) Good leaders / good followers	<b>Term 2</b> Goal Setting Skills Future options
Health and environmental responsibility	Food hygiene and storage	First Aid Health and social responsibility Safety at home
Social Responsibility	Human Rights and Responsibility	Human Rights Social benefits and responsibility
World of Work	Value and Importance of Work in fulfilling personal needs and potential How to use money wisely / wants and needs	Documentation required Safety Signs, PPE (Personal Protective Equipment)



<b>Development of the Self</b>	<b>Term 3</b> Abilities, Interests and potential Dealing with peer pressure, bullying, child abuse and violent situations	<b>Term 3</b> Options for my future
<b>Health and environment</b>	HIV & AIDS education basic facts. Traffic Rules relevant to road users	Dealing with stress Orientation to my town
<b>Social Responsibility</b>	Dealing with abuse and violent situations	Diversity Discrimination
<b>World of Work</b>	The Rules of the Workplace, and what I am NOT allowed to do Economic Cycle	Interview skills Time Management Accounting and pricing Earn a salary
<b>Development of the Self</b>	<b>Term 4</b> Me and my disability Receiving and giving feedback Asking for help & problem solving	<b>Term 4</b> Problem Solving Volunteerism
<b>Health and environmental responsibility</b>	Dangers in and around my house and environment. Local Environmental health problems Common diseases: TB Diabetes, epilepsy, obesity, anorexia, HIV & Aids	Health and Safety issues, Basic First Aid and Health Risks, HIV and AIDS Personal diet and Nutrition
<b>Social Responsibility</b>	Gender stereotyping, sexism and abuse	Democracy
<b>World of Work</b>	The Rules of the Workplace: Good attitudes to have at work Simulation of Career related activities Banking, saving and using an ATM	Finding work Payslip

### 3.1 Teaching plans

Each term comprises of ten weeks and 9 hours Life Skills instructional time is compulsory for learners between the ages of five (5) and fourteen (14) years. The sequence within the term is not compulsory and the teacher may cover the learning content and skills in any appropriate sequence.


Learners are three years in grade R, and two (2) years in grade 1 to 3.

The Occupational Health and Safety (OHS) Act 85 of 1993 requires the teacher to comply with the safety regulations when issuing equipment to the learners and the teacher may not leave learners unattended during Life Skills instructional time.

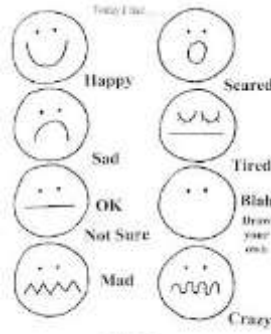
#### 3.1.1 Grade R term 1

Learners are three years in grade R and the learning content in the tables make provision for more difficult content to be taught during the second and third year in grade R to ensure that progression takes place.

GRADE R LIFE SKILLS - TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
			<p>Teachers must remember to stop thinking about their classrooms within strictly confined terms and be open to ideas that are outside of the norm. As a teacher you might just find a creative idea that transforms some of the suggestions in this document. Creative ideas can come from anywhere at any time so always keep your eyes, ears, and mind open! Add your own ideas and create a lively, dynamic teaching and learning experience for all.</p> <p>Below are some guidelines and ideas to assist you with the topics. Let your planned assessment (see week 10 suggested assessments at end of each term and formal assessment in Section 4) guide your planning for daily classroom activities.</p> <p>Please note that the learner will be in Grade R for three years.</p>

GRADE R LIFE SKILLS - TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
Week 1&2	Me and my school	<ul style="list-style-type: none"> <li>Know/Remember personal detail - my name, my picture or symbol, my family, class, transport</li> <li>Know name of school and the teacher and friends</li> <li>Know play areas</li> <li>Know toilets location and routine of toilet activity</li> <li>Know that there are rules in the school</li> <li>Remember rules of the class</li> <li>Work together in a group in the class</li> </ul>	<p>The Grade R programme is intended to prepare learners for learning and teaching to be encountered in Grade R and higher.</p> <p>It is extremely important to make the new learner aware and comfortable in the school setting. The learners in their second year in grade R can be helpers with the new learners.</p> <ul style="list-style-type: none"> <li>Keep the personal details to the basic like name, surname, family and a symbol (photo of the learner or a picture allocated to the learner to help recognise place in class, where to put the suitcase, where to hang the facecloth etc, on desk, on chair, in bathroom etc.).</li> <li>Make name tags for every learner with their name and a unique symbol.</li> <li>Know that the family has members: mom, dad, siblings, and grandparents.</li> <li>The toilet routine activity takes place daily. The teacher has to introduce the toilet routine to the learners and they must develop an awareness of sequence/order of the toilet routine.</li> <li>Routine of toilet activity: It doesn't matter what toilet (flush toilet, squad toilet or pit latrine) the learner uses, there are certain basic rules: <ul style="list-style-type: none"> <li>Sit on the toilet,</li> <li>Wipe yourself,</li> <li>Leave the toilet clean for others,</li> <li>Wash your hands.</li> </ul> </li> </ul> <div>  <p><b>Sarah Mono</b></p> <p>ABC Special School</p> <p>Teacher: Ms Duo</p> </div>

GRADE R LIFE SKILLS - TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
			<ul style="list-style-type: none"> <li>Rules in every school and class will differ, here are some suggestions: <ul style="list-style-type: none"> <li>Walk - don't run,</li> <li>Use inside voices inside and outside voices outside,</li> <li>be nice to friends and teachers (include other staff or adults at the school),</li> <li>listen and do your best,</li> <li>ask for help,</li> <li>sit down when told to.</li> </ul> </li> <li>Remember to phrase rules in positive terms - tell the learner what to do. This is a fun activity for the class to work together on this project.</li> <li>Class rules must be visible to learners on posters using pictures and text</li> </ul>
Week 3&4	Me and my body	<ul style="list-style-type: none"> <li>Understand what makes me special - name, gender, language</li> <li>Identify parts of the body - head, shoulders, arms, hands, fingers, legs, knees, feet, toes</li> <li>Indicate function of body parts</li> <li>Show my likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>Make sure that every learner knows that they are special. Tell a story about a special child in the school, community or even a hero from the past on the level of the learners in front of you. Story time is a great way to introduce and reintroduce the body parts to learners.</li> <li>Learners must learn to respect other people, even though they may look or speak differently.</li> <li>Body parts and the function of the parts can be introduced with an action song, videos, books, flashcards, during daily routine activities like you use your fingers to pick up the blocks and your legs to walk to the swing or your arms to hug your friend etc.</li> <li>Likes and dislikes can be introduced with favourite and not so favourite food and this can expand to other likes and dislikes for example weather, clothes, music, games, toys etc. Present learners with concrete choices before moving to photos, pictures or</li> </ul>

GRADE R LIFE SKILLS - TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
			symbols.
Week 5&6	Me and my emotions	<ul style="list-style-type: none"> <li>Recognise emotions – happy, sad, scared, mad and worried</li> <li>Show my emotions in a good way</li> <li>Understand and verbalise how to say sorry</li> </ul>	<p>This topic can be used to teach the learners how to react to their emotions. Remember that in the early school years, learner's emotional states are situation specific and can change as rapidly from one activity to another. Grade R learners need guidance to help them interpret their own feelings and emotions and to interact. Remember that being hungry is a feeling that can be used to teach learners how emotions can make their bodies feel. Give the learner permission to express emotions and feelings appropriately (this means you can say or show that you are mad but you are not allowed to hurt others to show you are mad) without inducing shame or guilt.</p> <p>Make use of inexpensive ideas to make apparatus, flashcards and posters, like using paper plates and ice cream sticks to draw line figures of faces showing emotions.</p> 
Week 7 - 9	My first (Primary) Colours yellow, blue and red around us	<ul style="list-style-type: none"> <li>Recognise nature's colour for yellow is the sun and fruit like banana and apple.</li> <li>Recognise nature's colour for blue is the sky and water</li> <li>Recognise nature's colour for red is flowers and blood and</li> </ul>	<p>Teaching colours is an easy task because we don't have to buy anything to do it. We only need persistence and repetition.</p> <p>Bear in mind that recognizing of day and night is easily linked to the colours black and white. This is a technique that the teacher can use to design down for the learners who struggle with identifying the primary colours.</p> <p>Tip: When the teacher shows the learner an object to identify colour say a "red apple", use the word colour together with the name of the object. Instead of saying "this is red" it is better to say "this is an apple and its colour is red"</p>

GRADE R LIFE SKILLS - TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
		fruit like apple. <ul style="list-style-type: none"> <li>Identify colours yellow blue and red in items and objects around us</li> </ul>	<p>Remember that learners will be able to point out the right colour long before they can say its name. In the beginning of the process ask them to pick up all the yellow, blue and red pieces and if they do not know, show them a few until they catch on what you are asking them to do.</p> <p>Suggested activities for learners:</p> <ul style="list-style-type: none"> <li>Use some pieces of A3 paper and draw a large circle on each one. Pin the circles on different walls in the classroom. Model the activity: Say "Yellow/Blue/Red", take the specific colour crayon, walk over to one circle and color a small part of the circle. Do this for each color you plan to teach. Then, say a colour ("yellow/blue/red") to a learner and s/he should pick up the yellow crayon and go over to the circle you coloured in yellow. Let him/her colour it a little and then call him/her back. Continue with other learners.</li> <li>You can also play the game "I spy with my eye". The Teacher says, "I spy with my little eye something that is yellow/blue/red". Learners try to guess the object in the room (e.g. "a pencil").</li> <li>Have learners touching things in the colour that the Teacher shouts out (e.g. "Touch something yellow/blue/red") by using coloured blocks, toys etc.</li> </ul> <p>Learners enjoy these games. If a learner is not able to touch or walk to the object remember to adapt the activity for learners according to their physical and cognitive ability. Use Games, Pictures and Real objects and items in primary colours.</p>

## SUGGESTED LIFE SKILLS ASSESSMENT

Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.

### ME AND MY SCHOOL


<b>First Year:</b> <ul style="list-style-type: none"><li>• Respond to own name</li><li>• Know teacher and her name</li><li>• Identify and match basic school equipment</li><li>• Know play/toilet areas in class and outside</li><li>• Take part in classroom activities and routines</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Know own name and surname</li><li>• Know the name of the school</li><li>• Know and Identify teacher and friends</li><li>• Name classroom equipment</li><li>• Take part in classroom activities and routines</li></ul>	<b>Third Year</b> <ul style="list-style-type: none"><li>• Understand and obey class rules</li><li>• Understand and obey school rules</li><li>• Independently take part in classroom activities and routines</li><li>• Work in a group</li></ul>
<b>ME AND MY BODY</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Know his/her name and surname</li><li>• Know his/her gender</li><li>• Identify all parts of the face</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Know he/she is special</li><li>• Identify genders of friends and class mates</li><li>• Identify body parts</li><li>• Show function of parts of the body</li></ul>	<b>Third Year</b> <ul style="list-style-type: none"><li>• Name body parts</li><li>• Describe function of body parts</li><li>• Indicate likes and dislikes</li></ul>
<b>ME AND MY EMOTIONS</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Know emotions happy/sad</li><li>• Show emotions</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Know emotions happy/sad/scared/mad</li><li>• Show emotions in a good way</li></ul>	<b>Third Year</b> <ul style="list-style-type: none"><li>• Describe and show emotions happy/sad/scared/mad/worried</li><li>• Understand and verbalise emotions</li></ul>
<b>MY FIRST (PRIMARY COLOURS) BLUE, YELLOW AND RED AROUND US</b>		

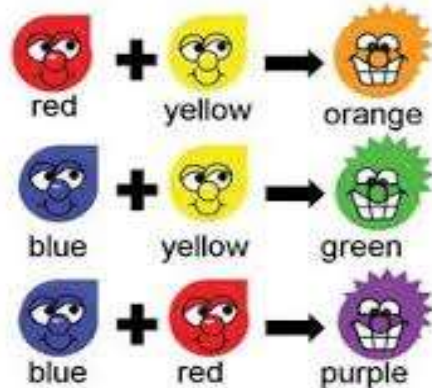
<b>First Year</b> <ul style="list-style-type: none"> <li>• Understand that colours exist</li> <li>• Know colour yellow</li> <li>• Match yellow in different objects</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Identify and name colours yellow/blue</li> <li>• Match and identify colours in different objects</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>• Identify and name colours yellow/blue/red</li> <li>• Collect and match colours in different objects</li> </ul>
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### 3.1.2 Grade R term 2

GRADE R LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
Week 1 to 4	Senses	<ul style="list-style-type: none"> <li>• Hear               <ul style="list-style-type: none"> <li>○ Identify where does sound come from?</li> <li>○ Identify ears</li> <li>○ Recognise sound hard and soft</li> <li>○ Care for my ears</li> </ul> </li> <li>• See               <ul style="list-style-type: none"> <li>○ Look at items and objects around me</li> <li>○ Identify eyes</li> <li>○ Identify light, dark</li> <li>○ Care for my eyes?</li> </ul> </li> <li>• Feel               <ul style="list-style-type: none"> <li>○ Identify different items and objects by feeling them</li> <li>○ Identify textures - hard, soft, smooth, rough, cold, warm</li> <li>○ Recognise that: I feel when I touch and I touch with my hands skin</li> </ul> </li> <li>• Smell</li> </ul>	<p>With this topic the learners will explore the five senses of sound, sight, touch, smell and taste. During this theme learners identify, compare and classify items as they investigate the world around them.</p> <p>The best way to teach learners about their senses is to have them use them. Actually hear, see, touch, smell and taste</p> <p>Focus on:</p> <p>Sounds (loud, soft) Have them make loud noises and listen to soft music</p> <p>Seeing and not seeing - blindfolds can be used.</p> <p>Textures (soft, hard, scratchy) Have them feel fur, sand paper, and other textured objects.</p> <p>Familiar smells (things they smell often, like food, flowers etc.)</p> <p>Have them smell items and tell them what they smell</p> <p>Simple tastes (sweet, sour, salty) Have them taste food and spices.</p> <p>Here are some ideas for class projects:</p> <p>The class or individuals can work together to compile a book or books about their senses. The activity should be fun for all and everybody should participate regarding his or her ability. Cut pictures from magazines, newspapers, and advertisements or even draw pictures to paste into the book.</p>

GRADE R LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>○ Identify smells I like</li> <li>○ Identify the nose</li> <li>○ Recognise stinky smells and nice smells</li> <li>• Taste               <ul style="list-style-type: none"> <li>○ Identify tastes I like</li> <li>○ Identify mouth and tongue</li> <li>○ Identify/Recognise salty, sweet, sour</li> </ul> </li> </ul>	<p>A class project can also be where you can paste pictures or pack real objects or items according to the senses.</p> 
Week 5	Healthy eating habits	<ul style="list-style-type: none"> <li>• Recognise a clean eating environment.</li> <li>• Identify plate, cup, knife, fork, spoon</li> <li>• Discover and identify healthy food</li> <li>• Discover and identify unhealthy food</li> </ul>	<p>Supporting healthy eating is of utmost importance. Teachers can be positive role models by discussing why healthy eating is important for them personally and by taking healthy choices for their snacks and lunches.</p> <p>Use positive reinforcement in the classroom when learners make healthy choices, and to use non-food or healthy foods for rewards.</p> <p>Learners must learn that before they eat a meal or snack that they should wash their hands. Teacher can make a chart with the steps for washing hands.</p> <p>The chart must be appropriate for specific class situations. If there is no running water make the chart appropriate with a bucket and soap and towel.</p> <p>Teacher and Learners can play a game with healthy and unhealthy food: Make use of two (2) white paper plates and learners must choose which one is the healthy or unhealthy food and sort it according to the healthy and unhealthy plate. Real food can also be used in the game.</p>
Week 6	Fruit	<ul style="list-style-type: none"> <li>• Identify different fruit -</li> </ul>	The learner learns the names of the fruit indicated in the content and talk about the

GRADE R LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
		Apple/Banana/Grapes/Pear/Peach <ul style="list-style-type: none"> <li>• /Orange</li> <li>• Recognise the taste and textures of fruit</li> <li>• Recognise shapes and colours of fruit</li> </ul>	taste, shape (link with mathematics), colour (Link with topics of colour in Life Skills) and texture of the fruit. The fruit can be displayed on the daily interest table for the learners to observe.  Learners can make a fruit salad.  A rhyme can be introduced to the learners about fruit.  Build puzzles with a fruit theme.  Sing a song about fruit.
Week 7	Vegetables	<ul style="list-style-type: none"> <li>• Identify different vegetables Carrot/Cabbage/Beans/Potato/Pumpkin/ Onion/Beetroot</li> <li>• Taste and textures of vegetables</li> <li>• Shapes and colours of vegetables</li> </ul>	The learner learns the names of the vegetables indicated in the content and talk about the taste, shape, colour and texture of the vegetables. The vegetables can be displayed on the daily interest table for the learners to observe.  Learners can make soup.  A rhyme can be introduced to the learners about vegetables.  Build puzzles with a vegetable theme.  Sing a song about vegetables.
Week 8 & 9	Mixed (Secondary) colours orange, green and purple around us	<ul style="list-style-type: none"> <li>• Recognise nature's colour for orange is fire and fruit like orange and peach.</li> <li>• Recognise nature's colour for green is plants and fruit like apple and pear.</li> <li>• Recognise nature's colour for purple is flowers and fruit like grapes.</li> </ul>	 <p>A secondary color is a color made by mixing two or more primary colors in a given color space.             Make use of term 1 ideas to introduce the different secondary colours.</p>

GRADE R LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<p>The learner must be able to:</p> <ul style="list-style-type: none"> <li>Identify colours orange, green and purple in items and objects around us.</li> </ul>	

## SUGGESTED LIFE SKILLS ASSESSMENT GOALS


Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.

<b>SENSES</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Develop an appreciation for senses</li><li>• Show the different senses hear/see/feel/smell/taste</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Identify and name different senses hear/see/feel/smell/taste</li><li>• Know difference between senses</li></ul>	<b>Third Year</b> <ul style="list-style-type: none"><li>• Connects all the five senses to the world around him/her</li></ul>
<b>HEALTHY EATING HABITS</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Describe a clean eating environment</li><li>• Match crockery and cutlery</li><li>• Identify healthy/unhealthy food</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Discuss clean eating environments</li><li>• Collect and match crockery and cutlery</li><li>• Identify and name healthy/unhealthy food</li></ul>	<b>Third Year</b> <ul style="list-style-type: none"><li>• Discuss the importance of clean eating environments</li><li>• Understand the functions of crockery and cutlery</li><li>• Discuss importance of healthy food</li><li>• Discuss unhealthy food and its risks</li></ul>
<b>FRUIT</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Become aware of familiar and a variety of fruit</li><li>• Identify and show apple/banana</li><li>• Identify the colour of apple/banana</li><li>• Recognise the taste of apple/banana</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Match and name apple/banana/grapes/pear</li><li>• Match and name the colour of apple/banana/grapes/pear</li><li>• Recognise the taste of apple/banana/grapes/pear</li><li>• Indicate that fruit has different shapes</li></ul>	<b>Third Year</b> <ul style="list-style-type: none"><li>• Identify the colour, taste, texture and shape of apple/banana/grapes/pear/peach/orange</li><li>• Discuss the importance of eating fruit every day</li></ul>

<b>VEGETABLES</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Become aware of familiar and a variety of vegetables</li> <li>• Identify carrots/cabbages</li> <li>• Match the colour of a carrot/cabbage</li> <li>• Recognise the taste of a carrot/cabbage</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Name carrot/cabbage/potato/pumpkin</li> <li>• Name the colour of carrot/cabbage/potato/pumpkin</li> <li>• Recognise the taste of carrot/cabbage /potato/pumpkin</li> <li>• Label that vegetables have shapes</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>• Identify the colour, taste, texture and shape of carrot/cabbage/potato/pumpkin/onion /beetroot</li> <li>• Understands the importance of eating vegetables every day</li> </ul>
<b>MIXED COLOURS – ORANGE/GREEN/PURPLE</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Indicate that colours exist</li> <li>• Know colour yellow/blue/red/orange</li> <li>• Match yellow/blue/red/orange in different objects</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Indicate colours yellow/blue/red/orange/green</li> <li>• Match and show colours in different objects</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>• Know colours yellow/blue/red/orange/green/ purple</li> <li>• Label colours in different objects</li> </ul>

### 3.1.3 Grade R term 3

GRADE R LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
Week 1&2	Me and my family	<ul style="list-style-type: none"> <li>• Recognise what a family is?</li> <li>• Talk about family members?</li> <li>• Tell about family activities.</li> <li>• Discuss caring for one another</li> </ul>	<p>We live in a diverse world. The concept of the stereotypical family (mom/dad/siblings/grandparents etc.) does not prevail in our society as it once did. More children are being raised by single parents, by same-sex parents, in blended families and in families with mixed race, religion and ethnicity. It is important to teach anti bias lessons and to help learners recognize and accept differences and see similarities beyond the surface. Learners must be assured that differences are fine. The introduction to families that may not be like their own, in particular, encourages tolerance and acceptance because they see that, even within their own classroom, everyone's family is unique!</p> <p>Every learner can make a personalised book with each or some of these sentences at the bottom of each page. Make a large square in the middle of each page for the learner to make/paste a picture/photo of that sentence as to how it applies to their family. Title of each page: Page 1: This is me! My name is _____. Page 2: This is my family, Page 3: I live in a ____ house. Page 4: I like to play with a _____. Page 5: I like to eat _____. Page 6: My favourite toy is _____. Page 7: My favourite place to eat with my family is _____. Page 8: My favourite thing to do with my family is _____.</p>

GRADE R LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
Week 3&4	Me and my home	<ul style="list-style-type: none"> <li>Discuss who lives in the house of the family. (Revise family)</li> <li>Explain what they do at home? (Revise activities at home)</li> <li>Identify rooms in the house - kitchen, bedroom, bathroom, and living area.</li> <li>Explain his/her place and work/responsibility at home</li> </ul>	 <p>Keep in mind that homes (building) will differ in every province. Use this topic and make it appropriate for the specific province. Be sensitive to every learner's home circumstances.</p> <p>The teacher and learners will enjoy to make and decorate a cardboard house that will allow their imaginations to run wild.</p>
Week 5 to 7	Transport	<ul style="list-style-type: none"> <li>Develop a concept of what transport is</li> <li>Identify a car, boat, bicycle, bus, taxi, aeroplane, train</li> <li>Indicate how he/she/friends comes to school?</li> </ul>	<p>This topic is to familiarise learners with what transportation is: to carry from one place to another.</p> <p>Show the different methods of travel. Play a game like: Be a _____. Have the learners pretend to be a car, aeroplane, boat, train, taxi etc.</p> <p>Boat</p> <ul style="list-style-type: none"> <li>Make a boat of an old box with low sides. Provide the learners with life preservers and sailors hats (made from paper) to wear. Make use of fantasy clothes to introduce the other transport methods.</li> </ul> <p>Block Area Ideas</p> <ul style="list-style-type: none"> <li>Have the learners create an airport, neighborhood, highway, lake etc.</li> </ul> <p>Aboard the Colour Train:</p> <ul style="list-style-type: none"> <li>Cut out many "tickets" from different colours of construction paper. Give each learner three or four tickets. Tell the learners that you are the conductor of a Colour Train and they can ride the train if they have a ticket that matches the colour you call. Set</li> </ul>



GRADE R LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
			up chairs or have the learners line up to march around the room. Announce "All aboard the Red Train" or the colour of your choice. Have the learners give you their ticket and have them march around the room. After a minute, announce a new colour. Variations: use numbers, letters or shapes instead of colours.
Week 8 & 9	Look, colour has no shape or size	<ul style="list-style-type: none"> <li>Identify the colours taught in term 1 and two</li> <li>Understand that colours have no shape or size</li> </ul>	<p>When you show a learner an apple and say the colour is green, it is possible for the learner to remember the shape of the apple and think this is the meaning of green. You must also show an apple that is not green.</p> <p>Through our examples, we need to help our learners learn that color has no shape. Green can be an apple, a fabric or a leaf.</p> <p>Through our examples, we need to help our learners learn that colour has no size. Green can be small, it can be big and it can be huge.</p> <p>Through our examples, we need to help our learners learn that colour can be seen outside or inside. Green can be on a tree and it can be in the closet.</p> <p>Through our examples, we need to help our learners learn that colour can have different textures. Green can be smooth (apple) or rough (grass).</p>

## SUGGESTED LIFE SKILLS ASSESSMENT GOALS

Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.

<b>ME AND MY FAMILY</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Show a family</li><li>• Match words or pictures of what makes up a family</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Know what a family is</li><li>• Know what makes up a family mom/dad/siblings/grandparents</li><li>• Know that no two families are alike</li></ul>	<b>Third Year</b> <ul style="list-style-type: none"><li>• Explain and understand what a family is</li><li>• Know and label what makes up a family mom/dad/siblings/grandparents/extended family</li><li>• Describe and explain family activities</li><li>• Understand caring for members of the family</li></ul>
<b>ME AND MY HOME</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Select what a home is</li><li>• Give examples of what families do around their homes</li><li>• Match pictures of a house's walls/a roof/door/windows/rooms inside the house /kitchen/bedroom/bathroom/living area</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Know what a home is</li><li>• Compare what family activities happen around the house</li><li>• Identify and label the structure of the house walls/a roof/door/windows/chimney/garden</li><li>• Identify and name rooms in the house kitchen/bedroom/bathroom/living area/extended areas</li></ul>	<b>Third Year</b> <ul style="list-style-type: none"><li>• Understand and demonstrate own responsibility in the house</li><li>• Understand and compare responsibilities of family members in a home</li></ul>

<b>TRANSPORT</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Developing concept of transport</li> <li>• Match words or pictures of a car/bicycle/bus/taxi</li> <li>• Select own transport</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Identify what transport is</li> <li>• Identify and name car/bicycle/bus/taxi/train/aeroplane</li> <li>• Identify and give examples of own transport</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>• Understand what transport is</li> <li>• Identify/Name and Compare car/bicycle/bus/taxi/train/aeroplane/boat</li> <li>• Name/Identify and discuss own transport and that of class mates</li> </ul>
<b>LOOK, COLOUR HAS NO SHAPE OR SIZE</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Indicate yellow/blue/red/orange</li> <li>• Match colours yellow/blue/red/orange in different objects</li> <li>• Understand that colours have no size</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Identify colours yellow/blue/red/orange/green</li> <li>• List colours in different objects</li> <li>• Understand that colours have no size</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>• Know and name colours yellow/blue/red/orange/green/purple</li> <li>• Label colours in different objects</li> <li>• Compare that colours have no size or shape</li> </ul>

### 3.1.4 Grade R term 4

GRADE R LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
Week 1 & 2	Water	<ul style="list-style-type: none"> <li>Identify rain</li> <li>Recognise drinking water</li> <li>Know that water is life</li> <li>Understand that we have to save water</li> <li>Understand water safety</li> </ul>	<p>Water is everywhere in our lives. Without much thought, we bathe in it, drink it, cook with it, and wash our hands over and over on a daily basis. And in spite of its everyday status, there's still something special about it, especially for children. They'll scoop, pour, and explore, over and over and over again.</p> <p>Water is a great theme that you could explore for weeks or even months! Learners can explore the physical properties of water, the changing states of water, rain and water's role in nature, the many uses for water, and the change that water can quickly bring about. Make sure that learners understand the importance of saving water!</p> <p>Float &amp; Sink:</p> <ul style="list-style-type: none"> <li>Learners predict whether a set of items will float or sink. Place a set of items into two groups (float/sink) on a floor mat, according to the learner's predictions. Working at tables, learners work in pairs or as a group with the teacher to test the items (Bottle cap, coin, marble, feather, toy fish, etc.) in the water. Then, check their predictions.</li> </ul> <p>Here is a fun activity:</p> <ul style="list-style-type: none"> <li>It seems too simple for many adults to consider, but from a learner's point of view, painting with water is a fascinating activity! Paint cups filled only with water and a brush transfer disappearing patterns on chalkboards or sidewalks.</li> </ul> <p>Here are some important rules for water safety:</p> <ul style="list-style-type: none"> <li>Never swim alone always have an adult watch you.</li> <li>If you can't swim don't go into the water.</li> <li>Always walk around a pool because running would be dangerous.</li> <li>Never push somebody into the pool.</li> </ul>

GRADE R LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
Week 3 & 4	Pets	<ul style="list-style-type: none"> <li>Identify pets Dog/Cat/Bird/Fish/Hamster</li> <li>Care for pets - food, water, shelter, don't tease</li> </ul>	<p>A Pets Topic is fun! Also, pets are fun at home and at school, but they also come with a lot of responsibility! Take your learners love and fascination of pets as an opportunity to teach!</p> <p>This theme will help you to teach them what is involved in choosing and caring for a pet! Here are some activities and ideas for your classroom.</p> <p>Pet Care Puppet Show</p> <ul style="list-style-type: none"> <li>Bring a puppet or two to circle time. Like a cat, a dog and a fish.</li> <li>Have the puppets talk to the learners about what people need to do to keep their pets healthy and safe.</li> <li>"I'm a dog. If I bark at the door, what do you think I need? What else do dogs need?"</li> </ul> <p>Game: Do you have a pet?</p> <ul style="list-style-type: none"> <li>Ask the learners what types of animals would make a good pet. List all their responses. List the learners who have a pet. Remember that not all learners have a pet and may feel left out if the discussion is ONLY about those who DOES have a pet! Also list what type of pet each learner would have if they had to choose one!</li> </ul> <p>Pet Store for the play area:</p> <ul style="list-style-type: none"> <li>Provide a table with stuffed animals, cash registers, boxes to carry "pets" in, play money.</li> </ul> <p>Vet's Office</p> <ul style="list-style-type: none"> <li>Provide stuffed animals, bandages, doctor kits, large white shirts (for doctor coats), clipboards and crayons.</li> </ul> <p>Find the Feather!</p> <ul style="list-style-type: none"> <li>Hide a feather in the classroom or outside for the learners to find! Or, hide a stuffed</li> </ul>

GRADE R LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
			animal! The learners will LOVE playing Hide and Seek!
Week 5 & 6	Farm animals	<ul style="list-style-type: none"> <li>Identify farm animals - Cow/Sheep/Pig/Chicken/Horse</li> </ul>	<ul style="list-style-type: none"> <li>Make use of flashcards and if possible undertake a field trip to visit a farm.</li> <li>The class can build a barnyard by using plastic farm animals and farm equipment toys.</li> </ul>
Week 7 & 8	Wild animals	<ul style="list-style-type: none"> <li>Identify wild animals - Lion/Leopard/Elephant/Rhino/ Buffalo/Monkey</li> </ul>	<ul style="list-style-type: none"> <li>Make use of flashcards and if possible undertake a field trip to visit a zoo or game reserve.</li> </ul> <p>The class can build a zoo by using plastic wild animals.</p>
Week 9	Colour can be light and dark	<ul style="list-style-type: none"> <li>Identify black and white</li> <li>Recognise that colours can be light and dark</li> </ul>	<p>To introduce the colour black and white it could be compared to day and night.</p> <p>Suggested activities:</p> <p>The teacher can make black and white play dough for the learners.</p> <p>Laundry Time!</p> <p>In advance, hang a string of rope across the class.</p> <p>Draw and paint items of clothing in different colours, also black and white.</p> <p>The learners hang the "laundry" on the line using the corresponding coloured clothes pegs!</p> <p>Provide a laundry basket with many pairs of socks in different colours.</p> <p>The learners sort, match and fold the socks into matching coloured pairs.</p>

## SUGGESTED LIFE SKILLS ASSESSMENT GOALS

Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.

<b>WATER</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Know what water is</li><li>• Recognise rain as water source</li><li>• Identify drinking water</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Know water is life</li><li>• Tell two water safety rules</li></ul>	<b>Third Year</b> <ul style="list-style-type: none"><li>• Understand that we have to save water</li><li>• Understand and name the four rules for water safety</li></ul>
<b>PETS</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Match words or pictures of a pet, e.g. cat/dog to play object</li><li>• Select ways in how to care for pets like food/water/love</li><li>• Know rule that no teasing is allowed</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Know what a pet is cat/dog/fish/etc.</li><li>• Know ways in how to care for pets like food/water/love/exercise etc.</li><li>• Identify shelters for pets</li></ul>	<b>Third Year</b> <ul style="list-style-type: none"><li>• Understand the responsibility of a pet</li><li>• Identify and name pet shelters</li><li>• Understand and explain why pets need shelters</li></ul>
<b>FARM ANIMALS</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Match farm animals, e.g. cow/sheep/chicken</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Identify farm animals cow/sheep/chicken/horse</li></ul>	<b>Third Year</b> <ul style="list-style-type: none"><li>• Identify and name farm animals cow/sheep/chicken/horse/</li></ul>
<b>WILD ANIMALS</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Match wild animals, e.g. lion/elephant/leopard/rhino/ buffalo</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Identify wild animals lion/elephant/leopard/rhino/buffalo</li></ul>	<b>Third Year</b> <ul style="list-style-type: none"><li>• Identify and name wild animals lion/elephant/leopard/rhino/buffalo</li></ul>

<p><b>COLOUR CAN BE LIGHT AND DARK</b></p> <p><b>First Year</b></p> <ul style="list-style-type: none"> <li>• Indicate colours yellow/blue/red/orange/white/black</li> <li>• Show colours can be light and dark</li> </ul>	<p><b>Second Year</b></p> <ul style="list-style-type: none"> <li>• Name colours yellow/blue/red/orange/green/white/black</li> <li>• Indicate light and dark colours</li> </ul>	<p><b>Third Year</b></p> <ul style="list-style-type: none"> <li>• Know and name colours that are dark and light yellow/blue/red/orange/green/purple/white/ black</li> </ul>
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### 3.1.5 Grade 1 Term 1

Learners are two years in grade 1 and the learning content in the tables make provision for more difficult content to be taught during the second year in grade 1 to ensure that progression takes place.

