fundisa for change

Teaching **Healthy Living**

Life Skills Grades R–3

Nomsa Ngxinga & Mary Kerr

This is a teacher education text. Its purpose is to expand educators' knowledge of environmental topics to support the teaching thereof in the curriculum. Teachers and teacher educators should consult CAPS documents and textbooks for specific curriculum content, as these units are not a textbook, but rather a resource for teacher education.

VERSION 1 – January 2014

Reference:
Ngxingo, N. and Kerr, M. 2014. *Teaching Healthy Living*. Fundisa for Change Programme. Environmental Learning Research Centre, Rhodes University, Grahamstown.

ISBN 978-1-919991-21-4

Printed by:

Share-Net
P.O. Box 394, Howick, 3290
Tel. 033-330 3931
sharenet@wessa.co.za

Acknowledgements:
World Vision for Appendix 2: Tippy Taps
Ann Johnson / www.my-kids-corner.com for Appendix 3: *Christopher Crocodile and His Bad Tooth*
www.childcarelounge.com for Appendix 5: Dental Care Songs
United States Environmental Protection Agency (USEPA) for Appendix 7: Water Filtration
South African Human Rights Commission for Appendix 8: *Children Have Rights Too*

Copy-editing: Kim Ward
Cover design: Francis Lotz
Layout: Dudu Coelho

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UNIT 3 – PERSONAL SAFETY AND HEALTHY RELATIONSHIPS

Orientation

Introduction

What is Healthy Living?

According to CAPS Healthy Living involves looking after oneself and keeping oneself healthy. Healthy Living "includes social health, emotional health and relationships with other people and our environment including values and attitudes".

Why is it important?

Teaching learners about healthy lifestyle choices is very important. Learners need to know how to make sensible choices and take informed decisions about their health and environment. They need to learn about issues that may harm them and their surroundings and be informed of options for making life better. In these Healthy Living units, we will introduce you to a number of ways of teaching and learning about the body and its functions, healthy lifestyles, keeping safe and personal relationships.

Within the topic of Healthy Living, learners will develop an understanding of their bodies, how to look after themselves and how to keep healthy by adopting healthy habits. These include maintaining a healthy environment, eating well, engaging in sport, keeping safe and maintaining sound relationships. Learners need to know that healthy eating sustains the body and that they in turn should sustain the Earth, so that it continues to yield food for their well-being. Healthy individuals make healthy homes, and healthy homes make healthy societies that will live from generation to generation.

How do these units support teaching and learning about Healthy Living?

The three units here attempt to draw together aspects in the Foundation Phase curriculum in order to develop a progressive understanding of the topic of Healthy Living.

The main issues covered include:

- Enabling learners to know and understand the body and its parts together with functions. Such knowledge helps them to develop laterality, awareness of body image and spatial orientation. Also, when learners know themselves, they accept themselves for who they are and develop confidence. This is very important for Foundation Phase learners.
- Knowing different kinds of foods and their nutrients, tastes, colours and textures.
- Putting value on safety and knowing how to take care in the home, school and playground.
- Understanding the relationship between the learner and the environment and taking care of it by being able to make critical decisions
- Making informed judgements on safety issues.

The three units focus on:

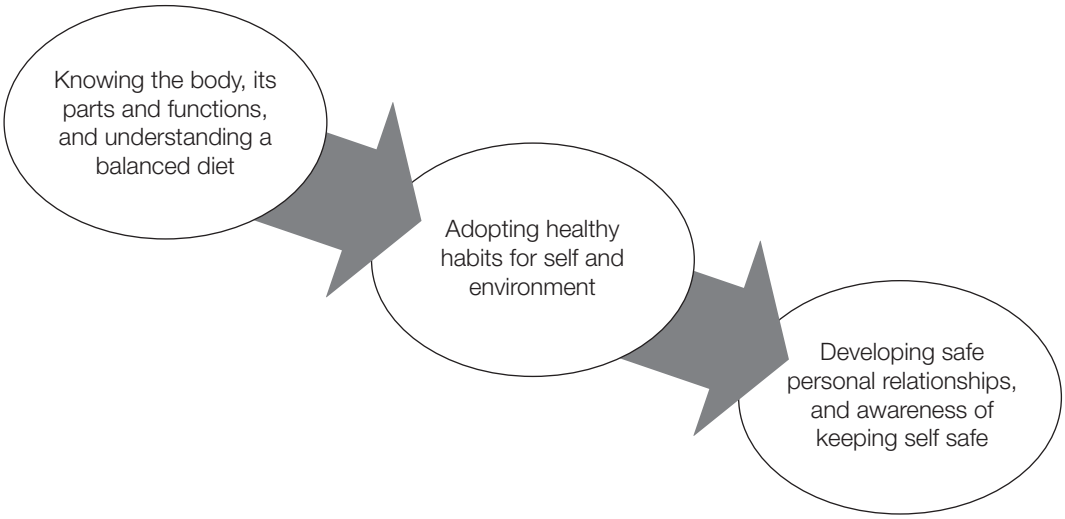
- Healthy Eating and a Healthy Body
- Healthy Habits and a Healthy Environment
- Personal Safety and Healthy Relationships

These Healthy Living units and the CAPS

Working through the three units we hope that, as a Foundation Phase teacher, you will be able to answer the following key questions:

- What does Healthy Living mean?
- How can I promote awareness of Healthy Living among Foundation Phase learners?
- How can I measure progress of knowledge, skills and understanding of concepts relating to healthy living, i.e. healthy and well-kept bodies, sticking to a balanced diet, keeping safe, sustaining a healthy human and physical environment?

At the start of each unit is a table summarising content to be covered according to the CAPS. The sections do not follow the sequence as presented in the policy document; instead we progress in the following way:



In these three units, we offer support to you as a teacher and facilitator of learning or as an interested reader so that you can:

- Strengthen your subject content knowledge of Healthy Living,
- Enhance your teaching practice, and
- Support your assessment strategies and practice.

The Healthy Living units and their relationship to teaching the CAPS

The Life Skills curriculum is divided into three major areas of study: Beginning Knowledge and Personal and Social Well-being (2 hours per week in Grades R–2 and 3 hours per week in Grade 3), Creative Arts (2 hours per week) and Physical Development (2 hours per week). The following tables show how each unit of this Healthy Living module relates to the 'Beginning Knowledge and Personal and Social Well-Being' area of study in each of the Foundation Phase grades.

Unit 1: Healthy eating and a healthy body

The first Healthy Living unit focuses on the body and its parts, what the body needs to stay healthy, nutrition and a balanced diet and the importance of exercise.

TERM	GRADE R	GRADE 1	GRADE 2	GRADE 3
1	My body	Healthy habits	What we need to live; Healthy living	
2		My body		Healthy eating
3	Fruit; Vegetables; Dairy farming	Food		
4	Sport			

Unit 2: Healthy habits and a healthy environment

The second Healthy Living unit focuses on developing important personal hygiene habits and maintaining a clean and healthy environment.

TERM	GRADE R	GRADE 1	GRADE 2	GRADE 3
1	Healthy Living	Healthy Living	What we need to live; Healthy living	Health protection; Rights and responsibilities
2	Sound; Sight	Keeping my body safe		Recycling
3	Jobs people do	My community		Pollution
4		Water		

Unit 3: Personal safety and healthy relationships

The third and final Healthy Living unit focuses on awareness of personal safety in home, school and other key environments, as well as forming and maintaining healthy relationships with others.

TERM	GRADE R	GRADE 1	GRADE 2	GRADE 3
1	Me; At school; In the classroom; My body	Me; At school	Myself and others; Everyone is special	Feelings; Keeping my body safe; Rights and responsibilities
2	Safety; Sound; Sight; Tastes and smells	My family; Safety in the home; Keeping my body safe		
3		My community; Manners and responsibilities	Road safety; People who help us	Public safety
4				Disasters and what we should do

Unit 1

Healthy eating and a healthy body

This Fundisa for Change Healthy Living unit focuses on basic nutrition requirements for a healthy body, the body and its parts (relative to healthy eating and fitness) and the importance of regular exercise for a fit, healthy body.

The table below provides a list of topics found in the Life Skills (Beginning Knowledge and Personal and Social Well-Being) subject area of the CAPS curriculum in the Foundation Phase, listed by grade.

RELATED TOPICS IN THE CAPS – LIFE SKILLS	GRADE	TERM
My body ◆ Functions of different body parts ◆ What my body needs to keep healthy (can be related to nutrition and exercise)	R	1
Fruit ◆ Different types of fruit ◆ Tastes and textures of fruit ◆ Where fruit comes from ◆ Colours and shapes of fruit	R	3
Vegetables ◆ Different types of vegetables ◆ Tastes and textures of vegetables ◆ Where vegetables come from ◆ Colours and shapes of vegetables	R	3
Dairy farming ◆ Dairy products and the animals they come from ◆ How we get butter	R	3
Sport ◆ Why playing sport is good for me	R	4
Healthy habits ◆ Eating healthy food ◆ Regular exercise and play	1	1
My body ◆ Different parts of my body ◆ Different parts of my body which move ◆ Parts of my body that I cannot see ◆ The five senses and their uses	1	2
Food ◆ Foods we eat ◆ Where different foods come from: fruit, vegetables, dairy, meat ◆ Healthy eating ◆ Storing food	1	3
What we need to live ◆ Different types of food – for growth, energy and health	2	1
Healthy living ◆ Protecting food we eat ◆ Good habits – such as regular exercise	2	1
Healthy eating ◆ Food groups ◆ Vitamins – fruit and vegetables ◆ Carbohydrates – bread, maize/ mielie meal ◆ Proteins – eggs, beans, meat, nuts ◆ Dairy – milk, cheese, yoghurt ◆ A balanced diet	3	2

Subject Content Knowledge

It is important for learners to know about the impact of healthy eating and exercise on the body so that they are able to make good choices about their food and sustain a healthy body. Learners need to learn about various kinds of vegetables and fruits, food groups, nutrition and a balanced diet.

Human beings contribute directly to body illness by making bad eating choices. The World Health Organisation states that **obesity** is on the rise and is one of the most serious health challenges of the 21st century. The problem is global and is steadily affecting many low and middle income countries. In 2010 the number of overweight children under the age of five was estimated to be over 42 million and close to 35 million are in developing countries.

Obesity is caused by a shift in diet towards increased intake of energy-dense foods that are high in unsaturated fats and sugars but low in vitamins, minerals, and other healthy micronutrients. A trend towards decreased levels of physical activity is also a key factor.

Just as relevant to South Africa is the issue of **malnutrition**, with UNICEF listing malnutrition as being among the top five causes of child deaths in 2003. Malnutrition is usually either caused by a lack of essential nutrients – dietary energy, protein and micro-nutrients (vitamins and minerals) – in the diet, or diseases such as diarrhoea that affect nutrient uptake.