GRADE 1 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS Learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1 to 3	Me and my School	<ul style="list-style-type: none"> <li>Indicate/say the name of school, teacher and principal</li> <li>Recognise the school song and the school emblem</li> <li>Show/Direct where to find different places in the school - including the class, toilets, office block, hostels, sport fields, library, therapy room, staffroom etc.</li> <li>Know classroom routines and rules</li> <li>Explain the transport they use to get to school.</li> </ul>	<ul style="list-style-type: none"> <li>The school song is always sung proudly, standing at attention just like the National Anthem of South Africa. The school song and emblem plays a vital role in building the spirit of the school and therefore it is important that learners should know/recognise the school song and the emblem.</li> <li>The learner was introduced to the school environment in grade R but now the teacher must expand the knowledge of the learner by introducing the office block, hostels, sport fields, library, therapy room, staffroom, etc. to the learner. This can be done by taking the learners on a tour through the school. The tour can take place over several days because some schools are really very big and at this age it would be advisable not to do all at once.</li> <li>Putting up a map of the school and indicating where the different areas are is a challenge for learners, but very enjoyable! If the teacher has internet a photo of the school from google earth can be printed of the school and learners can use pins and labels to indicate the different areas. The teacher and learners can also take photos of the different areas and paste it on a hand drawn map of the school</li> </ul>

GRADE 1 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS Learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<ul style="list-style-type: none"> <li>• In grade R we agreed to keep rules simple and positive. Since our school, communities (society etc.) have rules that we must obey it would be appropriate to call rules, rules and identify consequences. The teacher or/and learners can choose one or two simple rules such as obeying not to run in school buildings, walk at all times. They then can discuss why they were made and what the consequences are of not following such a rule. After discussing the rule the teacher can take the class out and walk somewhere in the building. Together they can identify potentially dangerous places where running can get one hurt (around corners etc.) Role-play with two volunteers who can show how to walk.</li> <li>• Make sure that the rules are displayed in the class.</li> <li>• Prepare flashcards of the vocabulary (walk, bus, bicycle, car, train, boat, aeroplane) and hide them around the classroom – behind a chair, on the windowsill, in a book, etc. All learners sit on carpet or chairs and then the teacher start hunting around the class, gesturing that he/she is looking for something. “Find” one of the flashcards and look relieved and happy to have found it. Indicate that there are seven (7) more flashcards to find and get everyone to hunt around the room helping the teacher to look for the flashcards. Once all of the flashcards have been found sit everyone down again. On the board, draw a simple picture of the school at one end of the board and the learners home (a simple house) at the other. Alternatively, you can use photos of both. Tell the learners what each place is (“This is our school – here!” “This is my house. I live here!”) Now use the flashcards to indicate how a learner comes to school by replacing the card according to every learner’s transport and play the gesture game with the action <ul style="list-style-type: none"> <li>○ On foot: walk on the spot.</li> </ul> </li> </ul>

GRADE 1 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS Learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<ul style="list-style-type: none"> <li>○ By bus: pretend to drive a bus.</li> <li>○ By bicycle: pretend to be cycling and ring a bell.</li> <li>○ By car: pretend to drive a car and beep the horn.</li> <li>○ By train: do the train gesture – moving your hands around like a wheel and “chu-chu-ing”.</li> <li>○ By boat: do wave motions with your hands.</li> <li>○ By aeroplane: pretend to be an aeroplane beholding your arms right out.</li> <li>○ Say wow! And then do a countdown just for fun. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, Blast off!</li> </ul>
Week 4 & 5	Everybody is special (me too)	<ul style="list-style-type: none"> <li>• Recognise personal details - such as name, address, telephone numbers and age</li> <li>• Accept that he/she is special and unique</li> <li>• Identify things that help people - such as reading glasses, walking frames, guide dogs, hearing aids</li> <li>• Care for people with disabilities</li> <li>• Name things he/she can do</li> <li>• Identify learners that look different from them</li> <li>• Identify learners who have</li> </ul>	<p>Everybody must know that it is OK to be different and it is imperative to teach learners about diversity to help them develop empathy for others.</p> <p>The teacher must teach learners that despite the way people look on the outside they are the same inside. The teacher and learners need to encourage a classroom environment that is anti-biased and free from racism and prejudice. At school everybody should encourage the learners to look beyond the outside of a person and focus more on who the person is on the inside.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>• Make an "I Can" Chart as a group of learners: Talk about what the learners can do. Have each learner say something that they know how to do. List what each learner says on a chart. Example: Sam can ride a bicycle. Jess can set the table. Thabo can jump on the trampoline. Discuss afterwards.</li> <li>• My Body Jigsaw: Help the learner to trace his/her body outline on paper or cardboard. Cut it out. The learner can decorate and then teacher can cut the puzzle into pieces.</li> <li>• Me Flag: On a cut flag shape, learners cut out pictures of their favourite foods,</li> </ul>

GRADE 1 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS Learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		many things in common with them.	<p>animals, toys etc., Glue on to the banner.</p> <ul style="list-style-type: none"> <li>Thumbprint Art: Let learners create a picture with thumbprints. Roll thumbs in washable poster paint. The caption: "Made by Thumbbody (somebody) Special!"</li> </ul> <p>Note: "It's okay to be different" is a book that everybody would enjoy. The author is Todd Parr. Many other books are available just keep an eye open for them!</p>
Week 6 & 7	Me and my emotions	<ul style="list-style-type: none"> <li>Identify emotions - happy, sad, scared, mad and worried (Gr R)</li> <li>Recognise lonely, excited, hungry and thankful.</li> <li>Recognise above emotions in other people and friends by looking at their expressions and listening to what they say.</li> <li>Show empathy with other's emotions and show the necessary respect.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching learners how to communicate their feelings and emotions effectively will give them the social and emotional tools they need to deflate tense situations and to understand themselves better. By giving the learners the words for feelings it will help them to be socially competent and enables them to recognize and respond to social cues appropriately at home, school and community.</li> <li>"Sometimes I feel green" is an excellent book to help learners deal with their feelings. This short story, which includes a number of visual supports, breaks down and presents concepts to learners to help them become better able to recognise, identify and manage their own emotions. Author Lynn Hubbell.</li> </ul>
Week 8 & 9	Colours around us: Primary and Secondary colours	<ul style="list-style-type: none"> <li>Identify all colours taught in Grade R</li> <li>Mix primary colours to get secondary colours</li> <li>Identify light and dark colours</li> <li>Identify the rainbow</li> </ul>	<ul style="list-style-type: none"> <li>The rainbow is colored light seen in the sky when rays of the sun strike falling raindrops. Rainbows are curved because raindrops that reflect the sunlight are curved. Rainbows occur after a storm when the sun begins to shine while the air is still filled with raindrops. They occur most often in the morning or early evening. Stripes of the rainbow are colors of red, orange, yellow, green, blue, indigo (blue-red) and violet (red-blue). Sometimes one color may fade out (most often blue).</li> </ul>

GRADE 1 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS Learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<ul style="list-style-type: none"> <li>• Making rainbow pancakes can be fun. Use pancake batter with food colouring in. In one large bowl make the batter following a home recipe or use a pre mixed packet from the food store. Separate the batter equally into several bowls and add one colour to each bowl. Make pancakes as usual.</li> <li>• Make rainbow posters with handprints.</li> <li>• Make rainbow sandwiches using different colours of spread</li> </ul>

## SUGGESTED LIFE SKILLS ASSESSMENT GOALS

Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.

<b>ME AND MY SCHOOL</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Name school/principal/teacher</li><li>• Identify school song</li><li>• Find way around the school</li><li>• Know four (4) class rules</li><li>• Know own transport to school</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Know and label school name/name of principal/ name of teacher</li><li>• Know school song</li><li>• Know way around the whole school</li><li>• Know five (5) class rules and three (3) school rules</li><li>• Know own and other learners' transport to school</li></ul>
<b>EVERYBODY IS SPECIAL (ME TOO)</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Match personal details name/surname/ telephone number</li><li>• Know that he/she is unique</li><li>• Explain what he/she can do</li><li>• Discuss that people are different</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Know personal details name/surname/age/ telephone number/address</li><li>• Compare differences in people</li><li>• Describe things that they have in common with other people</li><li>• Understand what a disability is</li></ul>
<b>ME AND MY EMOTIONS</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Identify emotions happy/sad/scared/mad /worried/hungry/thankful</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Identify and compare different emotions happy/sad/scared/mad/worried/hungry/thankful/lonely/excited</li><li>• Show empathy with other's emotions</li></ul>

**COLOURS AROUND US: PRIMARY AND SECONDARY COLOURS****First Year**

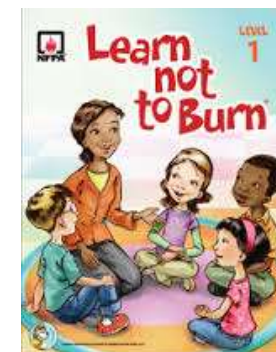
- Identify and name all colours learned up to now, namely  
/yellow/blue/red/orange/green/purple/
- Mix colours

**Second Year**

- Identify the rainbow colours

### 3.1.6 Grade 1 Term 2

GRADE 1 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1 to 3	Me at Home	<ul style="list-style-type: none"> <li>Name rooms in the house: kitchen, bedroom, bathroom and living area. (extend if appropriate)</li> <li>Recognise dangers at home: When cooking, washing, using electricity play outside, medicines, poisonous substances - types and recognising warning symbol</li> <li>Understand the danger of fire and what to do in case of a fire</li> <li>Know how to keep safe when home alone</li> <li>Read emergency number card</li> </ul>	<ul style="list-style-type: none"> <li>Children are vulnerable to a wide range of potential dangers within the home. These include trips, slips and falls; fire and heat; sharp objects; poisoning; electrical shock; drowning and suffocation. Every year and throughout the world we hear of people being burnt to death in their homes. Many people in South Africa lose their lives as a result of fires, especially in informal settlements, where poverty is experienced daily. Most of these informal settlements are without electricity or adequate sources of heating, and families are forced to seek alternatives, especially during winter. These usually take the form of open fires for cooking and keeping warm. Precautionary measures when working with fire make a significant contribution to curbing the number of deaths resulting from open source fires.</li> </ul> <p>“Learn Not to Burn” (Grade R and 1) presents fire safety messages using classroom lessons, activities and home connections. It can be taught as a stand-alone fire safety unit or easily integrated in the other subjects. The fire department can be invited to the classroom throughout the programme to support the fire safety messages taught. “Learn Not to Burn” is an easy to use flexible guide for teachers to respond to the needs of the classroom. Make time for fire safety education in your classroom!</p> <p>Rules to remember: Smoke Alarms are Important, Get Outside, Stay Outside, Report an Emergency, Stay Away from Hot Things, Fire Drills at School, Know, When to Stop, Drop and Roll. (Google: Learn not to burn) Material and worksheets are available.</p>
Week 4 & 5	Me and my	<ul style="list-style-type: none"> <li>Say what a family is</li> </ul>	<ul style="list-style-type: none"> <li>The teacher can involve the parents and ask them to come and share their family rules</li> </ul>





GRADE 1 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
	Family	<ul style="list-style-type: none"> <li>Name members of the family - immediate and extended</li> <li>Love and respect each other at home, wait for his/her turn, listen to others, share, show kindness, be honest, respect other members of the family and what belongs to them</li> </ul>	as school with the learners. Learners must understand that rules at school and home are important.
Week 6 & 7	How to keep myself safe and my body healthy	<ul style="list-style-type: none"> <li>Recognise safe and unsafe situations and places - such as waiting for transport etc.</li> <li>Know 'Yes' and 'No' feelings</li> <li>Practice saying 'No'</li> <li>Protect their bodies from illness: Cover mouth and nose when sneezing or coughing, never touch another person's blood, wash fruit and vegetables before eating, drink clean or boiled water</li> <li>People I can talk to when I do not feel safe e.g. parents, teachers, policeman, nurse etc.</li> </ul>	<ul style="list-style-type: none"> <li>Teach learners the underwear rule: Be clear with the learner that the parts of their body covered by underwear are private.</li> <li>PANTS is a really easy way for you to explain the Underwear Rule to the learner: <ul style="list-style-type: none"> <li>Private parts are private</li> <li>Always remember your body belongs to you</li> <li>No means no</li> <li>Talk about secrets that upset you</li> <li>Speak up, someone can help</li> </ul> </li> <li>It is important that learners know that it is dangerous to touch another person's blood (wear gloves) because it can make you sick. Make sure they know this rule.</li> </ul>

GRADE 1 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 8 & 9	Colours have meanings	<ul style="list-style-type: none"> <li>Name primary and secondary colours</li> <li>Understand that people use colour to symbolise many things and emotions</li> </ul>	<ul style="list-style-type: none"> <li>Use the flag of South Africa to help teach the learners that colour has meaning.               <ul style="list-style-type: none"> <li>Red is for blood</li> <li>Blue is for the sky</li> <li>Green is for the land</li> <li>Black is for black people in SA</li> <li>White is for white people of SA</li> <li>Yellow is for natural resources like gold</li> </ul> </li> <li>Let each learner choose a colour that makes them feel love/angry/calm/happy/scared</li> </ul>

## SUGGESTED LIFE SKILLS ASSESSMENT GOALS

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<b>ME AT HOME</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Identify and describe rooms in the house</li><li>• Give examples and point out dangers around home</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Read emergency number card</li><li>• Know and explain how to keep safe at and home</li></ul>
<b>ME AND MY FAMILY</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Know and name family members</li><li>• Understand families have rules too</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Know the meaning of respect for family members</li></ul>
<b>HOW TO KEEP MY BODY SAFE</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Compare safe and unsafe situations</li><li>• Know and explain yes/no feelings</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Know and discuss how to protect the body</li></ul>
<b>COLOURS HAVE MEANING</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Indicate primary and secondary colours</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Understand colour symbolises things and emotions</li></ul>

### 3.1.7 Grade 1 term 3

### 3.1.7 Grade 1 term 3

GRADE 1 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1 & 2	Good basic Healthy Habits	<ul style="list-style-type: none"> <li>• Know sleep is good for your body</li> <li>• Understand healthy (good) food is good</li> <li>• Practice proper use of toilet</li> <li>• Practice to wash hands</li> <li>• Brush hair, brush teeth and clean nails</li> <li>• Bath/wash every day</li> <li>• Practice regular exercise and play</li> <li>• Know things that harm us like smoke, drugs and alcohol</li> </ul>	<p>There's a popular saying- good habits start early. Now that the learner is in school the teacher will need to consolidate good habits, which was taught at home. The earlier the learner is introduced to healthy habits, the lesser effort he/she will have to practice it in his/her day to day life. Teach the learner how to do the tasks properly in class, and practice using the real tools.</p> <ul style="list-style-type: none"> <li>• Doesn't matter what toilet (flush toilet, squad toilet or pit latrine) the learner uses, there are certain basic rules: <ul style="list-style-type: none"> <li>○ Sit on the toilet</li> <li>○ Wipe yourself</li> <li>○ Leave the toilet clean for others</li> <li>○ Wash your hands</li> </ul> </li> <li>• Make sure that learners wash their hands after being to the toilet. Learners can make signs for the school toilet helping others to also remember the rules.</li> </ul> <p>Simple rules to teach learners about things that can harm them:</p> <ul style="list-style-type: none"> <li>• Alcohol is bad</li> <li>• Cigarettes are bad</li> <li>• Only take the medicine the doctor gives, and only as much as he tells you to</li> <li>• Only take medicine from a parent or the nurse at school</li> <li>• Tell an adult if anyone wants to give you medicine or cigarettes</li> </ul>

GRADE 1 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 3 to 5	Plants and Seeds	<ul style="list-style-type: none"> <li>Indicate what is a seed</li> <li>Indicate how plants look like - roots, stem, leaves, flowers</li> <li>Explain similarities and differences e.g. trees, flowers, grass</li> <li>Know where seeds come from</li> <li>Know what plants need to grow</li> <li>Experience growing a plant from a seed - such as a bean or a lentil</li> </ul>	<ul style="list-style-type: none"> <li>Most plants come from seeds. Display seeds that come from all kinds of plants like: flowering plants, fruit and vegetable seed. Discuss the differences and similarities of the seeds like colour, shape and size.</li> <li>Show learners also that some food we eat come from don't come from seed / trees but from bulbs like potato, onions etc.</li> <li>A poster can be made as a class project to indicate the parts of a plant:</li> <li>Plant a seed and watch it grow, this is great fun for learners.</li> <li>Find different types of trees in the school grounds – trees for shade, trees for fruit etc</li> <li>Plant a tree and look after it</li> <li>Other uses for trees, e.g. paper, building, fire</li> </ul>
Week 6 & 7	Fruit	<ul style="list-style-type: none"> <li>Identify the different fruit.- Apple/Banana/Grapes/ Pear/Peach/Pineapple/ Orange/Lemon/Apricot/ Plum</li> <li>Know that fruit is healthy</li> <li>Recognise the taste of fruit</li> <li>Know the shape and colour</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is the ideal place for learners to learn about good choices. Being the teacher provides a wonderful opportunity for the teacher to make an impact on a learner's health.</li> <li>Eating fruit is important for health and wellbeing.</li> <li>Fruit is a healthy choice for a snack.</li> <li>Learners can bring fruit from home and make fruit kebobs.</li> </ul>
Week 8 & 9	Vegetables	<ul style="list-style-type: none"> <li>Identify the different vegetables: Carrot/Cabbage/Beans/Potato/ Pumpkin/Onion/Beetroot/Peas/</li> </ul>	<ul style="list-style-type: none"> <li>Take a trip to a grocer or a vegetable garden.</li> <li>Challenge the learners to indicate on a graph who is eating the most vegetables in the two weeks.</li> </ul>

GRADE 1 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		Sweet potato/Butternut/Cauliflower/ Broccoli <ul style="list-style-type: none"> <li>• Know that vegetables are healthy</li> <li>• Recognise the taste of vegetables</li> <li>• Know the shape and colour</li> </ul>	

## SUGGESTED LIFE SKILLS ASSESSMENT GOALS

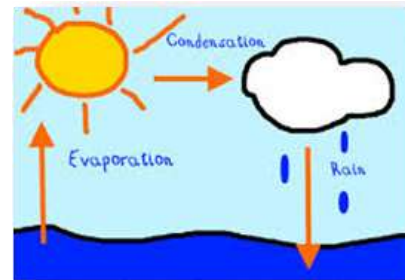
Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.

<b>GOOD BASIC HEALTHY HABITS</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Give examples of healthy habits</li><li>• Know toilet routine</li><li>• Know how to wash hands</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Understand and compare what healthy habits are</li><li>• Indicate harmful things like smoke/drugs/ alcohol</li><li>• Know the rules about things that can harm them</li></ul>
<b>PLANTS AND SEEDS</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Indicate seeds</li><li>• Indicate plants</li><li>• Label the parts of a plant, e.g. root/stem/ leaves/flowers</li><li>• Know the difference between plant and seed</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Know where seeds come from</li><li>• Indicate and discuss what plants need to grow</li><li>• Know and label the functions and parts of a plant, namely roots/a stem/leaves/flowers</li></ul>
<b>FRUIT</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Identify fruit. e.g. Apple/Banana/Grapes/Pear/Peach/Pineapple/ Orange/ Lemon/Apricot/Plum</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Identify name and describe fruit according to their colour, shape and taste: Apple/Banana/ Grapes/Pear/Peach/Pineapple/Orange/Lemon/Apricot/Plum</li></ul>
<b>VEGETABLES</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Identify vegetables, e.g. Carrot/Cabbage/Beans/Potato/Pumpkin/Onion/ beetroot/Peas/Sweet potato/Butternut/Cauliflower/Broccoli</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Identify, name and describe vegetables according to their colour, shape and taste: Carrot/Cabbage/Beans/Potato/Pumpkin/Onion/beetroot/Peas/Sweet potato/Butternut/Cauliflower/Broccoli</li></ul>

### 3.1.8 Grade 1 Term 4

GRADE 1 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1 & 2	Water	<ul style="list-style-type: none"> <li>Name uses of water at home and school</li> <li>Understand how water is wasted</li> <li>Show ways of saving water</li> <li>Store clean water</li> <li>Take note of the water cycle</li> </ul>	<ul style="list-style-type: none"> <li>Before filling containers with safe water, use these steps to clean and sanitize storage containers:               <ul style="list-style-type: none"> <li>Wash the storage container with dishwashing soap and water and rinse completely with clean water.</li> <li>Sanitize the container by adding a solution made by mixing 1 teaspoon of unscented liquid household chlorine bleach (JIK) in one litre of water.</li> <li>Cover the container and shake it well so that the sanitizing bleach solution touches all inside surfaces of the container.</li> <li>Wait at least 30 seconds and then pour the sanitizing solution out of the container.</li> <li>Let the empty sanitized container air-dry and fill with clean water and place it in a safe place.</li> <li>If you don't have safe bottled or tap water, you should boil water to make it safe. (Boiling is the surest method to make water safer to drink by killing disease-causing organisms, including viruses, bacteria, and parasites. Another way of purifying drinking water if boiling is not possible, is by pouring the murky water through a clean tea towel and then adding 2 drops of unscented bleach to a litre of water.</li> </ul> </li> </ul> <p>The earth has a limited amount of water. That water keeps coming around and around and around and around. We call this process the "Water Cycle".</p>



GRADE 1 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<p>This cycle is:</p> <ul style="list-style-type: none"> <li>• It rains</li> <li>• Water collects in dams, rivers and the sea</li> <li>• The sun shines and picks up the water and puts it in the clouds. Then the clouds make it rain again.</li> </ul>  <p>Sing a song with hand gestures that goes to the tune of "She'll Be Coming' Around the Mountain." Refer to Addendum B for the song.</p>
Week 3 & 4	Different types of houses	<ul style="list-style-type: none"> <li>• Describe types of homes - include flats, houses, shacks, traditional homes like Zulu huts</li> <li>• Identify homes to suit different weather conditions</li> <li>• Identify what different homes are made of - include wood, mud, bricks, tin, stone, hardboard, plastic</li> </ul>	<ul style="list-style-type: none"> <li>• With this theme the learners explore why it is important to have a home, and reflect on what is essential for adequate housing. They investigate different styles of housing around the world and develop an awareness of environmental, cultural and economic factors that influence the kinds of homes people have.</li> <li>• Learners can draw and label a house in which they live. Remember to make this appropriate for the learners and the province in which they live.</li> </ul>

GRADE 1 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 5 & 6	Pets	<ul style="list-style-type: none"> <li>Identify animals we can keep as pets - Dog/Cat/Bird/Fish/Hamster/ Rabbit/Frog/Lizard/Spider/ Chameleon/Horse (Make it appropriate for the specific class)</li> <li>Discuss how to look after pets at home - include shelters, food, water, animal cleanliness</li> <li>Know how to treat animals appropriately - such as giving exercise, not teasing, not locking in a car</li> </ul>	<p>Every learner who wants to tell a story about his/her pets should have a brief moment or two to share their experiences. Invite a veterinarian to visit the class and share his/her experience with the learners.</p> <p>It is very important for learners to understand that animals are living, feeling beings. This topic encourages learners to think about animals and animal welfare particularly as it applies to pets. It will help them understand that animals need and want many of the basic things that humans need and want, and how humans can help provide those things for their pets.</p> <p>On a board create a T-chart. Label one side “Pet Animals” and the other side “Not Pet Animals.” Read the labels to the learners and tell them that they will be helping you categorize some animal pictures according to whether or not the animal is usually considered a pet or not. Randomly hold up each picture and ask the students to name the animal. Then ask individual learners to place the animal picture in the correct location depending on if it is or is not usually considered a pet.</p>
Week 7 & 8	Wild animals	<ul style="list-style-type: none"> <li>Identify wild animals - Lion/Leopard/Elephant/Rhino/ Buffalo/Bucks/Zebra/Hippo/ Crocodile/Giraffe/Snakes /Ostrich/ Birds/Lizard/Spider/Scorpion</li> <li>Talk about their characteristics</li> <li>Identify their homes</li> <li>Identify their babies</li> </ul>	<ul style="list-style-type: none"> <li>The game as mentioned at Pets can be done with wild and farm animals (T-chart)</li> <li>Suggestion: Use a story book about wild animals.</li> </ul>
Week 9	Farm animals	<ul style="list-style-type: none"> <li>Identify farm animals -</li> </ul>	<ul style="list-style-type: none"> <li>The game as mentioned at Pets/Wild animals can be done with farm animals</li> </ul>

GRADE 1 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		Cow/Sheep/Pig/Chicken/Horse/ Goat/Donkey/Duck/Rabbits/ <ul style="list-style-type: none"> <li>• Mouse/Rat</li> <li>• Talk about their characteristics</li> <li>• Identify their homes</li> <li>• Identify their babies</li> </ul>	(T-chart). <ul style="list-style-type: none"> <li>• Make a 3 column chart Wild/Farm/Pets (animals) and paste pictures of the different animals in the columns.</li> <li>• Suggestion: Use a story book about wild animals</li> </ul>

## SUGGESTED LIFE SKILLS ASSESSMENT GOALS


Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.


<b>WATER</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Name uses of water at home and school</li><li>• Know how to save water</li><li>• Explain how to store clean water</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Recognise that there is a water cycle and match pictures</li></ul>
<b>DIFFERENT TYPES OF HOUSES</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Describe and label types of houses</li><li>• Indicate what homes are made of, e.g. wood/mud/bricks/stone/hardboard/plastic etc.</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Identify and compare homes and include traditional homes like Zulu hut etc.</li><li>• Identify homes for different weather conditions</li></ul>
<b>PETS</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Identify, name and match different pets, e.g. cat/dog/bird/fish/hamster/rabbit/frog/lizard/spider/chameleon/horse</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Know and describe ways in how to care for pets by providing food/water/love/exercise etc.</li><li>• Discuss and explain reasons for shelters for pets</li></ul>

<p><b>WILD ANIMALS</b></p> <p><b>First Year</b></p> <ul style="list-style-type: none"> <li>• Indicate, name and label wild animals, e.g. lion/elephant/leopard/rhino/buffalo/bucks/zebra/hippo/crocodile/giraffe/ snake/ostrich/birds/lizard/spider/scorpion</li> <li>• Compare characteristics of wild animals above</li> </ul>	<p><b>Second Year</b></p> <ul style="list-style-type: none"> <li>• Identify, name and label the babies of the wild animals mentioned above</li> </ul>
<p><b>FARM ANIMALS</b></p> <p><b>First Year</b></p> <ul style="list-style-type: none"> <li>• Indicate, name and label farm animals, e.g. cow/sheep/chicken/horse/goat/donkey/rabbit/duck/mouse/rat</li> <li>• Explain two characteristics of farm animals above</li> </ul>	<p><b>Second Year</b></p> <ul style="list-style-type: none"> <li>• Identify, name and label the babies of the farm animals mentioned above</li> </ul>

Learners are two years in grade 2 and the learning content in the tables make provision for more difficult content to be taught during the second year in grade 2 to ensure that progression takes place.

### 3.1.9 Grade 2 Term 1

GRADE 2 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1 to 3	Me and my community	<ul style="list-style-type: none"> <li>Acknowledge that he/she is part of a community</li> <li>Identify places in their community like hospital, clinic, police, taxi rank, post office etc.</li> <li>Discuss ways how the community can work together to make it a nice place to live in</li> </ul>	<p>As the learners learn about communities, their neighbourhood becomes a broader picture for them to think about as a place where they are a member and can make a difference. Learning that the community is diverse is very important. In South Africa a lot of learners travel to a different community to go to school. The home community and the school community may differ from one another and the teacher will be the best person to know how to merge the two communities. Here is examples of possible activities for learners to understand that they are part of a community:</p> <ul style="list-style-type: none"> <li>Make a picture/photo list of places in the neighbourhood that are shared by others (parks, libraries, etc.). Paste them on large poster and discuss.</li> <li>Trace hands, cut it and then paste a photo or draw a picture of places in the community on the hands to make a list of the places (Neighbours could be included in the answers.)</li> <li>Another activity for learners to understand how they fit into the community, is to use different coloured paper and cut circles, which gets bigger to show the areas in the community. The amount of circles will depend on the community and the ability of the learner. Label each circle with a representative drawing or photo of Me, My home, My community.</li> </ul> 

GRADE 2 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<ul style="list-style-type: none"> <li>A field trip is also a good idea.</li> </ul>
Week 4 & 5	What do I need to live?	<ul style="list-style-type: none"> <li>Recognise that we need the following to live:               <ul style="list-style-type: none"> <li>Different types of food</li> <li>Water</li> <li>Air</li> <li>Sunlight (include protection from the sun)</li> <li>Shelter</li> <li>Friends</li> <li>People at school and at home include sharing, helping, showing respect.</li> </ul> </li> </ul>	<p>The teacher can use this simplified version of Maslow's Hierarchy of needs to illustrate the things we need to live: Our needs can be very basic, like food, water, air to breathe, safety and shelter or more complex needs, like the need to be included and to feel successful.</p>  <p>An interesting fact that can be taught as support for this lesson is the "rule of threes": If you're ever stuck out in the wilderness, remember what survival experts call 'the Rule of Threes'. You can live 3 minutes without air. You can survive 3 hours in extreme weather conditions. After 3 days, you need water or you'll die. You can make it 3 weeks without food. But please don't try this at home, because it is dangerous!</p>
Week 6 & 7	Me and other people	<ul style="list-style-type: none"> <li>Recognise own role as a child</li> <li>Recognise roles of other people, at home, at school, in the community and in the environment</li> <li>Deal positively with conflict - include self- esteem and bullying</li> </ul>	<ul style="list-style-type: none"> <li>Respect is about considering the feelings of other people, and being the kind of person that others will like and respect.</li> <li>One golden rule stands out: "Always do to others as you would wish them to do to you if you were in their place."</li> <li>Role Play and practice ways to interact with your family and other people. Here are some ideas of things to practice, but the golden rule is what will be assessed               <ul style="list-style-type: none"> <li>How to treat your family at home                   <ul style="list-style-type: none"> <li>Be helpful to others in your home</li> <li>Say 'please' and 'thank you'</li> <li>Share, do not grab and keep good things to yourself</li> </ul> </li> </ul> </li> </ul>

GRADE 2 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<ul style="list-style-type: none"> <li>▪ Respect other people's property and their rooms</li> <li>▪ Help the family by doing your chores</li> <li>○ How to treat teachers and friends at school: <ul style="list-style-type: none"> <li>▪ Say good morning/afternoon if you walk past an adult or friend who you know.</li> <li>▪ Ask if you can borrow something</li> <li>▪ Return things that you have borrowed</li> <li>▪ Wait your turn before you speak</li> <li>▪ Say 'excuse me,' rather than pushing past someone</li> <li>▪ Respect your own and other people's property, especially school property</li> <li>▪ Say 'please' and 'thank you'</li> </ul> </li> <li>○ When you are out in the community: <ul style="list-style-type: none"> <li>▪ Respect other people</li> <li>▪ Be polite to others</li> <li>▪ Don't use bad language in public or at home - it is offensive to others</li> <li>▪ Queue up quietly and don't push</li> <li>▪ Put your rubbish into bins, don't leave it for someone else to clean up</li> <li>▪ Respect property</li> <li>▪ Don't make fun of anyone - everyone has feelings</li> <li>▪ Don't run in shopping centers or where there are other people</li> <li>▪ Use your good manners so that you don't embarrass anyone</li> <li>▪ Say 'please' and 'thank you'.</li> </ul> </li> </ul>
Week 8 & 9	Senses	<ul style="list-style-type: none"> <li>• Understand each of the five senses</li> <li>• Compare the means by which</li> </ul>	<ul style="list-style-type: none"> <li>• As a class, review the five senses (sight, hear, smell, taste, and touch) done in grade R.</li> <li>• Have a discussion about how each sense works: eg. eyes see etc.</li> </ul>



GRADE 2 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<p>the senses gather information about the world</p> <ul style="list-style-type: none"> <li>Explain how he/she cares for eyes, ears, nose, mouth and skin?</li> </ul>	<ul style="list-style-type: none"> <li>Individual learners can each make their own journal and record what they see, hear, smell, taste and touch</li> <li>Make sensory balloons (hide items in a balloon and learners feel and try to say what is inside). This is a lot of fun if learners make them their selves! (Use funnels to fill the balloons)</li> <li>Create a route around the class/school playground, place spray canisters in different areas around the class/school playground. Fill spray bottles with a few drops of essential oil or (orange, peppermint and / or rose oils) or use familiar smells e.g. food, spices, smoke from a cooking fire, deodorant or toothpaste. Encourage learners to spray the fragrance as they move past the space. Play a game afterwards to see who can remember where they smelled the specific smell.</li> <li>Make popcorn and record what you sense.</li> </ul>

<b>SUGGESTED LIFE SKILLS ASSESSMENT GOALS</b> Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.	
<b>ME AND MY COMMUNITY</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Understand and explain what a community is</li> <li>• Identify and label places in the community like hospital/clinic/police station/taxi rank/post office etc.</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Discuss and explain how communities can work together</li> </ul>
<b>WHAT DO I NEED TO LIVE</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Understand the fact that we have needs to live, for example food/water/air/sunlight/shelter/friends/etc.</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Understand why we have needs to live</li> </ul>
<b>ME AND OTHER PEOPLE</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Give examples of own roles</li> <li>• Respect and understand that other people also have rights</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Understand and list own role and roles of others</li> <li>• Understand how to deal with conflict in a positive way</li> </ul>
<b>SENSES</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Name and identify 5 senses</li> <li>• Explain and compare how senses gather information</li> <li>• Understand how to care for eyes/ears/nose/mouth/skin</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Explain and discuss how to care for eyes/ears/nose/mouth/skin</li> </ul>

## 3.1.10 Grade 2 Term 2

GRADE 2 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1 & 2	Seasons	<ul style="list-style-type: none"> <li>Name the four seasons</li> <li>Discuss how seasons affect our - clothes, food and activities</li> <li>Understand how seasons affect growing things - sowing, growing and harvesting</li> <li>Discuss how seasons affect animals - include farming e.g. sheep shearing, animal dipping; birds e.g. migration and nesting</li> </ul>	<p>The weather chart and seasons are part of the daily routine.</p> <p>Make a poster or use weather chart, talk and explain the differences between each of the seasons.</p> <ul style="list-style-type: none"> <li>Fingerprint art would be fun! Draw/paint 4 trees, which resemble the seasons and have all the learners, stamp their fingerprints as the leaves. The clothes we wear, the plants that grow, the food we eat and the activities we do in that specific season can be pasted under the correct tree.</li> </ul>
Week 3 & 4	Creatures living in water: Ocean, River, Pond.	<ul style="list-style-type: none"> <li>Compare salt/fresh water</li> <li>Identify land animals (All animals done up to now)</li> <li>Identify water animals - River - e.g. fish, crocodile, hippo, crabs, Ponds and dams - e.g. fish, frog, dragonfly, Salt water - Sea - e.g. fish - shark, dolphin</li> <li>Compare characteristics of</li> </ul>	<ul style="list-style-type: none"> <li>Make two glasses of water and have learners taste 2 glasses of water, have tap water in one and add salt to the other where the learners see you. Ask the learners which glass is tap water and which glass is salt water. Stress the fact that many creatures need fresh water or salt water to survive.</li> <li>Sort plastic animals or pictures according to their habitat land and water.</li> <li>Show the learners videos of the sea and rivers and dams / ponds.</li> </ul>

GRADE 2 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		land animals with water animals	
Week 5 to 7	Animals and their shelters	<ul style="list-style-type: none"> <li>Identify animals and creatures that make their homes - such as birds, some bees, ants, spiders etc.</li> <li>Identify animals and creatures that find their homes - such as baboons, snakes, squirrels etc.</li> <li>Identify animals and creatures that carry their homes - such as snails, tortoises etc.</li> </ul>	<p>This topic intends to introduce learners to the idea that living creatures, beside themselves, need their own space. The learners will learn that, like us, animals, birds, insects, fish and other creatures too have homes and families. Creating respect for living creatures and the environment in learners will make them more mindful of the natural environment. Animal homes come in a variety of shapes and sizes and can be found from the deepest depths of the ocean to the very top of a mountain. Some animal homes are easy to see, while others are camouflaged to protect them from predators. The structure of an animal's home depends on the type of animal, the environment it lives in, and what it needs to survive. Some homes are for just one animal or for a mother and her babies. Other homes are for a large group of animals to all live together.</p> <p>Animal homes serve a variety of purposes. Many animals design their homes to trap heat in and keep the cold out, especially when there are babies living in the home, since baby animals cannot keep themselves warm like their parents can. Nests, dens, and burrows are examples of this type of home.</p> <p>There are many different types of animal homes. Here are some of the most common ones and the animals that use them.</p> <ul style="list-style-type: none"> <li>Barns and Houses - Domesticated animals are ones that live with humans. The most common animals that live in houses are dogs and cats. Some animals that live with humans are too big or too messy to live in a house. Animals like horses, cows, goats, sheep, and pigs can be pets, but they usually live in barns.</li> <li>Webs - Spiders spin webs to live in. Webs are also perfect traps for catching insects</li> </ul>

GRADE 2 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<p>for spiders to eat.</p> <ul style="list-style-type: none"> <li>• Hives - Bees and wasps make wax inside their bodies, and then they use the wax to build homes called hives. These insects like to live together in huge numbers. A hive makes a good home for a whole colony.</li> <li>• Caves - Lions, tigers, bears, wolves, and bats make their homes in caves. Caves that make good homes are not just found on dry land. Many animals that live in the water, especially eels, like to live in underwater caves.</li> <li>• Burrows and Holes - Many animals dig into the ground to make their homes. Foxes, rabbits and ants all live underground. Some underground homes are very simple with just one large hole and a single exit while others is quite complex with many rooms, entrances, and exits.</li> <li>• Shells - Many animals with soft bodies actually carry their homes with them. These homes are called shells and the hard exterior of the shells help protect the animals inside. Most animals such as snails, crabs, and turtles have 'built on' shells. Hermit crabs use old shells from other animals as their homes; they find new shells as they grow.</li> <li>• Nests - Birds make nests to lay their eggs in. Nests can be built in the branches of a tree or on the ground, and some city birds build their nests in the nooks and crannies of buildings.</li> <li>• Tree Hollows - Squirrels and owls like to make their homes in the hollow (an empty hole in the trunk) of a tree.</li> </ul>

GRADE 2 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 8 & 9	Farm and wild animals (All animals done in grade R - 3)	<ul style="list-style-type: none"> <li>Identify/name and compare different farm animals</li> <li>Understand uses of farm animals such as food and clothing</li> <li>Identify/name and compare wild animals</li> <li>Understand the meaning of camouflage</li> <li>Compare camouflage of farm and wild animals</li> </ul>	<ul style="list-style-type: none"> <li>Choose a farm animal and teach about the body parts of the animal, noises it makes, products that you get from the animal, feeding and caring of the animal</li> <li>Compare the animal to other farm animals</li> <li>Do the same with wild animals</li> </ul> <p>While some of us stand out in a crowd others tend to blend in and it's the same in the animal kingdom. This animal camouflage lesson plan explains some of the concepts and offers a fun activity to help kids understand how camouflage works.</p> <p>Camouflage Information:</p> <ul style="list-style-type: none"> <li>The color and/or pattern of an animal often allow it to either blend in or stand out from its environment. This helps them escape predators or hunt more efficiently by being harder to see.</li> <li>When it blends into its background it is called camouflage.</li> <li>For example, many animals that live in snowy areas are white, like the polar bear. Many animals that live in deserts are sand-coloured, many animals that live in trees are green, many animals that live on rocks match the coloration of the rocks and many animals that live near the soil are soil-coloured. Patterns, like stripes or spots, can also help camouflage an animal.</li> <li>A chameleon can even change its colour to blend in with its environment.</li> </ul> <p>Here are some classroom activities for teaching camouflage</p> <ul style="list-style-type: none"> <li>Hide and seek camouflaged paperclips <ul style="list-style-type: none"> <li>Take your class to a grassy area and divide them into small groups. Give each group 10 paper clips in different colours. Which colour will be easiest to see in the grass? Which will be hardest? Have learners make their predictions. Have one</li> </ul> </li> </ul>

GRADE 2 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<p>group member sprinkle the paper clips on the grass and count up to a given number while the other learners of the group pick up as many paper clips as they can. Have the learners record their findings. Discuss the results and have learners talk about how camouflage can help animals to survive.</p> <ul style="list-style-type: none"> <li>• Who is hiding? <ul style="list-style-type: none"> <li>○ Create a habitat in a terrarium or fish tank. If possible, use a real animal to study, such as a lizard, beetle, or cricket. If keeping a real animal is not possible, you can use a realistic plastic bug or snake. Tell the class that they are going to create a habitat for the animal. Have the learner's research and learn about the animal and its habitat. How does the animal use camouflage in its environment? What does the animal eat? If it eats insects, do any of them use camouflage? Have students collect and bring in materials to add to the habitat.</li> </ul> </li> <li>• Camouflage Mural <ul style="list-style-type: none"> <li>○ Together as a class, paint or colour a large mural of a jungle. Then have each learner pick an animal, learn about it, and add it to the mural. Explain to the class that this animal should be camouflaged in the jungle. Have each learner present his or her animal to the class and discuss how it uses camouflage to stay safe.</li> </ul> </li> </ul>

## SUGGESTED LIFE SKILLS ASSESSMENT GOALS

Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.