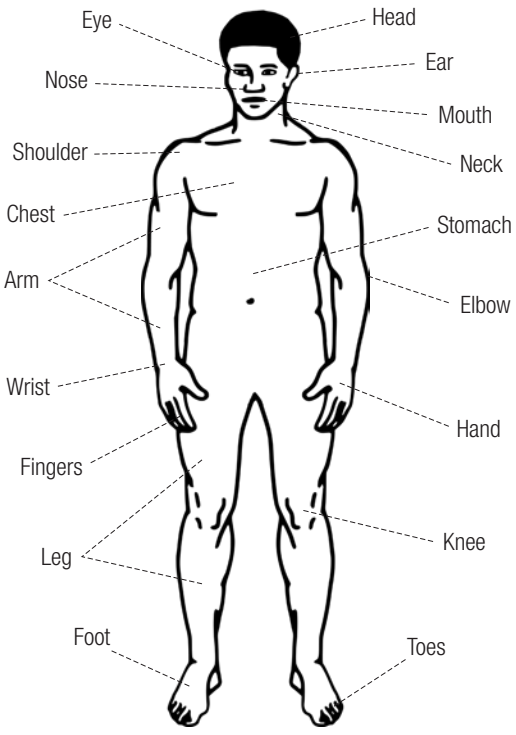
Prevention needs high priority. Teaching about healthy eating and healthy bodies is thus invaluable as obesity is related to diseases like diabetes, heart disease, cancer and stroke, while malnutrition is linked to impaired brain development, impaired physical growth and motor skills development, low IQ and increased risk of mortality and morbidity (presence of illness or disease). Knowledge of the risks, and steps that can be taken to overcome them, will help learners to think critically and make informed judgements.

The body and its parts

The body is made up of visible parts like the head, neck, face, eyes, ears, nose, mouth, tongue, teeth, arms, hands, legs and feet, as well as hidden internal parts such as the brain, the oesophagus, blood and digestive organs which include the stomach and intestines.

The body has upper and lower limbs, both left and right. It is important to bring to learners knowledge of laterality and symmetry. Spatial orientation should also be introduced while they learn about the parts of the body.

In order to be healthy the body needs exercise, the right balance of healthy foods, good hygiene practices like a clean body and teeth and clean, combed hair. The body must be kept clean in order to stay healthy.



A healthy body is a well-nourished body with a normal Body Mass Index (BMI), a measure of the amount of fat found in a human body. It is a body that eats healthily and keeps on getting stronger, and is free from sickness. This can be achieved if a healthy lifestyle is adopted for sustainable well-being.

Healthy foods

Carbohydrates release energy. We get carbohydrates from foods like mielies, bread, samp, pasta, potatoes and rice. Wholemeal or brown breads, pastas and rice ('unrefined' carbohydrates) are better for the body as they contain fibre, vitamins and minerals that release energy slowly and steadily throughout the day, whereas white ('refined') carbohydrates have been processed and do not contain the nutrients necessary for good health.

Proteins build, maintain and replace tissues in the body and thus can increase muscles and maintain healthy bones, blood and organs. These come from meat, fish, dairy foods, beans and pulses.

Vitamins are very important for maintaining a healthy body. **Vitamin C** helps protect the body against illnesses such as colds and influenza as well as maintaining a healthy digestive tract and assisting the body against infections. It cannot be stored in the body so needs to be taken daily. Vitamin C is found in oranges, lemons, kiwi and watermelon, amongst other fruits, as well as broccoli and potatoes. **Vitamin A** (carotene) helps maintain good eyesight and immunity and can be found in carrots and other dark-coloured vegetables as well as animal products. **B-Vitamins** (B1 to B12) are important for many things such as stress and maintaining a healthy digestive system, and are found in brown bread and other whole grains, dark green vegetables and animal proteins. Our bodies have the capacity to generate **Vitamin D** if we are exposed to the sun (sunscreen is important though to prevent skin cancer). **Vitamin E** helps to nourish the skin, and is found in nuts, seeds and cereals.

This is a brief introduction to certain essential vitamins; however, it is up to the individual to research the vitamins he/she needs for the growth and development of their body, as this changes with age. This means eating the right foods in order to be well-nourished and have a strong immune system and a fully functional digestive system, which in turn supports the nervous system (this occurs without stress if the right food products are taken in).

Minerals include **calcium** which strengthens bones and teeth as well as acting to alkalise or excrete toxins from the body, amongst other functions. Calcium is lost during the day through natural body waste and perspiration. Not having enough calcium can cause bones to weaken resulting in osteoporosis (a bone disease) in later life. We get calcium mainly from milk and other dairy products. Vegetables like spinach and broccoli also contain calcium.

Other key minerals include **iron** (found in red meat, whole grains and dark green leafy vegetables), **potassium** (found in bananas, tomatoes and the skin of potatoes) and **zinc** (found in nuts, red meat and pulses). Minerals have a variety of important functions from boosting the immune system and regulating heartbeat, to fighting infection.

Dairy foods include milk, yoghurt, cheese, maas and butter. These contain calcium and are good for strong teeth and bones, particularly in children.

Balanced meals

A balanced morning breakfast is the most important meal of the day and is necessary to equip the body for all the activities of the day to come. It 'powers up' the body with adequate nutrients such as protein, carbohydrates, calcium, vitamins and minerals, including vitamin C and iron. Without breakfast, people (and children in particular) lack energy and the ability to concentrate and retain information.

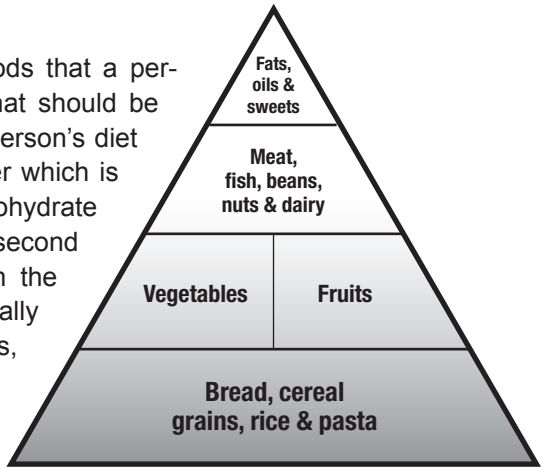
Having porridge with milk provides starch for energy and calcium for strong teeth and bones; adding raisins or other fruit as an optional topping provides essential vitamins. Other breakfast ingredients might include eggs, bacon, sausage or beans (containing proteins), lettuce and tomatoes with cucumber (for vitamins) and brown bread for vitamin B, to relieve stress and flush out toxins in the body. Drinking orange juice provides vitamin C, and coffee gives a little bit of a morning kick-start of energy (caffeine), although caffeine intake should be carefully regulated and is not really recommended for children. Breakfast preferences differ around the world but a balanced breakfast is one that provides a variety of nutrients (see below) and is not over-reliant on one thing.

Healthy eating involves eating a *balanced* diet. A balanced diet is one that includes a variety of foods and drinks from each of the food groups, in the right amounts: carbohydrates, proteins, vitamins and minerals, dairy and fats. Healthy eating also implies eating everything in moderation, with particular care being taken over fat, sugar and salt intake. It is important to take in the right amount of nutrients that are needed by the body to keep healthy. Each food group must be taken with moderation.

It is recommended that people have a doctor examine their state of health regularly (usually every six months) to check they are eating all the vitamins and minerals that they require in their bodies.

The food pyramid

The 'food pyramid' shows the types of foods that a person needs in their diet and the amount that should be eaten in relation to others. Most food in a person's diet should come from foods in the bottom layer which is the biggest part of the triangle (in the carbohydrate group), a slightly smaller amount from the second layer (fruit and vegetables), still less from the third layer (meat and dairy products) and finally only very small amounts of the top layer (fats, oils and sugars) – a certain amount of fat is necessary in a healthy body, but too much is very unhealthy.



Teaching Practice

In this section, we give examples of different activities for teaching Foundation Stage children about Healthy Living, with a focus on encouraging healthy eating and regular exercise in children in order to keep their bodies fit and healthy.

The aim is not to provide a set of prescribed activities. Rather, the ideas and approaches given here are for you to adapt and build into your own existing practices.

Learning takes place in many different ways, and it is particularly important for young children to be ***actively*** involved in their learning, under the careful ***guidance***, ***questioning*** and ***scaffolding*** of their teacher. You will find a range of teaching methods: these are discussed before each activity, and there are also suggestions for developing your teaching practice.

The activities here illustrate how you can incorporate different aspects of learning – such as creative arts, physical development, language and maths – into this topic area. The activities are suitable for particular grades, though the 'developing your own practice' sections are relevant to all grades.

For more on these methods refer to the *Methods & Processes* booklet, in particular pages 14, 16 and 33.

There are a range of methods in the following activities:

a) **Guided Questioning:** This has been used initially to probe prior knowledge from learners, which can be followed by telling learners the information they have to acquire. Through this method, learners feel increasingly involved in the learning process: confidence and motivation to learn is developed when they are given a chance to think things through for themselves and suggest answers. This method supports a stimulating and interactive learning experience, and can also be spontaneous and fun.

b) **Games:** As a follow-up activity, a game has been used to test the knowledge of learners in a playful but structured manner. During the game there is a subtle competition which stimulates motivation to learn. The game encourages participation by all learners and also creativity.

c) **Visual Art:** This method is employed so that learners can give expression to their ideas.

d) **Stories:** Stories are a wonderful teaching resource in the Foundation Phase. A good story will capture learners' imaginations. It is important to use phrases like 'in the beginning', 'in the middle' and 'in the end' when narrating stories as this gives structure to children's own stories later on. Learners develop critical thinking through use of stories. Well-structured stories will allow learners to acquire new knowledge and vocabulary. A story lends authenticity to environmental issues, giving learners a clear picture of an often-abstract idea.

ACTIVITY 1

MY BODY
(Parts and functions)

Activity outcome/purpose

To teach learners to know and recognise their body parts and functions. The lesson forms the basis for the rest of the activities in this unit.

Link to CAPS

- Life Skills: 'Beginning Knowledge and Personal and Social Well-Being' under My Body (Grade R and Grade 1)
- Link to Mathematics: Learning about the symbols and names of numbers 1 and 2; counting
- Link to Language: Names of body parts, functions and action words (verbs). Writing

Links to assessment

See 'Assessment Practice' section of this unit, p.18, for ideas about how to assess this activity.

Resources

Poster of body; pictures of body parts glued on toilet rolls; flash cards with numbers 1 and 2, number names (one, two), names of body parts, names of learners; dice; paper plates; cork; buttons; paper; crayons; dough; sand trays.

Activity outline

STEP 1: Display a labelled poster of the body on the wall above the theme table. On the theme table put pictures of body parts glued on empty toilet rolls. Introduce the theme to learners. Discuss the items on the table with learners. Encourage learners to talk about their own bodies: What do they use their body parts for? How do the various parts of the body help them? Then go through the labels on the poster and give learners time to identify various parts of the body.

STEP 2: Hold up matching flash cards as the learners mention the parts. Ask the learners how many heads/necks/faces/mouths/ tongues they have. Ask how many eyes/ears/arms/ hands they have. As they answer hold up the flash card with number symbol and name. Let them count the body parts, for example one mouth, two eyes and five fingers on each hand – ten altogether.

STEP 3: Ask them to write the number symbol in the air, on sand and using their bodies.