<b>SEASONS</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Name the four seasons</li><li>• Know how seasons affect our clothes/food and activities</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Name and discuss the four seasons according to their characteristics</li><li>• Explain how the seasons affect animals</li></ul>
<b>CREATURES LIVING IN WATER</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Compare salt and fresh water</li><li>• Identify and label land animals</li><li>• Identify and label water animals, e.g. fish/crocodile/hippo/crabs/frog/dragonfly /shark/dolphin</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Compare water and land animals according to their characteristics</li><li>• Know which of the animals above live in rivers/ponds/ocean</li></ul>
<b>ANIMALS AND THEIR SHELTERS</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Identify animals and creatures that make own homes - such as birds, some bees, ants, spiders etc.</li><li>• Identify animals and creatures that find their homes - such as baboons, snakes, squirrels etc.</li><li>• Identify animals and creatures that carry their homes - such as snails, tortoises etc.</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Explain and compare the purpose of the homes of animals</li></ul>



**FARM AND WLD ANIMALS****First Year**

- Identify/name and compare different farm animals
- Understand uses of farm animals for food and clothing
- Identify/name and compare wild animals

**Second Year**

- Understand the meaning of camouflage
- Compare camouflage of farm and wild animals

## 3.1.11 Grade 2 Term 3

GRADE 2 LIFE SKILLS – TERM 3				
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE	
Week 1 to 3	Transport	<ul style="list-style-type: none"> <li>Understand what transport is</li> <li>Identify animal transport</li> <li>Identify road transport</li> <li>Identify rail transport</li> <li>Identify air transport</li> <li>Identify water transport</li> <li>Describe how transportation today is the same or different than in the past</li> <li>Compare the different types of transport</li> </ul>	Make use of a poster with different transport pictures. Draw a graphic organizer to compare the different transportation. The following table is just a suggestion on how information can be jotted down. Pictures can also be used to compile the information. This can be done with animal, road, rail, air and water transport.	
			Transport	Purpose
			Technology	Use in daily life
			Road transport like car, bus, taxi, motorbike, bicycle etc.	What is it used for?  What makes it move? What materials are used to build it? What features does it have? What does it look like?
				Do most people use this transportation? How does/did it impact daily life?

GRADE 2 LIFE SKILLS – TERM 3							
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE				
					Is it used to move people and things from one place to another?	Does an engine make it move? Is it made from metal? Does it have wheels, seats, a steering wheel, etc.?	Not all people own their own transport It makes life easier People can get to places faster
			<p>After completing the graphic organizer, discuss what is the same and different about the types of transportation. Point out that the purpose is the same (to move people or things from one place to another) but other things are different. For example, what makes the transportation move and the number of people who use this type of transportation are different.</p> <ul style="list-style-type: none"> <li>This construction site sensory play area can be set up easy. Make use of sand and use toy trucks, stones, and grains from the kitchen.</li> </ul>				
Week 4 & 5	Road/ Traffic Safety	<ul style="list-style-type: none"> <li>Identify Pedestrians</li> <li>Identify Cyclists</li> <li>Identify Passengers</li> <li>Identify basic Road signs like Stop, Pedestrian crossing, Robot - the colours and the meaning of it</li> </ul>	<p>Young children don't have the same ability to judge distances, speed, and noise direction of traffic and vehicles as teens and adults can. Therefore, it's really important to ensure that learners have a good understanding of basic street safety when they start walking or traveling around the local and city streets without supervision.</p> <p>Stop, Look and Listen and Look again is still good advice to give when teaching traffic safety to learners. Here are some additional tips to assist you in discussing this very important, lifesaving topic.</p>				

GRADE 2 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<ul style="list-style-type: none"> <li>Know how traffic officers help us</li> </ul>	<ul style="list-style-type: none"> <li>Teach traffic/road safety through games and rhymes. Use rhymes like this: Stop, look and listen Before you cross the street. First use your eyes, Then use your ears, Before you use your feet.</li> <li>Stop Sign Art Supply the learners with a large piece of paper and a hexagon shaped pattern on the paper. Write the words, or have the students write the word “STOP” onto the middle of the sign. Have the students color the sign RED. Teach the learners when you see a red Stop sign you must stop look around and wait until it is safe to proceed.</li> <li>Traffic Light Art Supply the learners with a traffic light, black and white. Allow the learners to colour the traffic light in the proper colours. Top Light: RED – This means you must stop on the line and wait until the light changes to green. Middle Light: YELLOW – This means you must slow down and come to a stop on the line. Bottom Light: GREEN – This means it is safe to proceed in your desired direction.</li> <li>Play a game of "Crossing the Road" Use colored tape to tape a mock road onto your classroom floor. Create two signs. A stop sign and a traffic light sign. Ask the learners to line up on the road and pay attention</li> </ul>

GRADE 2 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<p>to the road signs. Use your hand made signs to test the learners. Ask them to walk around the mock road and 'stop' when they see the stop sign or the red light shown. 'Slow down' when they see the yellow light shown and 'go' when they see the green light shown.</p> <ul style="list-style-type: none"> <li>Bus/taxi safety tips:</li> </ul> <p>School taxi/busses/cars are a safe and convenient way for learners to come and go from school. However, most pedestrian accidents involving buses/taxis/cars happen either before the transport arrives or after it has driven away. It is crucial learners know how to act safely before they get on a bus/taxi/car and after they get off.</p> <p>Parents/learners and teachers need to be aware of road safety around school transport. Here are some tips below to help with the learner's safety.</p> <p>For Learners:</p> <ul style="list-style-type: none"> <li>Stand well back at the bus/taxi stop until the bus/taxi has completely stopped.</li> <li>Wait until the bus/taxi has moved off before crossing the road. This gives other drivers on the road the chance to see any pedestrians more clearly. It also allows pedestrians to have a clear view of traffic.</li> <li>Choose a safe place to cross the road, not in front of the bus/taxi or between parked cars.</li> </ul>
Week 6 & 7	People who help us	<ul style="list-style-type: none"> <li>Recognise people who help us in our community - such as clinic nurse, teacher and after-care teacher, traffic cop, police officer etc.</li> </ul>	<p>Revise what was done in term one about the community.</p> <p>It is important that learners know that it is okay to ask for help. They should not be embarrassed. By asking for help is being part of responsible to yourself.</p> <p>Here are ideas for activities:</p> <ul style="list-style-type: none"> <li>Have the class work in small groups to give ideas or examples of how different</li> </ul>

GRADE 2 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<ul style="list-style-type: none"> <li>Recognise how different people help one another</li> <li>Ask for assistance/help</li> <li>Know who to contact when help is needed</li> </ul>	<p>people can help us. Each group focuses on a particular group of helpers such as teachers, friends, siblings, or parents. Making a classroom bulletin board or posters showing different kinds of help and potential helpers could expand this activity.</p> <ul style="list-style-type: none"> <li>Divide the class into pairs of “helping buddies.” Each buddy has two tasks: (1) decide on some knowledge or skill he or she would like to improve and (2) work with his or her buddy to improve the knowledge or skill--or get the necessary help. The buddies meet regularly for a week or two and then report to the class on how they helped each other improve.</li> <li>Teach learners how to use: <ul style="list-style-type: none"> <li>Emergency - Ambulance (10177)</li> <li>Emergency - Cell phone (112)</li> <li>Emergency - National (10111) in an emergency could be one of the simplest — and most important — lessons you'll ever share.</li> <li>Local Childline and number of nearest hospital.</li> </ul> </li> <li>Role play making a call and practice answering questions.</li> </ul>
Week 8 & 9	Fruit and Vegetables	<ul style="list-style-type: none"> <li>Identify Fruit Apple/banana/grapes/pear/peach/pineapple/orange/lemon/apricot/plum/melon/watermelon/guava/granadilla/mango</li> <li>Identify Vegetables Carrot/cabbage/bean/potato/pumpkin/onion/beetroot/peas/</li> </ul>	<ul style="list-style-type: none"> <li>Build a sandwich <ul style="list-style-type: none"> <li>Choose ingredients from a list the teacher wrote or think up your own special combination. Remember to be creative! Make the sandwich in the class with friends. Eat and enjoy!</li> </ul> </li> <li>Turn fruit into popsicles <ul style="list-style-type: none"> <li>Chop any fruit into small chunks or puree in the blender with an adult</li> <li>Pour pureed fruit into popsicle moulds or ice cube moulds</li> <li>Freeze until hard</li> </ul> </li> </ul>

GRADE 2 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		sweet potato/butternut/ cauliflower/broccoli <ul style="list-style-type: none"> <li>Know the difference between fruit and vegetables</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy!</li> <li>Set up a kitchen area and lots of play food to use to make dinners in their restaurant. Have the learners set the table with a plate cup and napkin. Have them take turns being the waiter, cook, and customer. For this play area the learners make menus with pictures of vegetables and dinners from magazines. Under each picture put the name of the item. The kids LOVE playing this and have so much fun.</li> </ul>

**SUGGESTED LIFE SKILLS ASSESSMENT GOALS**

Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.

**TRANSPORT****First Year**

- Understand what transport is
- Identify animal transport
- Identify road transport
- Compare the different types of transport

**Second Year**

- Identify rail transport
- Identify and list types of air transport
- Identify and list types of water transport
- Compare and group the different types of transport
- Describe and discuss transport of the past and today

**ROAD TRAFFIC SAFETY****First Year**

- Identify Pedestrians
- Identify Cyclists
- Identify Passengers

**Second Year**

- Identify, name and label basic Road signs like Stop, Pedestrian crossing, Robot - the colours and the meaning of it

**PEOPLE WHO HELP US****First Year**

- Select people who help us in our community - such as clinic nurse, teacher and after-care teacher, traffic cop, police officer etc.
- Explain and give examples how different people help one another
- Ask for assistance
- Know who to contact when help is needed

**Second Year**

- Identify, name and label the people in the community that help us
- Discuss and compare how different people help one another
- Know and practice who to contact when help is needed



**FRUIT AND VEGETABLES****First Year**

- Identify Apple/banana/grapes/pear/peach/pineapple/orange/lemon/apricot/plum/melon/ watermelon/guava/granadilla/mango
- Identify Carrot/cabbage/bean/potato/pumpkin/onion/ beetroot/peas/sweet potato/butternut/ cauliflower/broccoli

**Second Year**

- Indicate and sort fruit from vegetables

GRADE 2 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1 & 2	Water	<ul style="list-style-type: none"> <li>• Discuss the water cycle</li> <li>• Save water</li> <li>• Water purification</li> </ul>	<ul style="list-style-type: none"> <li>• Tell a story about a raindrop's journey and then ask questions What does "cycle" mean? What shapes best represent cycles? Have you ever heard of the water cycle? What do you know about it?</li> <li>• Tactile project: The class will be creating a very large water cycle model and each learner will make a portion of the water cycle. <b>Teacher Note:</b> It will be necessary for the teacher to decide if each learner will make each piece of the water cycle or if learners will be arranged into groups to work on the water cycle.</li> <li>• Distribute Water Cycle cut outs. Learners should colour raindrops blue and cut them out.</li> <li>• Cut out clouds and fill them in using white glue and stretched cotton balls.</li> <li>• Cut out blue construction paper to look like water.</li> <li>• Cut out brown construction paper to look like land (optional: decorate using sand and grass attached with white glue).</li> <li>• Cut out yellow construction paper to look like the sun.</li> <li>• When all pieces have been constructed, set aside to dry.</li> <li>• Cut and paste the arrows indicating the cycle.</li> </ul> <p>Review the terms: condensation, evaporation and precipitation and collection.</p> <p>Evaporation: Heat from the Sun causes water on Earth (in oceans, lakes etc.) to evaporate (turn from liquid into gas) and rise into the sky. This water vapor collects in the sky in the form of</p>

GRADE 2 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<p>clouds.</p> <p>Condensation: As water vapor in the clouds cools down it becomes water again, this process is called condensation.</p> <p>Precipitation: Water falls from the sky in the form of rain, snow, hail, or sleet, this process is called precipitation.</p> <p>Collection: Oceans and lakes collect water that has fallen. Water evaporates into the sky again and the cycle continues.</p> <ul style="list-style-type: none"> <li>• Learn how to purify water: (refer topic “Water” in Grade 1 for methods )</li> </ul>
Week 3 to 5	Our country South Africa	<ul style="list-style-type: none"> <li>• Know the name of our country South Africa</li> <li>• Recognise the map of South Africa</li> <li>• Recognise the symbols of South Africa</li> <li>• Name own province</li> <li>• Name own town</li> <li>• Recognise the South African flag and places where we can see it flying. Meaning of colours</li> <li>• Listen/hum/sing South African</li> </ul>	<p>South Africa is part of the continent of Africa. Each continent is divided up into many countries and each of those countries is usually made up of different smaller regions usually called provinces.</p> <p>The 'rainbow nation' of South Africa is a large multi-racial country, which covers the southern part of the continent.</p> <p>The National Symbols:</p> <ul style="list-style-type: none"> <li>• The country's national animal is the springbok, which also gives its name to the South African rugby team - fondly known as "the Boks".</li> <li>• The national bird of South Africa is the blue crane</li> <li>• The protea is the national flower</li> <li>• South Africa's national fish is the galjoen</li> <li>• The national tree is - the yellow wood</li> </ul>

GRADE 2 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		anthem <ul style="list-style-type: none"> <li>Understand the meaning of rainbow nation</li> </ul>	
Week 6 & 7	Communication in our world	<ul style="list-style-type: none"> <li>Identify common communication skills</li> <li>Identify common communication technologies</li> <li>Identify ways that a person's privacy and reputation may be compromised online</li> <li>Identify examples of texting-style language, including abbreviations and emoticons.</li> <li>Describe the appropriate and inappropriate uses of texting-style language.</li> <li>Describe some potential consequences of the inappropriate use of texting-style language.</li> </ul>	<p>Remember that even the quietest learners have something to say.</p> <p>Discussion:</p> <p>Talk to the learners about communication. Ask the learners for different ways we communicate.</p> <ul style="list-style-type: none"> <li>Try some forms of non-verbal communication:</li> </ul> <p>Have a learner dance to act out a feeling, see if the other learners can guess what emotion.</p> <p>Show the learners a few simple signs for sign language.</p> <p>Have the learners draw a picture to try to communicate an idea.</p> <ul style="list-style-type: none"> <li>Try some forms of verbal communication:</li> </ul> <p>Have the learners sing a favorite song.</p> <p>Have a learner tell a favorite story.</p> <p>Have the learner make sounds to communicate, shhhhh, mmmmm, aaaah!</p> <ul style="list-style-type: none"> <li>Show your learners forms of visual communication:</li> </ul> <p>Show the learners letters and numbers.</p> <p>Show the learners pictures of traffic signs.</p> <p>The internet and cell phones have created new ways for learners to communicate and be connected. Through the internet and other computer technology, learners have the opportunity to gain media literacy, become technically confident, construct identities, socialize, and be connected to people all over the world. Despite the benefits of</p>

GRADE 2 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			computer innovation, cyber-bullying and the spread of rumours and gossip on social networking sites such as Facebook, Twitter, and WhatsApp as well as through chat rooms, instant messaging, and email, are a growing problems. Teaching learners about online safety is as important as teaching them about the benefits of computer technology.
Week 8 & 9	Night Life	<ul style="list-style-type: none"> <li>• Discuss things they do at night - get ready for bed, read and tell stories, sleep and dream</li> <li>• Identify people who work at night - such as security officers, doctors, pilots, truck drivers</li> <li>• Identify night animals - such as owls, hamsters, porcupines, leopards, jackal</li> </ul>	<p>Use this topic on nighttime to explore what people and animals do at night while children are sleeping.</p> <p>The period between sunset and sunrise is called night. When children sleep, things are happening. People work, animals are hunting, and the moon and stars shine.</p> <ul style="list-style-type: none"> <li>• Turn a corner of your classroom into a night sky. Attach glow-in-the-dark stars and moons to the ceiling. Pass out flashlights to the learner, and dim the lights for some exploration of the dark. As the learners view this night sky, ask if they recall seeing the moon and stars outdoors at night before bedtime.</li> <li>• Tell a night time story by using shadow puppets to illustrate the story.</li> </ul>



**SUGGESTED LIFE SKILLS ASSESSMENT GOALS**

Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.

**WATER****First Year**

- Show and match pictures to the water cycle
- Understand water must be saved and give examples
- Recognise how water purification works

**Second Year**

- Know and discuss the water cycle using basic vocabulary
- Know how to save water
- Know and explain how water purification works

**OUR COUNTRY SOUTH AFRICA****First Year**

- Know the name of our country
- Recognise the map of South Africa
- Name the symbols of South Africa
- Select the South African flag
- Respond to the anthem

**Second Year**

- Know the province of residence
- Know town of residence
- Know and label the flag and the meaning of the colours
- Know and sing/hum the anthem
- Understand the term rainbow nation

<p><b>COMMUNICATION IN OUR WORLD</b></p> <p><b>First Year</b></p> <ul style="list-style-type: none"> <li>• Identify different communication skills</li> <li>• Identify different communication technologies and give examples</li> <li>• Understand that one should be careful not to give private information to strangers</li> </ul>	<p><b>Second Year</b></p> <ul style="list-style-type: none"> <li>• Identify ways that a person's privacy and reputation may be compromised online.</li> <li>• Identify examples of texting-style language, including abbreviations and emoticons.</li> <li>• Describe and discuss the appropriate and inappropriate uses of texting-style language.</li> <li>• Describe and discuss some potential consequences of the inappropriate use of texting-style language.</li> </ul>
<p><b>NIGHT LIFE</b></p> <p><b>First Year</b></p> <ul style="list-style-type: none"> <li>• Discuss and explain things or events we do at night - get ready for bed, read and tell stories, sleep and dream</li> </ul>	<p><b>Second Year</b></p> <ul style="list-style-type: none"> <li>• Identify, name and label people who work at night - such as security officers, doctors, pilots, truck drivers</li> <li>• Identify night animals - such as owls, hamsters, porcupines, leopards, jackal</li> </ul>

Learners are two years in grade 3 and the learning content in the tables make provision for more difficult content to be taught during the second year in grade 3 to ensure that progression takes place.

### 3.1.13 Grade 3 Term 1

GRADE 3 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1 & 2	Me and my time-line	<ul style="list-style-type: none"> <li>Identify order of events correctly</li> <li>Tell his/her own history/story</li> <li>Acknowledge that he/she is special and that everybody is different</li> <li>Tell positive personal qualities: relationship with self, family, friends, personal interests, abilities and potential</li> <li>Acknowledge own success and failures</li> <li>Demonstrate how to accept and give a compliment</li> <li>Demonstrate an understanding of criticism and how to handle it</li> <li>Talk about less successful times/activities that he/she</li> </ul>	<p>Learners have by now spend a lot of time talking about where they live, what's in their community, the people in their lives and in short, their world and their place in it. Help the learners to create a time-line about their lives and important events. Remember that learners learn about time-lines through stories of people, storybook characters, the teacher and themselves. Use puppets to tell stories.</p> <p>Make use of pictures about daily activities or use a camera to photograph learners participating in daily activities during the school day such as arrival, mathematics, music, reading etc. Print these photos and mix them up and encourage the learner to sequence these events to understand a personal time-line. Read a story to the learners about a day in the life of any character and then lead a discussion to identify the order of the events in the story and place them on a time-line. Point out time words such as: yesterday, tomorrow, next, first, after that etc.</p> <ul style="list-style-type: none"> <li>When most people hear the term time-line, they think about historical events but remember that learner has a history, too. Start by talking to the learners about key events in their lives, for example, the day they were born, the month they started to talk or walk, when their siblings arrived, dates of favourite vacations, the month you moved to a new house, or when they first started school etc.</li> </ul> <p>Note: One thing to remember as you tackle this activity is a learner who was adopted or</p>



GRADE 3 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		experienced	<p>is in foster care may find it difficult, but there are ways to adapt it to make it more general. Instead of focusing on everything that happened from the time when the learner was born and beyond, think about using less specific terms, like "past" and "present." That way the learner can decide what events in his/her "past" are of importance to him/her without feeling pressured to know the details of what happened in the time before he/she was adopted or placed into foster care.</p> <ul style="list-style-type: none"> <li>• Role play: how to receive and give compliments, and how to react when receiving criticism.</li> <li>• Role play a failure and model good ways to deal with this.</li> <li>• Make use of a puppet show.</li> </ul>
Week 3 & 4	Me, my rights and responsibilities	<ul style="list-style-type: none"> <li>• Know that South Africa has a Bill of Rights</li> <li>• Understand the concept of Democracy</li> <li>• Understand what Human Rights are and name one to two important ones</li> <li>• Know that rights come with responsibilities</li> <li>• Understand the difference between needs and wants</li> </ul>	<p>Start with work done in grade two (2) term 1 to revise rights as a child at home, at school and in the community and environment.</p> <p>In 1996 South Africa passed the South African Constitution Act that includes a Bill of Rights. The Bill of Rights consists of a list of rights to protect all people, which includes adults and children living in South Africa. The Constitution says that the government and all people of SA must respect, protect, promote and fulfill the human rights listed in the Bill of Rights.</p> <p>Teachers note: Teachers need to handle this situation very sensitively because some of the issues, which will be, discussed may affect your learners personally and may result in strong reactions and emotions. Never force a learner to participate, rather speak to them privately if you think that they are feeling uncomfortable or distressed.</p> <ul style="list-style-type: none"> <li>• An activity like drawing up a code of conduct or a set of rules about behaviour can help ensure that everyone's rights are respected in the class and school.</li> </ul>

GRADE 3 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<ul style="list-style-type: none"> <li>Learners can also design a poster for children's rights.</li> </ul> <p>Rights can be linked to basic needs like food, shelter and medical care and learners must learn that there is a big difference between what people need for survival and what they just want. Write or paste pictures under two headings Needs and Wants and then compare and discuss the results. Why is one list longer? Why is that? Encourage the learners to focus on things they really need to live.</p>
Week 5 & 6	My feelings and emotions	<ul style="list-style-type: none"> <li>Identify emotions</li> <li>Understand what makes me feel happy, sad, scared, mad, worried</li> <li>Identify feelings like: joy, love, fear, grief, jealousy and disappointment</li> <li>Identify emotions in other people like my teacher, friends and family etc.</li> <li>Show respect for other people's emotions in an appropriate way</li> <li>Understand the connection between words, actions and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Role-play situations where the learners must show emotions and the others must guess how the other learner is feeling. Discuss the correct way and incorrect way to handle an emotion and assist the learners to choose which one is better. Make sure that the learners understand that feelings are normal and sometimes we feel good and sometimes we feel bad. In some cases we don't know what to do when we are feeling bad or mad then teach the following plan to the learners: <ul style="list-style-type: none"> <li>Accept your feelings and say to yourself "I am mad" and it is OK to have feelings.</li> <li>Relax before you act by taking deep breaths or counting to ten or holding your hands together. (There are many other methods that can be used, find the most appropriate one for your class, school or the specific learners you are teaching).</li> <li>Think about ways to help yourself because thinking helps you to make the right choice instead of harming yourself or others.</li> <li>Do something for yourself like talk to someone or do something you enjoy.</li> </ul> </li> <li>Have the learners make feeling masks or create a class collage of different feelings which they will hang in a prominent place in the class room so that it can be used as a visual guideline throughout the year to continue reflection about how their behaviours towards one another can trigger various feelings.</li> </ul>

GRADE 3 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 7 - 9	Changes in me	<ul style="list-style-type: none"> <li>• Talk about changes that occur during puberty to boys and girls</li> <li>• Categorize changes into those that happen to boys, girls of both</li> <li>• Identify who they can go to or where they can go to talk about puberty changes</li> <li>• Taking care of my changing body</li> </ul> <p>(The more personal issues will be handled in grade 4)</p>	<p>Teachers note: Remember that learners with different abilities are also going through physical, emotional and social changes. Puberty is a time of change and growth that can be both exciting and frightening for learner(s) with severe intellectual disability and that is why they must learn that boys and girls have similar and different experiences during puberty. Deal with this lesson in a sensitive, but open manner. As a teacher you should be prepared for giggles in the class but try to acknowledge the learners' reactions by saying that puberty and body parts can be difficult to talk about and it's OK to feel a bit uncomfortable.</p> <p>Ask the learners what they are looking forward to about puberty like for instance getting taller and stronger, having more independence, wearing make-up etc. Also discuss what they least are looking forward to like acne, pubic hair, having more responsibility and mood swings.</p> <p>Have a discussion on how and what the learners can do to help them go through puberty:</p> <ul style="list-style-type: none"> <li>• A teenager is always hungry but make sure to snack on healthy foods</li> <li>• Exercise every day</li> <li>• You need a lot of sleep and emphasize the importance of switching of technology so that you can sleep</li> <li>• Drink healthy drinks and include a lot of water</li> <li>• Talk about problems to someone you trust</li> </ul> <p>The teacher can put together a puberty kit and use it as a tool to teach the learner about puberty and personal hygiene. The contents can be as simple as deodorant, shampoo, shaving foam, razor, soap, toothbrush, floss and toothpaste, washcloth and clean underwear both for boys and girls. Introduce sanitary pads for menstruation.</p>

GRADE 3 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<p>Introduce the kit to the learners and have them choose items from the kit. Discuss the items with questions like:</p> <ul style="list-style-type: none"> <li>• What is this?</li> <li>• How must I use it?</li> <li>• Is the item for a male or female?</li> <li>• Why is it important to use this product?</li> <li>• Must we use it daily, several times a week, weekly or monthly?</li> </ul>

## SUGGESTED LIFE SKILLS ASSESSMENT GOALS

Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.

<b>ME AND MY TIME LINE</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Sequence events correctly</li><li>• Understand and tell own story</li><li>• List positive qualities of self/family/friends</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Acknowledge own success and failures</li><li>• Know how to give a compliment</li><li>• Handle criticism in a positive manner</li></ul>
<b>ME AND MY RIGHTS AND RESPONSIBILITIES</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Understand and list needs and wants</li><li>• Begin to understand democracy</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Acknowledge that rights come with responsibilities</li><li>• Know about the Bill of Rights</li></ul>
<b>MY FEELINGS AND EMOTIONS</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Understand and compare different feelings and where it comes from</li><li>• Know one or two rights</li><li>• Identify and give examples joy/love/fear/grief/jealousy/disappointment</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Understand connection between words and actions</li></ul>
<b>CHANGES IN ME</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Accept and explain puberty and its changes that occurs</li><li>• Understand and list changes is girls and boys</li><li>• Identify who they can talk to about puberty</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Describe and discuss taking care of changes</li></ul>



GRADE 3 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1 & 2	Insects	<ul style="list-style-type: none"> <li>Identify different insects</li> <li>Observe and draw an insect</li> <li>Discuss how insects help us</li> <li>Discuss how insects harm us</li> </ul>	<p>Teachers note: The teacher can pick one or two insects to focus on in depth depending on the class situation.</p> <p>There are many different types of insects and a lot of information that can be associated with each type. When teaching insects stick to the most basic information like being able to name the three parts of an insect or to identify an insect with six (6) legs from spiders and worms.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>Draw an insect</li> <li>Make a clothespin grasshopper</li> <li>Make Paper Mache insects</li> <li>Make thumb prints into bugs</li> <li>Bug window sun catchers use wax paper and crayon shavings iron with an iron</li> <li>Make bug "houses" decorate to put bugs in</li> </ul> <p>Useful Insects</p> <ul style="list-style-type: none"> <li>Insects constitute more than half of the diet of fishes, birds, amphibians, reptiles, and small mammals. In some parts of the world insects are eaten by humans.</li> <li>Insects pollinate many different types of plants. They improve the soil by bringing nutrient-rich soil from deeper layers to the surface.</li> <li>Several commercial products are obtained from insects. Among these are honey, beeswax and silk.</li> </ul> <p>Harmful Insects</p> <ul style="list-style-type: none"> <li>Most insects that spread disease do so by biting their victims like mosquitos that can</li> </ul>



GRADE 3 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			cause malaria.
Week 3 to 5	Life Cycles	<ul style="list-style-type: none"> <li>• Discuss what a life cycle is</li> <li>• Identify the Life Cycle of a: <ul style="list-style-type: none"> <li>• Mammal (dog)</li> <li>• Amphibian (frog)</li> <li>• Bird (chicken)</li> </ul> </li> </ul>	<p>A life cycle is a sequence of stages through which a living organism goes and each member of a specific species goes through the same stages as its parents.</p> <ul style="list-style-type: none"> <li>• All organisms go through stages of development.</li> <li>• In most mammals the stages of life go from the fertilized egg, to the fetus, the juvenile, and then to the adult.</li> <li>• Birds go from the egg, to the chick, to the adult.</li> <li>• Amphibians go from the egg, to the larva, to the adult.</li> <li>• Insect goes from the egg, to the larva, to the pupa, to the adult.</li> </ul> <p>An activity learners find awesome to watch is raising mealworms into darkling beetles. A daring activity!</p> <ul style="list-style-type: none"> <li>• Get a clear plastic tub for a container.</li> <li>• Place 20-50 mm of substrate (which mealworms will eat) in bottom. Use bran, oats or a mixture of the two. Place 1/2 a potato on substrate or in a small dish (supplies moisture and food).</li> <li>• Get mealworms from the pet store.</li> <li>• Place mealworms in container, which should be kept relatively warm.</li> <li>• Replace potato every couple of days (do not let it get moldy).</li> <li>• The mealworms are the larvae stage; within 3 weeks they should pupate, then in another two weeks beetles should emerge.</li> <li>• The beetles will lay eggs, which are minute and very difficult to see. When these hatch, the larvae are also very small.</li> <li>• The beetles will die, while the larvae will grow and repeat the cycle.</li> </ul>



GRADE 3 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 6 & 7	Recycling	<ul style="list-style-type: none"> <li>• Explain what happens to our waste</li> <li>• Indicate what can be re-used</li> <li>• Tell how we can reduce waste</li> <li>• Indicate what cannot be recycled</li> </ul>	<p>Explain to learners that to recycle something means to use it again. Ask learners what they know about recycling and why they think it is so important. Ask questions to encourage participation.</p> <ul style="list-style-type: none"> <li>• Does your family have a dustbin for garbage at home or do you throw it in a hole in the back yard?</li> <li>• Does your family recycle at home?</li> <li>• Do they separate the recycling or collect it in one bin?</li> <li>• Do they take the recycling to a facility or put it on the curb with the rest of the trash or do they throw it in the field close by?</li> <li>• How do you help with recycling at home?</li> </ul> <p>Explain that when garbage is picked up, it goes to a facility where the different materials are separated. The materials are then cleaned, broken down and turned into new products, sometimes the material from one item will be used to create an entirely different item. For instance, a cool drink bottle can be recycled into articles such as a birdfeeder or a sprinkler</p> <p>A great way to cut back on the millions of tons of garbage and waste that humans produce every year is to practice the three R's: Reduce, Re-use, and Recycle. These little actions, if practiced by all of us, can make a big difference in improving the environment and making the earth a healthier and more beautiful place.</p> <ul style="list-style-type: none"> <li>• Collect a few materials such as a glass bottle, cigarette but, leather shoe, paper bag, plastic cup, tin can and a banana peel. Discuss the items by asking questions like: What do all the items have in common? If your learners cannot figure out the answer</li> </ul>

GRADE 3 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<p>help them to figure out the answer to the question, you can share with them that each of the items will likely end up on a dump yard one day. Next, ask what will happen to these items when they end up on the dump yard? How long do you think they will last there? Do they disappear/disintegrate/degrade immediately? Or will they continue to take up space on the dump yard? Let learners freely discuss these questions. Try to sequence the items according to how long they will last on the dump yard then order them according to what the scientists found, Glass bottle (unknown – it can be forever), cigarette but (2-5 years), leather shoe (40-50 years), paper bag (1 month), plastic jug (1 million years), tin can (200-500 years) and a banana peel (3-4 weeks)</p>
Week 8 & 9	Keeping my body safe	<ul style="list-style-type: none"> <li>• Identify what first aid is</li> <li>• Identify basic first aid practices such as nose bleeds, animal bites, cuts and burns</li> <li>• Identify basic health and hygiene like not touching other people's blood</li> <li>• Understand we are not safe with everyone</li> <li>• Name rules to keep my body safe</li> <li>• Understand yes and no feelings</li> <li>• Tell how to report abuse</li> </ul>	<p>Most injuries happen at home, at school or in the community. Some injuries are minor and some are serious and can even cause death. Learners need to know how to help others in danger. Teaching learners basic first aid is interesting and practical and it gives learners vital and sometimes life-saving knowledge.</p> <ul style="list-style-type: none"> <li>• What is First Aid? This is the first treatment given to a person after an accident and the aim is to keep the other person alive or help such a person to get better.</li> <li>• How to handle an accident: <ul style="list-style-type: none"> <li>○ Look around if you or other people are in danger</li> <li>○ Remove the danger to yourself and the injured people</li> <li>○ Ask someone to go for help</li> <li>○ Look at injuries and see what you can do</li> <li>○ Behave calmly and reassure the injured person</li> </ul> </li> <li>• Organise a safety campaign in the class and at school. Have a campaign against</li> </ul>

GRADE 3 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<p>burns, nosebleeds, animal bites and cuts. Use a variety of ways to pass the messages in class and school like having a puppet show about accidents and make posters which show how we should treat the nose bleed, cuts, burns and bites.</p> <ul style="list-style-type: none"> <li>• Make a First Aid Kit for the class.</li> <li>• Introduce some rules to the learners on how to keep their bodies safe. Here are just a few suggestions: <ul style="list-style-type: none"> <li>○ I am the boss of my body.</li> <li>○ I must know my name, address and phone number.</li> <li>○ I must never go anywhere or take anything from someone I don't know.</li> <li>○ My bathing suit areas on my body are private.</li> <li>○ I must not keep secrets from my parents, especially if it's about my body.</li> <li>○ If I ever get lost in a public place, I must freeze and yell or go to a mom with kids and ask for help.</li> <li>○ I must always listen to my own feeling if it feels right or wrong.</li> </ul> </li> </ul>

## SUGGESTED LIFE SKILLS ASSESSMENT GOALS

Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.

<b>INSECTS</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Identify different insects</li><li>• Observe and draw an insect</li><li>• Discuss how insects help us</li><li>• </li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Observe, draw and label an insect</li><li>• Discuss how insects harm us</li></ul>
<b>LIFE CYCLES</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Discuss what a life cycle is</li><li>• Identify the Life Cycle of a Mammal (dog)</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Draw and discuss a life cycle</li><li>• Identify, label and discuss an Amphibian (frog) life cycle</li><li>• Identify, label and discuss a Bird (chicken) life cycle</li></ul>
<b>RECYCLING</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Understand what waste is</li><li>• Sort waste which can be re-used and explain why</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Know and explain how we can reduce waste</li><li>• Indicate and list waste which cannot be recycled</li></ul>
<b>KEEPING MY BODY SAFE</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Know and explain what first aid is</li><li>• Identify basic first aid practices</li><li>• Understand why we don't touch another person's blood</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Understand that we are not safe with everyone</li><li>• Know rules for keeping my body safe</li><li>• Know how to report abuse</li></ul>

## 3.1.15 Grade 3 Term 3

GRADE 3 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1 & 2	Public Safety	<ul style="list-style-type: none"> <li>• Indicate dangerous places to play</li> <li>• Know rules when using public transport</li> <li>• Recognise electricity</li> <li>• Indicate dangers of electricity</li> <li>• Point out poisonous and inflammable substances</li> <li>• Recognise signs that warn us of danger</li> </ul>	<p>Electricity comes from power stations, sun, solar, water, batteries and wind turbines. Electricity is the most widely used form of energy. Its uses range from the miniature batteries that operate your wristwatch to huge motors that power trains and ships. Electricity operates our lights, run our refrigerators and powers motors. It first must be changed to other forms of energy such as heat, light or mechanical to be useful. You can't see electricity but you can see what it does like when you turn on a light.</p> <p>Suggested activity:</p> <ul style="list-style-type: none"> <li>• Look around the classroom and find objects that use electricity and those which do not</li> <li>• Show the learners, cut out pictures and ask them to separate it into electrical and non-electrical objects.</li> <li>• Look through magazines with the learners and ask them to pick out some objects, which use electricity, and to cut out some pictures. Discuss with the learners where these objects would generally be found in around the home and encourage the learners to talk about where those objects are in their own homes, recognising the learners individual differences. Show the learners a simple diagram of a house and ask them to place their cut out pictures in the different rooms. Give the learners glue to make a poster with their pictures and the house. Help the learners then to make a list of Do's and Don'ts around electricity:</li> <li>• Do's: <ul style="list-style-type: none"> <li>○ Ask an adult for help if using an electrical appliance</li> <li>○ Turn off electrical appliances when not in use</li> </ul> </li> </ul>

GRADE 3 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<ul style="list-style-type: none"> <li>Don't:               <ul style="list-style-type: none"> <li>Put drinks or any liquid on or above electrical equipment.</li> <li>Touch electrical appliances with wet hands</li> </ul> </li> </ul>
Week 3 to 5	Pollution	<ul style="list-style-type: none"> <li>Indicate what pollution is</li> <li>Name different types – water, land and air</li> <li>Explain effects of pollution on people</li> <li>Explain effects of pollution on the environment</li> </ul>	<p>Caring for the environment is everyone's responsibility. Learners must understand the importance of our world and they too should begin to take charge of her surroundings.</p> <p>Types of Pollution can be introduced all together or one every week.</p> <ul style="list-style-type: none"> <li>Show learners several pictures of different types of pollution, including air, water and land. Ask learners to identify what is wrong in each picture. Explain that the environment cannot survive without clean land, water and air and that it is up to the community to keep the environment free of pollution. Ask learners for suggestions about how to stop pollution and list them on the board. Suggestions might include picking up litter, walking or riding a bike as much as possible or avoiding throwing garbage into rivers and lakes etc.</li> <li>Learners can make use of boxes, paint them and place them around the school to make other learners aware of littering.</li> <li>Let every learner make a poster and write a promise to the earth.</li> <li>Plant a tree at school.</li> </ul>
Week 6 & 7	Space	<ul style="list-style-type: none"> <li>Indicate earth from space (what it looks like)</li> <li>Identify stars and planets (what they look like)</li> <li>Space travel</li> </ul>	<p>We live on earth and if you want to go to space you have to travel in a space shuttle wearing a special suit.</p> <ul style="list-style-type: none"> <li>We have nine (9) planets in our solar system. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. The nine (9) planets circle around the sun. The</li> </ul>

GRADE 3 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<p>sun sits in the middle while the planets travel in circular paths around it. They all travel in the same direction.</p> <ul style="list-style-type: none"> <li>For the learners to understand gravity hang objects from the ceiling of your classroom using fishing line. This will help your learners to simulate the gravity in space.</li> <li>Neil Armstrong was the first man to walk on the moon on 20 July 1969.</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>Give each learner a Styrofoam Ball (10 in total, 9 planets plus the sun, if you have more learners then that you can let some make stars, or moons). Let them design their own planet. When everyone is done you can put the solar system together.</li> </ul>
Week 8 & 9	Fruit and Vegetables	<ul style="list-style-type: none"> <li>Identify and name fruit</li> <li>Identify and name vegetables</li> <li>Understand why we have to eat healthy</li> <li>Know how to prepare vegetables and fruit before eating them</li> <li>Say how to preserve and store them safely</li> <li>Clean up where you worked</li> </ul>	<p>By now the learners have learned that fruit and vegetables are healthy and that our human bodies need it to stay healthy. An easy way to prepare a healthy meal is by making a salad.</p> <p>Activity:</p> <p>Make salad. (Fresh salad, potato salad, green been salad etc.</p> <p>Steps to follow if making a salad:</p> <ul style="list-style-type: none"> <li>Get a bowl</li> <li>Add vegetables you like</li> <li>Add some meat if you want</li> <li>Mix the ingredients together</li> <li>Add some salad dressing if you want</li> <li>Eat</li> </ul>

## SUGGESTED LIFE SKILLS ASSESSMENT GOALS

Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.

<b>PUBLIC SAFETY</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Indicate and name dangerous places to play</li><li>• Know rules when using public transport</li><li>• Select signs that warn us of danger</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Identify electricity</li><li>• Indicate and explain dangers of electricity</li><li>• Point out and list poisonous and inflammable substances</li><li>• Know signs that warn us of danger</li></ul>
<b>POLLUTION</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Indicate what pollution is</li><li>• Name different types of pollution – water, land and air</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Explain and list effects of pollution on people</li><li>• Explain and list effects of pollution on the environment</li></ul>
<b>SPACE</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Show earth from space (what it looks like)</li><li>• Identify stars and planets (what they look like)</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Understand and discuss Space travel</li></ul>
<b>FRUIT AND VEGETABLES</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Understand why we have to eat healthy</li><li>• Prepare vegetables and fruit before eating them</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Understand how to preserve and store fruit and vegetables</li><li>• Know about hygiene when we work with food</li></ul>



GRADE 3 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1 to 3	Products and Processes: Where does food/clothes/ money come from?	<ul style="list-style-type: none"> <li>Identify that there are processes behind many everyday items we use.</li> <li>Identify how processes change from basic ingredients to things we use.</li> <li>Identify 5 items that we get from plants</li> <li>Identify 5 items that we get from earth</li> <li>Identify 5 items that we get from animals</li> <li>Discuss : From plants – process – from cane to sugar</li> <li>Discuss : From earth – process – from clay to brick</li> <li>Know where money comes from and how it is used.</li> </ul>	<p>Teacher's Note: Learners need to understand that many of the things we use in our daily lives do not magically appear in our homes or the shops. There are many people whose jobs it is to make sure that these things come to our homes or the shops where we buy them.</p> <ul style="list-style-type: none"> <li>Assist the learners to investigate where milk, bread, eggs, meat, sugar, bricks, clothes, cars come from. If possible, arrange a tour to a farm, bakery, and local manufacturer so that they can learn about the different processes that are followed to make products.</li> <li>Bake bread with instant yeast in class: use this activity to show the learners the various steps involved in the process – collecting and mixing ingredients, kneading, rising, knocking down, second rise and baking. The bread that you buy at the shop has followed the same process.</li> <li>Discuss how different farmers provide us with things we need every day – maize, flour, milk, meat etc.</li> <li>Discuss how factories work to make items we use every day. The “How it’s made” and “How stuff works” online videos are a great resource to use to show learners different processes.</li> <li>Teach the cane to sugar process to illustrate the different steps needed in producing an everyday item - sugar. Remember to keep it concrete and basic to allow the learners to grasp the concepts at their level of understanding: Grow sugarcane, harvest, extract, evaporate, boil, store, refine, package, and sell: There are very good</li> </ul>

GRADE 3 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<p>worksheets on the sucrose website</p> <ul style="list-style-type: none"> <li>When teaching the process from clay to brick, let the learners make their own small bricks if clay is available, or you can use play dough (coloured brown) to simulate clay – it can be air dried or baked in an oven to harden. Use the bricks the learners made to build a model wall / house.</li> <li>Introduce the concept of money and earning money to the learners. Keep it to a basic introduction – In grade 4 the learners will learn more details.</li> </ul>
Week 4 & 5	Creatures and animals that can help us – with the work/protect us/help with special needs/help the soil/help the ecosystem	<ul style="list-style-type: none"> <li>Match animals and the products they give us:</li> <li>Food (goats and cows give milk and beef, chickens give eggs and chicken meat, bees give us honey)</li> <li>Clothes (Sheep give us wool, cows give us leather)</li> <li>Identify animals that work for us:</li> <li>Dogs as guide dogs, watch dogs, sniffer dogs</li> <li>Donkeys and Horses as draught animals or for transport</li> <li>Cows to pull ploughs and make fertilizer for the soil</li> </ul>	Let the learners make collages and posters to illustrate the matches.

GRADE 3 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<ul style="list-style-type: none"> <li>• Bees and butterflies that help plants to grow – pollination and earthworms that help make compost.</li> <li>• Listen to / read/ tell stories about other animals like dolphins that helped people</li> </ul>	
Week 6 & 7	World of work	<ul style="list-style-type: none"> <li>• Explore different jobs at school</li> <li>• Explore different jobs in the local community</li> <li>• Identify different skills that the career require</li> <li>• Identify likes and dislikes of different careers</li> </ul>	<p>Create a career bulletin board for the learners in the class:</p> <p>Ask learners to bring pictures from magazines, newspapers or any other source, which they can find, pictures from. Together as a class brainstorm different careers and write all the ideas on the board. Every learner can select one or two careers and then design a poster about the career let the learners answer these questions about the career:</p> <ul style="list-style-type: none"> <li>• Is it a dangerous career?</li> <li>• Is it an essential career?</li> <li>• Do you work by yourself or in a group?</li> <li>• Does the career pay well?</li> <li>• Does the career ask educational training from you?</li> <li>• Is this a job that you would like to do or not?</li> </ul> <p>Paste everybody's poster on the bulletin board for everybody to see and learn about different careers.</p> <p>Invite people from the community to come to the class and speak about their jobs.</p>

GRADE 3 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 8 & 9	I can be an entrepreneur	<ul style="list-style-type: none"> <li>• See an opportunity to make money for themselves</li> <li>• Make a plan on to how to make money</li> <li>• Make and sell a product</li> <li>• Receive money for it</li> </ul>	<p>The learners have now learned about different careers but they also need to know that they can create their own career. Explain to the learners that a business can be a big company or a small grocery store or a spaza shop on the corner of the street. This is a very flexible topic and the teacher can decide how the learners are going to participate in this process because the choice will be influenced by factors such as safety, home circumstances and school rules. The teachers can assist the learners to follow through with their moneymaking idea by trying to find customers for what is being sold or by directing learners to identify a job they can do for classmates. If the school will allow this, a special day can be allocated for the grade 3-class entrepreneur day. If possible individual learners can sell things or a class can work together on a project to sell and make a profit to buy something for the class. The key to a successful entrepreneurial topic is to find something that the learners like to do that is safe and that others are willing to buy. Make sure to spread the news of such a day and make sure that there will be a profit involved!</p>

## SUGGESTED LIFE SKILLS ASSESSMENT GOALS

Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.

<b>PRODUCTS AND PROCESSES</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Identify and explain that there are processes behind many everyday items we use.</li><li>• Give examples of how processes change from basic ingredients to things we use.</li><li>• Identify and list 5 items that we get from plants</li><li>• Identify and list 5 items that we get from earth</li><li>• Identify and list 5 items that we get from animals</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Discuss: From plants – process –from cane to sugar</li><li>• Discuss: From earth – process – from clay to brick</li><li>• Know where money comes from and how it is used.</li></ul>
<b>CREATURES AND ANIMALS THAT CAN HELP US</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Match animals and the products they give us Food (goats and cows give milk and beef, chickens give eggs and chicken meat, bees give us honey) Clothes (Sheep give us wool, cows give us leather)</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Identify and label animals that work for us Dogs as guide dogs, watch dogs, sniffer dogs Donkeys and Horses as animals or for transport Cows to pull ploughs and make fertilizer for the soil Bees and butterflies that help plants to grow – pollination and earthworms that help make compost.</li><li>• Listen to / read/ tell stories about other animals like dolphins that helped people</li></ul>

<b>WORLD AT WORK</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Identify and explore different jobs at school</li> <li>• Identify and explore different jobs in the local community</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Identify and compare different skills that a career require</li> <li>• Identify and discuss likes and dislikes of different careers</li> </ul>
<b>I CAN BE AN ENTREPRENEUR</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Discuss and give examples about opportunities to make money for themselves</li> <li>• Make a plan and explain how to make money</li> <li>• Make a product and tell how you would sell it</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• See and discuss an opportunity to make money for themselves</li> <li>• Make a plan and explain how to make money</li> <li>• Make and sell a product</li> <li>• Receive and handle money</li> </ul>

Learners will be in grade 4 for two years, so use the time allocated creatively to provide the learner with the skills and tools to become confident teenagers, who are able to deal with the new challenges posed to them in this phase of their life.



### 3.1.17 Grade 4 Term 1

GRADE 4 LIFE SKILLS – TERM 1-			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1	<b>Development of the Self</b> Positive self concept formation	<ul style="list-style-type: none"> <li>Identify my body, my body parts and their functions, my senses</li> <li>Tell positive personal qualities: relationship with self, family, friends, personal interests, abilities and potential</li> <li>Use strategies to build a positive self-esteem</li> <li>Deal with successes and failures</li> <li>Identify positive and negative feedback, understand how to deal with it and say and why I must be nice to others</li> <li>Demonstrate how to give and accept a compliment and criticism</li> </ul>	<ul style="list-style-type: none"> <li>Use the teachers guidelines and activities from Gr R to 3 as a resource for activities for the revision of my body, functions and senses.</li> <li>Let the learner use his time line (Gr 3 term 1) to tell the class about his background and himself, (or for non-verbal learners – to make a collage) and use this as a baseline so that each learner can remember and understand that everyone is different, but it is what makes our world so wonderful.</li> <li>Tell about my achievements. (to develop an idea of the learner's own strengths and preferences) <ul style="list-style-type: none"> <li>Say: I like myself because...</li> <li>Show why I am special</li> </ul> </li> <li>Show why my friend is special – to start creating awareness that my actions and words have an impact on others.</li> <li>Talk about less successful times / activities that you had. What lessons did you learn? How did you feel? How do you feel now? How can you turn mistakes into opportunities to learn and grow?</li> <li>Give learners an opportunity to role play a failure, and model good ways to deal with this. Remember, these learners are often visual learners, and will copy behaviour that you model.</li> <li>Role play and practice giving compliments and criticism.</li> </ul>
Week 2	<b>Development</b>	<ul style="list-style-type: none"> <li>Identify emotions (Revision</li> </ul>	<ul style="list-style-type: none"> <li>Start with the work done in Grade 3 Term1 to revise identifying emotions learned and</li> </ul>

GRADE 4 LIFE SKILLS – TERM 1-			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
	<b>of the Self</b> Understanding Emotions	from earlier grades) <ul style="list-style-type: none"> <li>Understand what makes me feel happy, sad, scared, mad, worried.</li> <li>Identify feelings: love, joy, fear, grief, jealousy, disappointment</li> <li>Show and communicate all emotions in an appropriate way</li> <li>Identify emotions in others by looking at their expressions, listening to their words</li> <li>Show or express empathy with other's emotions. Show respect for other's emotions</li> </ul>	add the more abstract emotions like empathy, compassion, anger, disappointment and sadness in the second year of Gr 4. <ul style="list-style-type: none"> <li>Tell stories or shared reading about emotions and use this opportunity to get the learners to understand where emotions come from. I feel happy because...</li> <li>Role play situations where learners have to show and communicate various emotions, for example: I am sad because I lost the race. I am disappointed because I did not make the team. Role play the correct way and the incorrect way, and assist the learners to choose which one is better.</li> <li>Link emotions to positive self concept building tasks.</li> <li>Play games where learners must show emotions, and others must guess how the person is feeling. Teach learners to be aware of other people's emotions, and how to respect their feelings.</li> <li>Talk about being a good friend, and practice how to be a good friend in situations that arise in class.</li> </ul>
Week 3 and 4	<b>Development of the Self</b> Changes in boys and girls	<ul style="list-style-type: none"> <li>Changes in boys and girls (puberty)</li> <li>Talk about changes in boys and girls: puberty and gender</li> <li>Talk about physical and emotional changes</li> <li>Understand the changes and how these impact on relationships</li> <li>Show respect for own and</li> </ul>	Teacher's Note: This is a challenging topic for any teacher or parent, but you need to be aware, that even though the learner has a severe intellectual disability , he / she is physically and sexually developing normally and will need to be prepared for their own body's changes, even if it is with a very limited and concrete understanding of what is happening. Deal with the lessons in a sensitive, but open manner. It is recommended that this topic is covered in mixed gender classes, because they will be exposed to each other outside of the classroom, and they will get all sorts of messages from their peers and others in the community. Deal with the more personal / practical issues in gender separate groups. <ul style="list-style-type: none"> <li>Know why my body is changing: I am beginning to be an adult, so that I can have a</li> </ul>



GRADE 4 LIFE SKILLS – TERM 1-			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		others' body changes and emotions <ul style="list-style-type: none"> <li>Show appreciation and acceptance of self and others</li> </ul>	baby, and start a family <ul style="list-style-type: none"> <li>Know that I must respect my own body and other people's bodies. What is my personal space, where and how am I allowed to touch other people, and the same for them touching me.</li> <li>Know how my body is changing / will be changing:               <ul style="list-style-type: none"> <li>Boys: body grows bigger, voice changes, body hair grows, muscles develop, body odour, acne, erections, wet dreams, penis grows longer, testes get bigger, sexual thoughts, strong emotions</li> <li>Girls: breasts develop, menstruation begins, body grows taller, body hair grows, body odour, weight gain, body fat increases, vaginal discharge, sexual thoughts, strong emotions</li> </ul> </li> <li>Know how to look after my body: wash / bath daily to keep clean and use deodorant to prevent body odour,</li> <li>Boys practice how to shave,</li> <li>Girls learn about how to wear a bra, how to deal with menstruation. (Practice these tasks in gender separate groups and during daily routine activities)</li> <li>Know that boys and girls must have privacy (e.g. separate bathrooms) and we must respect that we may be feeling different about each other.</li> <li>Say where babies come from. (This must be done on a very basic functional level – there are many lovely books available, but it is recommended that when sourcing books, the teacher looks at the books for 7 to 10 year olds, to make sure the content is presented in a simple and concrete manner.)</li> <li>Practice how to say NO to bad touch and practice how to ask for help if I am unsure</li> </ul>
Week 5 and 6	<b>Health and</b>	<ul style="list-style-type: none"> <li>Identify healthy food &amp;</li> </ul>	<ul style="list-style-type: none"> <li>Refer to the South African Food Based Dietary Guides for ideas on how to present</li> </ul>

GRADE 4 LIFE SKILLS – TERM 1-			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
	<b>environmental responsibility</b> Healthy eating & dietary habits	unhealthy food (Food that is good for my body and food that is bad for my body) <ul style="list-style-type: none"> <li>Understand why I must eat healthy</li> <li>Show what a balanced meal should look like.</li> <li>Know when to stop eating</li> <li>Know to prepare food with clean hands and on clean surfaces</li> <li>Say how to preserve and store food safely</li> <li>Know when good food is dangerous, e.g. chicken left outside of the fridge on a hot day, or mouldy bread. Know not to eat food that you are not sure of.</li> <li>Use basic kitchen utensils safely – knife, can opener, knife, stove top, kettle etc</li> <li>Prepare and eat a basic meal</li> <li>Clean up where you worked</li> </ul>	healthy eating and dietary habits in a truly South African context: <div> <p>               Enjoy a variety of foods.                Be active!                Make starchy foods part of most meals.                Eat plenty of vegetables and fruit every day.                Eat dry beans, split peas, lentils and soya regularly.                Have milk, maas or yoghurt every day.                Fish, chicken, lean meat or eggs can be eaten daily.                Drink lots of clean, safe water.                Use fats sparingly. Choose vegetable oils, rather than hard fats.                Use sugar and foods and drinks high in sugar sparingly.             </p>  </div> <div>  <ul style="list-style-type: none"> <li>The Food Pyramid is another widely used resource for teaching about healthy eating and dietary habits.</li> <li>When teaching why I must eat healthy food, try to keep the messages positive – e.g. So that my body can be strong, so that I can have energy to learn etc.</li> <li>In preparing and eating a basic meal, use easily sourced and traditionally available ingredients. Also look at different ways to prepare food – think about the young adult living in a small house with a very limited budget / or home alone after school.</li> <li>Teach the learner to use a spoon, as well as a fork and knife when eating. Use the school nutrition programme as a time to reinforce what has been learned.</li> <li>Teach the learner that food safety includes leaving the area where you cook and eat clean and tidy.</li> </ul> </div>



GRADE 4 LIFE SKILLS – TERM 1-			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		engagement, weddings, funeral. <ul style="list-style-type: none"> <li>• Tell what happens at these events</li> <li>• Practice good behaviour and good communication that is appropriate at these events</li> </ul>	celebrate these events, use the opportunity to encourage the learners to talk about different ways we celebrate these events / clothes we wear in different local cultures, and where they are similar. <ul style="list-style-type: none"> <li>• Discuss and practice good behaviour and correct communication at these events</li> <li>• Teach the learners traditional songs and dances that are sung / performed at these events</li> <li>• Learners can be asked to talk about events they have attended, bring photos to show and tell.</li> <li>• Say what the personal and social significance of each event is– this may be a task for the second year in Grade 4, and can be presented at very concrete levels and graded to include reflecting on the emotions felt, or significant lessons learnt for the stronger learners.</li> </ul>
Week 8	<b>World of Work</b> The Rules of the Workplace:	<ul style="list-style-type: none"> <li>• Show Respect to all the workers, customers, my tools, my workplace and my job</li> <li>• Be at work</li> <li>• Greet employer and co-employees upon arrival and at home time</li> <li>• Report when absent</li> <li>• Sign register in and out every day</li> <li>• Be on time</li> <li>• Wear your uniform</li> </ul>	<ul style="list-style-type: none"> <li>• This is an introduction to the world of work. Many rules are similar to the rules in school, but these rules are unspoken requirements to be successful in the workplace.</li> <li>• Introduce the rules to the learners with a basic explanation of the importance of the rules, and how it is applied in the workplace.</li> <li>• Use pictures, sign language, rote learning and collages to get the learners to remember as many of the rules as possible.</li> <li>• Make reminder cards for the learners who need to pay attention to specific rules to ensure that their behaviour would be acceptable in a workplace, and not hinder them when looking for employment.</li> <li>• To reinforce the rules, the teacher can amend the Classroom rules to incorporate the Rules of the Workplace, and get the learners to try to apply the rules.</li> <li>• Teach the learners how to and get them in the habit of signing in an attendance</li> </ul>

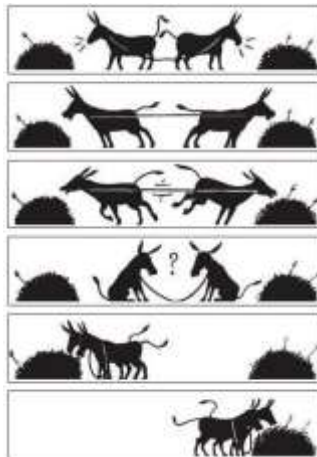
GRADE 4 LIFE SKILLS – TERM 1-			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<ul style="list-style-type: none"> <li>• Do your best</li> <li>• Work hard</li> <li>• Report if you break it</li> <li>• Report if it is not working</li> <li>• Get written permission to take anything home / use work items at home</li> </ul>	<ul style="list-style-type: none"> <li>• register.</li> <li>• Practice the skill of asking for leave.</li> <li>• Role play reporting that you have broken something,</li> <li>• Practice how to ask permission to take a school item home, and to bring it back.</li> <li>• Enforce school uniform rules</li> <li>• Show the learners what a happy worker looks like, and how being a happy worker can ensure success in the workplace.</li> </ul>
Week 9	<b>World of Work</b> History of Money	<ul style="list-style-type: none"> <li>• Describe how we can pay for things: Traditional societies, bartering, promissory notes, coins, paper money, electronic banking</li> <li>• Tell about the role of money in society: To give a value to a service or item</li> <li>• Understand where money comes from: when you work, you are paid for the work you do.</li> <li>• Look at cost of various items and say how much money I will need to buy it</li> </ul>	<ul style="list-style-type: none"> <li>• When teaching about money, it is important to (where possible) use real money before moving on to colour prints or posters of money. Once the learner is able to identify the actual notes and coins, the teacher can start using colour pictures and then black and white copies of money.</li> <li>• Let the learners do homework by finding out how much different items cost, from basic foodstuff, school clothes, bus tickets, to services like DSTV, electricity for the month etc.</li> <li>• Use the colour advertisements in the papers to get the learners to understand that you need different amounts of money to buy e.g. bread and a cell phone. Get the learners to find the cheapest items on sale flyers or compare costs.</li> </ul>

<b>SUGGESTED LIFE SKILLS ASSESSMENT GOALS</b> Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.	
<b>DEVELOPMENT OF SELF</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Identify my body, my body parts and their functions</li> <li>• Tell positive personal qualities</li> <li>• Use strategies to build a positive self-esteem</li> <li>• Deal with successes and failures</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Identify positive and negative feedback, understand how to deal with it and say and why I must be nice to others</li> <li>• Demonstrate how to give and accept a compliment and criticism</li> </ul>
<b>UNDERSTANDING EMOTIONS</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Identify emotions (Revision From earlier grades)</li> <li>• Understand what makes me feel happy, sad, scared, mad, worried.</li> <li>• Identify feelings: love, joy, fear, grief, jealousy, disappointment</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Show and communicate all emotions in an appropriate way</li> <li>• Identify emotions in others</li> <li>• Show or express empathy with other's emotions. Show respect for other's emotions</li> </ul>
<b>CHANGES IN BOYS AND GIRLS</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Talk about changes in boys and girls: puberty and gender</li> <li>• Talk about physical and emotional changes</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Assess topics covered in first year</li> <li>• Understand the changes and how these impact on relationships</li> <li>• Show respect for own and others' body changes and emotions</li> <li>• Show appreciation and acceptance of self and others</li> </ul>

<p><b>HEALTH AND ENVIRONMENTAL RESPONSIBILITY</b></p> <p><b>First Year</b></p> <ul style="list-style-type: none"> <li>• Identify healthy food &amp; unhealthy food</li> <li>• Understand why I must eat healthy</li> <li>• Show what a balanced meal should look like.</li> <li>• Know when to stop eating</li> <li>• Know to prepare food with clean hands and on clean surfaces</li> <li>• Say how to preserve and store food safely</li> <li>• Know when good food is dangerous.</li> <li>• Know not to eat food that you are not sure of.</li> </ul>	<p><b>Second Year</b></p> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Use basic kitchen utensils safely</li> <li>• Prepare and eat a basic meal</li> <li>• Clean up where you worked</li> </ul>
<p><b>SUBSTANCE ABUSE</b></p> <p><b>First Year</b></p> <ul style="list-style-type: none"> <li>• Identify types of drugs used.</li> <li>• Say why substance abuse is bad for you</li> <li>• Identify symptoms of substance abuse</li> <li>• Know why I must take the medicine my Doctor gives me, but not the medicine that my friend has or someone gives to me</li> <li>• Say NO to drugs</li> </ul>	<p><b>Second Year</b></p> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Ask for help</li> </ul>
<p><b>SOCIAL RESPONSIBILITY</b></p> <p><b>First Year</b></p> <ul style="list-style-type: none"> <li>• Talk about cultural rites of passage</li> <li>• Name important life events in the individual's life in South African cultures.</li> <li>• Tell what happens at these events</li> </ul>	<p><b>Second Year</b></p> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Practice good behaviour and good communication that is appropriate at these events</li> </ul>

<b>WORLD OF WORK</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Tell the first 6 work rules</li> <li>• Greet other persons appropriately</li> <li>• Sign a sing-in/out register</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Say and adhere to all 12 work rules</li> <li>• Report if something is broken or not working</li> <li>• Ask permission to take school items home</li> </ul>
<b>HISTORY OF MONEY</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Describe 5 ways how we can pay for things</li> <li>• Tell about the role of money in society</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Understand where money comes from</li> <li>• Look at cost of various items and say how much money I will need to buy it</li> </ul>



GRADE 4 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1	<b>Development of the Self</b> Personal experience of working in a group	<ul style="list-style-type: none"> <li>Have personal experience of working in a group:               <ul style="list-style-type: none"> <li>at school and home                   <ul style="list-style-type: none"> <li>School: as member of a class, in a school or class or small group project or activity</li> <li>Home: as member of a family, working and getting along with siblings</li> </ul> </li> </ul> </li> <li>Know benefits of working in a group</li> <li>Name challenges of working in a group</li> <li>Know useful responses to challenges of working in a group</li> </ul>	<ul style="list-style-type: none"> <li>Tell a story to illustrate working together. Shared readers can be used or a nice story to use is the tale of two donkeys. The teacher can use the pictures to guide the learners to work out the story.</li> <li>Give the learners a group project to do where the successful completion is dependent on every learner doing the task allocated. A task can be to tell the learners to sort different coloured counters under a time limit, and saying that the learner with the most counters will win a prize. If this task is presented well, the first try where everyone is working for themselves, will end up in chaos, but when tasks are divided – learners agree and choose colours beforehand, then it will be much more orderly, and everyone will have the same amount of counters – everyone wins.</li> <li>Give learners a homework task – report back on who does which tasks at home, and what happens if one person is not doing their tasks (This is also a good opportunity to encourage parents to give learners some more responsibilities at home).</li> <li>After doing the tasks, the learners can be guided and assisted to make a list of the benefits of working in a group. The acronym TEAM (Together Everyone Achieves More) can be used nicely as a lesson. Challenges can also be illustrated from their experiences of the tasks suggested above.</li> <li>Give learners different responsibilities that they must complete in groups, e.g. dishing</li> </ul> 

GRADE 4 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<p>up food or cleaning the class.</p> <ul style="list-style-type: none"> <li>Practice asking for help from a team member.</li> <li>Practice giving positive and constructive feedback on work done. (Use this practice to build on establishing a positive self-concept – Gr 4 term 1)</li> </ul>
Week 2	<b>Development of the Self</b> Relationships with different people (peers, strangers, older people, supervisors)	<ul style="list-style-type: none"> <li>Identify different people in my world.</li> <li>Know their role and position.</li> <li>Practice how to communicate with different people, different greetings, different forms of address, different ways to show respect.</li> <li>Know safe and unsafe relationships</li> <li>Know bad and good relationships</li> <li>Know benefits of good and safe relationships</li> </ul>	<ul style="list-style-type: none"> <li>Use the learners' prior knowledge and start from their personal experience in identifying different people in their world (My family, My School, My Friends). Build on this to include other role players, for example the Principal, the HOD, the Cleaner, the Secretary, the Policeman, the Mayor, the Shopkeeper, and the Banker. Add other role players that they have not yet been introduced to e.g. my Boss, my Employee.</li> <li>Show and tell the learners about the different lines of communication in the school, and the different roles people have. You could explain the IQMS process to the learners (in very basic and concrete terms: The Principal is checking to see if I as your teacher is doing my work) to illustrate lines of reporting. Draw a comparison between a learner's relationship with a supportive and loving teacher and a worker's relationship with a demanding Boss, who only pays him for work done.</li> <li>When practicing different ways of address, and greeting different people, use role play or modelling of basic good and bad ways to interact, e.g. you can high five your friend, but not the Principal. Show traditional ways to interact with my elders versus seeing a friend in the Mall. A nice game to play (that will also take learners out of their comfort zone and encourage them to interact with "new" people) is to place them in two lines facing each other, starting with a friend opposite. They show how they would greet each</li> </ul>



GRADE 4 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<p>other in various situations. Then the learners must move one person on in the line and demonstrate how they would greet the new person in front of them.</p> <ul style="list-style-type: none"> <li>When teaching about good and bad relationships, safe and unsafe relationships; remember to be concrete, and provide the learner with easy to understand examples. Teach the learners to report to a trusted adult if they are uncomfortable or getting hurt. Let the learners identify trusted adults and other people in their lives that they can go to for help in different situations, e.g. the nurse when I am hurt or sick, my teacher when I am sad or angry.</li> <li>Teach the learners look after each other, and to use positive language when interacting with each other.</li> </ul>
Week 3	<b>Development of the Self</b> Good leaders / good followers	<ul style="list-style-type: none"> <li>Know that a good leader:               <ul style="list-style-type: none"> <li>listens to people;</li> <li>is a servant of the people and works for the good of others;</li> <li>works with a team;</li> <li>has courage;</li> <li>is brave;</li> <li>is dedicated and committed and will give up something for the sake of others.</li> </ul> </li> <li>Know that only a good follower can be a good leader. Good followers and good leaders have the same values</li> </ul>	<ul style="list-style-type: none"> <li>Talk about Nelson Mandela and the example he set as a good leader.</li> <li>Model and demonstrate good leadership and followership.</li> <li>In practicing working in a group, give learners opportunities to be the leader and the follower. Let them tell how they felt in the roles, guide them to think about their preferences.</li> <li>Practice asking for help from the leaders, and practice giving instructions to team members.</li> <li>Practice giving positive and negative feedback on tasks done as a group</li> <li>Give learners specific leadership duties in class, to practice the skills of being a good leader, e.g. lead the class to assembly and remind classmates to be quiet.</li> </ul>

GRADE 4 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 4 to 6	<b>Health and environmental responsibility</b> Food hygiene and storage:	<ul style="list-style-type: none"> <li>• Know safe and harmful ingredients</li> <li>• Practice food preparation</li> <li>• Know how to store food safely</li> <li>• Identify food-borne diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Teach learners to where and how to check for sell by dates when buying food, and not to buy or eat food that is old / expired.</li> <li>• Use the South African Food Based Dietary Guides to teach the learners what healthy food in the South African context is.</li> <li>• Teach learners about preparing food with clean hands, in a clean area and on clean surfaces.</li> <li>• Teach about cross contamination between raw and cooked food – e.g. washing chopping boards between chopping meat / poultry and vegetables, and washing it again before putting the cooked meat on top</li> <li>• Making tea and presenting it to guests is a great activity to incorporate practicing kitchen safety as well as social skills.</li> <li>• Teach learners to prepare and cook basic starches, protein and vegetables. Teach them to use ingredients like pilchards or eggs in different ways to make nutritious meals. Be aware of the locally available foods and menus that their parents may be following.</li> <li>• Teach learners how to store basic food items at home, both in urban and rural settings, how to store leftovers safely, and when to throw food away. Let learners smell and look at food that is safe, and then smell and look at the same food when it has gone off, has become mouldy and is no longer safe, e.g. fresh and mouldy bread, fresh and bad fruit and vegetables, or flour with mites. Learners must know what NOT to eat.</li> <li>• When identifying food-borne diseases, keep it basic and concrete, like being fat (obesity) if you eat too much, or being too thin (anorexia) if you eat too little, stomach cramps, diarrhoea, vomiting if you eat food that is bad. If you do not eat fruit and</li> </ul>

GRADE 4 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			vegetables, you can get heart disease, high blood pressure, get weak, sick and even get cancer. If you do not eat dairy, your bones will get weak, and if you do not drink water, you can die.
Week 7	<b>Social Responsibility</b> Human Rights and Responsibility	<ul style="list-style-type: none"> <li>• Know the broad outlines of South African Democracy</li> <li>• Understand what Human Rights are and name at least of the 5 most important rights</li> <li>• Understand the word “citizenship”</li> <li>• Know that rights come with responsibilities</li> <li>• Rights and Responsibilities of a Young Adult</li> </ul>	<ul style="list-style-type: none"> <li>• The history of South Africa gives a teacher background and an introduction to the Bill of Rights enshrined in the Constitution. Even though the learners may not fully grasp the historical events, tell them about how our Democracy came into being in 1994, tell them how our country has grown into democracy, and give your learners a sense of pride in their Citizenship of our wonderful country, South Africa.</li> <li>• Introduce the Bill of Rights and the broad meaning of the rights enshrined in the document. Choose the rights that are most relevant to the learners in your school to use as the (at least) 5 they need to know and understand.</li> <li>• Link the 5 rights to the responsibilities they carry.</li> <li>• “A Bill of Responsibilities For The Youth Of South Africa” on the Education portal is a document that will assist in teaching learners that with rights come responsibilities, aimed at the youth of South Africa. This may be a complex document to use, but there are many easy to adapt “Children’s rights and responsibilities” work sheets and charts available. Remember to pitch your work to the learners’ chronological age as well, they will not respond well to being called “children” at this age.</li> </ul>

GRADE 4 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 8	<b>World of Work</b> Value and Importance of Work in fulfilling personal needs and potential:	<ul style="list-style-type: none"> <li>• Explore different jobs at school.</li> <li>• Explore jobs in the local community.</li> <li>• Identify own preferences and dislikes</li> <li>• Know why I must work</li> <li>• Know what motivates me to work</li> <li>• Know the consequences if I do not work</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the topic by revising what is work and the characteristics of a good worker as well as the rules taught in term 1.</li> <li>• A fun way for the learners to look at the world of work at school is to have a “talk show”, where they can interview different employees at school, and find out how the rules apply to them.</li> <li>• Shadowing different people at school, to see their contribution to the school, and getting to know why they are working, would be a way to challenge the learners to explore their own ideas on the world of work, and they can practice the skills they learned in Week 2.</li> <li>• The teacher can assign homework to learners to investigate jobs that the adults in their lives do, and to find out why they work.</li> <li>• The learners can start building their own portfolio of jobs they like in a scrap book, and also add pictures of why they would like to have a job. In their second year in the grade, encourage the learner to explore a job they think they may not like, and challenge them to find out why people are choosing to do the job, e.g. a learner who does not like getting dirty, may find out more about gardening.</li> <li>• Challenge the learners to think beyond “earning money” as reasons to work, and “being poor and hungry” as a consequence of not working. Look at the social benefits of working, feeling good about a job well done, etc. However, having to earn money is a reality, and learners need to understand that often a person must do a job to earn a living, even though that job may not be their personal choice.</li> </ul>
Week 9	<b>World of Work</b> How to use money wisely:	<ul style="list-style-type: none"> <li>• Know the difference between needs and wants</li> <li>• Understand that there is limited</li> </ul>	<ul style="list-style-type: none"> <li>• A fun way to introduce the topic is to let the learners reflect on the work done the week before and to dream about what they would do with the money they will earn once they have a job. Let them list things they will buy.</li> </ul>

GRADE 4 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
	wants and needs	<p>resources to satisfy needs and wants</p> <ul style="list-style-type: none"> <li>• Know that wages are usually paid once per month.</li> <li>• Know about a personal budget</li> <li>• Understand the risks of buying on credit</li> </ul>	<ul style="list-style-type: none"> <li>• Use this list to break down what can be classified as “something I need” and “something I want”. Use pictures of the items listed and let learners place these under headings “need” and “want”.</li> <li>• Introduce the reality of having to pay for rent, taxes, electricity, water, transport etc, and having to budget for food. These count as needs.</li> <li>• A concrete way to teach budgeting is to use envelopes and money, and teaching the learner to share out a fixed (realistic) wage into envelopes earmarked for certain expenses. Show them that spending more on luxuries (wants) like KFC, can end up in not having money at the end of the month, or having no money for needs</li> <li>• When teaching learners about the risks of buying on credit, it is necessary to be very concrete when explaining interest and percentages. Use easy calculations to explain that you end up paying lots of money and for a very long for items that may be broken or stolen before it is paid off. You can not stop paying, because the moneylenders will find you and make you pay, or take away other things you own to make up for their losses..</li> </ul>

## SUGGESTED LIFE SKILLS ASSESSMENT GOALS

Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.