FOLLOW-UP ACTIVITIES:

- **Creative art:** Let learners draw their faces on a paper plate with crayons, using buttons for eyes and cork for the nose, then display the learners' work. Learners can make bodies with dough. Give learners puzzles of the body to assemble. Give learners magazines to cut out body parts and paste them onto paper.
- **Physical development:** Play the game 'Simon says'. Point to a part of the body, like the nose, and say, 'Simon says nose'. If you are actually pointing to your nose children must clap three times; if you are pointing to a different body part, children must stamp their feet three times. Then point to the eyes and say, 'Simon says ears', children again either clapping or stamping depending on if the name of the body part and the part you are pointing to match.

- **Performing arts:** Let learners form a circle. Put the body poster on the floor. Play some music and tell the learners to dance around the poster, stopping when the music stops. Then give one learner a dice to roll on the poster. When the dice lands on one of the body parts, the learner must call out the part and show /do what the part does, e.g. "feet – I walk/run with my feet". Let all learners take a turn.
- **Language:** Learners sit in a ring. Encourage learners to tell the class how they have changed since they were young. You may want to narrate your own story first while learners listen. Then ask them to tell the class stories about themselves when they were young.
- **Outside play:** Learners stand in a circle with hula hoops in front of them. Then tell them to jump inside and twirl the hula hoops on different parts of their bodies, e.g. arm, waist, wrist as you may instruct them to do.

Developing your teaching practice

Consider how you could use all the teaching methods described above to create a different activity. You might choose to focus on healthy eating or the importance of exercise, or stick with this subject area but create an activity for children in Grades 2 or 3.

ACTIVITY 2

EATING HEALTHY FOOD

This activity uses stories, games and visual arts. See the *Methods and Processes* booklet, pages 16 and 33.

Activity outcome/purpose

To teach learners about the importance of healthy eating.

Link to CAPS

- Life Skills: 'Beginning Knowledge and Personal and Social Well-Being' under My Body, Fruit, Vegetables and Dairy Farming (Grade R), Healthy Habits, My Body and Food (Grade 1), What We Need to Live (Grade 2) and Healthy Eating (Grade 3)
- Mathematics: Graph illustrating foods eaten by learners
- Language: Types of vegetables and fruit, food values

Links to assessment

See 'Assessment Practice' section of this unit, p.18, for ideas about how to assess this activity.

Resources

Theme poster of different vegetables labelled. Poster of different fruits labelled. Flash cards with names of vegetables and fruits, mealie cobs, paint, cloths or paper; story.

Activity outline

STEP 1: Ask learners to bring in pictures of healthy foods. Paste these on the board. Ask questions like 'What should we do to keep our bodies healthy?' Ask about healthy foods they know. Why do you say they are healthy? Which foods are unhealthy? Why do you think so?

STEP 2: Learners identify foods on the pictures and brainstorm healthy foods such as green leafy vegetables, fruit, milk, fish, yellow vegetables, meat, and clean drinking water.

STEP 3: Narrate a story about a child who did not like to eat healthily, but instead enjoyed sweets and drinks. Give learners pictures that depict the story to sequence and illustrate

understanding. Tell learners which are unhealthy foods, e.g. fat, chips, and sweets.

New knowledge: Teacher tells learners that vegetables and fruits nourish the body as they give the body vitamins. We get vitamins from foods like: spinach, cabbage, carrots, broccoli, cauliflower, etc. Proteins come from meat, milk and eggs. Our eyes need carrots to be strong. Our teeth need milk to be strong. Milk has calcium which is good for bones and teeth, etc.

FOLLOW-UP ACTIVITIES:

- **Creative art:** Give learners mealie cobs, cloth / paper and paint and tell them to dip cobs in the paint and make prints. Give learners papers with outlines of healthy and unhealthy foods and ask them to colour in healthy foods using crayons / paint
- **Discussion:** Find out what children eat during meals. Let them conclude if the food they eat is healthy or not. Have an open discussion as to how they can make sure they get healthy food during meals. Probe knowledge by asking questions and lead them towards taking action and work towards a sustainable solution, perhaps establishing a vegetable garden at school and running a soup kitchen. Make a graph of the foods eaten.
- **Physical development:** Throwing balls. Teacher says 'Vegetable' and throws a ball to one learner. They catch the ball and in turn call out a kind of vegetable and throw back to the teacher. Teacher throws to another learner and the same procedure is followed. The teacher may change to 'Fruit'.
- **Performing arts:** Spatial orientation – learners assume different formations. The teacher calls out 'circle' and the learners form a circle, then calls out 'pumpkin' or 'carrot' and they form the shape of a pumpkin or carrot, etc.
- **Visual arts:** Create 3D shapes – learners draw and paint healthy foods using paint and crayons. Use papier mâché to make 3D shapes of fruits and vegetables. Then discuss shapes.
- Learners count different foods, e.g. say how many leafy vegetables there are and count them, show using flash cards the symbol and the number name.

Developing your teaching practice

Try writing your own story about healthy eating. This could be a fiction or non-fiction story. Consider your learners' interests when writing the story to make it engaging for them, and think about what message you are trying to get across.

ACTIVITY 3

WHAT WE NEED TO LIVE
(Different kinds of food – for growth, energy and health)

This activity uses stories, games and investigative. See the *Methods and Processes* booklet, pages 16, 23 and 33.

Activity outcome/purpose

To teach learners to know the different kinds of foods for growth, energy and health.

Link to CAPS

- Life Skills: 'Beginning Knowledge and Personal and Social Well-Being' under My Body, Fruit, Vegetables and Dairy Farming (Grade R), Healthy Habits, My Body and Food (Grade 1), What We Need to Live (Grade 2) and Healthy Eating (Grade 3)
- Mathematics: Counting, sorting
- Language: Telling stories, listening and responding.

Links to assessment

See 'Assessment Practice' section of this unit, p.18, for ideas about how to assess this activity.

Resources

Poster with pictures of food (bread, pasta, mielies, fruit, vegetables, fish, fat, milk, cheese, yoghurt, sweets, jam, water, ice cream), flashcards with pictures of foods, flashcards with names of foods, boxes, paper, prestik, crayons, paint.

Activity outline

STEP 1: Ask learners the following higher-order questions:

- What do we get from food?
- What would happen if we did not get food for a long time?
- Do you think an athlete/ sports player would perform well without eating? Why?
- How would you feel if there was no food?
- Which food do you like most? Why?

STEP 2: **New knowledge:** Tell learners that food groups are divided into **carbohydrates**, **proteins**, **vitamins**, **minerals**, **dairy**, and **fats/ sugars**. A person training for a strenuous endurance activity needs more carbohydrates because carbohydrates provide energy. Foods with carbohydrates are bread, pasta, mielies, potatoes, etc. A person who is doing weight training needs more protein. Protein is the building block of muscle. Foods with protein are meat, eggs, beans and fish, and dairy such as milk, cheese, yoghurt, maas etc. Vitamins are found in vegetables and fruit. Calcium is found in milk. Vitamins and minerals are good for growth and health. Spinach is rich in minerals. Sugar and fats give energy.

FOLLOW-UP ACTIVITIES:

- **Creative art:** Learners tell stories using the topic, my favourite food, listening and responding appropriately to others. Learners work in groups and make cuttings of foods from magazines and newspapers, categorise these into food groups and paste onto posters.
- **Visual arts:** create 3D shapes: Learners use recyclable boxes and paper to make food containers, colour them in and label them using pens. Learners sort pictures of different foods, counting how many foods give the body energy/ growth/ health.
- **Investigation:** Learners collect containers / boxes of foods they eat at home, cut the pictures and labels and paste them on paper with title: The food I eat. This can be done over a month. When the learners are finished the class discusses the research results and see if they eat the foods in various groups.

Developing your teaching practice

Consider 'Step 2', above. How could you create a more interactive way of imparting new knowledge to learners? Consider visual, auditory and tactile stimulation, including real-life examples of foods, so that learners are *actively involved* in the learning of new knowledge as opposed to being *passive* recipients of knowledge. Consider using data handling as an entry-point.

ACTIVITY 4

HEALTHY EATING
(A balanced diet)

This activity uses role play, investigative methods, talks and presentations, and demonstrations. See the *Methods and Processes* booklet, pages 12, 13, 20 and 23.

Activity outcome/ purpose

To teach learners to know the different kinds of foods for growth, energy and health. To know what a balanced diet looks like and be able to design menus.

Link to CAPS

- Life Skills: 'Beginning Knowledge and Personal and Social Well-Being' under My Body, Fruit, Vegetables and Dairy Farming (Grade R), Healthy Habits, My Body and Food (Grade 1), What We Need to Live (Grade 2) and Healthy Eating (Grade 3)
- Mathematics: Working on a graph, data handling
- Language: Writing menus

Resources

Food pyramid (see p.11), foods from all food groups, pictures of different foods, real food, packages of foods, labels, paper, crayons, paint, brushes.

Activity outline

STEP 1: Revise food groups with learners. Write the food groups on the chalkboard and ask learners to suggest various foods in each groups. Write them as they say them.

STEP 2: **Creative art:** Learners design menus for a day, ensuring that each dish contains a good balance of all the different food groups.

FOLLOW-UP ACTIVITIES:

- **Investigation:** Learners work in pairs and make an investigation about what the rest of the class ate the previous day before they came to school, at school and before they slept. Each pair can investigate each other. The learners give reports of their investigations and these must be recorded on a graph on the board. The results are discussed in class and the learners make deductions by answering leading questions like these: Which food group was not eaten by Lamla? Are all the food groups represented? What is lacking? What steps could we take to make sure this is addressed?
- **Physical Development:** Perceptual motor skills (outdoor exercises) – Learners stand in a circle. Do a warm-up focussing on posture. Then the teacher calls out 'Growing children' and they slowly stretch up and out, standing on toes to demonstrate getting bigger. Then the teacher calls out 'Energy', and the learners show muscles. When the teachers calls out 'Healthy' the learners jump on the spot five times, then jump with feet astride and stretch arms sideways.
- **Performing Arts:** Spatial orientation – learners do a role play related to lesson.
- **Visual Arts:** Create 2D shapes – Learners use paper and crayons/paints to illustrate menus by drawing and painting the dishes. Encourage them to use appropriate colours. Learners then talk about the menus they have designed. Talk about the availability of the foods they have in their menus and identify problems and how such could be solved in order to sustain healthy eating.

Assessment Practice

In this assessment section, ideas for creating rubrics and checklists are given for both formal (necessary for grading at the end of the year in the CAPS curriculum) and informal assessment.

Each assessment activity relates directly to one of the activities in the Teaching Practices section. However, they are designed as exemplars only, for you to take and adapt according to the grade and subject content that you are teaching.

1. Assessment ideas relating specifically to Teaching Activity 1

In this unit, learners have been engaged in a variety of Life Skills activities that required them to name and recognise body parts and act out what each part does. Learners were also required to understand the concept of numbers 1 and 2 and to be able to write these symbols.

Assessing knowledge of curriculum content

(emphasis on higher order questions)

These are examples of questions that could be asked:

- How would you feel if you did not have eyes/ ears/ legs/ hands, etc?
- Do you think that your body is special? Why?
- If your friend lost an arm, how might it affect him/her?