<b>DEVELOPMENT OF SELF – PERSONAL EXPERIENCE OF WORKING IN A GROUP</b>	
<b>First Year</b> <ul style="list-style-type: none"><li>• Tell about a personal experience of working in a group at school</li><li>• Describe one experience of working in a family group</li><li>• List 3 benefits of working in a group</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Topics covered in first year</li><li>• Name 3 challenges of working in a group</li><li>• Demonstrate useful responses to challenges of working in a group</li></ul>
<b>DEVELOPMENT OF SELF - RELATIONSHIPS WITH DIFFERENT PEOPLE</b>	
<b>First Year</b> <ul style="list-style-type: none"><li>• Identify different people in my world.</li><li>• Know their role and position.</li><li>• Demonstrate communicating with different people.</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Topics covered in first year</li><li>• Know safe and unsafe relationships</li><li>• Know bad and good relationships</li><li>• Know benefits of good and safe relationships</li></ul>
<b>GOOD LEADERS/GOOD FOLLOWERS</b>	
<b>First Year</b> <ul style="list-style-type: none"><li>• List 7 values of a good leader</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Topics covered in first year</li><li>• Know that only a good follower can be a good leader.</li><li>• Know that good followers and good leaders have the same values</li></ul>
<b>HEALTH AND ENVIRONMENTAL RESPONSIBILITY – FOOD HYGIENE AND STORAGE</b>	
<b>First Year</b> <ul style="list-style-type: none"><li>• Know safe and harmful ingredients</li><li>• Practice food preparation</li><li>• Use basic kitchen utensils safely</li><li>• Clean up where you worked</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Topics covered in first year</li><li>• Prepare and eat a basic meal</li></ul>



<b>SOCIAL RESPONSIBILITY - HUMAN RIGHTS AND RESPONSIBILITY</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Describe the term “democracy”</li> <li>• List any four basic human rights as listed in the constitution (bill of rights)</li> <li>• Explain the term “citizenship”</li> <li>• Discuss your role as a citizen in your home, school and community</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• List any five basic human rights as listed in the constitution (bill of rights)</li> <li>• Tell the difference between a right and a responsibility</li> </ul>
<b>WORLD OF WORK - VALUE AND IMPORTANCE OF WORK</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Identify different types of work done by people</li> <li>• List the different types of work done at school</li> <li>• Identify five jobs in your community</li> <li>• State four jobs you wish to do</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Provide three reasons why it is necessary to work</li> <li>• List three consequences of not working</li> <li>• Identify your best job you would like to do and provide three reasons</li> </ul>
<b>WORLD OF WORK - HOW TO USE MONEY WISELY</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Discuss the term “need” and “wants”</li> <li>• Know the difference between needs and wants</li> <li>• Identify needs for yourself, your family and your school community</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Look at cost of various items and say how much money I will need to buy it</li> <li>• Understand the value of a household budget against your needs and wants</li> </ul>

## 3.1.19 Grade 4 Term 3

GRADE 4 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1 and 2	<b>Development of the Self</b> Abilities, Interests and potential	<ul style="list-style-type: none"> <li>Identify own strengths, abilities, interests and potential</li> <li>Identify strengths, ability, interests and potential in others</li> <li>Tell about successful experiences as a result of own strengths: achievements and exciting experiences at school and home</li> <li>Tell about less successful experiences</li> <li>Demonstrate ways to convert less successful experiences into positive learning experiences: use strengths to improve weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>Introduce this topic by playing a game e.g. Let the learners all stand in the middle of the room, and present them with two choices, e.g. I like to eat meat or I like to eat sweets. Learners must then choose their favourite and move to a side of the room, depending on their preferences. Grade the choices, to give the learners an opportunity to think about their strengths, abilities, interests and potential. At the end of the game, the learners can use the scrap book they started in term 2 to build a portfolio of their own.</li> <li>Let the learners present their scrapbooks to the class, and encourage class mates to give positive feedback to the learner presenting on what they see as their strengths, abilities, interests and potential. Point out that we are all unique with qualities that contribute in different ways</li> <li>Encourage the learners to keep on growing and challenging themselves.</li> <li>Model and role play how to cope with failure. Give the learners guidelines on how to deal with the emotions they will feel, and teach them strategies to learn from mistakes. Remember to grade the lessons to begin with smaller failures like I spilled my food, and in the second year, it can be graded to dealing with bigger failures like I did not make the team or I am not able to go on an outing.</li> <li>Teach the learners how to cope with losing and how to be a good winner.</li> </ul>
Week 3	<b>Development of the Self</b> Peer pressure, bullying, child	Peer Pressure <ul style="list-style-type: none"> <li>Identify what peer pressure is</li> <li>Give examples of peer pressure in school and community</li> </ul>	Teacher's note: As a teacher, one wants to protect the learners in your care. However, they are vulnerable, and will be exposed to negative side of the world. By teaching them very basic and concrete ways / steps to know what is happening, and how to deal with the situations, you will be meeting your mandate as a teacher to prepare the learner to

GRADE 4 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
	abuse and violent situations.	<ul style="list-style-type: none"> <li>Identify what can happen if I fall prey to peer pressure</li> <li>Practice how to deal with peer pressure</li> </ul> <p>Bullying</p> <ul style="list-style-type: none"> <li>Identify what bullying is</li> <li>Give examples of bullying in school and community</li> <li>Practice how to deal with bullies and bullying</li> <li>Get out of the bullying habit</li> </ul> <p>Child Abuse</p> <ul style="list-style-type: none"> <li>Identify what child abuse is</li> <li>Give examples of abuse in school and community. (remember neglect is also a form of child abuse)</li> <li>Practice how to deal with child abuse and abusive situations.</li> </ul> <p>Violent situations</p> <ul style="list-style-type: none"> <li>Identify what violence / violent situations are</li> <li>Give examples of violence / violent situations in school and</li> </ul>	<p>enter the world confidently once they leave the safety of school. Keep your advice and lessons clear, use easy to understand words and messages, and give your learners tools to use to keep themselves safe, once they leave your care. Let them practice to ask for help, and if you do become aware of a bad situation, ensure that the necessary referrals are made, and support given to the learner in need.</p> <p>On the other hand, we do not want to teach our learners to be fearful persons, so stay away from scary messages like “stranger danger”, rather empower learners to identify bad situations, know when and practice how seek help, know where to find safe places or people and how to be assertive in situations.</p> <p>There are very good policies in place, and support is available from various structures within the DBE or Department of Social Services to assist the teacher to deal with this topic.</p>

GRADE 4 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		community <ul style="list-style-type: none"> <li>Practice how to deal with and get away from / out of violent situations</li> </ul>	
Week 4	<b>Development of the Self</b>	<ul style="list-style-type: none"> <li>know body changes and practice how to deal with them</li> </ul>	<ul style="list-style-type: none"> <li>Give learners opportunities to reflect on their personal development and ask question that they may have.</li> <li>Encourage learners to be positive and excited about their development and help them to build strong self-esteem.</li> <li>Practice skills such as shaving, using deodorant, dealing with menstruation, cleanliness etc.</li> </ul> <p>Teachers Note: Ensure that the school management has put proper systems in place to support young girls with their menstrual needs: Separate private bathrooms, area to wash, adequate sanitary supplies, safe places to dispose of sanitary supplies and pain support.</p>
Week 5	<b>Health and environmental responsibility</b> HIV & AIDS education basic facts.	<ul style="list-style-type: none"> <li>Give a basic explanation of HIV and AIDS</li> <li>Understand transmission of HIV through blood and body fluids</li> <li>Know how HIV is <b>not</b> transmitted</li> <li>Know how to protect oneself against infection through blood and body fluids</li> <li>Practice how to interact with</li> </ul>	<ul style="list-style-type: none"> <li>There is lots of information, but also many misconceptions and false information around in schools and in the community about HIV &amp; Aids. As a way to introduce the topic, and gauge where to pitch the lesson, the teacher may have circle time and ask the learners to tell what they have heard about HIV and AIDS. Collect all the stories and information without any judgement, and then talk to the learners about the real facts.</li> <li>Use pictures and rhymes to get the basic information across.</li> <li>Teach learners about personal and sexual safety, but not to be fearful or discriminatory in their interactions with people.</li> <li>Be prepared to deal with questions about dying and death, as this topic would often</li> </ul>

GRADE 4 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		people who are HIV+ <ul style="list-style-type: none"> <li>• Be aware of stigma</li> </ul>	come up when dealing with this HIV and Aids
Week 6	<b>Health and environmental responsibility</b>  Traffic Rules relevant to road users	<ul style="list-style-type: none"> <li>• Show and follow road signs applicable to pedestrians and cyclists</li> <li>• Demonstrate good passenger behaviour</li> <li>• Know railway/bus/taxi/car safety (how to look out for, how to approach, how to get on and off, how to behave in trains, busses, taxis or cars and never interfere with the driver.)</li> </ul>	<ul style="list-style-type: none"> <li>• Learners respond well to having an outside space (track) with the relevant road signs where they can learn how to follow the rules and practice this. Let them push wire cars or steering wheels on sticks around the track. Let them show good and bad behaviour, but be very clear on the correct way to be on the road.</li> <li>• Use colour pictures of the road signs to teach the meaning of signs and let the learners practice to follow the instructions given by the road signs.</li> <li>• Use visual reminders of good passenger behaviour where it may be appropriate</li> <li>• Be a good model for the learners when using private or public transport.</li> </ul>
Week 7	<b>Social Responsibility</b>	<ul style="list-style-type: none"> <li>• Deal with peer pressure, bullying, child abuse and violent situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play situations and demonstrate to the learners good ways of dealing with these situations. Let the learners practice how to deal with the situations</li> <li>• Let the learners “set the scene” of a play, and perform it to other classes.</li> </ul>
Week 8	<b>World of Work</b>  The Rules of the Workplace, and what I am NOT allowed to do at work	<ul style="list-style-type: none"> <li>• No stealing</li> <li>• No fighting</li> <li>• No weapons</li> <li>• No alcohol or drugs</li> <li>• No sex, No boyfriend, No girlfriend</li> <li>• No cell phones</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the topic by revising the rules of what to do at work.</li> <li>• Use similar strategies as described in term 1 to teach and practice the rules</li> <li>• Use humorous real life stories to explain what happens if rules are broken to help the learners remember and understand the rule, for example a domestic helper who lets her boyfriend visit the employer’s house, or the drunk groundsman who cuts the wrong trees down.</li> <li>• Teach the learners the good decisions to make when faced with temptations to break the rules.</li> </ul>

GRADE 4 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<ul style="list-style-type: none"> <li>• No friends and family members coming to visit</li> <li>• No going to visit friends and nearby shops</li> <li>• No selling</li> <li>• No sleeping</li> </ul>	
Week 9	<b>World of Work</b>  Economic Cycle	<ul style="list-style-type: none"> <li>• Identify the producer, supplier and consumer</li> <li>• Describe the relationship between them</li> <li>• Discuss Wants and Needs and how they link to the cycle</li> <li>• Understand money, value and costing built into the cycle</li> <li>• Introduce entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• Revise wants and needs, and the history of money as a way to introduce the topic.</li> <li>• Use visually clear and basic concepts to illustrate – refer to work done in Gr 3 term 4 to have a familiar point of reference for the learners.</li> <li>• Use toys or build a factory / shop to illustrate the process</li> <li>• Show the link between the economic cycle and entrepreneurship at home.</li> </ul>

**SUGGESTED LIFE SKILLS ASSESSMENT GOALS**

Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.

**DEVELOPMENT OF SELF****First Year**

- Identify own strengths, abilities, interests and potential
- Identify strengths, ability, interests and potential in others
- Tell about successful experiences as a result of own strengths: achievements and exciting experiences at school and home

**Second Year**

- Topics covered in first year
- Identify own strengths, abilities, interests and potential
- Identify strengths, ability, interests and potential in others
- Tell about successful experiences as a result of own strengths: achievements and exciting experiences at school and home

**SOCIAL RESPONSIBILITY – dealing with peer pressure, bullying, child abuse and violent situation****First Year**

- Identify what peer pressure is
- Give examples of peer pressure in school and community
- Identify what can happen if I fall prey to peer pressure
- Identify what bullying is
- Give examples of bullying in school and community
- Get out of the bullying habit
- Identify what child abuse is
- Give examples of abuse in school and community.
- Identify what violence / violent situations are
- Give examples of violence / violent situations in school and community

**Second Year**

- Topics covered in first year
- Show how to deal with peer pressure
- Show how to deal with bullies and bullying
- Show how to deal with child abuse and abusive situations.
- Show how to deal with and get away from / out of violent situations

<b>BODY CHANGES</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Know body changes and talk about what is happening</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Show how to deal with body changes</li> </ul>
<b>HEALTH AND ENVIRONMENTAL RESPONSIBILITY HIV &amp; AIDS</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Give a basic explanation of HIV and AIDS</li> <li>• Explain transmission of HIV through blood and body fluids</li> <li>• Know how HIV is not transmitted</li> <li>• Know how to protect oneself against infection through blood and body fluids</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Show how to interact with people who are HIV+</li> <li>• Talk about stigma</li> </ul>
<b>SOCIAL RESPONSIBILITY</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Demonstrate how to deal with peer pressure</li> <li>• Tell how you will deal with bullying</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Demonstrate how to deal with violent situations</li> <li>• Explain what you will do when you are abused by parents/family members</li> </ul>
<b>TRAFFIC RULES</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Show and follow road signs applicable to pedestrians and cyclists</li> <li>• Demonstrate good passenger behavior</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Demonstrate good railway/bus/taxi/car safety: <ul style="list-style-type: none"> <li>how to look out for</li> <li>how to approach</li> <li>how to get on and off</li> <li>how to behave in trains, buses, taxis or cars</li> </ul> </li> </ul>
<b>WORLD OF WORK</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Say the first 5 NO rules</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Say 10 NO rules</li> </ul>



















































































































































<p><b>ECONOMIC CYCLE</b></p> <p><b>First Year</b></p> <ul style="list-style-type: none"> <li>• Identify the producer, supplier and consumer</li> <li>• Describe the relationship between the producer, supplier and consumer</li> <li>• Discuss Wants and Needs and how they link to the cycle</li> </ul>	<p><b>Second Year</b></p> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Understand money, value and costing built into the cycle</li> <li>• Explain entrepreneurship</li> </ul>
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GRADE 4 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1	<b>Development of the Self</b> Me and my disability	<ul style="list-style-type: none"> <li>Identify their own disability(ies) with the correct term(s)</li> <li>Describe the disability</li> <li>Talk about the impact the disability has on body function etc.</li> <li>Build positive self-concept, with the disability as part of the personal makeup of an individual</li> </ul>	<p>Teacher's Note: Be aware that when you are talking about a learner with a disability in your class, that you use person first terminology e.g. you are not teaching a "Downsie" – you are teaching a learner with Down Syndrome. Be mindful to use proper names for the learner's disability: "Mental Handicap" and "Retardation" are outdated and disrespectful terms – the correct term is Intellectual Disability. Use the terminology a "learner with intellectual disability" and not an "intellectual disabled learner". Our learners face enough disrespect, discrimination and derogation in their communities, we as their teachers need to respect and be mindful of the fact that we have a young person as a learner in front of us, not just a disability, symptom or behaviour. Encourage this respectful attitude throughout your school, with parents and the community.</p> <p>By empowering learners to know and understand their disability(ies), and by assisting them to incorporate the disability into a positive self-concept, teachers can build young adults who will be better equipped to contribute to their communities.</p> <ul style="list-style-type: none"> <li>Use the correct terminology to name disability. In some of the official languages, the medical terminology to name disabilities may not exist, so where necessary use descriptive terms, but not derogatory terms.</li> <li>When describing the disability, focus on impairments or symptoms, and not judgements.</li> <li>Encourage the learners to talk about their own experiences of their disability, as related to their success stories, or abilities or lessons learned (in the scrap book that they are building).</li> </ul>

GRADE 4 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 2	<b>Development of the Self</b> Receiving and giving feedback	<ul style="list-style-type: none"> <li>Identify what is feedback</li> <li>Practice giving and receiving feedback to peers</li> <li>Practice giving and receiving feedback from adults</li> <li>Identify what is positive and negative feedback</li> <li>Practice appropriate ways of giving positive feedback</li> <li>Practice appropriate ways of giving negative feedback</li> <li>Practice appropriate ways of receiving negative feedback</li> <li>Practice appropriate ways of receiving positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>Use teacher guided modelling of behaviour to show the appropriate socially (and traditional) accepted ways of giving positive feedback (compliments) and negative feedback (criticism). Be aware of cultural differences that may be relevant to your local community.</li> <li>Use role play or situational events to practice appropriate behaviour</li> <li>Keep in mind that this task must still assist the learner to build a positive self-concept.</li> <li>Initially keep it basic and concrete. During the second year that the learner is in the grade, the situations set for practice may become more challenging, and require more self-control to handle, or be more confrontational (e.g. an employer shouting because of a broken item). Remember that at school the learners are very protected, and this is not always true of the communities where they live.</li> </ul>
Week 3 and 4	<b>Development of the Self</b> Asking for help & problem solving	<ul style="list-style-type: none"> <li>Know when to ask for help</li> <li>Know who to ask</li> <li>Practice asking for help</li> <li>Do what you are advised</li> <li>Check results</li> <li>Give thanks for the assistance</li> <li>Problem Solving Identify the problem Think of solutions, or ask for</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Note: Problem Solving and Asking for help are simple concepts, but very hard to do. Teach the learners to think through challenges following the steps taught. When they think they can fix a problem, let them try, before asking for help. If the problem is not solved, then they can ask for help. Encourage them to persist in asking for help (politely), even if they get into trouble for asking for help. Where possible, do not allow learners to give up or abandon tasks, as experiencing and dealing with failure are also necessary skills to learn when building a positive self-concept. However, when deciding on grading of challenges and tasks, do your utmost best to let the learners experience success more often than failure.</li> </ul>

GRADE 4 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<p>help</p> <p>Try out a solution</p> <p>Decide if the problem is solved</p> <p>If not – try another solution until problem is solved</p> <p>And never give up</p>	<ul style="list-style-type: none"> <li>• Use flowcharts and pictures to guide the learners to learn the steps</li> <li>• Use various activities to practice problem solving and asking for help with the flowcharts as guides.</li> <li>• Create scenarios to let the learners explore how and when to ask for help. Remember to grade challenges set from concrete and known to more abstract and new.</li> <li>• Create obstacle courses, building projects or other challenges to practice problem solving on a concrete level.</li> </ul>
Week 5	<b>Health and environmental responsibility</b>  Dangers in and around my house and environment	<ul style="list-style-type: none"> <li>• Identify dangers <ul style="list-style-type: none"> <li>Fire</li> <li>Water</li> <li>Chemicals</li> <li>Electricity</li> <li>Things that can cause falling, tripping and other injuries</li> </ul> </li> <li>• Know safety rules for the above risks</li> <li>• Practice evacuation plans or reporting problems at school</li> </ul>	<ul style="list-style-type: none"> <li>• Use the “Learn not to Burn” programme to teach safety around fire: <div data-bbox="1128 655 2031 938" data-label="List-Group"> <ol style="list-style-type: none"> <li>1. Stay away from hot things - they can burn you</li> <li>2. Stay away from hot water - it can burn you</li> <li>3. Matches and lighters can burn you - leave them alone</li> <li>4. Stay away from paraffin - it can hurt you</li> <li>5. Stay away from flames and fire - they can burn you</li> <li>6. If your clothes catch on fire, stop, drop and roll!</li> <li>7. Cool a burn with cool water</li> <li>8. If your house is on fire, get out and stay outside</li> <li>9. Firefighters are helpers</li> </ol> </div> </li> <li>• Keep the lesson concrete and provide the learners with easy to follow rules. Remember to tell the learner what to do, rather than what not to do</li> <li>• Use pictures, line drawings and collages to make safety charts</li> <li>• Do problem solving scenarios around safety – skill taught in the previous week</li> <li>• Teach the learners the telephone numbers to call in an emergency and practice how to make the call and what to say.</li> </ul>
Week 6	<b>Health and environmental responsibility</b>  Local	<ul style="list-style-type: none"> <li>• Identify local environmental health problems: <ul style="list-style-type: none"> <li>TB (tuberculosis)</li> <li>Malaria</li> </ul> </li> </ul>	<p>Contact the local Primary Health Clinic or Government Hospital for assistance in teaching this topic. Department of Health often has very good posters and pamphlets available, which can easily be sourced.</p> <p>Remember to use simple, visual ways of teaching this topic. Keep the information</p>

GRADE 4 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
	Environmental health problems and common diseases	Diarrhoea Measles <ul style="list-style-type: none"> <li>• Other local health problems</li> <li>• Identify common diseases: Colds and Flu Diabetes, Epilepsy, Asthma Obesity, Anorexia, HIV &amp; Aids</li> <li>• Know the basic symptoms of the diseases</li> <li>• Know how to prevent getting infected or sick</li> <li>• Know where to go for treatment</li> </ul>	concrete and as simple as possible, to ensure that the learner with a severe intellectual disability is not scared or confused by the topic, and at the same time, is empowered to be healthy and safe.
Week 7	<b>Social Responsibility</b>  Gender stereotyping, sexism and abuse	<ul style="list-style-type: none"> <li>• Know what gender stereotyping, sexism and abuse is</li> <li>• Understand different roles and contributions of the genders in different cultural contexts</li> <li>• Understand the effect of stereotyping, sexism and abuse</li> </ul>	In modern South Africa, many of the traditional gender related roles have become less defined, as our Constitution does not allow discrimination based on gender. However, knowing about the gender related contributions to society within the local cultural context, forms a good backdrop to looking at how our country has changed over the years, and how every citizen can contribute to society in their own special way.  Encourage learners to deal with this topic in a positive manner, and instil a sense of respect for all fellow human beings. Remember to keep the concepts taught concrete. <ul style="list-style-type: none"> <li>• Use stories or role play to show the learners what they need to understand about</li> </ul>

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APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE																																																																																				
		<p>on relationships</p> <ul style="list-style-type: none"><li>Understand sexual harassment in the workplace</li><li>Practice how to deal with gender related issues at school, home and in the community, how to ask for help and where to report.</li></ul>	<p>gender issues.</p> <ul style="list-style-type: none"><li>Let the learners practice to speak with respect to (and about) the opposite gender in the classroom and playground situation.</li><li>Let the learners explore different gender roles at home and in the workplace, e.g. my mom cooks food, but many men are chefs. Most gardeners are men, but my mom tends to the vegetable garden at home.</li></ul>																																																																																				
Week 8	<b>World of Work</b> The Rules of the Workplace : Good attitudes to have at work	<ul style="list-style-type: none"><li>Know how to be motivated at work</li><li>Know how to act professionally at work</li><li>Know how to be a good co-worker</li><li>Know how to be a hard worker</li><li>Know to do a job correctly, fast and with good quality</li></ul>	<ul style="list-style-type: none"><li>Motivation often is monetary, but there are many social and status based motivators. Let learners interview people and find out why they love their jobs.</li><li>The rules taught in the previous terms can be used to show the learners how to act professionally at work, and what is expected of a good co-worker.</li><li>Let the learners complete a checklist and practice how to evaluate their performance during the day / week. Use very basic pictures to give categories of required behaviour and use smiley faces that the learners can tick or colour to indicate how they view their efforts.</li><li>Teach learners that happy, hard workers are more likely to be noticed positively by their bosses.</li></ul> <div><p>Name: _____</p><table><tr><td>My Work:</td><td></td><td></td><td></td><td></td><td></td><td>Boss</td></tr><tr><td>PPE</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>On Time</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Respect</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Work Hard</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Jobs done</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Work Fast</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Work Right</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Rules</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Happy</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Team</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Listen</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table></div>	My Work:						Boss	PPE							On Time							Respect							Work Hard							Jobs done							Work Fast							Work Right							Rules							Happy							Team							Listen						
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Ongoing during	<b>World of Work</b>	<ul style="list-style-type: none"><li>Participate in simulation of</li></ul>	<ul style="list-style-type: none"><li>Give learners an opportunity to shadow workers or help workers at school.</li></ul>																																																																																				

GRADE 4 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
term (year) to allow as many learners as possible to benefit	Simulation of Career related activities	Career related activities	<ul style="list-style-type: none"> <li>Where possible, arrange with local businesses to give learners an opportunity to visit them, or that learners can shadow specifically identified workers to see and feel what it is like at the workplace. When choosing likely jobs, bear in mind the individual learner's preferences, ability and social skills, especially if it is an outside business. Remember to follow the Department of Education rules for learner outings, transport forms and indemnities when arranging the outings.</li> <li>Request feedback from the person that the learner has shadowed, so that the learner can place the report in his scrapbook, as a reminder of the opportunity.</li> </ul>
Week 9	<b>World of Work</b> Banking, saving and using an ATM	<ul style="list-style-type: none"> <li>Know about banking:               <ul style="list-style-type: none"> <li>money can be cash, or be put in the bank.</li> <li>You use a bank card to draw money from the bank.</li> <li>You cannot take more money from the bank than what you have in it.</li> <li>Practice using a bank card and ATM</li> <li>Know what saving and interest is</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>When teaching about banking, and using an ATM, it is a good idea for a class outing to go to the local branch of the bank, and get the banker to show the learners the bank, ATM, bank cards and how to draw money.</li> <li>If you can not go on an outing, build an ATM in the class and assist the learners to follow the procedure.</li> <li>Make bank cards from paper that is laminated for the learners and teaches them to keep it safe.</li> </ul>

<b>SUGGESTED LIFE SKILLS ASSESSMENT GOALS</b> Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.	
<b>DEVELOPMENT OF SELF</b> <b>Me and my disability</b> <b>First Year</b> <ul style="list-style-type: none"> <li>Identify own disability(ies) using the correct term(s)</li> <li>Describe the disability</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>Topics covered in first year</li> <li>Talk about the impact the disability has on body function etc.</li> <li>Build positive self-concept, with the disability as part of the personal makeup of an individual</li> </ul>
<b>Receiving and giving feedback</b> <b>First Year</b> <ul style="list-style-type: none"> <li>Identify what is feedback</li> <li>Give and receive feedback to peers</li> <li>Give and receive feedback from adults</li> <li>Identify what is positive and negative feedback</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>Show appropriate ways of giving positive feedback</li> <li>Show appropriate ways of giving negative feedback</li> <li>Show appropriate ways of receiving negative feedback</li> <li>Show appropriate ways of receiving positive feedback</li> </ul>
<b>Asking for help and problem solving</b> <b>First Year</b> <ul style="list-style-type: none"> <li>Know when to ask for help</li> <li>Know who to ask</li> <li>Practice asking for help</li> <li>Do what you are advised</li> <li>Check results</li> <li>Give thanks for the assistance</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>Topics covered in first year</li> <li>Discuss problem solving:             <ul style="list-style-type: none"> <li>Identify the problem</li> <li>Think of solutions, or ask for help</li> <li>Try out a solution</li> <li>Decide if the problem is solved</li> <li>If not – try another solution until problem is solved</li> <li>Never give up</li> </ul> </li> </ul>



<b>HEALTH AND ENVIRONMENTAL RESPONSIBILITY</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Identify 4 dangers</li> <li>• Show things that can cause falling, tripping and other injuries</li> <li>• Know safety rules for the above risks</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Practice evacuation plans or reporting problems at school</li> </ul>
<b>Local environmental health problems</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Identify 7 common diseases</li> <li>• Know the basic symptoms of the diseases</li> <li>• Know how to prevent getting infected or sick</li> <li>• Know where to go for treatment</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Identify 5 local environmental health problems</li> <li>• Know the basic symptoms of the diseases</li> <li>• Know how to prevent getting infected or sick</li> <li>• Know where to go for treatment</li> </ul>
<b>SOCIAL RESPONSIBILITY</b> <b>Gender stereotyping, sexism and abuse</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Know what gender stereotyping, sexism and abuse is</li> <li>• Understand different roles and contributions of the genders in different cultural contexts</li> <li>• Understand the effect of stereotyping, sexism and abuse on relationships</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Understand sexual harassment in the workplace</li> <li>• Show how to deal with gender related issues at school, home and in the community</li> <li>• Show how to ask for help</li> <li>• Know where to report problems</li> </ul>

<b>WORLD OF WORK</b> <b>Good attitudes to have at work</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Know how to be motivated at work</li> <li>• Know how to act professionally at work</li> <li>• Know how to be a good co-worker</li> <li>• Know how to be a hard worker</li> <li>• Know to do a job correctly, fast and with good quality</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Know and show how to be motivated at work</li> <li>• Know and show how to act professionally at work</li> <li>• Know and show how to be a good co-worker</li> <li>• Know and show how to be a hard worker</li> <li>• Know and show to do a job correctly, fast and with good quality</li> </ul>
<b>Simulation of Career related activities</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Understand score from supervisor</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Score from Supervisor</li> </ul>
<b>Banking saving and using an ATM</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Explain: Money can be cash, or be put in the bank.</li> <li>• Use a bankcard to draw money from the bank.</li> <li>• Understand not to draw more money from the bank than what you have in it</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Practice using a bank card and ATM</li> <li>• Know what saving and interest is</li> </ul>

Learners will be in this grade for 3 years. The overall aim of the Life Skills topics is to prepare the learners for life after school. The skills that the learners will be exposed to and will be practicing, are aimed at getting them ready to enter the job market (pre-vocational skill building), and also to improve their “street savvy” to enable them to be better able to deal with the challenges that life as an adult pose. Some of the topics covered are challenging, but with patience, using real life stories and situations (role play), and by providing the learners with easy to remember rules or solutions, you will be giving the learners a recipe that will be valuable for the rest of their lives. It is a great benefit if the learners’ parents also know the rules and solutions that you are teaching the learners. This will reinforce the messages taught at home and provide the learners with another place where they will feel secure to ask for help, and to report problems even when the safety of school is no longer available to them.