LEARNERS	HOW TO ASSESS: ORAL, WRITTEN WHAT TO ASSESS AND RECORD? (SKILLS TO BE ASSESSED)							COMMENTS
	ORAL				WRITTEN			
	Answers questions such as those related to: • naming and recognising body parts	Knows the functions of different body parts Can explain how they are the same / different to their friends	Is able to listen and understands instructions and talks about personal events such as: • when did s/he crawl, when did s/he start schooling	Talks about personal experiences, tells own stories	Takes turns and listens to others	Sequences ideas while telling a story	Matches name of body parts and tells its function	

TERM 1: EXEMPLAR CREATIVE ART CHECKLIST **How to assess:** Observation, Oral and Practical activities										
LEARNERS	**WHAT TO ASSESS? (SKILLS TO BE ASSESSED)**									**COMMENTS**
	PERFORMING ARTS					**VISUAL ARTS**				
	Listens to and carries out instructions properly	Uses different joints such as ankles, swinging and swaying as when playing with hula hoops	Participates in locomotor movements such as walking, skipping, gallop on own/partner forwards and backwards	Participates in non-locomotor activities such as bending knees, reaching and coordinating arms	Participates in cooling down and relaxation activities	Handles crayons properly Listens to and carries out instructions properly	2D Draws face using thick crayons. Uses a variety of suggested resources e.g. buttons and cork	3D Uses dough to make body models Understands modelling techniques: Model clay modelling	Identifies art elements	

TERM 1: EXEMPLAR PHYSICAL DEVELOPMENT CHECKLIST **How to assess:** Observation, Oral and Practical activities					
LEARNER	**WHAT TO ASSESS? (SKILLS TO BE ASSESSED)**				**COMMENTS**
	Listens to and carries out instructions.	**LOCOMOTOR:** Dancing	**PERCEPTUAL MOTOR:** Jumping into hula hoops and twirling them with body parts e.g. ankles, waist, arm, neck, etc.	**RYTHM:** Dancing and following music. Stopping when the music stops	

Holistic Rubric: Home Language Skills (score against 7 point scale)

Formative assessment activities which have been done, tracked and recorded in observation sheets, checklists, written recording class work books, worksheets and DBE work books from the whole term should be used to determine the score each learner should be given for each of the language skills that will inform the learner's overall performance in Home Language.

LEARNER	LANGUAGE SKILLS				
	Scoring against 7 point scale Codes and Rating: 1 = Not Achieved 2 = Elementary Achievement 3 = Moderate Achievement 4 = Adequate Achievement 5 = Substantial Achievement 6 = Meritorious Achievement 7 = Outstanding Achievement				
	BKP&S/ well being	**Performing Arts**	**Visual Arts**	**Physical development**	

2. Assessment ideas relating specifically to Teaching Activity 2

In Activity 2, learners engaged in Life Skills activities that required them to identify various kinds of foods so as to make healthy food choices. They were taught to understand the importance of drinking clean water.

Assessing knowledge of curriculum content
(emphasis on higher order questions)

- Which of the foods mentioned are not healthy?
- How can we make sure everybody eats healthy foods?
- Who gets sick? Is it those who eat healthy foods or those who do not eat healthily?

A holistic rubric could be used to assess knowledge, skill and values acquired in Activity 2 above.

GRADE 1 – TERM 1							
Name of Learner:							
HOLISTIC RUBRIC							
	1	**2**	**3**	**4**	**5**	**6**	**7**
	Not achieved	Elementary achievement	Moderate Achievement	Adequate achievement	Substantial achievement	Meritorious achievement	Outstanding achievement
	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
1. Beginning Knowledge							
Knows healthy foods							
Knows kinds of vegetables							
Knows a variety of fruits							
2. Visual Arts							
Able to create 3D shapes – vegetables and fruit using recyclable material and discuss shapes							
3. Physical development							
Can assume different formations to illustrate shapes of fruit/ vegetables							
4. Creative Arts							
Can paint in coloured ink/paint							
Able to use crayons							

3. Assessment ideas relating specifically to Teaching Activity 3

In the previous activities we provided an exemplar of formal assessment. For Activity 3 we illustrate how you can use informal assessment in your class.

Assessing knowledge of curriculum content
(emphasis on higher order questions)

- What would happen if you did not drink milk?
- Is it good to eat one kind of food that you like all the time? Why?
- What ways can you keep your body healthy?
- Why are vegetables and fruit good for you?
- How can we make certain that we get them?

Informal Assessment: Checklist

GRADE 2 – TERM 1		
CHECKLIST FOR LIFE SKILLS ASSESSMENT		
Name of learner:	**Date:**	
The learner is able to:	**Yes**	**No**
◆ Tell the various kinds of food.		
◆ Tell which foods give energy.		
◆ Tell which foods give growth		
◆ Tell story, listen and respond.		

4. Assessment ideas relating specifically to Teaching Activity 4

Assessing knowledge of curriculum content
(emphasis on higher order questions)

- How many learners eat a balanced diet?
- Which food group is lacking?

Informal Assessment: Checklist

GRADE 3 – TERM 2		
CHECKLIST FOR LIFE SKILLS ASSESSMENT		
Name of learner:	**Date:**	
The learner is able to:	**Yes**	**No**
◆ Know what a balanced diet is		
◆ Write a menu with all food groups		
◆ Make colour paintings of food		
◆ Participate in a role play		
◆ Do an investigation and report		
◆ Participate in a discussion		

Unit 2

Healthy habits and a healthy environment

This unit focuses on healthy personal habits related to basic hygiene. It explores how keeping the environment clean and healthy contributes to maintaining a healthy lifestyle.

The table below provides a related list of topics found in the Life Skills (Beginning Knowledge and Personal and Social Well-Being) subject area of the CAPS curriculum in the Foundation Phase, listed by grade.

RELATED TOPICS IN THE CAPS – LIFE SKILLS	GRADE	TERM
Healthy living – good basic hygiene practices ◆ Washing regularly ◆ Cleaning teeth, hair, nails ◆ Washing fruit before eating ◆ Good toilet habits ◆ Washing hands ◆ Sleep ◆ Regular exercise	R 1	1 1
Sound ◆ Looking after my ears **Sight** ◆ Looking after my eyes	R R	2 2
Jobs people do ◆ Health e.g. doctor, dentist		
Water ◆ Saving water	R	3
Healthy environment ◆ The importance of a clean environment ◆ Ways in which people pollute the environment ◆ The importance of recycling	R	3
Keeping my body safe ◆ Protecting our bodies from illness: ◆ Covering mouth and nose when coughing or sneezing ◆ Never touching another person's blood ◆ Washing fruit and vegetables before eating ◆ Making water safe to drink	1	2
My community ◆ Keeping places clean – include using bins and not littering	1	3
Water ◆ Uses of water – home and school ◆ Ways water is wasted ◆ Ways of saving water ◆ Safe and unsafe drinking water ◆ Storing clean water	1	4
What we need to live ◆ Water ◆ Air ◆ Sunlight (protection from the sun)	2	1
Healthy living ◆ Simple ways of purifying water ◆ Things that harm us – smoking, alcohol, drugs ◆ Good habits such as regular exercise, limited television	2	1
Health protection ◆ Basic health and hygiene – include not touching other people's blood	3	1

Rights and responsibilities ◆ In the environment	3	1
Recycling ◆ What happens to our waste ◆ Reusing ◆ Recycling ◆ Reducing ◆ What cannot be recycled ◆ Recycling at home and at school ◆ Making compost out of things that rot ◆ Reusing water	3	2
Pollution ◆ What pollution is ◆ Different types of pollution – water, land, air, noise ◆ Effects of pollution on people ◆ Effects of pollution on the environment	3	3

Subject Content Knowledge

Having learnt about healthy eating and a healthy body in Unit 1, the focus now shifts to healthy habits and a healthy environment. In Unit 2 we explore basic hygiene, washing hands, fruit and vegetables, germs, what we need to live, rights and responsibilities towards the environment, recycling and pollution. The aim is to help learners take responsibility for their health and environmental well-being.

Understanding germs

Germs are tiny microorganisms that can invade our bodies and make us sick. They are so small that they creep into our bodies unnoticed. They can only be seen through a microscope. There are four major types of germs, namely bacteria, viruses, fungi and protozoa. These germs multiply in an environment like the human body.
Bacteria can cause tonsillitis, ear infection, pneumonia, and tuberculosis (TB).

Viruses cause chicken pox, measles, flu, etc. HIV ultimately leads to AIDS.

Fungi cause, amongst others, athletes' foot and ringworm.

Protozoa cause illnesses like malaria, and can also be responsible for diarrhoea, nausea and stomach pain.

Germs enter the body in different ways. They may be eaten if they are living on food or hands used for eating, which often causes **diarrhoea**. Germs can be contracted from dirty water through drinking or swimming in it: **cholera** is passed on through eating or drinking food or water contaminated with the cholera bacteria. Touching germs on another person and then touching parts of one's own body (mouth, eyes etc) can transmit germs from one person to another – fungal infections such as **ringworm**, and bacterial skin infections like **impetigo**, are passed through human to human contact. Certain germs can also be transmitted through the air, such as **cold** and '**flu** viruses and TB, or via bodily fluids like blood, as is the case with **HIV**. Infected animals can also transmit diseases: **rabies** (dogs and monkeys) and **malaria** (mosquitoes) are transmitted through the bites of animals.

Cholera is a serious bacterial infection of the gut caused by drinking contaminated water, eating contaminated food or ingesting germs from hands contaminated by the Vibrio cholera bacterium. It causes acute diarrhoea and can kill within hours if left untreated.

One well-known germ is E. Coli, short for *Escherichia Coli*. This often comes from undercooked beef (used for hamburgers). We may also get E. Coli from vegetables that have been in contact with cow manure or washed in contaminated water. Fruit juice that is not pasteurised may also have this germ (pasteurisation is a process that uses heat to kill germs).

We must protect ourselves from germs as they cause sicknesses. Hand washing at key times is the single most effective way of stopping germs from being spread. Covering the mouth and nose when coughing and sneezing, not touching other peoples' blood, washing fruit and vegetables and making water safe for drinking are other very important methods of controlling infections and disease.

Cuts and other open wounds, such as pierced ears, can become infected by germs. We may notice that the area becomes swollen, red, warm and painful. When infected the wound may ooze a fluid called pus. Using disinfectants along with soap and clean water will treat minor infections.

It is important to learn basic first aid skills to be able to assist a person in situations like nose bleeds, severe cuts or wounds, asthma attacks and heart attacks. Learning to swim is another important skill.

Healthy hygiene habits

Washing hands regularly ensures a person is kept safe from viral infections and diseases. This is because **germs** on the hands may cause **diarrhoea and cholera**, when such germs reach the mouth. You should develop the good habit of washing your hands with soap and water every time you leave the bathroom. Hands must also be washed before eating, to stop germs on hands from entering the mouth, as well as before and after visiting a sick person. Hands need to be washed thoroughly after working or playing outside and after touching animals, too.

Nails are at the tips of the fingers, and germs get trapped underneath them all the time: shaking hands with other people, and playing and working outside in soil and grass, are two ways of how germs get stuck behind fingernails. It is vital that nails are kept clean so that germs don't enter one's mouth when eating. It is helpful to keep nails trimmed short and use a nail brush with soap and water.

Washing the body every day keeps us clean and healthy. **Hair** needs to be washed regularly too, particularly during puberty (teenage years) when the scalp often produces too much oil. Contrary to popular belief, having dirty hair does not cause head lice, although checking hair for lice and nits regularly is important. Head lice can be treated by applying conditioner daily and combing hair from the roots with a nit comb, using chemical shampoos found in pharmacies or using traditional or home recipes that may involve using certain plants or essential oils.

Fruit and vegetables must be washed before being eaten, because farmers usually spray pesticides on their plants to protect the fruit from being eaten by bugs. E.coli from manure may be present on food, as well as more general farm dirt and dust.

Covering the mouth when sneezing and coughing is essential as cold and flu viruses, TB and other serious respiratory illnesses are spread in this way. Hands should always be washed afterwards too, as germs will otherwise stay on the hands.

Sleep is recognised as a basic human need according to Maslow's Hierarchy of Needs theory. This is backed up by doctors and medical professionals around the world. Everyone requires adequate sleep every day to prevent **tiredness** and **fatigue**. In the short term, lack of sleep affects a person's ability to concentrate and retain information, make sensible judgements and regulate moods. Longer term, it can cause serious health problems such as obesity, heart disease, stress, diabetes and high blood pressure.

Regular exercise has enormous health benefits. These include relieving stress, strengthening muscle, keeping the heart and lungs healthy, boosting the immune system, weight control, increased brain function, inducing good quality sleep and reducing the risk of high blood pressure, cancer, stroke and osteoporosis. Water is lost from the body through exercise, so water intake should be increased when exercising.

Caring for teeth: It is important to keep clean at all times by brushing twice daily with toothpaste. Strong and healthy teeth help us chew food which helps us grow. Teeth help us speak clearly and look our best. Unclean teeth lead to cavities (holes in the teeth), bad

breath and even diseases. Taking care of teeth means that plaque bacteria**,** that sticks to teeth, is prevented from forming. It is this plaque that causes gingivitis, a gum disease that causes red, swollen and sore gums. Eating lots of sugar in the form of sweets and fizzy drinks can cause teeth to decay. Using dental floss as well as brushing removes food and plaque from between the teeth.

Caring for eyes is very important as we need healthy eyes to see well. Vitamin A/ carotene, found in carrots, promotes good eyesight. Looking directly at the sun can cause severe damage to eyes and even blindness. Protecting babies' eyes in the first six months of life is particularly important. Taking care of eyes involves only reading in good light, as reading in bad light puts a strain on the eyes. Do not rub eyes too much. Never put sharp objects or salt into your eyes. Wear sunglasses or a hat with a brim in bright sunlight. Visiting a doctor or optician regularly helps to maintain healthy eyes and prevent blindness.

Caring for ears is also important as we need healthy ears to hear properly. When ears have problems we have difficulty hearing, which can have an effect on personal safety, for example not being able hear approaching traffic on the roads. Wax is found naturally in ears, though a build-up of wax can cause blockage and infection. Cleaning ears gently on the outside with a wash cloth and mild soap is helpful, though it is dangerous to put anything (such as tissue or cotton swabs) into the ear canal itself. This can push wax in deeper and cause infection, or leave behind traces of materials like cotton and tissue that build up to form a blockage. Sharp objects inserted into the ear may lead to bleeding and serious damage. Visit a doctor regularly to check for ear health. It is also not good to listen to very loud music as it can damage ears and cause temporary and even permanent hearing loss.

Taking care of our environment

Water is needed for washing our bodies, cooking food, drinking, growing vegetables and fruit on farms and at home, growing trees (for paper and furniture) and making steel and glass, amongst other things. Water is therefore one of the most essential resources for humans. Ideally, humans need to drink between six and eight glasses of water a day, and can only survive for around five days without drinking water. If safe drinking water is not available, water can be made safe by filtering (if cloudy or muddy), boiling and using water purification tablets or a small amount of bleach (one teaspoon per 20 litres of water).

Our Constitution of the Republic of South Africa of 1996, section 24, asserts that everyone has a right to a healthy and clean environment. This right is entrenched in our Bill of Rights, chapter 2 of the Constitution. The Constitution is the supreme law of the land, and any law inconsistent with it will be deemed invalid for all purposes. Therefore the government has a responsibility to provide such an environment for its people.

Humans also have a responsibility towards keeping their environments clean and healthy. This includes disposing of waste properly by placing it in allocated dump sites, rather than throwing litter on the ground where it ends up in rivers and oceans. Better still is to reduce the amount of waste we consume, and reuse and recycle waste.

Keep home environments clean and healthy in the following ways. Keep lids on bins, and clean bins regularly, so that disease-carrying rats and cockroaches are not attracted to the home. Cleaning kitchen surfaces, tables where food is eaten and floors regularly has the same effect. Keep food covered to stop flies from landing on them, protect water sources and use clean water for washing and drinking. Keep animals away from community food

and water sources. Make sure toilets are kept clean and disinfect areas such as toilet seats. Open windows daily to allow fresh air to circulate.

Understanding pollution

Pollution is the undesired, excess destruction of purity and happens when the environment is contaminated with a substance that is harmful to it in some way. Pollution may be of the **land, water, air** or **noise** and can bring about disease and even death (in poisonous contaminated water) in animals and humans. Pollution disrupts fragile ecosystems and can have long-lasting effects.

Humans pollute the environment by noise (loud music, drilling machines etc.), by emitting harmful gases into the air (through burning fossil fuels and industrial activity) and by throwing or dumping waste (which pollutes the land as well as dams, rivers and seas). In the case of air pollution, holes are created in the ozone layer that protects the Earth from the sun's harmful rays, allowing these to enter the Earth's atmosphere. This may be a factor in global warming and climate change. Dumping waste and throwing away litter causes a lot of flies which are in turn responsible for diseases.

Continuing to exploit the Earth's natural resources will result in them being depleted in the future. This applies to wood, metals, oil, coal and many other materials. Manufacturing these commodities is very expensive and requires extraction of the Earth's resources in order to make steel, glass, plastic and paper. It is vital that humans **reduce** the amount of waste they throw away, **reuse** materials when possible and **recycle** what they can to protect the environment for the benefit of future generations. Recycling waste reduces pollution and helps create clean surroundings. The environment should not be polluted by pouring pesticides into drinking water and washing water.

Purifying water

Clear water is a sign of pure water. It is advisable to allow water from long standing water pipes to drain for between 30 seconds and a minute before drinking.

There are various ways of purifying water. Household bleach can be safely used to purify water. To a 5 litre bucket of water, add 8-16 drops or a quarter teaspoon of bleach. The bleach effectively kills germs and viruses and stops bad smells.

Water can be boiled to kill bacteria and viruses. Boil for between 3 and 10 minutes to ensure that it is properly sanitised and all germs are killed. The water can then be cooled before drinking.

Chlorine or iodine tablets can be used to purify water. Wait 30 minutes before drinking. A pinch of salt or a crushed Vitamin C tablet may be added to mask the chlorine/iodine flavour.

If cloudy or muddy, water will need to be filtered before being purified as purification methods only kill germs, they do not remove dirt.

A useful Water Pollution booklet can be found at http://www.dwaf.gov.za/Projects/Dense/docs/Awareness%20Materials/English.pdf and gives information about minimising water pollution in settlements.

Teaching Practice

In this section, we provide examples of different ways in which you can teach Foundation Stage children about Healthy Living, with a focus on encouraging good personal hygiene habits and looking after the environment around them in order for them and others to stay safe and healthy.

The aim is not to provide a list of pre-determined activities, but to suggest ideas and approaches for you to develop your own teaching activities, expanding on your existing use and knowledge of different teaching methods.

Learning takes place in many different ways. Traditional transfer of information methods can be enhanced by increasing subject knowledge in addition to what is to be taught in the curriculum and providing opportunities for children to find out information for themselves and transfer new knowledge to others.

In this unit you will find activities using active methods such as learning-by-doing and investigative methods, alongside more traditional information-transfer methods. Learning by experiencing and finding out for oneself is more likely to be remembered, consolidated and applied to the real world than by textbooks or telling alone.

- **Questions** can be used to incorporate learning into daily routines. For example during the toilet routine, ask children what they should do when they have finished going to the toilet, why it is important to wash their hands and how to wash their hands properly. It is also important to **model** these behaviours, as young children copy the behaviour of adults around them.

- **Stories** are a wonderful teaching resource in the Foundation Phase and can be used to introduce children to a topic, consolidate existing understanding or introduce a new element of a topic. To teach pollution in Grade 3 teachers could use stories where other children have identified an environmental problem, investigated causes of problems, created their own solutions and consequently took action to solve it. The setting could be a polluted river, a littered environment, polluted air, etc.

An example of such a story (in Xhosa) can be found in Appendix 1.

- **Drama and role play** allow children to become actively involved in what they are learning about and create opportunities for problem solving. Grade 1 learners could role play a lesson about not touching someone's blood when a friend falls and cuts him/herself in the playground, for example.

- **Enquiry methods** take learners out of the classroom to collect new information for themselves. They get the opportunity to observe carefully and work with data. Examples relating to this unit are given below.

The activities below are listed by teaching content (e.g. purifying water). They may be more appropriate for some grades than others, depending on content requirements in the CAPS. Orientation to CAPS subject links are provided at the top of the activity, which will tell you how relevant the activity is to your grade. However, many concepts are covered across different grades, such as good hygiene habits, which is part of Grades R, 1 and 2. Therefore the activities have suggestions for differentiation between grades and you will need to adapt them to suit your learners. Suggestions are given at the end for how to adapt these ideas to teach different concepts and/ or grades.

Also see *The Healthy Water Healthy Habits* booklet for further information about healthy hygiene and environmental practices with activities that you can adapt: http://www.projectwet.org/pdfs/WASH/HWHHHP_KIDs_V2_EN.pdf

ACTIVITY 1

UNDERSTANDING GERMS

Activity outcome/purpose

To teach children about the presence of invisible germs and bacteria which can make us sick; to show children how germs are passed from one person to another; to encourage children to wash hands at key times.

Link to CAPS

Links to Life Skills: 'Beginning Knowledge and Personal and Social Well-Being' under Healthy Living (Grade R), Keeping My Body Safe (Grade 1), Healthy Living (Grade 2) and Health Protection (Grade 3).

Resources

Spray bottle filled with brightly coloured paint (that washes off surfaces easily!). Two bowls of clean water, soap and nail brush, jug.

Activity outline

STEP 1: Fill a spray bottle with brightly coloured liquid and hide it from children. Tell children you are not feeling well today, turn and pretend to have a sneezing fit. Spray the liquid in the bottle onto your hands while you are facing away from the children.

STEP 2: Turn and hold your hands up to children and ask them to tell a partner what might be on your hands.

STEP 3: Pick up a pencil or similar object and pass it to one of the children (ensure that the object has the liquid on it). Shake hands with a child, walk to different parts of the room touching various things (door handles are a good example) and ask individual children to repeat your actions. They should also get some of the liquid on their hands.

STEP 4: Wash hands using soap and water. Exaggerate so children can see you washing thoroughly, using soap and a nail brush to get your hands clean. Ask children what happened just before the liquid appeared on your hands. Show children the bottle but explain that germs act exactly the same way, only they are not brightly coloured and we can't see them.