### 3.1.21 Grade 5 Term 1

GRADE 5 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1	<b>Development of Self in Society</b> Positive Self Concept Formation Challenging situations: depression, grief, loss, trauma, crisis and my disability	<ul style="list-style-type: none"> <li>Identify what depression, grief, loss, trauma and crisis is</li> <li>Know what causes depression, grief, loss, trauma and crisis</li> <li>Know good ways to cope with the feelings of depression, grief, loss.</li> <li>Know good ways to deal with trauma and crisis situations</li> <li>Know what are bad coping strategies (e.g. Alcohol and drugs)</li> <li>Practice problem solving skills to deal with these situations</li> <li>Discuss own feelings about</li> </ul>	<ul style="list-style-type: none"> <li>Revise feelings and emotions covered in earlier grades. (Both positive and negative emotions)</li> <li>Tell stories or use role-play as a way to practice identifying and dealing with these more complex feelings and emotions.</li> <li>Practice positive coping mechanisms, such as talking about these situations with a friend or trusted adult, using exercise, creative art, dance, etc to vent or distract the mind. Discuss with learners the risks of bad coping strategies.</li> <li>Know that it is OK to feel sad, mad, bad etc, but that you must identify the feelings and work through them to achieve healing.</li> <li>Give learners guides to understand their feelings of grief or depression, but make it visual and practical. Link to real life experiences.</li> <li>Discuss with the learners their experiences of being “different” or “disabled”. (Often learners are called ugly names and discriminated against in the community, and they will need to be shown ways to deal with the situations.) Let the learners share their feelings in a safe space, and role play how to ask for help, or to walk away with their</li> </ul>

GRADE 5 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		being disabled. <ul style="list-style-type: none"> <li>Discuss good coping strategies for dealing with the impact of being disabled.</li> </ul>	dignity intact. <ul style="list-style-type: none"> <li>Teach the learners the proper names for their disability (disabilities), and practice how to explain the disability in a clear and non-judgmental way.</li> <li>Part of the learners' positive self-concept building must be that their disability is a part of their being, not the total sum of their being. They must learn to be themselves, not their disability.</li> </ul>
Week 2	<b>Development of Self in Society</b> Relationships and Friendships	<ul style="list-style-type: none"> <li>Identify different relationships at home, school, work and in the community</li> <li>Know the difference between friendship and formal relationships (e.g. with a Teacher, Pastor or a Boss)</li> <li>Practice appropriate ways to initiate a friendship</li> <li>Practice appropriate ways to sustain a friendship</li> <li>Practice appropriate behaviour in a formal relationship</li> <li>Practice communication skills in relationships - ability to disagree in constructive ways and appropriate ways to end a relationship</li> </ul>	<ul style="list-style-type: none"> <li>The teacher can introduce this topic by letting the learners reflect / tell about / role play the different roles they play at different ages / places, and the different people they interact with at these ages: for example a baby is totally dependent on its mother, a small child can go to crèche (day-care) and play with friends, but needs the "Aunty" to look after them then they go to school, and the teacher tells you to sit down and be quiet, the shopkeeper who sells them sweets, but shouts of they try to take something. Build this out to other roles they can imagine, such as working for a boss, being the Boss etc.</li> <li>Practice how to introduce yourself to a stranger, how to ask for help, how to start a conversation, how to hold a conversation.</li> <li>Practice how to be assertive, how to give a compliment and give criticism, how to apologise, and how to give instructions.</li> <li>Practice different greetings and social interactions in various settings – for example, I see my friend at the taxi rank, vs. I see my teacher at the taxi rank. I see my Granny at the shop vs. I see my boss at the shop.</li> <li>Use real settings to practice these skills, e.g. a visit to the Principal's office, and going on an outing to a local venue where the learners are exposed to these various settings creates great opportunities to practice these skills.</li> </ul>

GRADE 5 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
	Sexuality	<ul style="list-style-type: none"> <li>Understanding your sexuality: The learner is able to talk about personal feelings that impact on sexuality, the influence of friends and peers on my sexuality, family and community norms that impact on sexuality, cultural values that impact on sexuality, social pressures including media that impact on sexuality,</li> <li>Talk about identity formation and development</li> <li>Discuss how to have healthy boyfriend/girlfriend relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Creating situational plays are also a way to let the learners see, hear and feel how these interactions work.</li> <li>To introduce the concept of sexuality and the changing roles the learners play in their communities, let the learners split into gender specific groups and list (and present) the expectations set on them as boys or girls. This can be graded to be within the learners' cognitive ability, from very concrete themes such as different clothes and colours boys and girls like, to more abstract themes; such as girls will be expected to have babies and be home makers and boys will be expected to be the providers. Use collages, posters, drawings or other media to illustrate this. The teacher can use these themes as the starting point to unpack the theme and assist the learners to reflect on their sexuality, and that in our modern society, these roles are no longer so set – some of the best hairdressers or cooks are men and best taxi drivers or mechanics are women.</li> <li>Create a safe space where the learners can build their gender identity and explore various roles in situations that are traditionally allocated to the other gender, e.g. boys to be exposed to the child care skills class, or girls to be exposed to the woodwork or spray-painting class. Use these experiences to build on the scrap book that they started in Grade 4.</li> <li>Teach the learners about having appropriate, healthy boyfriend / girlfriend relationships, and practice dealing with these interactions. Teach learners about boundaries and respect for other people.</li> </ul>
Week 3 ( with other opportunities for	<b>Health, Social and Environmental</b>	<ul style="list-style-type: none"> <li>Revise Wants and Needs</li> <li>Practice basic budgeting</li> <li>Understand and explain saving</li> </ul>	<ul style="list-style-type: none"> <li>Using the current amount set for minimum wage by the Department of Labour or the amount paid on a disability grant, assist the learners to draw up a budget for a month, a week etc.</li> </ul>

GRADE 5 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Market days)	<b>Responsibility</b> How to do your own budget: Income and expenditure:	<ul style="list-style-type: none"> <li>Learn about running a small business from home, and the financial aspects surrounding entrepreneurship</li> <li>Shopping with a budget and shopping list</li> <li>The learner must be able to:</li> <li>Make a shopping list</li> <li>Work out total cost</li> <li>Role play going to the shops or go on an outing to the shop to buy specific items.</li> </ul>	<ul style="list-style-type: none"> <li>Identify risky financial behaviour to the learners by telling stories, doing role play or asking them to bring stories from home. E.g. using your wage to go and buy KFC for all your friends, but being hungry at the end of the week, and not having friends who can help.</li> <li>In discussing entrepreneurship, keep the concepts very concrete, for example – as part of your budget, you need to keep money for basic materials needed to manufacture / deliver the service. Set up a regular market day at school where learners can sell items or deliver services to each other in exchange for tokens they have earned for good behaviour. These tokens can then be used to “purchase” the supplies needed for the next market day, and create a real profit/loss experience.</li> <li>When doing a role play of a shop, make it realistic by having real temptations to good financial discipline available, for example the learner can be spending money on treats rather than the items listed.</li> </ul>
Week 4	<b>Health, Social and Environmental Responsibility</b> Decision Making about Health and Safety: Health:	<ul style="list-style-type: none"> <li>Make informed, responsible decisions about health: HIV and AIDS as well as other communicable diseases.</li> <li>Know about disease management with medication, diet, healthy living and positive attitude</li> <li>Know prevention and safety relating to HIV and AIDS</li> <li>Know about caring for people</li> </ul>	<p>Teachers Note: This is an essential topic to teach the learners with a severe intellectual disability, as they are even more at risk than their neurotypical peers. When teaching this, keep the lessons concrete, and devise clear, unambiguous rules that the learners can recall using songs, rhymes or pictures. Remember that they will be going home, where their peers are also talking about and exploring these issues, but their peers may have better insight and ability to make informed choices.</p> <ul style="list-style-type: none"> <li>Revise the diseases, causes and prevention of diseases taught in earlier grades.</li> <li>Use the ABC rule to teach prevention of HIV/AIDS – Abstain, Be Faithful, and Condomise.</li> <li>Teach about body fluids carrying many diseases, including HIV and AIDS - wash hands, do not touch blood, cover your mouth with the inside part of your elbow when</li> </ul>

GRADE 5 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<p>living with HIV and AIDS or other diseases.</p> <ul style="list-style-type: none"> <li>Sexual behaviour and sexual health:</li> <li>Identify risk factors leading to unhealthy sexual behaviour</li> <li>Know about unwanted results of unhealthy sexual behaviour: teenage pregnancy, sexually transmitted infections (STIs), HIV and AIDS, low self-image and emotional scars.</li> <li>Discuss strategies to deal with unhealthy sexual behaviour: abstinence and change of behaviour</li> <li>Know where to find help and support: community structures that offer protection or resilience against high risk behaviour</li> <li>Know the adverse consequences and implications of teenage pregnancy for</li> </ul>	<p>you cough, don't spit, don't urinate in public places, etc.</p> <ul style="list-style-type: none"> <li>Teach about taking medicine in the way the doctor told you, and in no other way. Do not sell your medicine or give it to someone else.</li> <li>Teach about caring for ill people – they need to be cared for with dignity and respect.</li> <li>In teaching the risks related to sexual behaviour or sexual abuse, teach the PANTS rule: If it is covered by underwear, it is private – see the meaning of the acronym in the picture. In this way there is a clear message the learner has to measure when he/she needs to think about their sexual behaviour. (The PANTS rule was designed by the National Society for the Prevention of Cruelty to Children, London, UK, and has been used with great success to teach children with autism.)</li> <li>With learners who are sexually active, or are in relationships, be supportive, as our learners will feel all the feelings that a young, healthy, sexually developing teen will feel, but keep the message clear, that engaging in sexual behaviour carries many risks, and they are not ready to be parents.</li> <li>Ensure that the support services available in terms of family planning and primary health care are utilised by the learners and their parents.</li> <li>Learn and practice what appropriate behaviour is in public and in private situations, e.g. masturbation, being in a relationship etc.</li> <li>Teach the learners not to use sex as a bargaining tool to get gifts or favours and the effect that this would have on your self image.</li> </ul>




GRADE 5 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		teenage parent(s) and the children born to teenagers <ul style="list-style-type: none"> <li>• Safety:</li> </ul> The learner must be able to: <ul style="list-style-type: none"> <li>• Identify physical hazards in the area and practice how to report or fix hazards.</li> <li>• Know how to use electricity safely</li> </ul>	<ul style="list-style-type: none"> <li>• To teach awareness of physical hazards, take the learners on a tour of the school, and let them identify possible danger areas, e.g. the swimming pool, extension cords lying loose, broken windows, broken fences, exposed steps, heat sources used for cooking, pots on the stove etc. Let the learners suggest ways to solve the problems, and practice reporting the hazards to the responsible person. Teach them to follow up if they do not see the hazards repaired.</li> <li>• Teach learners how to use electricity and electrical equipment safely.</li> <li>• Show learners how to switch off the main electricity supply and teach them when to do it.</li> </ul>
Week 5	<b>Health, Social and Environmental Responsibility</b> Social Factors that contribute to substance abuse	<ul style="list-style-type: none"> <li>• List factors that may lead to substance abuse, such as peer pressure, community and media</li> <li>• Know appropriate behaviour to stop and avoid substance abuse: refusal and decision-making skills.</li> <li>• Know the long and short term consequences of substance abuse: link to crime, violence and educational outcomes</li> <li>• Know about rehabilitation options: where to find help, care and support</li> </ul>	<ul style="list-style-type: none"> <li>• Make learners aware of the factors that may lead to substance abuse in a very concrete way – plays, songs or stories.</li> <li>• Practice saying NO to drugs.</li> <li>• Have the local help line or centre's number easily available.</li> <li>• Invite local peer councillors to speak to the learners. (It helps if the peer councillors are briefed beforehand on the ability of the learners to understand the message, and have interacted on an individual basis with one of the learners beforehand.)</li> </ul>




GRADE 5 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 6	<b>Social responsibility</b> <b>Constitutional rights and Responsibility (Democracy and Human Rights)</b> Diversity: Life events and social interactions	<ul style="list-style-type: none"> <li>Understand diverse cultures: recognise diverse cultures that enrich South African society</li> <li>Respect differences: culture, religion and gender</li> <li>Celebrate unity in diversity: respect difference and celebrate similarity</li> </ul>	<ul style="list-style-type: none"> <li>Revise the known and familiar life events as done in Grade 4</li> <li>Include similar events from other cultural groups, and dress up in clothes from other cultures, and learn songs and dances from these cultures. Where possible, let the learners taste samples of food from other cultures.</li> <li>Practice social interactions and greetings within known and new cultures, e.g. using “As-Salaam-Alaikum” as a greeting between Muslim friends and “Shalom” for Jewish friends.</li> <li>Participate and where possible assist with arranging celebrations of national and international days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Youth Day, Worker’s Day, Women’s Day, Africa Day, Nelson Mandela Day, World Refugee’s Day and national health days.</li> <li>By learning about the various cultures, instil a sense of respect for other people’s traditions and ways.</li> </ul>
Week 7	<b>Social responsibility</b> Democracy and Citizenship	<ul style="list-style-type: none"> <li>Understand and reflect in own words what the Constitution is</li> <li>Understand democracy</li> <li>Understand what it means to be a South African Citizen</li> </ul>	<p>This concept is quite abstract, but the learner with a severe intellectual disability will participate in elections, they will reap social benefits that come from being a South African Citizen, and therefore they need to have a basic understanding about these concepts.</p> <ul style="list-style-type: none"> <li>Keep the lessons simple and easy to understand, e.g. that Constitution is the biggest law in South Africa, and this law makes sure that all other laws are also in line with this law. The same as school rules – there has to be order for the school to work.</li> <li>Stage an election, with political parties represented, voting stations, electoral officers and ballot papers. Each person’s role must be clearly defined, so that the concept of a democracy is understood. If the election is linked to making a decision about an event at school, e.g. the food to be served at a class party, the effect of democracy</li> </ul>

GRADE 5 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<p>can be clearly illustrated.</p> <ul style="list-style-type: none"> <li>Inform the learners that the Disability Rights Charter of South Africa reflects demands from disabled people. The aim is to promote equal opportunities for all disabled people. It is a document which asserts the right of all disabled people to live independently in a safe environment and in a society free from all forms of discrimination, exploitation and abuse.</li> <li>Know that if you are a citizen of South Africa you have the right to: <ul style="list-style-type: none"> <li>vote</li> <li>stand as a candidate in elections</li> <li>live in any area in South Africa</li> <li>choose your trade, occupation or profession</li> <li>be given a South African passport for travel to other countries</li> <li>come into South Africa even if you have lived somewhere else for a long time and that you can,</li> <li>claim social benefits, such as a care dependency grant or disability grant.</li> </ul> </li> </ul>
Week 8	<b>World of work</b> Workplace Rules and Processes	<ul style="list-style-type: none"> <li>Discuss the rules at work</li> <li>Understand disciplinary processes</li> <li>Understand grievance processes</li> <li>Understand leave rules</li> <li>Know about Unions and their function in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Go into more depth into the reasons behind the rules and consequences of not following the rules at work, for example, use stories of bad workers to illustrate the reasons for the rules. (The worker who is so busy selling Tupperware to co-workers, that her work falls behind, or the domestic helper who entertains her whole family at her boss' house, while dressed in her boss' pretty clothes)</li> <li>Look at learners' personal experiences at workplaces (in Grade 4), where they struggled, and assist them to make plans or visual cues to ensure that they do not break rules by forgetting some basics.</li> </ul>

**GRADE 5 LIFE SKILLS – TERM 1**

APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			 <ul style="list-style-type: none"> <li>• Use the difference between school and the workplace as a frame of reference when discussing disciplinary processes, grievance processes, leave and the role of Unions. Learners do not have to be able to say the steps to take, it is more important that they know and understand that the way things work at the workplace is different than that at school. Practice to ask for help when they do not understand.</li> <li>• Teach the learners to identify themselves to the Union Representative at the workplace, as this person should be a trustworthy person to ask for help if things are hard at work.</li> </ul>
Week 9	<b>World of work</b> Decision Making	<ul style="list-style-type: none"> <li>• Ask for help and problem solve (revise)</li> <li>• Practice decision making</li> <li>• Identify the situation / decision to be made</li> <li>• Identify options available</li> <li>• Choose an option (Where possible – after considering possible outcomes)</li> </ul>	<p>Teacher's Note: Learners with a severe intellectual disability are often impulsive decision makers and they have limited insight into consequences of abstract actions and decisions. By teaching them simplified methods to problem solve, and by practicing how and when to ask for help, you are empowering the learner to be more independent in life. At the same time, you are also exposing them to situations where there may be more risk involved, and where they will have to learn to deal with mistakes and failure. In earlier grades and term work, the learner would have been practicing to deal with emotions, so during this work, give the learners graded opportunities to make decisions, and expect them to deal with the consequences of wrong decisions, while they are evaluating what</p>

GRADE 5 LIFE SKILLS – TERM 1			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<ul style="list-style-type: none"> <li>Act on the option chosen</li> <li>Evaluate the outcome (did I make the right decision?)</li> <li>Start the process again for the new situation</li> </ul>	<p>happened and finding better options.</p> <ul style="list-style-type: none"> <li>Explain and use the flow diagram to enable the learners to make decisions that will affect their daily life and activity participation. Use routine decisions that are made e.g. must I go to the toilet now, or can I wait until after sport period?</li> <li>Unpack this to fully illustrate consequences of all the choices, and potential outcomes / consequences of the decision made.</li> <li>Tailor the level of decisions to be made to the learners' ability to make them. Remember to teach that asking for help to make the decision is also an option.</li> </ul> 

**SUGGESTED LIFE SKILLS ASSESSMENT GOALS**

Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.

**DEVELOPMENT OF SELF****First Year**

- Identify what depression, grief, loss, trauma and crisis is
- Know what causes depression, grief, loss, trauma and crisis
- Know good ways to cope with the feelings of depression, grief, loss.

**Second Year**

- Topics covered in first year
- Know good ways to deal with trauma and crisis situations
- Know what are bad coping strategies Practice problem solving skills to deal with these situations

**Third Year**

- Topics covered in first and second year
- Discuss own feelings about being disabled.
- Discuss good coping strategies for dealing with the impact of being disabled.

**Sexuality, Relationships and Friendships****First Year**

- Identify different relationships at home, school, work and in the community
- Know the difference between friendship and formal relationships
- Show appropriate ways to initiate a friendship
- Show appropriate ways to sustain a friendship

**Second Year**

- Topics covered in first year
- Talk about personal feelings that impact on sexuality,
- Talk about identity formation and development

**Third Year**

- Topics covered in first and second year
- List issues that impact on sexuality.
- Discuss how to have healthy boyfriend / girlfriend relationships.
- Show appropriate behaviour in a formal relationship
- Show communication skills in relationships:
  - - ability to disagree in constructive ways
  - - appropriate ways to end a relationship

<p><b>HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITY</b></p> <p><b>How to do your own budget &amp; shopping with a shopping list</b></p> <p><b>First Year</b></p> <ul style="list-style-type: none"> <li>• Show how to do basic budgeting</li> <li>• Identify wants and needs</li> <li>• Explain saving</li> </ul>	<p><b>Second Year</b></p> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Make a shopping list</li> <li>• Work out total cost</li> <li>• Select specific items based on a shopping list</li> </ul>	<p><b>Third Year</b></p> <ul style="list-style-type: none"> <li>• Topics covered in first and second year</li> <li>• Explain about running a small business from home, and the financial aspects surrounding entrepreneurship</li> </ul>
<p><b>First Year</b></p> <ul style="list-style-type: none"> <li>• List how to prevent HIV and AIDS</li> <li>• List ways to prevent getting communicable diseases</li> <li>• Know what to do if you are sick</li> <li>• Know how to use electricity safely</li> <li>• Identify safety hazards in the school</li> </ul>	<p><b>Second Year</b></p> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Show how to report hazards in the school</li> <li>• Tell what unhealthy sexual behaviour is</li> <li>• Know 5 unwanted results of unhealthy sexual behaviour</li> <li>• Tell where to find help and support</li> <li>• Describe the consequences of teenage pregnancy</li> </ul>	<p><b>Third Year</b></p> <ul style="list-style-type: none"> <li>• Topics covered in first and second year</li> <li>• Describe how to care for people living with HIV and AIDS or other diseases.</li> <li>• Name and show strategies to deal with unhealthy sexual behaviour</li> <li>• Show how to report or fix hazards in the local area</li> </ul>
<p><b>First Year</b></p> <ul style="list-style-type: none"> <li>• Describe substance abuse</li> <li>• List 3 factors that may lead to substance abuse</li> </ul> <p><b>Second Year</b></p>	<ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Know the long and short term consequences of substance abuse</li> <li>• Know appropriate behaviour to stop and avoid substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Know about rehabilitation options</li> </ul> <p><b>Third Year</b></p> <ul style="list-style-type: none"> <li>• Topics covered in first and second year</li> </ul>

<b>First Year</b> <ul style="list-style-type: none"> <li>List different cultures in the local community</li> <li>Tell how to respect differences in culture, religion and gender</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>Topics covered in first year</li> <li>Celebrate unity in diversity <ul style="list-style-type: none"> <li>- respect differences</li> <li>- celebrate similarity</li> <li>- participate in an event</li> </ul> </li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>Topics covered in first and second year</li> <li>Greet a person in a known and a new culture</li> </ul>
<b>First Year</b> <ul style="list-style-type: none"> <li>Tell in own words what the Constitution is</li> <li>Describe democracy</li> </ul> <b>Second Year</b>	<ul style="list-style-type: none"> <li>Topics covered in first year</li> <li>List 3 rights of a disabled citizen</li> </ul> <b>Third Year</b>	<ul style="list-style-type: none"> <li>Topics covered in first and second year</li> <li>Tell what it means to be a South African Citizen</li> <li>List rights of a South African Citizen</li> </ul>
<b>WORLD OF WORK</b> <b>Knowledge Of The World Of Work/Rules To Follow At Work</b> <b>First Year</b> <ul style="list-style-type: none"> <li>List the work rules taught in Grade 4</li> <li>Discuss the purpose of rules at work</li> <li>Discuss the disciplinary steps at work</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>Topics covered in first year</li> <li>Discuss the grievance processes</li> <li>Discuss leave rules</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>Topics covered in first and second year</li> <li>Describe Unions and their function in the workplace.</li> </ul>
<b>Decision making process</b> <b>First Year</b> <ul style="list-style-type: none"> <li>Identify the decision making process</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>Topics covered in first year</li> <li>Use the process to solve basic, routine problems</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>Topics covered in first and second year</li> <li>Use the process to solve more difficult decisions</li> </ul>

## 3.1.22 Grade 5 Term 2

GRADE 5 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1.	<b>Development of Self in Society</b> Goal Setting	<ul style="list-style-type: none"> <li>Ask for help, do problem solving and make decisions</li> <li>Relate why I must set goals</li> <li>Set SMART goals: practice to set goals that are Specific Measurable Realistic Time Bound</li> <li>Know how to reward self for successes along the way and for goals achieved</li> </ul>	<ul style="list-style-type: none"> <li>It is important that learners are taught to think beyond today and what happens today. Goal setting is a way to encourage learners to keep focussed on what they are trying to achieve in their school career. At this stage they have been exposed to several types of skills, and they need to start thinking about where to now and after school.</li> <li>Assist the learners to go through their scrap books and identify with them possible goals they can set. Initially keep the goals very concrete, and achievable in a short time, e.g. complete the task set in skills period. As they achieve set goals, assist the learner to build on the goals to eventually think about their plans for after school.</li> <li>Assist the learners to make collages or some record of the goals they set to act as a reminder, and plan how they will be rewarding themselves for goals achieved. Do not make food based rewards a habit, rather allow learners to choose a fun activity or use free time (pamper time) as a reward.</li> </ul>
Week 2	<b>Development of Self in Society</b> Future Options	<ul style="list-style-type: none"> <li>Explore my abilities and preferences</li> <li>Explore options available to me</li> <li>Explore entrepreneurship from home</li> <li>Explore helping at home</li> <li>Explore volunteering in the community where I live</li> <li>Know other ways of generating</li> </ul>	<p>Teacher Note: Learners with a severe intellectual disability's career choices are more limited than neurotypical person's choices. They will need your loving support to move away from unrealistic dreams of becoming doctors and lawyers to more realistic options. Use their scrap books to identify what they like doing and can do well, and with their own preferences as a guide, look at available options. Learners will need support from you, as their teacher and from their parents to be actively employed. One of the roles that is added to that of being a LSEN teacher is that you may need to equip yourself to be a job coach for these learners. A good resource is "Attainment's Job Coaching Strategies" by Steve Tenpas. (ISBN 1-57861-160-1). Even though this is based in an American setup,</p>



GRADE 5 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<p>an income – bartering, services in exchange for food, piece jobs, etc.</p>	<p>the process and forms used are easily adapted for a South African user. You need to know your learners, their families, their communities and be alert to finding the opportunities that may exist to assist your learners to build a career. Work with the parents and communities to create opportunities for your learners, and keep on supporting them by reminding them of the lessons taught in school. Think outside of the box about job opportunities: growing seedlings and selling them to the co-opt who are growing vegetables in a community garden, doing laundry in small daily batches for a neighbour in exchange for food, or growing edible herbs in small pots, decorating the pots and selling them at a flea market or home industry shop are all ways our learners can, with support from parents or others, be able to participate in generating an income, or contribute to their families and communities. Never let the learners believe that they are worthless and unable to contribute, as this is the message they will often hear. Rather assist them to be as independent as possible, and with some help or support, contribute to their family or community.</p> <p>Let the learners identify some choices that are available to them, and encourage them to think about this issue more. In the beginning of term 3, this topic will be addressed again, and the learners can then provide feedback on their plans or discussion with parents or in the community.</p>
Week 3	<b>Health    Social</b> <b>Responsibility</b> First Aid	<ul style="list-style-type: none"> <li>Know when and how to ask for help with an injury, and who to ask (At school and at home)</li> <li>Know the difference between a small injury and a big injury, and what to do for each.</li> </ul>	<p>Teacher Note: When you are teaching this topic, bear in mind that accidents happen, and our learners may just be the person injured, or the only person around when an accident happens. It is a good idea for LSEN teachers to gain quality first aid knowledge and going for level 1 first aid and CPR training is highly recommended.</p> <ul style="list-style-type: none"> <li>Ensure that each learner practices how to call / ask for help. Learners should be able to respond to the emergency operator's questions, where possible, and must practice how to give directions to their homes / or give a contact number for the operator to</li> </ul>

GRADE 5 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<ul style="list-style-type: none"> <li>Dial the emergency numbers and report a problem clearly, or for non-verbal learners, have a plan to report an emergency.</li> <li>Know how to react to or assist a person who is having an epileptic attack, asthma attack, or other conditions that may happen at your LSEN school (e.g. learner with autism having a meltdown)</li> </ul>	<p>call.</p> <ul style="list-style-type: none"> <li>Teach learners the difference between a small (minor) injury and a (big) severe injury, and that they must urgently get help for serious injuries e.g. a scald vs. a burn, a graze vs a fracture or a bruise vs a deep cut.</li> <li>Learners must be taught how to react both at school and at home, and need to know who to call. For non-verbal learners it is suggested that they have a specific contact person, who knows the learner's specific action / picture/ sound they use to indicate that there is an emergency. Practice making emergency calls – speak to the local emergency service personnel about what to say and do when calling for help. (Dialling 911 is American – South Africa use 10111 from a landline and 112 from a cell phone). You will be asked to describe the situation, where you are and what you are doing to help.</li> <li>Teach learners to wear their medic-alert bracelets, and teach them to take their own prescribed medicines responsibly, as prescribed.</li> </ul>
Week of 22 April (Note – swop this week to fit in with the calendar, so that the work is done during the week of 22 April.)	<b>Health Social Responsibility</b>	<ul style="list-style-type: none"> <li>Talk about Earth Day: preservation of the environment:</li> <li>Honour Earth Day: list practical ways of being kinder to Earth</li> </ul>	<p>Teachers Note: 22 April was proclaimed by the United Nations as Earth Day. On this day the world reflects on ways to peacefully preserve the earth. You can use this event in your class to launch a school based drive to create awareness of environmental responsibility, recycling, not polluting and preserving nature. Use the week of 22 April to have an Earth Day awareness week</p> <ul style="list-style-type: none"> <li>Learners can: <ul style="list-style-type: none"> <li>Plant a tree.</li> <li>Practice to turn off the water while you brush your teeth.</li> <li>Use cloth napkins.</li> <li>Show how to re-use glass and plastic containers.</li> </ul> </li> </ul>

GRADE 5 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<ul style="list-style-type: none"> <li>○ Use fabric grocery bags.</li> <li>○ Recycle aluminium cans.</li> <li>○ Recycle paper products.</li> <li>○ Wash only full loads of laundry.</li> <li>○ Turn off lights when they leave the room.</li> <li>○ Use energy efficient light bulbs</li> <li>○ Volunteer to clean up an area in their community.</li> <li>○ Learn to take a quick shower instead of a bath.</li> <li>○ Make notepads out of used paper.</li> <li>○ Buy items made of recycled materials.</li> <li>● Say what pollution is, and what the consequences of pollution are</li> <li>● Learn how to dispose of waste safely and correctly</li> <li>● Teach the learners that their behaviour in looking after their environment will save the earth, but it will also lead to a happier and healthier environment for us all to love in.</li> </ul>
Week 5	<b>Health Social Responsibility</b> Safety at home	<ul style="list-style-type: none"> <li>● Identify general household items that can be harmful, e.g. cleaning chemicals like Jik / Handy Andy</li> <li>● Know how to store them safely</li> <li>● Know not to eat or drink things that are not food</li> <li>● Know how to store medication safely</li> <li>● Fire safety</li> </ul>	<ul style="list-style-type: none"> <li>● Use the real items in class, and use real objects to show both the right and wrong ways to use and store the chemicals. Show the learners how you pour a dangerous chemical into an empty coke bottle. Now ask the learners if they will still drink this; is this good to drink? – use this scenario to teach not to drink or eat things they cannot identify.</li> <li>● Use line drawings, pictures and symbols to remind the learners of the safe ways to use and store these generally available chemicals.</li> </ul>

GRADE 5 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<ul style="list-style-type: none"> <li>Revise “Learn not to Burn”</li> <li>Practice the fire drill at school, and let the learners devise escape plans to use at home.</li> </ul>	
Week 6	<b>Social Responsibility</b> Human Rights	<ul style="list-style-type: none"> <li>List basic human rights as stipulated in the South African Constitution</li> <li>Understand that all South Africans have the same rights.</li> <li>Understand that with rights come responsibilities</li> <li>Understand what human rights violations are</li> <li>Identify 5 types of violations</li> <li>Know what I can do when experiencing violations of human rights</li> <li>Dealing with unfairness and bullying</li> <li>Gender equity</li> <li>Know what gender equity is</li> <li>Know what gender-based violence is</li> <li>Know sources of help for</li> </ul>	<ul style="list-style-type: none"> <li>Revise Human Rights as taught in Grade 4 term 2. Remember that this is a complex topic, and as the teacher, you need to make the concepts understandable at the learner in your class’ level. Use real life situations, or stories that they can relate to when discussing the topic.</li> <li>What are human rights? Human rights are the basic rights that everyone has, simply because they are human.</li> <li>What are human rights violations? If someone ignores or abuses your rights, it is called a violation of those rights. For example, if someone treats a person differently because of his or her race, that person's right to equality is being abused or violated.</li> <li>Discuss the broad outlines of all the human rights, and look at the responsibilities that go with the 5 most relevant human rights. (Teacher’s Note: Constitutionally, persons with disabilities have the right to choose whether they disclose their disability to a potential employer or not – right to confidentiality of personal information. However, if they choose not to disclose their disability, they waive their right to insist on reasonable accommodations to their disability being made in the employment process to allow them a fair and equal chance to gain employment).</li> <li>Let the learners talk about their experiences of human right violations, and based on that, lead the discussion to how to address those violations. The discussion can be based around things experienced in school, such as unfairness and bullying. Give realistic and practical advice on how to deal with these experiences. Revise and</li> </ul>


GRADE 5 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		victims: safety for girls and women	<p>practice dealing with emotions, revise asking for help, revise problem solving in relation to this topic.</p> <ul style="list-style-type: none"> <li>What is gender equity? Gender equity is the process of being fair to women and men. Gender equality means that women and men are given the same socially-valued goods, opportunities, resources and rewards. (Remember that the definitions are complex, and will have to be broken down into understandable and relatable concepts. Use stories, real life examples and things that you have noticed the learners do at school as your examples).</li> <li>When discussing gender based violence, teach the learners to report any violent act to a trusted adult. Show them what good, positive, healthy relationships look and feel like, so that they can know when they are in unhealthy situations.</li> </ul>
Week 7	<b>Social Responsibility</b> Social Benefits and Responsibility	<ul style="list-style-type: none"> <li>Know about and know the advantages of:               <ul style="list-style-type: none"> <li>UIF</li> <li>Tax</li> <li>Social Grants</li> <li>Medical Aid</li> <li>Pension</li> <li>WCA / Injury on Duty</li> <li>Trade Unions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>As a potential worker and as a South African Citizen, learners need to be aware that there are certain payments that they will be making and that there are certain benefits that they will be able to access once they leave school and start working. The learner needs to understand the basics, and how to access the benefits. If they can be aware of these, they will be able to ask for help, and be better able to benefit from them.</li> <li>Keep the information basic and clear.</li> <li>UIF – All workers and bosses must contribute, and you can claim if you lose your job or go on maternity leave. You apply at the Department of Labour</li> <li>Tax – Everybody pays tax, and every worker must have their own South African Revenue Services number. Apply at the South African Revenue Services office. There are different types of tax, including VAT that is added to things you buy at the store and Pay As You Earn that is taken from your wages.</li> <li>Social Grants – Adults with a disability (&gt;18 years old) can get a disability grant, and</li> </ul>

GRADE 5 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<p>you only lose it if you earn a wage that is more than 3 times higher than the grant amount. Apply at the local SASSA office. Other grants are care dependency grants, foster care grants, old age grants, child support grants</p> <ul style="list-style-type: none"> <li>• Medical Aid – you pay towards the medical aid, and can then use a private hospital. Some employers help you to pay for medical aid. If you do not have medical aid, you can go to the local clinic or government hospital when you are ill or injured.</li> <li>• Pension – this is saving a part of your salary for the day you retire.</li> <li>• WCA / Injury on Duty – if you get hurt at work, and you have been following the boss' instructions, then your medical bills must be paid by the boss / WCA. If you have not been wearing your PPE, or if you have been playing around, and you get injured, then the boss does not have to take care of the bill.</li> <li>• Trade Unions – are there to help workers in managing their relationship with the boss. If you get a job, find the shop steward – this can be your trusted adult at work, if your Boss can not help.</li> </ul>
Week 8	<b>World of work</b> Documentation Required	<ul style="list-style-type: none"> <li>• Can fill in a form with basic personal information.</li> <li>• Know what documentation is needed as an adult: <ul style="list-style-type: none"> <li>○ ID,</li> <li>○ Bank account,</li> <li>○ Disability grant,</li> <li>○ SARS registration</li> <li>○ UIF registration</li> </ul> </li> <li>• Draw up a CV</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the learners to filling in forms by asking them to fill in a basic form that you have drawn up that requires them to fill in proper names and surnames, date of birth, ID, home address, postal address and contact telephone numbers. Grade this to practicing filling in real forms, e.g. Z83 (application for a government job), application for a bank account or store credit (application forms are easily available from your local banks, stores or online), a form BI-9 (Application for ID book) etc. The learners who can memorise the relevant information can be encouraged to do so, but what works well, is to make a “business card” for each learner that they can carry with them and they can practice to copy information from there, or they can practice to ask for help in filling in forms.</li> </ul>

GRADE 5 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<ul style="list-style-type: none"> <li>• Teach the learners to ask for help from a trusted adult to explain what forms they are filling in. They must know the importance of not signing any document that they do not understand, especially for credit – contracts are binding.</li> <li>• Learners must know why they need to have an ID, Bank Account etc. Teach them how to look after these documents, how to keep them safe and not to disclose their PIN's to anyone.</li> <li>• Assist the learners to draw up a Curriculum Vitae, and to use their scrap books and records of work exposure as a baseline. Remember that a Curriculum Vitae needs to be a clean and concise presentation of the learners' real skills, and can not contain any untruths. Let the learner make the choice of disclosing their disability or not on their Curriculum Vitae.</li> <li>• For the purposes of the classroom work, knowing about the documents and practicing how to fill in required forms is sufficient, but the following information is supplied to assist teachers where possible to empower the learners to get the required documentation.</li> <li>• Assist the learners where possible to apply for their ID documents once they have turned 16. Your local Department of Home Affairs can assist, they are able to come to schools on a specific day to assist learners to get their ID documents</li> <li>• In Grade 4 Term 4 the learners were introduced to banking. Getting a bank account has cost and security implications, but most employers are not able to pay workers cash, so once the learners have their ID documents, it is recommended that they are given the opportunity to get their own bank accounts, with their parents' knowledge and consent. Banks have cheaper options for students, and some banks are able to come to a school to open accounts for learners on site.</li> </ul>

GRADE 5 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<ul style="list-style-type: none"> <li>Learners need to be aware that they may be asked for a SARS reference if they get a job – teach the learners what this is and how to apply – at the SARS office.</li> <li>Once a learner with a disability turns 18, and has an ID book, they can apply for a disability grant at the local SASSA office. Empower the learners and their parents to apply, and not to assume that once a care dependency grant has been stopped, or declined due to the means test, that the learner cannot get a disability grant.</li> <li>It is the boss' duty to register with UIF and WCA. The employee's ID number is sent by the boss to the Department of Labour, and if there is a potential claim, the employee can go to his union or the Department of Labour to get assistance with lodging a claim.</li> </ul>
Week 9	<b>World of work</b> Safety Signs and PPE	<ul style="list-style-type: none"> <li>Know about, identify and respond correctly to Safety Signs</li> <li>Know about, care for and practice to use PPE (Personal Protective Equipment).</li> </ul>	<ul style="list-style-type: none"> <li>The learner must be able to identify the colour codes and shapes used most often for safety signs: Warnings (Yellow triangles), Do Not's (Red Circle with diagonal line through), Instructions (Blue Circle), Information (Green) or Fire awareness (Red).</li> </ul>



GRADE 5 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			 <ul style="list-style-type: none"> <li>Identify and react correctly to the basic signs <ul style="list-style-type: none"> <li>Danger!</li> <li>Be Aware!</li> <li>Fire Extinguisher, Fire Alarm</li> <li>Stop, No Entry</li> <li>No Smoking, No drinking water, No entry, No walking, No Cell Phones, No pedestrians, No naked flames</li> <li>Danger Electricity, Danger Poison, Danger Explosion, Danger Fire Hazard, Danger Slipping Hazard (Yellow wet floor signs), Danger Radiation / Biochemical,</li> </ul> </li> </ul>

GRADE 5 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<p>Danger Forklifts</p> <ul style="list-style-type: none"> <li>○ Wear Gloves, Wear Goggles, Wear Hard hat, Wear Safety Boots, Wear hearing protection, Put rubbish in bin, Drinking water</li> <li>○ Nurse / First Aid, Exit to left, Exit to right, Directional arrows to exits, Mens and Ladies toilets, Assembly point, Pull, Push</li> <li>○ General information signs: Escalator up, escalator down, Exit, Directional signs for toilet, i (Information)</li> <li>○ Add other signs that are used at school as well as the local businesses, community or areas where learners will need to be aware of them, and react correctly to them.</li> </ul> <ul style="list-style-type: none"> <li>• Teach learners that Personal Protective Equipment (PPE) – is the uniform and safety items that you wear to protect you when doing a job.</li> <li>• The learners must know about professional appearance – be clean on your body and hands, wear clean clothes to go to work. Wear suitable clothing for the job you are going to do.</li> <li>• Teach the learners to identify, care for and correctly use basic PPE items required in their chosen field as well as general PPE being used, e.g. <ul style="list-style-type: none"> <li>○ Hard Hat, Gloves, Boots, Overalls</li> <li>○ Hearing and vision protection (Different types)</li> <li>○ Reflective strips</li> <li>○ Breathing protection</li> <li>○ Harnesses</li> <li>○ Hairnets and aprons</li> <li>○ Strapping and harnesses</li> </ul> </li> </ul>

GRADE 5 LIFE SKILLS – TERM 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<ul style="list-style-type: none"> <li>○ Etc – as required in their chosen field / or as used in the local community.</li> <li>• Teach the learners the rules for PPE               <ul style="list-style-type: none"> <li>○ The Boss gives you one set of PPE</li> <li>○ You must wear it every day at work</li> <li>○ You must keep it clean</li> <li>○ You must mend it</li> <li>○ If it is lost – you must replace it at your own cost</li> <li>○ PPE belongs to the Boss – you do not lend it to friends or change it (e.g. – make a Makaraba for soccer)</li> </ul> </li> <li>• Look at the appropriate dress and PPE for various jobs, e.g. painter, office worker, cook etc.</li> <li>• The learner must know that if PPE is not worn correctly and at all times, and safety rules &amp; signs are not obeyed and you get hurt – it is your fault and the Boss does not have to help you to get medical treatment.</li> </ul>

**SUGGESTED LIFE SKILLS ASSESSMENT GOALS**

Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.

<b>DEVELOPMENT OF SELF</b> <b>Goal Setting Skills</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Discuss<ul style="list-style-type: none"><li>- problem solving</li><li>- decision making</li><li>- asking for help</li></ul></li><li>• Tell why I must set goals</li><li>• Know SMART goals</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Topics covered in first year</li><li>• Set SMART goals for basic routine tasks</li></ul>	<b>Third Year</b> <ul style="list-style-type: none"><li>• Topics covered in first and second year</li><li>• Set SMART goals for more complex tasks that needs to be broken down in steps</li><li>• Explain how to reward<ul style="list-style-type: none"><li>- successes along the way</li><li>- goals achieved</li></ul></li></ul>
<b>Career Choices and Opportunities</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Identify personal abilities and preferences</li><li>• List career options available</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Topics covered in first year</li><li>• Explain entrepreneurship from home</li><li>• Help at home</li></ul>	<b>Third Year</b> <ul style="list-style-type: none"><li>• Topics covered in first and second year</li><li>• Volunteer in the community</li><li>• Discuss other ways of generating an income</li></ul>

<b>HEALTH AND ENVIRONMENTAL RESPONSIBILITY</b> <b>Basic First Aid</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Know when and how to ask for help</li> <li>• Know who to ask for help both at school and at home</li> <li>• Know the difference between a small injury and a big injury</li> <li>• Know to wear medic-alert bracelets and take medication as prescribed</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Dial the emergency numbers and report a problem clearly. (For non-verbal learners: have a plan to report an emergency.)</li> <li>• Know what to do for a small injury and a big injury</li> <li>• Know how to react to or assist a person who is having an: <ul style="list-style-type: none"> <li>- epileptic attack,</li> <li>- asthma attack,</li> <li>- other attack (as per specific school)</li> </ul> </li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>• Topics covered in first and second year</li> <li>• Compare what to do for a small injury and a big injury</li> <li>• Compare different responses to different emergencies</li> </ul>
<b>Environmental Health Issues</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• List 5 practical ways of being kinder to Earth</li> <li>• Describe pollution</li> <li>• List ways to dispose of waste responsibly</li> <li>• Make items from recycled materials.</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• List 8 practical ways of being kinder to Earth</li> <li>• Identify ways to stop pollution</li> <li>• Volunteer to clean up an area in the community.</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>• List 14 practical ways of being kinder to Earth</li> <li>• Describe pollution</li> <li>• List ways to dispose of waste responsibly</li> <li>• Identify ways to stop pollution</li> <li>• Participate in a class recycling project</li> </ul>
<b>Safety in and around the house</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Identify general household items that can be harmful.</li> <li>• Know how to store them safely</li> <li>• Know not to eat or drink things that are not food</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Discuss “Learn not to Burn”</li> <li>• Follow the fire drill at school,</li> <li>• Make escape plans to use at home.</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>• Explain how to store medication safely</li> </ul>

<p><b>CONSTITUTIONAL RIGHTS AND RESPONSIBILITY</b></p> <p><b>Human Rights Violations, Gender Equity, Unfairness and Bullying</b></p> <p><b>First Year</b></p> <ul style="list-style-type: none"> <li>• List 10 basic human rights</li> <li>• Explain that all South Africans have the same rights.</li> <li>• Discuss that with rights come responsibilities</li> <li>• Explain what human rights violations are</li> <li>• Identify 5 types of human rights violations</li> </ul>	<p><b>Second Year</b></p> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Explain what gender equity is</li> <li>• Explain what gender-based violence is</li> <li>• Know sources of help for victims</li> </ul>	<p><b>Third Year</b></p> <ul style="list-style-type: none"> <li>• Topics covered in first and second year</li> <li>• Explain what I can do when experiencing violations of human rights</li> <li>• Explain how to deal with unfairness and bullying</li> </ul>
<p><b>UIF, TAX, SOCIAL GRANTS, TRADE UNIONS, MEDICAL AID, PENSION</b></p> <p><b>First Year</b></p> <ul style="list-style-type: none"> <li>• Know about and know the advantages of: <ul style="list-style-type: none"> <li>- Social Grants</li> <li>- Medical Aid</li> <li>- Pension</li> </ul> </li> </ul>	<p><b>Second Year</b></p> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Know about and know the advantages of: <ul style="list-style-type: none"> <li>- UIF</li> <li>- Tax</li> </ul> </li> </ul>	<p><b>Third Year</b></p> <ul style="list-style-type: none"> <li>• Topics covered in first and second year</li> <li>• Know about and know the advantages of: <ul style="list-style-type: none"> <li>- WCA / Injury on Duty</li> <li>- Trade Unions</li> </ul> </li> </ul>
<p><b>WORLD OF WORK</b></p> <p><b>Documentation I need</b></p> <p><b>First Year</b></p> <ul style="list-style-type: none"> <li>• List what documentation is needed as an adult</li> <li>• Describe why this documentation is important</li> </ul>	<p><b>Second Year</b></p> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Fill in a form with basic personal information.</li> </ul>	<p><b>Third Year</b></p> <ul style="list-style-type: none"> <li>• Topics covered in first and second year</li> <li>• Draw up a CV</li> </ul>

<p><b>Safety Signs, PPE</b></p> <p><b>First Year</b></p> <ul style="list-style-type: none"> <li>• Identify basic safety signs' shapes and colours and the meaning thereof</li> <li>• Identify and respond correctly to basic safety signs (5 per type)</li> </ul>	<p><b>Second Year</b></p> <ul style="list-style-type: none"> <li>• Topics covered in first year</li> <li>• Identify and respond correctly to basic safety signs (8 per type)</li> <li>• Identify, use and care for basic PPE required in their chosen field and general PPE</li> </ul>	<p><b>Third Year</b></p> <ul style="list-style-type: none"> <li>• Topics covered in first and second year</li> <li>• List the rules for PPE</li> <li>• rules for PPE</li> <li>• Identify and match appropriate dress and PPE for various jobs</li> <li>• Explain: If PPE is not worn correctly and at all times, and safety rules &amp; signs are not obeyed and you get hurt – it is your fault and the Boss does not have to help you to get medical treatment.</li> </ul>
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## 3.1.23 Grade 5 Term 3

GRADE 5 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1	<b>Development of Self in Society</b> Options for my Future	<ul style="list-style-type: none"> <li>Explore options available for my future</li> <li>Practice goal setting for my future</li> </ul>	<ul style="list-style-type: none"> <li>Let the learners spend more time exploring the possibilities, let them review their goals, and assist them to refine their goals and plans for the future.</li> <li>Assist the learners to update their scrap books with more options.</li> <li>Where family members are willing / able to accommodate a learner in a place of business, be available to assist with awareness building of how to work with the learner, or to identify jobs that would be within the learner's ability. Request samples to take to school, to give the learner an opportunity to practice.</li> <li>Assist the learner to define their role within their family – assisting the family by tidying the house, doing laundry, setting out dishes for supper or sweeping the yard, is meaningful, and contributes to the overall productivity of the family. Each learner can plan their tasks to do, and give feedback on the successful completion of the tasks. (refer to Grade 4 Term 4 for a feedback form that can be sent home for the parents to give feedback on the learner's completion of tasks.)</li> </ul>
Week 2	<b>Health Social Environmental Responsibility</b> Dealing with stress	<ul style="list-style-type: none"> <li>Know and explain what stress is</li> <li>Identify how stress feels in my body</li> <li>Know why stress is bad for you</li> <li>Practice relaxation techniques</li> <li>Learn other positive ways of dealing with stress – exercise, healthy diet, positive thinking, and constructive use of free</li> </ul>	<ul style="list-style-type: none"> <li>In teaching definitions, remember to keep it concrete and simple: start by explaining the fight / flight response, and make it relevant to the learners' lives. Explain that stress happens when your body is getting the messages to fight / flight, but cannot act on it. Teach the learners that some stress is good, as it helps us to deal with tough situations, but too much is bad.</li> <li>Let the learners explain how their bodies feel in stressful situations, or create a</li> </ul>



GRADE 5 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<p>time.</p> <ul style="list-style-type: none"> <li>• Use constructive free time</li> <li>• Explain what free time is</li> <li>• List good ways of spending free time i.e. constructive free time.</li> <li>• List bad ways of spending free time (e.g. sleeping too much, watching TV the whole day, hanging around the street and looking for trouble)</li> <li>• Learn to play at least three low cost, traditional games.</li> </ul>	<p>stressful situation (e.g. a message that a learner must go to the Principal's office urgently) and let the learner explain the reactions that this kind of message triggers in the body, e.g. increased heartbeat, sweaty palms, shallow breathing etc.</p> <ul style="list-style-type: none"> <li>• Relaxation techniques that can easily be taught to learners is controlled deep breathing or tensing muscles and relaxing them. Visualisation of known positive situations can be used for learners who are able to deal with more abstract concepts.</li> <li>• Assist each learner to complete a Time Wheel (see example to the right) to see how they spend their time. Teach learners that there must be a balance between work, constructive free time and sleep.</li> <li>• Traditional games that can be taught can include "Klippiies" (Where you use one hand to throw a stone into the air, and while it is in the air, try to pick up another stone, and catch the first stone. The turn ends when you fail to pick up a stone, or drop the first stone. The person who collects the most stones wins), "Stockings" (Jumping in a pattern while singing a song over a stocking tied around two other peoples' legs), "Piggy in the middle" (Stand in a circle, with one person in the middle and pass a ball to the other side without the person in the middle catching it – can be done netball or soccer style), clapping and rhyming games, hopscotch, basic card or board games,</li> </ul>



GRADE 5 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<p>string art.</p> <ul style="list-style-type: none"> <li>Let the learners teach each other games that they have learned from their friends and family.</li> <li>Encourage learners to choose to be physically active in spending free time – this is much more effective in alleviating stress. Remember that learners with severe intellectual disability have low motivation, and they are often exposed to poor role models. As a teacher, model good habits and let the learners join you in positive free time pursuits.</li> </ul>
Week 3	<b>Health Social Environmental Responsibility</b> Orientation to my town	<ul style="list-style-type: none"> <li>Find their way to :               <ul style="list-style-type: none"> <li>home</li> <li>to school</li> <li>to the police station,</li> <li>to the hospital / clinic,</li> <li>to the fire brigade,</li> <li>to the Social Development / Home Affairs office</li> <li>to the store</li> <li>and to other important places in town.</li> </ul> </li> </ul>	<p>Teacher's Note: Learners arrive at school on a bus and leave on the same bus. Very often they are unaware that the route the bus takes is not the shortest route home, or to other important places. When the learners leave school, they may need to be able to find their way around to important places in their town or their community. These are also places where the learner can go in times of emergency to find a trusted adult to ask for help.</p> <ul style="list-style-type: none"> <li>This is a good opportunity for an outing: Take the learners to the places mentioned, and ask their parents to assist by showing them the direct way to and from school.               <ul style="list-style-type: none"> <li>As learners with a severe intellectual disability often forget, this exercise may need to be done more than once, but it is very necessary for the learner's ability to get around once they leave school.</li> </ul> </li> <li>If the learner finds a job, they at least know the main landmarks in their own town or suburb, and can make their way from there.</li> <li>For learners who struggle to orientate themselves, make the area to be explored more local, e.g. new areas in and around the school and home.</li> <li>For the learner who is totally unable to find even one of these places, provide them</li> </ul>

GRADE 5 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			with an assistive device that they can use to ask for help when lost, such as their school name tag, or business card.
	<b>Health Social Environmental Responsibility</b> Orientation to my town	<ul style="list-style-type: none"> <li>• Use a map</li> <li>• Identify basic symbols used on a map of the local area</li> <li>• Identify streets, railway line, rivers</li> <li>• Draw a map of the area around their house or of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce the lesson, show the learners a globe. Show how this is made into a flat world map. Show how the map of South Africa is made bigger and then a map of their own province and use a map of your town to teach the information required.</li> <li>• Use the legend of symbols found on the map to teach the learners what they mean, and link the symbols to the places they know and have been to / seen in the previous week. Remember to keep it within the learner's ability – do not use complex topographical maps, rather use maps created for tourists to your area.</li> <li>• Assist the learners to draw a route to their homes from school or to the important places they may need to get to.</li> </ul>
Week 4	<b>Constitutional rights and Responsibility (Democracy and Human Rights)</b> Diversity	<ul style="list-style-type: none"> <li>• Understand Cultural Diversity: <ul style="list-style-type: none"> <li>○ Learner is introduced to other religions &amp; cultures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Let the learners explore the different religions / cultures present in their class. Let them tell about their background or traditions. Assist the learners to find similarities and differences, while teaching them to maintain respect for persons with other belief systems.</li> <li>• Introduce the learners to a religion or culture not familiar to them. Invite a person to tell the learners about their culture or religion, but ensure that the person has been briefed about the learners' ability to better understand concrete concepts and visual inputs.</li> </ul>
Week 5	<b>Constitutional rights and Responsibility (Democracy and Human Rights)</b>	<ul style="list-style-type: none"> <li>• Understand Discrimination <ul style="list-style-type: none"> <li>○ Understand and explain what violation of personal rights is i.e. discrimination, stereotype and bias</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Revise Human Rights (Term 2 Week 6) and human rights violations.</li> <li>• To introduce the topic of discrimination, let the learners role play a situation where discrimination occurs, e.g. let them identify who in class is the fastest, slowest, prettiest, loudest etc. Ask the learners why they did not choose the other learners.</li> <li>• Use this situation to introduce the decisions of the terms. Remember to keep it as</li> </ul>

GRADE 5 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
	<b>Rights)</b> Discrimination	<ul style="list-style-type: none"> <li>Know how to respond to violations of personal rights: ways to protect self and others from violations and where to find help.</li> </ul>	<p>concrete and simple as possible.</p> <ul style="list-style-type: none"> <li>Prejudice : Pre-formed opinion that is not based on reason or actual experience (when choosing people in the tasks set – did you choose based on what the person has proven, or based on your own ideas and thoughts)</li> <li>Bias: favouring for or against one person or group, especially in an unfair way. (did you choose your friends for the nice options?)</li> <li>Stereotyping: a widely held but fixed and oversimplified image or idea of a particular type of person or thing. (did you make your choice based on what everyone else thought?)</li> <li>Discrimination: the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.</li> <li>In teaching the learners about their rights as a disabled person, also teach them where to seek support when they are being discriminated against. At school and home they will report to the trusted adult, but at work they need to know to find the union representative, or report discrimination to the boss.</li> </ul>
Week 6	<b>World of work</b> Interview skills	<ul style="list-style-type: none"> <li>Develop interview skills               <ul style="list-style-type: none"> <li>Understand the job seeking process</li> <li>Know why must I go for an interview</li> <li>Practice answering basic interview questions</li> </ul> </li> <li>Practice going for a job interview</li> </ul>	<ul style="list-style-type: none"> <li>Introduce this topic by letting the learners tell you how they think you got your job at school or to tell you how they think their parents found their jobs. Base your lesson on the answers they give. Use a flow diagram as a guide to teach the process. Remember to add pictures, AAC symbols etc. to diagrams to assist the learners in recalling the information.</li> <li>A fun way to show learners the interview process is for the teacher to role play how <b>not</b> to go for an interview: you can include changing clothing to be sloppy and inappropriate, chewing gum, answering cell phone during the interview, be inappropriate (shoes off, feet on table, hugging, laughing, being overly confident and</li> </ul>

GRADE 5 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<p>then being very shy, be fake, lie to answers, offer a bribe...)</p> <ul style="list-style-type: none"> <li>• Teach the learners how to prepare for going to an interview, and how to deal with their feelings of stress before and during the interview.</li> <li>• Practice answering questions that are likely to come up in an interview for entry level positions like: <ul style="list-style-type: none"> <li>• Tell me about yourself.</li> <li>• Why are you applying for the job?</li> <li>• What is intellectual disability, why do you not have a matric certificate?</li> <li>• Why must we employ you?</li> <li>• Questions related to their chosen skill to show that they understand the basics.</li> <li>• What would you like to earn?</li> </ul> </li> <li>• Role play interviews, and try to make it as realistic as possible. Invite people that are unfamiliar to the learners to school to assist with the role plays. (This may be a good way to involve your school's sponsors in an activity at school.)</li> </ul>
Week 7	<b>World of work</b> Time Management	<ul style="list-style-type: none"> <li>• Know Time Management Skills: <ul style="list-style-type: none"> <li>○ Find ways to organise work tasks</li> <li>○ Know how to use time effectively and</li> <li>○ efficiently</li> <li>○ Understand and practise your accountability in carrying out responsibilities.</li> <li>○ Understand and practise</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assist the learners to draw up a visual schedule of their day at school and home. Practice using the schedule to plan their days. Give the learners the responsibility to ensure they are following the school timetable.</li> <li>• Let the learners draw up a visual schedule of what an adult in their community's working day looks like (homework assignment). Use these to compare different working days in different jobs. Compare the school times with working times to show the learners what to expect in a full time job.</li> <li>• Practice to identify the jobs that are important, and what are time wasters. Learn how to prioritise tasks. Remember that your learners may need very concrete examples to learn to do this task, so when setting examples, use concrete, familiar options, e.g.</li> </ul>

GRADE 5 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<p>that all work must be done accurately, correctly and at the correct speed.</p> <ul style="list-style-type: none"> <li>Understanding leave, working times, discipline at the workplace</li> </ul>	<p>the boss tells me to plant out some seedlings, but my girlfriend is visiting. What is priority, and what must wait to later?</p> <ul style="list-style-type: none"> <li>Practice using problem solving and decision making skills to break down school related tasks to smaller achievable steps. In later years, do this for simulated work days.</li> <li>Let the learners practice to ask for help in prioritising work tasks in various settings.</li> <li>Let the learners have a competition in performing a familiar task. Point out how different learners focus on different aspects of task completion: some will be fast, but not neat; some will be neat but slow; and some may leave out steps to finish quickly. All tasks at work must be done accurately, correctly and at the correct speed.</li> <li>Look at the difference between the relationship between learner and teacher versus the relationship of worker and boss. Use this to highlight the importance doing your work as instructed. Use the difference between school terms / school days and limited annual leave / legal working times at work to teach the learners what to expect when they are entering the world of work. The discipline at work can also be nicely contrasted by comparing discipline at school versus discipline at work – you can get fired if you are not doing your job well.</li> <li>Use the discipline procedures for misconduct and the grievance procedures as set out in Chapter 5 and Chapter H of the Employment of Educators Act 76 of 1998 as a source document to develop a simplified and concrete explanations of discipline and grievance procedures applicable in the workplace.</li> </ul>
Week 8	<b>World of work</b> Accounting & Pricing	<ul style="list-style-type: none"> <li>Do basic accounting exercises               <ul style="list-style-type: none"> <li>Understand the basic concept of accounting:</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Revise budgeting (Term 1 Week 3)</li> <li>Teach learners to get and keep slips for all money received or spent.</li> <li>Build a filing system to keep these slips – for weaker learners, keep it on a monthly</li> </ul>

GRADE 5 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<ul style="list-style-type: none"> <li>keeping a record of money in and money out</li> <li>○ Build a filing system to keep slips</li> <li>○ Keep a record of money in and money out.</li> <li>○ Do basic pricing <ul style="list-style-type: none"> <li>▪ Find the cost of various items that are used / purchased regularly</li> </ul> </li> <li>○ Find the cost of the materials used to produce items in the Skill being taught.</li> <li>○ Know the costing formula (can use it or can use a tool to ask for help in calculating pricing for items)</li> </ul>	<p>basis, but stronger learners can split their slips into sub-headings under the months according to types of expenses.</p> <ul style="list-style-type: none"> <li>• Introduce basic recordkeeping of money in and money out. Learn that you cannot spend more money than what you have.</li> <li>• Finding the cost of generally used items can be a homework project, or can be completed during an outing to a local shopping center. If this is not possible, set the task, using the inserts and advertisements sale items in the newspaper or at supermarkets.</li> <li>• Work with the teacher who is teaching the Skills to the learners to find out that the materials cost. Teach the learner to factor in their labour and overheads – cost of electricity, wear and tear on equipment, transport costs etc.</li> <li>• Labour is an hourly rate based on the time it took to make the item. Workers with disabilities causing reduced work speed may need to find out how long it would take a neurotypical person to make the same item to find a realistic price. Research what an entry level worker can charge per hour – use the Department of Labour’s website to find current minimum wage.</li> <li>• Use the formula:</li> <li>• Teach the learners the importance of only selling quality work / services. Take pride in what you are making to be sold, and learn to judge your work as objectively as possible. Remember to teach this concept as concretely as required, and encourage the learners to keep their work clean, neat and tidy as far as possible.</li> </ul>
Week 9	<b>World of work</b> Earning a Salary	<ul style="list-style-type: none"> <li>• Identify what to do when I earn a salary.</li> </ul>	<p>Teacher’s note: Many of these concepts have been taught in budgeting, but it is worth repeating the lessons again, with the focus on “what to do if I earn a salary”.</p> <ul style="list-style-type: none"> <li>• Teaching the learners about minimum wage will give them a realistic idea of how to</li> </ul>

GRADE 5 LIFE SKILLS – TERM 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<ul style="list-style-type: none"> <li>○ Know to keep money safe</li> <li>○ Know not to spend it all on luxuries</li> <li>○ Keep to a budget</li> <li>○ Know that buying on credit or borrowing money is costly</li> <li>○ Know that I can only spend what I earn</li> <li>○ Know about saving and how to save</li> <li>• Minimum wage               <ul style="list-style-type: none"> <li>○ Know what minimum wage is</li> <li>○ Know of the right to choose to work for less (e.g. volunteering / to gain experience)</li> </ul> </li> </ul>	<p>answer questions about what they would like to earn and to know when they are being paid too little for the work done.</p> <ul style="list-style-type: none"> <li>• The Department of Labour has very good guidelines and updates on the minimum wages in many sectors. The guides for employing domestic workers issued by the Department of Labour also has a wealth of information on the rules and regulations around employing people, and can be used as source documents to draw up many lessons about the rights &amp; responsibilities of an employer &amp; worker – including what the current minimum wage is. This is all easily accessed in the Department of Labour Website.</li> </ul>



**SUGGESTED LIFE SKILLS ASSESSMENT GOALS**

Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.

<b>DEVELOPMENT OF SELF</b> <b>Options Available For My Future &amp; Practice</b> <b>Goal Setting For Future</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Identify possible jobs the learner can do</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Identify jobs that would be within the learner's ability</li></ul>	<b>Third Year</b> <ul style="list-style-type: none"><li>• Plan and do and do tasks to do to at home or in a workplace</li><li>• Give feedback on the outcome of tasks done</li></ul>
<b>HEALTH SOCIAL AND ENVIRONMENTAL RESPONSIBILITY</b> <b>Dealing With Stress, And Constructive Free Time</b> <b>First Year</b> <ul style="list-style-type: none"><li>• Know and explain stress</li><li>• Identify how stress feel in my body</li><li>• Describe why stress is bad for you</li><li>• Demonstrate relaxation techniques</li><li>• List other positive ways of dealing with stress</li></ul>	<b>Second Year</b> <ul style="list-style-type: none"><li>• Explain free time</li><li>• List 4 good ways of spending free</li><li>• List 4 bad ways of spending free time</li></ul>	<b>Third Year</b> <ul style="list-style-type: none"><li>• Play 3 low cost, traditional games.</li></ul>

<b>Orientation To My Town &amp; Using a map</b> <b>First Year</b> <ul style="list-style-type: none"> <li>Find the way to : <ul style="list-style-type: none"> <li>home</li> <li>to school</li> <li>to the store</li> </ul> </li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>The learner is able to find their way to: <ul style="list-style-type: none"> <li>to the police station,</li> <li>to the hospital / clinic,</li> <li>to the fire brigade</li> <li>to the Social Development / Home Affairs office</li> </ul> </li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>Identify basic symbols used on a map of the local area</li> <li>Identify streets, railway line, rivers</li> <li>Draw a map of the route from school to home or other important place</li> </ul>
<b>CONSTITUTIONAL RIGHTS AND RESPONSIBILITY</b> <b>Cultural Diversity: Introduction To Other Religions, Cultures And Understanding Discrimination</b> <b>First Year</b> <ul style="list-style-type: none"> <li>Compare two local cultures to find similarity and differences</li> <li>Explain violation of personal rights</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>Discuss a new religion &amp; culture</li> <li>Discuss rights of a disabled person</li> <li>Explain how to respond to violations of personal rights.</li> <li>List where to find help</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>Compare 3 religions &amp; cultures</li> <li>Show how to respond to violations of personal rights</li> <li>Show how to ask for help</li> </ul>
<b>WORLD OF WORK</b> <b>Develop interview skills</b> <b>First Year</b> <ul style="list-style-type: none"> <li>Explain why must I go for an interview</li> <li>Answer basic interview questions</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>Explain the job seeking process</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>Role play going for a job interview</li> </ul>

<b>Time Management Skills</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Show how to organise work tasks</li> <li>• Explain how to use time effectively and efficiently</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Explain your accountability in carrying out responsibilities</li> <li>• Be accountable and responsible in carrying out duties</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>• Explain that all work must be done accurately, correctly and at the correct speed.</li> <li>• Discuss leave, working times, discipline at the workplace</li> </ul>
<b>Pricing and accounting</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Explain the basic concept of accounting: keeping a record of money in and money out</li> <li>• Build a filing system to keep cash register slips</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Keep a record of money in and money out.</li> <li>• Do basic pricing using the formula</li> <li>• Find the cost of various items that are used / purchased regularly</li> <li>• Find the cost of the materials used to produce items in the Skill being taught.</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>• Know the costing formula and use it to ask for help in calculating prices</li> </ul>
<b>Earning a salary and minimum wage</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Show or describe to keep money safe</li> <li>• Explain not to spend money earned on luxuries</li> <li>• Keep to a budget</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Explain that buying on credit or borrowing money is costly</li> <li>• Know that I can only spend what I earn</li> <li>• Know about saving and how to save</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>• Explain minimum wage</li> <li>• Know what the current minimum wage is</li> <li>• Describe the right to choose to work for less</li> </ul>

## 3.1.24 Grade 5 Term 4

GRADE 5 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
Week 1	<b>Development of Self in Society</b> Problem Solving	<ul style="list-style-type: none"> <li>Practice basic problem solving at home and in the community</li> </ul>	<ul style="list-style-type: none"> <li>The teacher can set various scenarios and assist the learners to come up with a solution and practice how to implement it. Let the learners suggest problems that they had to solve and let the class come up with ideas.</li> <li>Suggested scenarios:               <ul style="list-style-type: none"> <li>potential conflict situations with peers and conflict situations with supervisors (e.g. Reporting that a work item is stolen or not working to an angry boss) or seeing a colleague doing something wrong (e.g. stealing stock)</li> <li>Dealing with real issues that learners may face like being offered drugs or being promised money in exchange for doing something illegal.</li> <li>Running out of food at home, a sick parent that needs help or a missing sibling</li> <li>Getting on the wrong bus and getting lost</li> <li>Not having enough money to pay for items on a shopping list.</li> </ul> </li> </ul>
Week 2	<b>Development of Self in Society</b> Volunteerism	<ul style="list-style-type: none"> <li>Understand what it means to volunteer - Individual and community responsibility</li> <li>Know different types of volunteer activities: helping in my community; helping those less privileged.</li> </ul>	<p>Teacher's Note: Volunteering is a great way for learners with a severe intellectual disability to show what they have learned at school to their local community. Assist the learner to start taking on specific tasks (that they can do and have been taught at school) at home and for their own family. It may be as simple as sweeping the house / garden every day after school, or washing windows. Encourage them to help out their neighbours or in their local communities – the local church or day-care centre's garden can be swept or windows washed as well.</p> <ul style="list-style-type: none"> <li>Volunteering is doing real work with no expectation of payment. This may be a hard concept for our learners to understand, but if kept concrete – you will gain experience, you can get a letter of recommendation, you show your community what you can do,</li> </ul>

GRADE 5 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
			<p>learners enjoy being able to show what they can do.</p> <ul style="list-style-type: none"> <li>Let the learners come up with realistic ideas where they can go to volunteer and assist them where possible to go and do real volunteer work in their communities or at home.</li> </ul>
Week 3 & 4	<b>Health Social Environmental Responsibility</b> First Aid, Health Risks, HIV & AIDS	<ul style="list-style-type: none"> <li>Health and Safety issues The learner is able to               <ul style="list-style-type: none"> <li>Revise HIV &amp; AIDS and other communicable diseases and how to protect yourself. (Grade 4 Term 4 Week 6)</li> <li>Make a basic first aid kit, and practice how to use the items.</li> </ul> </li> <li>Basic First Aid               <ul style="list-style-type: none"> <li>Know to wear gloves when tending to wounds.</li> <li>Know how to tend to :                   <ul style="list-style-type: none"> <li>splinters</li> <li>cuts and grazes,</li> <li>burns, scalds and sunburn,</li> <li>stings and bites,</li> <li>bruises,</li> <li>poisoning,</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>When making a first aid kit, it is recommended that no medicines (even aspirin, ibuprofen or paracetamol) are included, rather teach the learners to ask a responsible person to give pain medication etc. Teach learners how to use the items in the first aid kit correctly; e.g. Savlon or Dettol must be diluted before being used to disinfect wounds. Make a first aid kit for the class, and let each learner make a “pocket first aid kit” that they can keep with them. The personal first aid kit can include items that may be needed - specific to their disability or for girls it can include spare menstrual pads. Good items to include can be some plasters, tissues, swabs, Vaseline etc.</li> <li>Revise calling for help, and identifying minor or severe injuries as well as the correct responses to each.</li> <li>Be very careful to teach the medically approved ways of dealing with injuries, and stay away from urban legends when showing learners how to deal with minor injuries, e.g. toothpaste or egg whites do not belong on a burn - the correct first response to a burn is to run clean, cool water over the affected area.</li> <li>Use line drawings with the basic steps to use as a reminder for the learner on how to deal with the basic first aid situations.</li> <li>In identifying risky and healthy behaviour, assist the learners to think and plan for healthy lifestyle choices, looking after their own health by eating healthily, managing their stress, exercise and sleep enough and to work hard, even if they do not have a job – helping their family and community within their ability.</li> </ul>

GRADE 5 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<ul style="list-style-type: none"> <li>▪ bleeding,</li> <li>▪ choking.</li> <li>• <b>NOTE:</b> Basic Cardio Pulmonary Resuscitation (CPR) can only be taught if a qualified trainer is available at the school and only to the learners who are able to recall the steps consistently and safely.</li> <li>• Health Risks               <ul style="list-style-type: none"> <li>○ Identify risky behaviour in terms of                   <ul style="list-style-type: none"> <li>▪ Sexual health</li> <li>▪ Physical health</li> <li>▪ Mental health</li> <li>▪ Emotional health</li> </ul> </li> <li>○ Identify healthy behaviour in terms of                   <ul style="list-style-type: none"> <li>▪ Sexual health</li> <li>▪ Physical health</li> <li>▪ Mental health</li> <li>▪ Emotional health</li> </ul> </li> </ul> </li> </ul>	
Week 5	<b>Health    Social and</b>	<ul style="list-style-type: none"> <li>• Personal Diet and Nutrition               <ul style="list-style-type: none"> <li>○ Make good food choices</li> </ul> </li> </ul>	Teacher's Note: Refer to Grade 4 Term 1 for the content to teach. Change your focus from being school based, to planning for the future where you may have to be responsible for

GRADE 5 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
	<b>Environmental Responsibility</b> Personal Diet and Nutrition	<ul style="list-style-type: none"> <li>○ Prepare own lunch tin for school/work</li> <li>○ Prepare a cereal for breakfast</li> <li>○ Make and serve tea and coffee</li> </ul>	<p>your own meals and health. Work with a basic affordable shopping list, and do not cook fancy items – focus on basic, affordable, nutritious meals that are culturally appropriate.</p> <p>Use cooking methods that are used by learners at home, e.g. a domestic stove, gas, microwave or open fire. Give the learners some basic items that they may find at home and ask them for ideas of meals they can cook with these items.</p>
Week 6	<b>Constitutional rights and Responsibility (Democracy and Human Rights)</b> Democracy	<ul style="list-style-type: none"> <li>• Democratic structures and democratic participation               <ul style="list-style-type: none"> <li>○ Know about national, provincial and local government structures and traditional authorities: political parties, interest groups and lobbying groups</li> <li>○ Know about local community structures: non-governmental organisations; community-based organisations, faith-based organisations and representative councils of learners</li> <li>○ Know how to access the local community structures when</li> </ul> </li> </ul>	<p>Teacher's Note: Build on the work done during Term 1 Week 7. Remember to keep it concrete and relevant to the learner's lives.</p> <ul style="list-style-type: none"> <li>• Let the learners bring information from home about the government structures and community structures that they are aware of within their communities.</li> <li>• Brief and invite the local ward councillor to visit the class, and talk to the learners about where they can go for help – all local councils have a forum for the disabled, and this is a good way of making the learners and the councillors aware of the recourses and needs in the community.</li> </ul>

GRADE 5 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<p>needing assistance</p> <ul style="list-style-type: none"> <li>○ Know about the Constitution, elections, representation of constituencies, mandates, lobbying, advocacy and the running of meetings</li> </ul>	
Week 7 & 8	<b>World of work</b> Finding Work	<ul style="list-style-type: none"> <li>• Ask for work               <ul style="list-style-type: none"> <li>○ Practice how to look for job opportunities</li> <li>○ Practice filling in application forms and following guidelines on advertisements on how to apply for work.</li> <li>○ Update CV</li> <li>○ Practice offering volunteer services</li> <li>○ Investigate entrepreneurial opportunities in the community</li> </ul> </li> <li>• Presenting self to potential employer               <ul style="list-style-type: none"> <li>○ Practice making an appointment and attending a</li> </ul> </li> </ul>	<p>Teacher's Note: During this time is the best time to recap the work done and assist the learner and their parents to think about options available to the learner after leaving school. It is not the school's responsibility to provide jobs or a safe place for the learner after the learner graduates, but many parents will look to the school for guidelines. Use the learner's scrap book and work done in previous terms / years to investigate opportunities. Where possible, guide or counsel the parents on their child's ability and interests. With the help of their parents, learners can form part of entrepreneurial endeavours, they can contribute to their communities, or assist at home as their job. Research the community resources available to graduates – there are many good community based (&amp; Department of Social Development supported) sheltered workshops where graduates can be employed with higher levels of support. Do not leave this planning and thinking for the least year of the learner's school career, as it will be too late to provide the learner and parents with a meaningful contribution to the learner's future plans.</p> <ul style="list-style-type: none"> <li>• When practicing looking for jobs, remember that while newspaper advertisements are the first place to look, word-of-mouth, or informal employment opportunities are also good sources.</li> <li>• Entrepreneurship (with the support of their families) is a good way of finding meaningful work for graduates.</li> </ul>



GRADE 5 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<p>meeting with a potential employer</p> <ul style="list-style-type: none"> <li>○ Make a sample case for work done well in Skills Classes, and practice showing this to a potential employer</li> <li>○ Revise going for an interview (Term 3 Week 6)</li> <li>• Explain my disability <ul style="list-style-type: none"> <li>○ Practice explaining your disability, or using an assistive device to explain disability.</li> <li>○ Know when to choose to disclose your disability and when not.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Getting to know and understand their disability has been covered in every year of the learning plan. By this time learners should be able to explain their disability with confidence.</li> <li>• Term 2 Week 6 deals with disclosure in an interview, but the same applies for employment. Teach learners that they can choose not to disclose their disability where disclosure may lead to discrimination or bullying. Remind learners about the ways they have practiced in dealing with discrimination and bullying.</li> </ul>
	<b>World of work</b> Payslips	<ul style="list-style-type: none"> <li>• What is on a payslip, deductions and benefits <ul style="list-style-type: none"> <li>○ Identify gross and net salary, deductions, and contributions to benefits on a payslip.</li> <li>○ Practice asking for a payslip</li> <li>○ Practice filing a payslip in the</li> </ul> </li> </ul>	<p>Teacher's Note: Draw up a basic payslip, use payslips from local employers to teach this topic. If you are using copies of payslips, remember to cover names of employees. The information below is a guide to the requirements – but remember to teach to the learner's level of understanding. They do not need to know the finer detail, but they need to know what will be on the payslip, and what it means.</p> <ul style="list-style-type: none"> <li>• The Basic Conditions of Employment Act (No. 75 of 1997) legislates that the following must appear in writing on a payslip when employees are paid: <ul style="list-style-type: none"> <li>○ Employer's name and address</li> </ul> </li> </ul>