STEP 5: Discuss how the liquid came off and what the water in the bowl looks like now. Ask where the germs went (in the water) and show children that it is cleaner to use running water to wash and rinse hands.

STEP 6: Allow children to each have a turn spraying the liquid onto their hands, and practise washing it off again. Have the last child washing their hands scoop water out of the main bowl with a jug and pour it over the next child's hands. Guide children to wash their hands properly using soap.

Follow-up ideas

- Make a tippy hand washer with children (see Appendix 2).
- Teach children songs to sing while they wash their hands.
- Create a list of the most important times for people to wash their hands.
- Ask children to draw or act out possible consequences of a person not washing their hands.
- This activity can be linked to safe and unsafe drinking water.

Differentiation through grades

Younger children can order pictures of the steps to take when washing hands while older children might make information posters that can be put up in bathrooms and lunch halls around the school. This provides purpose to the activity and encourages them to take responsibility for sharing their knowledge with others.

Developing your teaching practice

Take another concept from this unit that is quite abstract for children to understand and develop a similar activity that brings this concept to life or demonstrates the knowledge practically.

ACTIVITY 2

GOOD HABITS vs BAD HABITS

Activity outcome/purpose

To teach children about healthy and unhealthy habits.

Link to CAPS

Links to Life Skills: 'Beginning Knowledge and Personal and Social Well-Being' under topics 'Me' (Grades R and 1) and 'Myself and Others' (Grade 2).

Resources

Relevant story; worksheets prepared for children to collect data and represent data in a pictogram.

Activity outline

See Appendix 3 for an example.

STEP 1: Use a story as an introduction to introduce the idea of healthy habits. There are lots of books available, both fiction and non-fiction, or if you don't have access to one you can write one yourself. Perhaps choose a character with bad habits who couldn't find anybody to play with until another, friendly character suggested he stop his bad habits and form good ones. Include a happy ending for the character when he stopped his bad habits and formed new ones.

STEP 2: When reading the story to children, stop mid-way and ask why they think nobody will play with Christopher Crocodile and what he could do to help himself.

STEP 3: Talk about the healthy habits that children in the class have. Set children a data handling task to find out more information about the healthy habits of the class, using a tally chart to collect their data.

STEP 4: Give children a blank pictogram and ask them to represent their data in a graph.

Follow-up ideas

- Give children pictures of people with good habits such as cleaning their teeth and washing their hands. Have children write a sentence underneath about how this habit helps to keep a person healthy.
- Create an action rhyme or song with each verse referring to a different healthy habit. Try to include a line saying *how* that habit is healthy.
- Play charades, with one child acting out a habit (healthy or otherwise) and the rest of the class or group guessing what they are doing. Decide whether it is healthy or unhealthy and write it under the correct column on the board.

- Have children sort healthy and unhealthy habits into a Venn diagram.

Differentiation through grades

Do a whole class survey with younger children asking them to put their hands up to answer the questions and represent this in a pictogram for children to see. They can also sort healthy and unhealthy pictures independently.

Developing your teaching practice

Write your own simple story for this activity or another one. Using stories as a way in to a teaching activity helps children to empathise with others and understand concepts in context, not to mention improving literacy skills by regularly exposing learners to story and language structures. Getting used to writing your own stories for use as teaching resources addresses issues of finding available resources and allows you to tailor your story exactly to what you want to teach. Furthermore, seeing their teacher as a writer will encourage children to do the same.

See Appendix 3 for an example.

ACTIVITY 3

CARING FOR TEETH

Activity outcome/purpose

To teach children about the importance of cleaning their teeth, and how the acids and sugars in fizzy drinks can destroy teeth.

Link to CAPS

Links to Life Skills: 'Beginning Knowledge and Personal and Social Well-Being' under Healthy Living.

Resources

An old baby tooth if possible. An old, dirty, copper coin will do if you cannot find a tooth. A glass of coca-cola or a similar fizzy drink. Worksheet/writing frame to record observations.

See Appendix 4 – Tooth care worksheet.

Activity outline

STEP 1: For this investigation you will need to be prepared in advance, preferably with an old tooth. Ask children to save their baby teeth that fall out and bring it into school wrapped in tissue. An old, dirty coin will also work.

STEP 2: At the start of the activity, show children the glass of fizzy drink. Ask them if they think it is good or bad for their teeth and what is in the drink. Encourage them to make predictions about what will happen when the tooth goes into the cola. Do not guide children's thinking at this stage. Write predictions on the board, or on a large piece of paper that you can refer to later.

STEP 3: Allow children to have a good look at the tooth. Give them a worksheet (see appendix) and ask them to draw the tooth carefully in the 'Before' box.

STEP 4: Over the course of a few days, observe what is happening to the tooth. Give children back their worksheets and ask them to draw an 'after' picture when the investigation is over. Discuss what has happened to the tooth and why. Ask for suggestions for how to keep their own teeth clean and healthy.

Differentiation through grades

Differentiate this activity by outcome. Grade R learners might sing songs about keeping teeth clean while older learners might write about their observations and draw/ write ways to keep their teeth healthy.

Developing your teaching practice

Think about things children can 'see for themselves' related to the learning in this unit. Design a similar observation activity, and a worksheet or writing frame for the children to record their observations.

Further teaching ideas

See Appendix 5 – Dental Songs.

- Have individual toothbrushes and toothpaste in the classroom. Build cleaning teeth after lunch into your daily teaching routine. Play or sing a song about cleaning teeth to indicate that it is tooth cleaning time, and play/sing it again while children are brushing their teeth. Encourage children to continue brushing until the song is over, although you may have to sing/play it a couple of times if it is a short one!
- Link this activity with recycling by encouraging children to bring in their old tooth-brushes when they have finished with them. Clean them thoroughly and use them in creative arts for painting, creating patterns in the sand tray etc. Guide their creative development by having children fold paper into four sections and experimenting with different patterns they can make. Structure a painted picture by telling them to add some green brushes for the grass, brown brushes for a thatched roof until they have created a complete picture using a toothbrush (modelling your own on the board as you go might be helpful for learners).

ACTIVITY 4

TAKING CARE OF OUR ENVIRONMENT

Activity outcome/purpose

To encourage children to use bins for their rubbish and keep their environment clean; to teach children that waste can be reused and recycled into new, useful objects.

Link to CAPS

Links to Life Skills: 'Beginning Knowledge and Personal and Social Well-Being' under Healthy Environment (Grade R), My Community (Grade 1) and Rights and Responsibilities, Recycling and Pollution (Grade 3).

Resources

See Appendix 6 – School Litter Survey.

Survey worksheet, pencils, clipboards or books to lean on. A selection of waste materials (plastic bottles, carrier bags, bottle tops) as well as construction materials like string, glue and scissors to use for a creative arts lesson.

Activity outline

STEP 1: Provide children with a worksheet to conduct a survey around the school.

STEP 2: Take children outside to conduct their own environment survey. Ask children to record on their worksheet what different types of waste they found and where they found it.

STEP 3: Discuss children's findings back in the classroom. Give children an example of how one of the pieces of rubbish can be reused or recycled, for example using a carrier

bag again or putting food waste into a compost bin to help plants grow. Ask for suggestions of how other waste they found could be reused.

STEP 4: Teach children how to recycle old materials in different ways. These could include using an old plastic bottle to making a rain gauge, a bird feeder or a pencil holder or to plant seeds, using bottle tops to make a colourful hanging mobile or making musical instruments such as drums and musical 'pipes' (with glass containers and water).

See http://www.soapkidz.org/documents/ThingsToMakeWithLitter.pdf for some ideas.

Follow-up ideas

- Children could create a chart highlighting the most common areas of litter or most common types of waste in the environment.
- Children could design a new style of rubbish bin that would encourage more children to use the bins.
- Children could create posters to put up around the school encouraging other children to keep their environment tidy.

Differentiation through grades

Grade R/1 children can go on an environment walk to look for and collect litter in the school environment. Ask children afterwards about the different ways that people pollute the environment and how they can help to keep the environment clean. They can then draw a picture of what a clean, healthy environment looks like.

Developing your teaching practice

Design a survey for your learners to investigate other concepts within this unit. Create a worksheet for students to record their findings. Consider the following:

- Which aspect of this unit are you trying to teach your learners?
- How will you encourage children to think deeply about the issue and create their own ways of solving problems?
- What follow-up activity/ies can they do that will consolidate their learning, allow them to analyse and evaluate their findings and create new and better solutions?

ACTIVITY 5

UNDERSTANDING POLLUTION

Activity outcome/purpose

To teach children about the effects of water pollution.

Link to CAPS

Links to Life Skills: 'Beginning Knowledge and Personal and Social Well-Being' under Healthy Environment (Grades R), My Community and Water (Grade 1), What We Need to Live (Grade 2) and Rights and Responsibilities, Recycling and Pollution (Grade 3)

Resources

Clear container, mud or materials for 'polluting' the water including soluble materials (salt or sugar) and insoluble materials (oil, paper, small stones etc).

Notes on this activity

This activity is known as 'See, Think, Wonder' and is a useful tool for getting children to look more carefully and think more deeply about a picture. It follows a similar structure to

levels of reading comprehension. The 'See' part of the activity refers to literal observations, the 'Think' refers to inferring information using clues in the picture and the 'Wonder' asks children to question what is not seen or evident in the picture and to suggest answers to those questions for themselves, creating and interpreting own meaning. It can be done as a whole class activity with the teacher writing children's ideas on the board or, for more able writers, with children working in small groups on a large piece of paper with the picture stuck in the middle.

Activity outline

STEP 1: Show children a picture of a polluted river. In groups, ask them to list what they **see** in one colour (or write ideas on the board). This should be literal observations such as 'I see a lady standing by the river' or 'I see a plastic bottle floating in the river'.

STEP 2: Then ask children to say/ write what they **think** in another colour, inferring less certain information such as 'I think the lady is collecting water to drink at home' or 'I think the lady has dropped her bottle in the river' (there are no right or wrong answers here though suggestions should be based on evidence and not completely random ideas – you may have to guide learners at first).

STEP 3: Then get children to ask questions that they would like to find out about the picture using 'I **wonder**' followed by a question word (if, why, what, where, when, how, who) such as 'I wonder if there is more rubbish in the river' or 'I wonder if the water in the river is clean'.

STEP 4: Reflect on children's ideas as a whole class, comparing similarities and differences between the 'Think' sections. Then take some of the more interesting 'Wonder' questions, possibly adding a couple of your own, and try to answer them together. Encourage children to think about the effects of pollution on both humans and animals and what their responsibilities are in preventing water pollution.

Differentiation through grades

Younger learners could be given their own picture and asked to circle the objects that do not belong in the water and guided to answer questions about how the items got there, possible effects of water pollution on humans and animals that use the water and what we can do to prevent water pollution.

Developing your teaching practice

Collect pictures that relate to the concepts in this unit and create your own 'See, Think, Wonder' activity.

ACTIVITY 6

FILTERING AND PURIFYING WATER

Activity outcome/purpose

To teach children how to making water safe for drinking.

Link to CAPS

Links to Life Skills: 'Beginning Knowledge and Personal and Social Well-Being' under Healthy Environment (Grades R), Keeping My Body Safe and Water (Grade 1), What We Need to Live and Healthy Living (Grade 2) and Health Protection and Pollution (Grade 3).