GRADE 5 LIFE SKILLS – TERM 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINE
		<p>filing system that was made in Term 3 Week 8</p> <ul style="list-style-type: none"> <li>Know that a payslip is an important document and can be required if you apply for a loan or credit.</li> </ul>	<ul style="list-style-type: none"> <li>Worker's name and occupation</li> <li>Period for which payment is made</li> <li>Total salary or wages</li> <li>Any deductions</li> <li>The actual amount paid</li> <li>If relevant to the calculation of pay:</li> <li>Employee's pay and overtime rates</li> <li>Number of ordinary and overtime hours worked</li> <li>Number of hours worked on a Sunday or public holiday</li> <li>The total number of ordinary and overtime hours worked in the period of averaging, if a collective agreement to average working time has been concluded.</li> </ul>

<b>SUGGESTED LIFE SKILLS ASSESSMENT GOALS</b> Assessment is formally recorded during the term with a minimum of 1 theoretical and 4 practical tasks reported on, excluding Physical Education and Creative Arts assessment goals.		
<b>DEVELOPMENT OF SELF</b> <b>Basic Problem Solving At Home And In The Community</b>		
<b>First Year</b> <ul style="list-style-type: none"> <li>• Demonstrate basic problem solving at school</li> <li>• Demonstrate basic problem solving at home</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Demonstrate basic problem solving at home</li> <li>• Demonstrate basic problem solving at home and in the community</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>• Demonstrate more complex problem solving at home</li> <li>• Demonstrate more complex problems at home and in the community</li> </ul>
<b>Volunteerism</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Explain what it means to volunteer</li> <li>• List possible places where to volunteer</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Explain what it means to volunteer</li> <li>• List possible places where to volunteer</li> <li>• Plan (and where possible, execute) different types of volunteer activities in school</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>• Plan (and where possible, execute) volunteer activities in the community.</li> <li>• Help those less privileged</li> </ul>
<b>HEALTH AND ENVIRONMENTAL RESPONSIBILITY</b> <b>Health And Safety Issues, Basic First Aid And Health Risks</b>		
<b>First Year</b> <ul style="list-style-type: none"> <li>• Explain HIV &amp; AIDS and other communicable diseases.</li> <li>• Explain how to protect yourself against diseases..</li> <li>• Make a basic first aid kit, and show how to use the items.</li> <li>• Know to wear gloves when tending to wounds.</li> <li>• Know how to tend to basic injuries</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Identify risky behaviour in terms of             <ul style="list-style-type: none"> <li>- Sexual health</li> <li>- Physical health</li> <li>- Mental health</li> <li>- Emotional health</li> </ul> </li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>• Compare risky and safe behaviour in terms of             <ul style="list-style-type: none"> <li>- Sexual health</li> <li>- Physical health</li> <li>- Mental health</li> <li>- Emotional health</li> </ul> </li> </ul>
<b>Personal Diet And Nutrition</b> <b>First Year</b> <ul style="list-style-type: none"> <li>• Make good food choices</li> <li>• Cook a basic meal for self</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>• Prepare own lunch tin for school/work</li> <li>• Prepare lunch/meal for friend</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>• Prepare tea and coffee</li> <li>• Prepare and serve tea and coffee on a tray</li> <li>• Prepare and serve tea, coffee and a snack on a tray</li> <li>• Prepare a cereal for breakfast</li> </ul>

<b>CONSTITUTIONAL RIGHTS AND RESPONSIBILITY</b>		
<b>Democratic Structures And Democratic Participation</b>		
<b>First Year</b> <ul style="list-style-type: none"> <li>List national, provincial and local government structures and traditional authorities: political parties, interest groups and lobbying groups</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>List about local community structures: non-governmental organisations; community-based organisations, faith-based organisations and representative councils of learners</li> <li>Know how to access the local community structures when needing assistance</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>Discuss the Constitution, elections, representation of constituencies, mandates, lobbying, advocacy and the running of meetings</li> <li>Explain the process of elections</li> </ul>
<b>WORLD OF WORK</b> <b>Asking For Work</b> <b>First Year</b> <ul style="list-style-type: none"> <li>Demonstrate how to look for job opportunities</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>Fill in application forms</li> <li>Follow guidelines on advertisements on how to apply for work.</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>Update a CV</li> <li>Offers volunteer services</li> <li>Investigate entrepreneurial opportunities in the community</li> <li>Sort opportunities by choosing the best one suitable for the learner</li> </ul>
<b>Presenting Self To Possible Employer</b> <b>First Year</b> <ul style="list-style-type: none"> <li>Make an appointment and attend a meeting with a potential employer</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>Make a sample case of work done well in Skills Class</li> <li>Show off samples of work to a potential employer</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>Update sample case for work done well in Skills Classes, and show this to a potential employer</li> </ul>
<b>Explain Disability</b> <b>First Year</b> <ul style="list-style-type: none"> <li>Explain his / her disability, or use an assistive device to explain disability.</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>Know when to choose to disclose his / her disability and when not.</li> <li>Know the way in how to disclose disability</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>Explain his / her disability, or use an assistive device to explain disability.</li> <li>Know when to choose to disclose his / her disability and when not.</li> </ul>

<b>What Is A Pay slip, Deductions And Benefits</b> <b>First Year</b> <ul style="list-style-type: none"> <li>Identify gross and net salary, deductions, and contributions to benefits on a pay slip.</li> <li>Ask for a pay slip</li> </ul>	<b>Second Year</b> <ul style="list-style-type: none"> <li>File a pay slip in the filing system that was made in term 3 week 8</li> <li>File letters</li> </ul>	<b>Third Year</b> <ul style="list-style-type: none"> <li>Explain that a pay slip is an important document and can be required if you apply for a loan or credit.</li> <li>Understand what a loan is</li> <li>Understand what credit is</li> </ul>
<b>WORLD OF WORK – JOB PLACEMENT IN SCHOOL OR AT ANOTHER WORKPLACE: AVERAGE SCORE FOR THE YEAR.</b> <b>(Refer Chapter 2 paragraph 2.4.7)</b>		

## 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.

<b>Formal School-Based Assessments</b>			
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.

<b>TEACHER ASSESSMENT</b>	The teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>SELF-ASSESSMENT</b>	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
<b>PEER ASSESSMENT</b>	Learners assess another learner or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>GROUP ASSESSMENT</b>	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



#### 4.6 Assessment plans with assessment tasks.

##### Formal Life Skills Assessment across Grade R – 5

##### Grade R Term 1- 4

TERM ONE TASK	1 ST YEAR	2 ND YEAR	3 RD YEAR
1 Practical	Respond to own name and know teacher and her name or Take part in classroom activities and routines	Know own name and surname and identify teacher and friends or Name classroom equipment	Understand and obey class rules or Understand and obey school rules
2 Practical	Know his/her name and surname or Identify all parts of the face	Identify genders of friends and class mates or Identify body parts	Describe function of body parts
3 Practical	Show emotions happy/sad	Show emotions in a good way happy/sad/scared/mad	Describe and show emotions happy/sad/ scared/mad/worried
4 Practical	Understand that colours exist or Know colour yellow	Identify and name colours yellow/blue	Identify and name colours yellow/blue/red
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)		
TERM TWO TASK	1 ST YEAR	2 ND YEAR	3 RD YEAR
1 Practical	Show the different senses hear/see/feel/smell/taste	Identify and name different senses hear/see/feel/smell/taste	Connects all the five senses to the world around him/her
2 Practical	Describe a clean eating environment or Match crockery and cutlery	Collect and match crockery and cutlery Or Identify and name healthy and unhealthy food	Understand the functions of crockery and cutlery or Discuss importance of healthy food

3 Practical	Identify and show apple/banana or Recognise the taste of apple/banana	Match and name apple/banana/grapes/pear	Identify the colour, taste, texture and shape of apple/banana/grapes/pear/peach/orange
4 Practical	Identify carrots/cabbages	Indicate colours yellow/blue/red/orange/green or Identify carrot/cabbage/potato/pumpkin/onion	Know colours yellow/blue/red/orange/green/ purple Or Understand the importance of eating fruit and vegetables every day
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)		
<b>TERM THREE TASK</b>	<b>1 ST YEAR</b>	<b>2 ND YEAR</b>	<b>3 RD YEAR</b>
1 Practical	Show a family	Know what makes up a family mom/dad/siblings/grandparents or Know that no two families are alike	Know and label what makes up a family with extended family or Describe and explain family activities
2 Practical	Match pictures of a house's walls/roof/door/windows/rooms inside the house /kitchen/bedroom/bathroom/living area	Identify and name rooms in the house kitchen/bedroom/bathroom/living area/extended areas	Understand and demonstrate own responsibility in the house
3 Practical	Match words or pictures of a car/bicycle/bus/taxi	Identify and name car/bicycle/bus/taxi/train/ airplane	Understand and compare responsibilities of family members in a home
4 Practical	Indicate yellow/blue/red/orange/green/purple	List colours in different objects	Know and name colours yellow/blue/red/orange/ green/purple or Label colours in different objects
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)		

TERM FOUR TASK	1 ST YEAR	2 ND YEAR	3 RD YEAR
1 Practical	Know what water is	Know water is life Or Tell 2 water safety rules	Understand that we have to save water or Understand and name the four rules for water safety
2 Practical	Match words or pictures of a pet, e.g. cat/dog to play object or Select ways in how to care for pets like food/water/love	Know what a pet is cat/dog/fish/etc. Know ways in how to care for pets like food/water/love/exercise etc. or Identify shelters for pets	Understand the responsibility of having a pet
3 Practical	Match farm animals, e.g. cow/sheep/chicken	Identify farm animals cow/sheep/chicken/horse	Identify and name farm animals cow/sheep/chicken/horse/
4 Practical	Match wild animals, e.g. lion/elephant/leopard/rhino/ buffalo	Identify wild animals lion/elephant/leopard/rhino/ buffalo	Identify and name wild animals lion/elephant/leopard/rhino/buffalo
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)		

Grade 1 term 1 - 4

TERM ONE TASK	1 ST YEAR	2 ND YEAR
1 Practical	Find way around the school or Know four (4) class rules	Know way around the whole school or Know five (5) class rules and three (3) school rules
2 Practical	Match personal details name/surname/ telephone number or Discuss that people are different	Know personal details name/surname/age/ telephone number/address or Understand what a disability is.
3 Practical	Identify emotions happy/sad/scared/mad/ worried/hungry/thankful	Identify and compare different emotions happy/ sad/scared/mad/worried/hungry/thankful/lonely/excited
4 Practical	Identify and name all colours learned up to now, namely yellow/blue/red/orange/green/purple/white/black	Identify the rainbow colours
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)	
TERM TWO TASK	1 ST YEAR	2 ND YEAR
1 Practical	Give examples and point out dangers around home	Read emergency number card or know how to keep safe at home
2 Practical	Understand families have rules too	Know the meaning of respect for family members
3 Practical	Compare safe and unsafe situations	Know and discuss how to protect the body
4 Practical	Indicate primary and secondary colours	Understand that colour symbolises things and emotions
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)	

TERM THREE TASK	1 ST YEAR	2 ND YEAR
1 Practical	Know toilet routine or Know how to wash hands	Know the rules about things that can harm you
2 Practical	Indicate seeds and plants or Label the parts of a plant, e.g. root/stem/ leaves/flowers	Indicate and discuss what plants need to grow or Know and label the functions and parts of a plant, namely roots/a stem/leaves/flowers
3 Practical	Identify fruit. e.g. Apple/Banana/Grapes/Pear/Peach/Pineapple/Orange/ Lemon/Apricot/Plum	Identify name and describe fruit according to their colour, shape and taste: Apple/Banana/ Grapes/Pear/Peach/Pineapple/Orange/Lemon/Apricot/Plum
4 Practical	Identify vegetables, e.g. Carrot/Cabbage/Beans/Potato/Pumpkin/Onion/ beetroot/Peas/Sweet potato/Butternut/Cauliflower/Broccoli	Identify, name and describe vegetables according to their colour, shape and taste: Carrot/Cabbage/Beans/Potato/Pumpkin/Onion/beetroot/Peas/Sweet potato/Butternut/Cauliflower/Broccoli
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)	
TERM FOUR TASK	1 ST YEAR	2 ND YEAR
1 Practical	Name uses of water at home and school or Explain how to store clean water	Recognise that there is a water cycle and match pictures
2 Practical	Indicate what homes are made of, e.g. wood/mud/bricks/stone/hardboard/plastic etc.	Identify and compare homes and include traditional homes like Zulu hut etc.
3 Practical	Describe and label types of houses	Discuss and explain reasons for shelters for pets

4 Practical	Indicate, name and label wild animals, e.g. lion/elephant/leopard/rhino/buffalo/bucks/zebra/hippo/crocodile/ giraffe/ snake/ostrich/birds/lizard/spider/scorpion or Compare characteristics of wild animals above	Identify, name and label the babies of the farm animals
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)	

Grade 2 term 1 - 4

TERM ONE TASK	1 ST YEAR	2 ND YEAR
1 Practical	Identify and label places in the community like hospital/clinic/police station/taxi rank/post office etc.	Discuss and explain how communities can work together
2 Practical	Understand the fact that we have needs to live, for example food/water/air/sunlight/shelter/friends/etc.	Understand why we have needs to live
3 Practical	Respect and understand that other people also have rights	Understand and list own role and roles of other or Understand how to deal with conflict in a positive way
4 Practical	Name and identify five (5) senses	Explain and discuss how to care for eyes/ears/nose/mouth/skin
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)	
TERM TWO TASK	1 ST YEAR	2 ND YEAR
1 Practical	Know how seasons affect our clothes/food and activities	Name and discuss the four seasons according to their characteristics or Explain how the seasons affect animals
2 Practical	Compare salt and fresh water	Compare water and land animals according to their characteristics or Know which of the animals above live in rivers/ponds/ocean
3 Practical	Identify animals and creatures that make own homes - such as birds, some bees, ants, spiders etc. or Identify animals and creatures that find their homes - such as baboons, snakes, squirrels etc or	Explain and compare the purpose of the homes of animals

	Identify animals and creatures that carry their homes - such as snails, tortoises etc.	
4 Practical	Identify/name and compare different farm animals	Understand the meaning of camouflage or Compare camouflage of farm and wild animals
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)	
TERM THREE TASK	1 ST YEAR	2 ND YEAR
1 Practical	Compare the different types of transport	Compare and group the different types of transport
2 Practical	Identify Pedestrians Identify Cyclists Identify Passengers	Identify, name and label basic Road signs like Stop, Pedestrian crossing, Robot - the colours and the meaning of it
3 Practical	Select people who help us in our community - such as clinic nurse, teacher and after-care teacher, traffic cop, police officer etc. or Ask for assistance or Know who to contact when help is needed	Know and practice who to contact when help is needed
4 Practical	Identify Apple/banana/grapes/pear/peach/pineapple/orange/lemon /apricot/plum/melon/ watermelon/guava/granadilla/mango or Identify Carrot/cabbage/bean/potato/pumpkin/onion/ beetroot/peas/sweet potato/butternut/ cauliflower/broccoli	Indicate and sort fruit from vegetables
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)	



TERM FOUR TASK	1 ST YEAR	2 ND YEAR
1 Practical	Show and match pictures to the water cycle	Know and discuss the water cycle using basic vocabulary or Know and explain how water purification works
2 Practical	Select the South African flag or Respond to the anthem	Know the province of residence and Know town of residence or Know and label the flag and the meaning of the colours
3 Practical	Understand that one should be careful not to give private information to strangers	Identify ways that a person's privacy and reputation may be compromised online
4 Practical	Discuss and explain things or events we do at night - get ready for bed, read and tell stories, sleep and dream	Identify night animals - such as owls, hamsters, porcupines, leopards, jackal
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)	

Grade three term 1 - 4

TERM ONE TASK	1 ST YEAR	2 ND YEAR
1 Practical	Sequence events correctly or List positive qualities of self/family/friends	Know how to give a compliment or Handle criticism in a positive manner
2 Practical	Understand and list needs and wants	Acknowledge that rights come with responsibilities
3 Practical	Know one (1) or two (2) rights	Understand connection between words and actions
4 Practical	Accept and explain puberty and its changes that occurs or Understand and list changes is girls and boys	Describe and discuss taking care of changes
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)	
TERM TWO TASK	1 ST YEAR	2ND YEAR
1 Practical	Identify different insects	Observe, draw and label an insect or Discuss how insects harm us
2 Practical	Identify the Life Cycle of a Mammal (dog)	Identify, label and discuss an Amphibian (frog) life cycle or Identify, label and discuss a Bird (chicken) life cycle
3 Practical	Sort waste which can be re-used and explain why	Indicate and list waste which cannot be recycled
4 Practical	Understand why we don't touch another person's blood Or Know rules for keeping my body safe	Understand that we are not safe with everyone or Know how to report abuse
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)	

TERM THREE TASK	1 ST YEAR	2 ND YEAR
1 Practical	Indicate and name dangerous places to play or Select signs that warn us of danger	Indicate and explain dangers of electricity or Know signs that warn us of danger
2 Practical	Name different types of pollution – water, land and air	Explain and list effects of pollution on people or Explain and list effects of pollution on the environment
3 Practical	Show earth from space (what it looks like)	Understand and discuss Space travel
4 Practical	Understand why we have to eat healthy or Prepare vegetables and fruit before eating them	Understand how to preserve and store fruit and vegetables or Know about hygiene when we work with food
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)	
TERM FOUR TASK	1 ST YEAR	2 ND YEAR
1 Practical	Give examples of how processes change from basic ingredients to things we use.	Know where money comes from and how it is used
2 Practical	Match animals and the products they give us: Food and Clothes	Identify and label animals that work for us and the products they give to us.
3 Practical	Identify and explore different jobs at school or Identify and explore different jobs in the local community	Identify and discuss likes and dislikes of different careers
4 Practical	Discuss and give examples about opportunities to make money for themselves or Make a product and tell how you would sell it	See and discuss an opportunity to make money for themselves or Receive and handle money
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)	

Grade 4 term 1 - 4

TERM ONE TASK	1 ST YEAR	2 ND YEAR
1 Practical	Show what a balanced meal should look like Or . Know when good food is dangerous	Know to prepare food with clean hands and on clean surfaces and clean up where you worked. or Say how to preserve and store food safely.
2 Practical	Say why substance abuse is bad for you or Know why I must take the medicine my Doctor gives me, but not the medicine that my friend has or someone gives to me.	Ask for help or Identify symptoms of substance abuse
3 Practical	Tell the first 6 work rules. or Greet other persons appropriately.	Say and adhere to all 12 work rules. or Report if something is broken or not working.
4 Practical	Show how to deal with success and failure Or Tell what happens at important events in the individual's life in South African cultures	. Practice good behaviour and communication at important events or Understands where money comes from and what money can buy.
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)	
TERM TWO TASK	1 ST YEAR	2 ND YEAR
1 Practical	Describe the term "democracy" or Identify five(5) jobs in your community	Explain the term "citizenship" or State four jobs you wish to do and why?
2 Practical	Identify different people in my world.	Know safe and unsafe relationships.

	or Demonstrate how to communicate with different people.	and Know bad and good relationships..
3 Practical	List seven (7) values of a good leader. or Discuss your role as a citizen in your home, school and community.	Tell the difference between a right and a responsibility.
4 Practical	State four jobs you wish to do. or Know the difference between needs and wants.	Provide three reasons why it is necessary to work. or List three (3) consequences of not working.
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)	
<b>TERM THREE TASK</b>	<b>1 ST YEAR</b>	<b>2 ND YEAR</b>
1 Practical	Give examples of peer pressure in school and community Give examples of bullying in school and community or Give examples of abuse in school and community. Identify what violence / violent situations are.	Show how to deal with peer pressure Show how to deal with bullies and bullying or Show how to deal with child abuse and abusive situations. Show how to deal with and get away from / out of violent situations
2 Practical	Give a basic explanation of HIV and AIDS and Explain transmission of HIV through blood and body fluids or Know how HIV is not transmitted and Know how to protect oneself against infection through blood and body fluids	Show how to interact with people who are HIV+ Talk about stigma
3 Practical	Show and follow road signs applicable to pedestrians and cyclists Demonstrate good passenger behaviour	Demonstrate good railway/bus/taxi/car safety: how to look out for how to approach

		how to get on and off how to behave in trains, buses, taxis or cars
4 Practical	Say the first five (5) NO rules or Identify the producer, supplier and consumer	Say ten (10) NO rules or Explain entrepreneurship
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)	
<b>TERM FOUR TASK</b>	<b>1 ST YEAR</b>	<b>2 ND YEAR</b>
1 Practical	Identify own disability(ies) using the correct term(s)	Build positive self-concept, with the disability as part of the personal makeup of an individual
2 Practical	Identify 4 dangers	Practice evacuation plans or reporting problems at school
3 Practical	Identify 7 common diseases Know the basic symptoms of the diseases	Know how to prevent getting infected or sick Know where to go for treatment
4 Practical	Use a bankcard to draw money from the bank. Understand not to draw more money from the bank than what you have in it	Practice using a bank card and ATM Know what saving and interest is
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)	

Grade 5 term 1 - 4

TERM ONE TASK	1 ST YEAR	2 ND YEAR	3 RD YEAR
1 Practical	Know good ways to cope with the feelings of depression, grief, loss.	Know what are bad coping strategies Practice problem solving skills to deal with these situations	Discuss good coping strategies for dealing with the impact of being disabled.
2 Practical	List how to prevent HIV and AIDS.	Tell what unhealthy sexual behaviour is. Describe the consequences of teenage pregnancy.	Describe how to care for people living with HIV and AIDS or other diseases.
3 Practical	Tell how to respect differences in culture, religion and gender.	Celebrate unity in diversity - respect differences - celebrate similarity - participate in an event	Tell what it means to be a South African Citizen  List rights of a South African Citizen.
4 Practical	Discuss the purpose of rules at work. Discuss the disciplinary steps at work.	Discuss the grievance processes. Discuss leave rules.	Describe Unions and their function in the workplace.
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)		
TERM TWO TASK	1 ST YEAR	2 ND YEAR	3 RD YEAR
1 Practical	Know the difference between a small injury and a big injury	Know how to react to or assist a person who is having an: - epileptic attack, - asthma attack, - other attack (as per specific school)	Compare different responses to different emergencies
2 Practical	Know about and know the advantages of: Social Grants, Medical Aid, Pension	Know about and know the advantages of: UIF – Unemployment Insurance Fund Employees Taxation/ Tax	Know about and know the advantages of: WCA – Workman Compensation Act / Injury on Duty Trade Unions

3 Practical	List what documentation is needed as an adult. and Describe why this documentation is important.	Fill in a form with basic personal information.	Draw up a Curriculum Vitae
4 Practical	Explain that all South Africans have the same rights.	Explain what gender equity is. Explain what gender-based violence is. Know sources of help for victims.	Explain what I can do when experiencing violations of human rights. Explain how to deal with unfairness and bullying.
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)		
TERM THREE TASK	1 ST YEAR	2 ND YEAR	3 RD YEAR
1 Practical	Know and explain stress Identify how stress feel in my body Describe why stress is bad for you Demonstrate relaxation techniques	List four (4) good ways of spending free time List four (4) bad ways of spending free time	Play three (3) low cost, traditional games.
2 Practical	Find way to : - home - to school - to the store	The learner is able to find their way to: - to the police station, - to the hospital / clinic, - to the fire brigade - to the Social Development / Home Affairs office	Draw a map of the route from school to home or other important place
3 Practical	Compare two (2) local cultures to find similarity and differences.	Discuss a new religion & culture.	Compare three (3) religions & cultures.
4 Practical	Explain why I must go for an interview. Answer basic interview questions.	Explain the job seeking process.	Role play going for a job interview.
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)		



TERM FOUR TASK	1 ST YEAR	2 ND YEAR	3 RD YEAR
1 Practical	Explain what it means to volunteer. List possible places where to volunteer.	Plan (and where possible, execute) different types of volunteer activities in school.	Help those less privileged.
2 Practical	Cook a basic meal for self.	Prepare own lunch tin for school/work or Prepare lunch/meal for a friend.	Prepare and serve tea, coffee and a snack on a tray.
3 Practical	Demonstrate how to look for job opportunities.	Follow guidelines on advertisements on how to apply for work.	Update sample case for work done well in Skills. Classes, and show this to a potential employer.
4 Practical	Explain his / her disability, or use an assistive device to explain disability.	Know when to choose to disclose his / her disability and when not.	Know the way in how to disclose disability
5 Theory	Theoretical assessment (Select assessment based on a core skill taught)		

#### 4.7 Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- learners' names;
- dates of assessment;
- name and description of the assessment activity;
- the results of assessment activities, according to Subject;
- comments for support purposes.

Teachers in all grades issue formal report cards quarterly indicating the competence level of the learner and as stated above also provide explanatory notes on what the learner has achieved per subject and what could be done by the parents at home to provide further stimulation.

The report cards may either be in narrative form that states the theory embedded in the skills and skill performed, or in a rating code as follows:

Rating code	Description of competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement

4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

The reports should always be a combination of both the narrative form and rating codes. All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

**NOTE:**

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical descriptive rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

#### 4.8 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The formal School-Based Assessment and the practical assessment tasks should be moderated internally and if necessary by the relevant subject specialists at the district.

##### 4.8.1 Moderation serves five purposes:

- It must ascertain whether subject content and skills have been sufficiently covered.
- The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
- The assessments and marking are of an acceptable standard and consistency.
- The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.

- The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

#### 4.8.2 Internal moderation

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessor. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

Moderation is therefore an on-going process and not a once-off end-of-year event.

#### 4.9 General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and (NPPPPR) (2011);*
- *National Protocol for Assessment Grades R – 12. (NPA) (2011);*
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011);*
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013);*
- *Policy on Screening, Identification, Assessment and Support (2014);*
- *Guidelines for Full-service/Inclusive Schools (2010);*
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016).*

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## 5. Addendum A 1:

### CONSENT AND INDEMNITY

I, \_\_\_\_\_ (Name of parent)

Parent of, \_\_\_\_\_ (Name of learner)

(Address) \_\_\_\_\_

Hereby give my consent for my son/daughter to take part in the Vocational Training Programme and to do his/her training at:

\_\_\_\_\_ (Name of Workplace)

as a \_\_\_\_\_ (Job title)

I fully understand and accept that this activity shall be undertaken at my son/daughter's own risk. I undertake on behalf of myself, my executors, my wife/husband and my child aforesaid to indemnify, hold harmless and absolve the school, the Principal and staff of \_\_\_\_\_ (Name of School)

as well as all concerned at the workplace mentioned above, against and from any or all claims whatsoever that might arise in connection with any loss or damage to the property or injury to the person of my child aforesaid in the course of his/her work at the above company and while travelling to and from the school.

This permission and indemnity is valid for the school year of \_\_\_\_\_.

Signed: \_\_\_\_\_ (Parent)

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

## 6. Addendum A 2

\_\_\_\_\_ (Name and Address of workplace)

### **Skills and Vocational Job placement for learner with a severe intellectual disability**

Job Title: \_\_\_\_\_

At \_\_\_\_\_ (name of School)

we aim to give our learners a holistic education aimed at empowering them to function in their communities.

Part of the process is the Job Placement Project.

Selected learners are identified who are given an opportunity to experience what happens in a real workplace. These learners will be transported to your business and the learner will be placed into the care of the employee that has been identified as the mentor for the learner. A professional member of staff at \_\_\_\_\_ (name of school) is in charge of the process and is on standby for assistance during this time. These learners are given an opportunity to work alongside a staff member at your workplace, to learn some basic tasks, and use of tools etc.

The telephone numbers to use if you need any assistance with a learner related to the project are:

\_\_\_\_\_ (School number)

\_\_\_\_\_ (Cell phone number on hand for the day)

As all our learners are severely intellectually disabled, so we do not expect them to learn any complicated tasks or jobs, and we do not expect that they be allowed to take responsibility for any complicated processes or procedures. Learners will work alongside a willing member of staff, who gains an assistant for the time allocated.

We also request that the employer give feedback to the child's teacher based on a simple report card. This information is added to the school report. Aspects that we would appreciate feedback on would include:

- Describe the tasks you taught the learner to do.
- Describe if the learner did the tasks to the level expected in your workplace.

- Which tools did the learner learn to use?
- Describe if the learner used the tools to the level expected in your workplace?
- Did the learner have the physical endurance to do the tasks for the time spent at your workplace?
- How motivated was the learner in doing the tasks?
- Did the learner socialize appropriately with other workers?
- How neat did the learner leave the workspace?

As this is part of their schooling, we do not expect the learners to receive any remuneration.

The learner's parents also sign an indemnity which allows the learner to come to the workplace during school hours, and the parents also indemnify the workplace in case of any unforeseen incident.

Thank you for considering the opportunity to be even more involved in the education of the severely intellectually disabled learners of our community.

## 7. ADDENDUM B 1

### Assessment

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

Make use of the following Assessment Tool as a guideline to draw up rubrics:

Rating Code	Level of support required	Description of competence	Functional Description
7	Independent	Outstanding achievement	Do school related, self-care and functional tasks at <b>above</b> required levels for speed, quality and accuracy, independently. Show outstanding grasp of knowledge, values and skills being taught and can apply to daily life. Demonstrate outstanding ability consistently with transfer of skill and knowledge to other subjects and life ( <i>consistent performance at this level may indicate that the learner is a candidate to straddle to higher grades or programmes</i> ).

6	Independent, verbal cues needed	Meritorious achievement	<p>Do school related, self-care and functional tasks independently at acceptable levels for speed, quality and accuracy with reminder or prompt (little or to no supervision).</p> <p>Show excellent grasp of knowledge, values and skills being taught and can apply to daily life.</p> <p>Demonstrate excellent ability consistently with transfer of skill and knowledge to other subjects and life.</p>
5	0 – 30% teacher support during activities	Substantial achievement	<p>Do school related, self-care and functional tasks at required levels for speed, quality and accuracy with minimal support and supervision.</p> <p>Show substantial grasp of knowledge and values and skills being taught and can apply to daily life.</p> <p>Demonstrate consistent ability with some transfer of skill and knowledge to other subjects and life.</p>
4	30 – 60% teacher support during activities	Adequate achievement	<p>Do school related, self-care and functional tasks at just below required levels for speed, quality and accuracy with moderate support and supervision.</p> <p>Show an adequate grasp of knowledge, values and skills being taught and can apply to daily life from time to time.</p> <p>Demonstrate fluctuating ability, with some transfer of skill and knowledge to other subjects and life on occasion.</p>
3	60 – 90% teacher support during activities	Moderate achievement	<p>Do school related, self-care and functional tasks at below required levels for speed, quality and accuracy with maximum physical and or verbal support and continuous supervision.</p> <p>Show a moderate grasp of knowledge, values and skills being taught.</p> <p>Demonstrate some ability with coincidental transfer of skill and knowledge to other subjects and life.</p>
2	Goals to be revisited – change of direction required	Elementary achievement	<p>Do some school related, self-care and functional tasks at below required levels for speed, quality and accuracy with maximum physical and or verbal support and continuous supervision.</p> <p>Show an elementary grasp of knowledge, values and skills being taught.</p>



			Demonstrate elementary ability ( <i>It is important at this stage to establish whether the learner has potential to improve level of function with support or whether the learner will remain at this level which means that goals need to be revisited</i> )
1	Little / no interest shown in activity despite maximum support	Not achieved	<p>Do some school related, self-care and functional tasks with maximum physical and or verbal support and continuous and consistent supervision.</p> <p>Show an elementary grasp of knowledge, values and skills being taught.</p> <p>Demonstrate elementary and inconsistent ability (<i>It is important at this stage to establish whether the learner has potential to improve level of function with support or whether the learner will remain at this level. If the learner's ability is plateauing, it means that goals need to be revisited or straddling to the learning programme for Learners with Profound Intellectual Disability must be considered.</i>)</p>

## 8. ADDENDUM B 2

An example of a recording sheet

LIFE SKILLS GRADE R: TERM 1					ASSESSMENT RECORDING SHEET												
Teacher:					Year:												
ASSESSMENT SCALE																	
7 = Outstanding achievement				6 = Meritorious achievement				5 = Substantial achievement				4 = Adequate achievement					
3 = Moderate achievement				2 = Elementary achievement				1 = Not achieved									
NAMES OF LEARNERS																	
					1	2	3	4	5	6	7	8	9	10	11	12	13
Practical Task 1:																	
Practical Task 2:																	
Practical Task 3:																	
Practical Task 4:																	
Theoretical Task:																	
Score for term:																	

## 9. ADDENDUM C

### SONGS

To the tune of : "She'll Be Coming' Around the Mountain."

"Water travels in a cycle yes it does,

Water travels in a cycle yes it does.

(move hands around in circle)

It goes up as evaporation.

(palms up, rise hands up to head)

It forms clouds as condensation.

(form cloud-like shape over head)

It falls down as precipitation, yes it does!(wiggle fingers and make hands go down like it's raining)

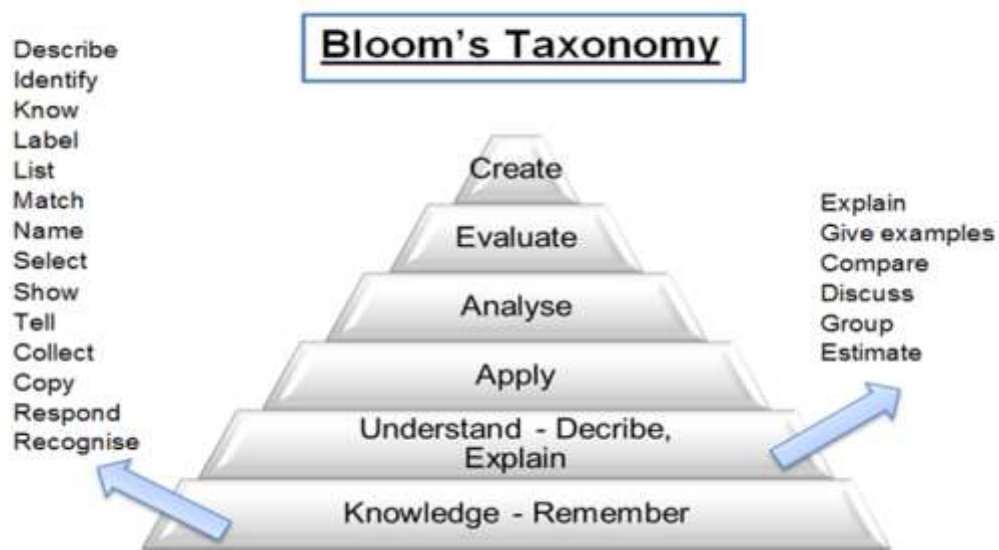
## 10. ADDENDUM D

### **Suggestions for Assessment of learners with severe intellectual disability:**

Assessment should compromise of 20% theory and 80% practical work. Assessment should not, and may not always be in a written form (e.g. a worksheet). Teachers should assess according to the ability levels of the learners with severe intellectual disability. This policy will be used as the basis for assessment however the teacher will be held accountable and responsible for the assessment of the learners.

In assessing learners' ability and their work, the idea is to create a learning environment where the real world context comes first and the theory second to promote the learner's grasp of the experience, knowledge, values, skills, concept or event being taught.

The verbs used in the Assessment Criteria of the Life Skills Programme – as part of the teaching plan - was based on the verbs used in Blooms Taxonomy. This is intended to be a practical and measurable assessment tool for all learners and can be used interchangeably, for example: a learner who cannot name, can show his achievement of a skill by matching or showing as illustrated in the figure below.



Each of the Life Skills topics requires that certain skills, knowledge and values be addressed and assessed. Skills such as decision-making, communication, assertiveness, negotiation, goal-setting, ability to access information, problem-solving and creative thinking are addressed across all subjects taught and is assessed through formal or informal assessment for Life Skills. In the same way attitudes such as respect for the self and others, respect for and acceptance of differences, taking responsibility, perseverance, persistence, anti-discrimination and equality are also addressed and assessed across all subjects taught and the progress of a learner is monitored throughout the school year.

In Life Skills, the emphasis of assessment is observing learners on an ongoing basis in a structured manner during their school day. The purpose of assessment of Life Skills is to assess the development of knowledge, skills and values, to support and encourage the learner, and to assess the learner's holistic development.

The results of assessment tasks are not taken into account for promotion purposes. The results should provide the school with valuable information when learners are grouped together for class placement. The results will also assist in making the decision of guiding learners towards a vocational field, and setting up the learner's Individual Support Plan (ISP).