Resources

Muddy water, clear container, mud or materials for 'polluting' the water including soluble materials and insoluble materials (oil, paper, small stones, etc.).

Activity outline

STEP 1: Tell children a story about a child who had to collect water every day from the river for their family to use for washing, drinking and cooking (you can make up your own story if you do not have a book or news report available).

STEP 2: Ideally, take children to a nearby source of water to collect their own samples in recycled containers (link to 'Taking Care of Our Environment', above). Use freshwater from rivers and streams and not sea water as this is salty. Alternatively, collect rainwater using recycled containers (you may need to cheat and contaminate this with soil and leaves, etc. before using it in the classroom for the experiment below).

STEP 3: Observe the water carefully. Have children draw pictures of what it looks like before filtering. Talk to children about the sorts of things that could contaminate river or rain water.

STEP 4: Show children how they can filter their water using the diagram in Appendix 7 (this provides scientific explanations and terminology for your reference. You can simplify explanations according to your children's abilities).

STEP 5: Have children draw a picture of what the water looks like after filtering. Ask children if they think the water is safe for drinking now. Link to 'Understanding Germs', above, reminding children that germs exist that we can't see. Ask children to suggest ways of purifying water further. Lead children to suggest boiling the water or adding a tiny amount of bleach.

STEP 6: Ask children to identify water in their home environments that need treating before drinking or using with food to encourage children to apply their learning to their own lives.

Differentiation through grades

This activity is suitable for Grades 1 and 2.

Developing your teaching practice

Find out about different ways of filtering water and their effectiveness, both traditional and modern.

Develop a role play area in your classroom that provides children with a scenario where water filtration is necessary.

Assessment Practice

This final section provides ways in which the knowledge, skills and understanding in this unit might be assessed. These assessments can be used for end of year reporting to parents, but should also be used to inform your own planning and target setting.

Ongoing observations throughout the unit can be recorded in individual record logs or class record logs. Examples of written work can also be kept and used for assessment purposes.

The following table is an example of one area of knowledge in this unit – Healthy Habits and Hygiene Practices. It suggests a checklist of criteria to assess for: achieving all five criteria would give 100% in this content knowledge section. Suggested ideas for activity tasks are given alongside, though these are by no means exhaustive and you may choose to design your own.

CONTENT KNOWLEDGE SECTION	ASSESSMENT CRITERIA	ASSESSMENT ACTIVITY
Healthy habits and hygiene practices	Names some good hygiene habits	Draw picture/talk/write about daily hygiene practices
	Sorts habits into good and bad	Sorting activity using healthy and unhealthy picture prompts
	Carries out good hygiene practices most of the time	Observe good hygiene in practice (toilet, fruit and lunchtime routines)
	Explains why good hygiene is good for our bodies	Question children about their choices to assess for deeper understanding
	Suggests possible consequences of poor hygiene and bad habits	Writing sentences underneath pictures explaining consequences of actions (oral for younger learners)

Subject content knowledge and assessment criteria will be dependent on the grade you teach. For example, 'Things that harm us' does not appear in the CAPS curriculum until Grade 2, so a Grade R teacher might leave out this criteria.

Use this example to develop your own rubric appropriate to the grade you teach. Do the same for other content knowledge sections such as water or pollution.

Unit 3

Personal safety and healthy relationships

This unit focuses on Healthy Living with a particular emphasis on keeping safe at home, at school and in the wider environment. Developing healthy relationships with other children and adults is an important element of this unit, as children learn how to interact with others and their environment in a safe, healthy manner.

There are four broad concepts associated with this unit. The tables below detail CAPS topics relevant to each of those broad concepts.

Unit 3 related topics within the CAPS, showing relevant grades and terms

Self and others

RELATED TOPICS IN THE CAPS – LIFE SKILLS	GRADE	TERM
Me ◆ Personal details – name, age, address, contact number ◆ What makes me special – include name, language/s, gender ◆ Abilities and interests	R	1
In the classroom ◆ Classroom rules ◆ Working together in the classroom ◆ How to show my feelings in the classroom ◆ How to express what I feel	R	1
Me ◆ Personal details – such as name, address, telephone numbers and age ◆ We are special and unique ◆ Things I can do ◆ How I am the same as my friends ◆ How I am different from my friends	1	1
My family ◆ What a family is ◆ Members of my family – immediate and extended ◆ Caring for each other at home	1	2
Manners and responsibilities ◆ Greeting people we know and greeting strangers ◆ Waiting my turn ◆ Listening to others ◆ Sharing ◆ Showing kindness ◆ Being honest ◆ Respecting other people and what belongs to them	1	3
Myself and others ◆ Friends – quality of a good friend ◆ People at school and home – include sharing, helping, showing respect, dealing positively with conflict, self-esteem and bullying	2	1
Everyone Is special ◆ People are similar and people are different ◆ Things that help people – such as reading glasses, guide dogs, walking frames, hearing aids ◆ Caring for people with disabilities ◆ I can be a hero	2	1
People who help us ◆ People who help us in our community ◆ How different people help me	2	3

◆ How I ask for information and assistance
  ◆ Good manners
◆ How I ask for help in an emergency
  ◆ Who to contact
  ◆ What information to give
	2	3

Feelings ◆ Things that make me happy and things that make me sad ◆ Recognising feelings – such as anger, fear, worry, loneliness ◆ Good ways to express what we feel ◆ Apologies – how to say sorry	3	1

Safety at home, at school and in the wider community

RELATED TOPICS IN THE CAPS – LIFE SKILLS	GRADE	TERM
At school ◆ Toilets and play areas ◆ Rules and routines at school	R	1
In the classroom ◆ Classroom rules	R	1
Safety ◆ How to be safe at home ◆ Safe places to play ◆ Unsafe places to play	R	2
Sound ◆ How hearing keeps us safe	R	2
Sight ◆ How being able to see keeps us safe	R	2
Taste and smell ◆ Safety when tasting	R	2
At school ◆ Classroom routines and rules ◆ How I get to school	1	1

Safety in the home
◆ Dangers at home
  ◆ When cooking
  ◆ When washing
  ◆ Lighting and electricity
  ◆ Outside areas
  ◆ Medicines
  ◆ Poisonous substances
◆ Keeping safe when home alone
◆ Emergency number card
	1	2

My community ◆ Places in my community – include buildings and places where we meet ◆ People in my community – people who help me; people who sell things; other people I know	1	3

Road safety
◆ Road safety rules
  ◆ Pedestrians
  ◆ Passengers
  ◆ Cyclists
	2	3

◆ Road signs for pedestrians and cyclists ◆ Scholar patrol ◆ How traffic officers help us	2	3
People who help us ◆ How I ask for information and assistance ◆ Good manners ◆ How I ask for help in an emergency ◆ Who to contact ◆ What information to give	2	3
Rights and responsibilities ◆ At home ◆ At school	3	1
Public safety ◆ Dangerous places to play – include rubbish dumps, train tracks, roads, construction sites ◆ Riding trains and taxis safely ◆ Dangers of electricity ◆ Poisonous and inflammable substances ◆ Signs that warn us of danger	3	3

Rights and responsibilities

RELATED TOPICS IN THE CAPS – LIFE SKILLS	GRADE	TERM
At school ◆ Rules and routines at school	R	1
In the classroom ◆ Classroom rules	R	1
My body ◆ Who may or may not touch my body	R	1
At school ◆ Classroom routines and rules	1	1
My family ◆ Caring for each other at home	1	2
Keeping my body safe ◆ Safe and unsafe situations and places – such as waiting for transport, alone in shopping areas ◆ 'Yes' and 'No' feelings ◆ Practising saying 'No'	1	2
My Community ◆ Looking after facilities in my community	1	3
Manners and responsibilities ◆ Greeting people we know and greeting strangers ◆ Waiting my turn ◆ Listening to others ◆ Sharing ◆ Showing kindness ◆ Being honest ◆ Respecting other people and what belongs to them	1	3
Myself and others ◆ People at school and home – include sharing, helping, showing respect, dealing positively with conflict, self-esteem and bullying	2	1

People who help us ◆ People who help us in our community ◆ How different people help me ◆ How I ask for information and assistance ◆ Good manners ◆ How I ask for help in an emergency ◆ Who to contact ◆ What information to give	2	3
Keeping my body safe ◆ We are not safe with everybody ◆ Rules to keep my body safe ◆ Trusting 'Yes' and 'No' feelings ◆ How to say 'No' to any form of abuse ◆ How to report abuse	3	1
Rights and responsibilities ◆ At home ◆ At school ◆ In our community ◆ In the environment	3	1

Responding to an emergency situation

RELATED TOPICS IN THE CAPS – LIFE SKILLS	GRADE	TERM
Safety in the home ◆ Emergency number card	1	2
People who help us ◆ How I ask for help in an emergency ◆ Who to contact ◆ What information to give	2	3
Keeping my body safe ◆ How to report abuse	3	1
Disasters and what we should do ◆ Types of disaster ◆ Floods ◆ Fires ◆ Other phenomena ◆ Lightning ◆ Earthquakes ◆ Storms and strong winds	3	4

Subject Content Knowledge

Previous units focused on how eating healthily and exercising helps to keep a person fit and well (Unit 1), and how developing good personal hygiene habits and maintaining a clean, healthy environment contributes to a happy, healthy lifestyle (Unit 2). In this unit the focus is on personal safety and our relationships with others.

Within this unit there are four broad concepts:

- Self and others
- Safety at home, at school and in the wider environment
- Rights and responsibilities
- Responding to emergency situations

This section explores their relevance to the CAPS curriculum and the wider context of education for sustainable development in South Africa.

Self and others

Social-emotional development

For more information about many children development theories see *A Basic Introduction to Child Development Theories*, 2006, State of New South Wales, Department of Education and Training. Retrieved from http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/7401/documents/theories_outline.pdf

Brain development in children depends largely on a child's environment. Being able to form healthy relationships with others is one aspect of child development and is known as 'social-emotional development' (alongside 'physical' development and 'cognitive', or knowledge, development). Social development is the ability to relate to others and their environment, while emotional development refers to learning about feelings and emotions: the two are linked because in order to relate positively with others, one must have an awareness and understanding of the needs of others.

Lack of nurture, sensory stimulation and/ or meaningful interactions with others can have a negative effect on a child's brain development, while an environment that allows for visual, auditory and sensory stimulation as well as positive, nurturing interactions with others will facilitate **healthy brain development** in children at an early age.

Applying this to teaching

The suggestions below will help to ensure that the learners in your school are having their social-emotional learning needs met so that they are able to develop a healthy, positive sense of self and positive, meaningful relationships with others. This is particularly important in the early years of schooling when child development is still happening at a fast pace.

- *Be specific when giving praise. Tell children **why**, **how** or **what** they have done well. This builds self-esteem and gives children language structures for talking about themselves positively as well as an understanding of where their talents and strengths lie;*
- *Daily praise, encouragement and reassurance leads to feelings of accomplishment and success and encourages the idea of success coming after perseverance. Using circle time or end-of-day times to talk about achievements and new things they have learned fosters a healthy sense of self. This gives children the confidence to try new things and cope with failure.*

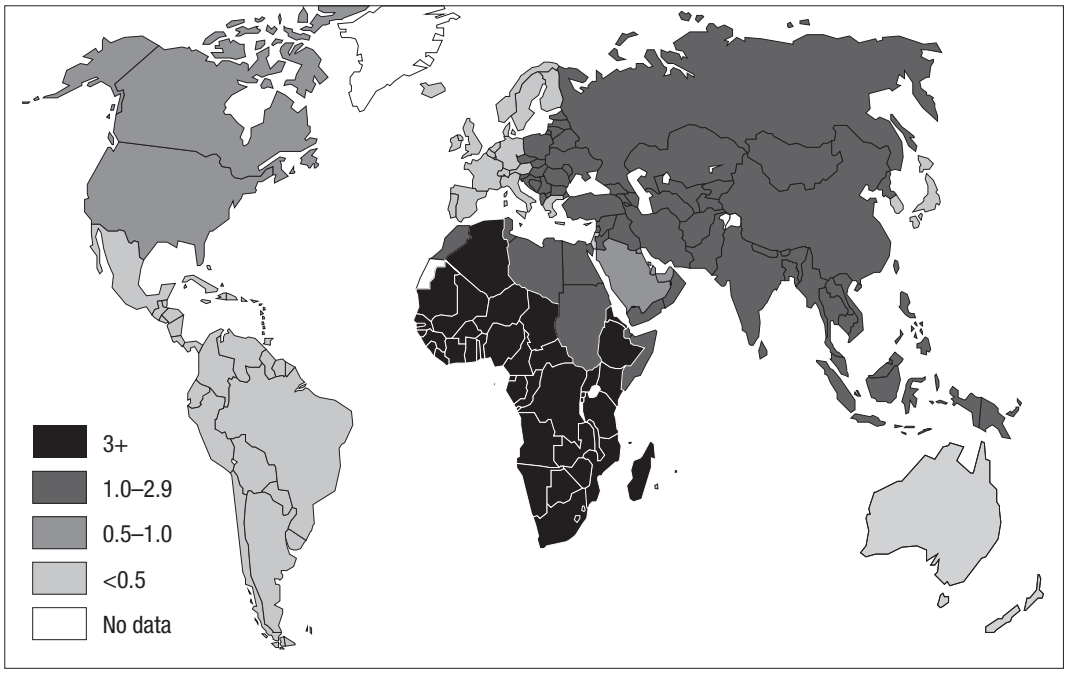
- *Give children vocabulary for talking about their feelings. Identifying their emotions is the first step towards learning to manage them. Recognising feelings in others is the first step towards developing empathy, a key building block in successful relationships with others.*

Safety at home, at school and in the wider environment

Children must understand that **rules** are in place to help us stay safe, and be involved in the rule-making process. Children are more vulnerable to accidents because they lack the awareness to **recognise** danger, **manage** dangerous situations and **look ahead** to identify possible consequences of their actions. Children tend to be impulsive, acting physically before thinking through their actions, and easily distracted, lacking the concentration required for seeing through a task safely.

Accidents in the home have many causes. Most adults keep **medicines**, which can be highly toxic if taken by small children or in too large a dose. Similarly, many common household products such as **detergents** can be very toxic if ingested (eaten or drunk). The graphic below shows the continent of Africa as being particularly vulnerable to these types of accidents.

Deaths from accidental poisoning, per 100 000 children



Source: WHO, 2013

Knives, tools and other sharp objects pose an obvious risk to young children. Open fires and cookers, candles, matches, paraffin lamps and hot irons expose children to risk of burns. Accidental drowning, electricity and construction areas are further safety risks to young children, and as such it is necessary to teach children how to identify and manage these risks carefully.

Road safety

The Arrive Alive website (http://www.arrivealive.co.za) highlights the following as being particularly important in road safety education, as learners tend to show less awareness of these aspects:

- Wearing protective equipment and reflective clothing when cycling (also relevant to walking at night);
- The correct side of the road to walk (against the traffic) and cycle (with the traffic);
- Laws about carrying additional passengers on a motorbike;
- The importance of wearing seatbelts in a vehicle, even in the back;
- The importance of using a footbridge, and safest places to cross the road.

The site has lots of information about all aspects of road safety, including passenger, pedestrian, cyclist and driver information.

As well as learning how to cross the road safely, children need to know how to be safe as a **pedestrian**. Always use a footpath when there is one available. If there is no footpath, walk facing the direction of the traffic so approaching vehicles can be seen. Train children to step well back from the roadside when they see or hear a vehicle and stay well back until the vehicle has passed. If walking with an adult, children need to be on the inside furthest from the road as they are less able to judge distances and speeds and therefore respond to potential danger. Wearing light, reflective clothes is particularly important when walking at night so that drivers are easily able to see pedestrians.

Train safety

Hazards at stations and near train tracks include:

- Moving trains. Even trains travelling at low speeds take a long time to stop when the brakes are applied, much longer than a car or truck. Many modern trains are designed with quiet engines so it is not always possible to hear them coming.

- Electrification from tracks or overhead wires. These are dangerous and can be deadly if stepped on or touched in person or when holding another object, for example flying a kite or dangling something from a bridge. Electricity can 'jump' so people can be electrocuted by getting too close to electrical power lines.

- Trains sometimes carry loads that overhang the side of the carriage so it is important to stand well back until a train has passed.

Train surfing is an illegal activity that is common in South Africa as people try to avoid (or cannot afford) paying fares, or because of overcrowding. Hanging from a doorway or side of the train, and sitting on the roof, causes accidents, serious injuries and death.

Electricity

Eskom found that many people didn't understand the actual risks associated with electricity, though they understood that it could be dangerous. The following are safety measures to avoid accidents involving electricity:

- Never touch an electrical appliance with wet hands or use an electrical appliance in the bathroom;
- Never leave electrical appliances unattended;
- Never play near electrical power lines or fly kites near cables – if a kite gets stuck in a power line, do not try to retrieve it;
- Do not overload plug points;
- Switch off all electrical appliances when they are not being used.

As well as explicit teaching about electricity, teachers can model behaviour such as switching off electrical appliances daily with children. Children also need to become familiar with hazard signs (see side bar), warning of electrical danger nearby.

Water safety

Water can be lots of fun, especially in the hot summer months when it is fun to cool off. But children need to develop a respect for water and understand that it can pose safety risks. Swimming lessons in schools help children to enjoy water safely, and may one day even save a life. The following tips will help prevent accidents or injuries related to water, and should be passed on to children:

- River and sea currents can be very strong, even if the water looks calm.
- River conditions, such as river banks and currents, can change dramatically after heavy rains. Banks might crumble or be washed away, and currents become very fast.
- Stay away from water areas if you cannot swim unless with a responsible adult.
- Do not play near dams or rivers. Try to take a friend or family member with you if you have to go to collect water, or stay close to others who are also collecting water.
- Never swim alone. On beaches, only swim when there is a lifeguard present and swim between the safety flags.
- If you find yourself in water, don't panic. If in the sea, swim with the current (not against it) along the shoreline; in a river, float on your back with the current, keeping feet forwards.

Dump sites/construction sites

Dump sites and construction sites are not places children should be playing in, under any circumstances. Dump sites carry health risks such as gas emissions from decomposing materials, bacteria and germs from rubbish and disease-carrying creatures like rats that are attracted to the sites, injury from sharp objects that can lead to infection, and serious illnesses like diarrhoea if germs come into contact with the mouth.

Hazards in a construction site include dangerous machinery, falling objects, falling from heights and into things, electrical and chemical dangers, being hit or trapped by objects or machinery.

> ***Applying this to teaching***
>
> *Look at pictures of safe and unsafe places to play, including dump sites. Ask children to identify any that they play in and talk about safe and unsafe features of each, explaining their choices. Generate a list of features of a safe, happy place to play and ask children to draw a picture of their ideal play environment. Older and more able writers can add captions explaining their choices, or write a paragraph to accompany the picture.*

Busy areas/stranger awareness

Busy places such as bus and train stations or shopping malls can result in children being separated from parents or carers and becoming lost, and when a young child is lost and alone they become vulnerable.

Preventative measures include holding hands with an adult, never walking off alone and arranging a meeting place in case they become separated. If a child does find themselves lost, they need to know where to go to get help. Being alert to the surroundings is important, and children need to learn to trust their instincts: if they feel afraid in a certain place or near a certain person, they must move away from it and go to a place with more people.

Official statistics show that children are more at risk from harm caused by people they know than by total strangers. It is important for children to know how they can keep themselves safe:

- Make sure children know what a stranger is. They can be young, old, male or female, but strangers include anybody that is not known personally to the child.
- Reassure children that most people are good. However, because it is often difficult to tell a safe person from an unsafe one, it is safer to be careful and keep the same rules for all strangers.
- Give children strategies for if they are approached by a stranger, such as walking away towards another adult (preferably *female*, or somebody *working* in the area) or saying/shouting 'No!' in a loud, firm voice. Children need to know that they have the right to say no in a situation that makes them feel unsafe.

Rights and responsibilities

Teaching children about their rights can empower learners to campaign for change if their rights are violated. These include the right to basic nutrition, shelter, education, health care services and social services; the right to family or other appropriate care; the right to a name and nationality from birth; and the right to be protected from maltreatment, neglect, abuse and exploitation. Young children need support to understand these rights, so it is necessary to define them in easy-to-understand, child-friendly language.

Applying this to teaching

Look at the leaflet included in Appendix 8 on Children's Rights. This leaflet has been designed for children to help them understand their rights under constitutional law. Create your own leaflet or information poster suitable for the learners in your class that you can use as a resource for your teaching (suitable for Grade 3 teachers).

Teaching children about their rights can also help address issues like child abuse, currently a sad reality for one quarter of South Africa's children. Knowing that not everybody can be trusted and that children do not have to be nice to everybody is important, as is being able to say 'no' assertively, confidently, firmly and without guilt. By developing awareness of and respect for their bodies early on, children are more likely to be able to recognise abuse, respond assertively and report abuse towards them or others. Opening up a dialogue early on helps children to understand what is right and wrong in the behaviours of others, and also in their own behaviours.

The following websites have more information about child protection, preventing and responding to child abuse: www.childlinesa.org.za/ ; www.childlinekzn.org.za/ ; www.saps.gov.za/children/child_abuse.htm ; www.tygerbear.org.za/safety.htm

Applying this to teaching

Draw around the outline of each other's bodies. Use a traffic light colour code to colour in safe touching: green for hands/ feet/ head, orange for places like upper legs and red for 'no go' areas. Practise assertiveness in a role-play situation: expressing wishes and saying 'No' assertively. Talk to children about exceptions like falling ill when it may be necessary for a parent or doctor to examine them. Older children can create safety posters using rules to keep their bodies safe and/ or responding to abusive situations.

Children's responsibilities

A responsibility is something that a person has a duty to do or to think about, and that directly affects that person and/ or others. These change and grow as children get older and more mature. Being a responsible citizen enables people to participate in society happily and comfortably. Those who do not take responsibilities seriously may find themselves isolated, unhappy, unhealthy, less educated and less successful than they might otherwise have been.

Examples of children's responsibilities might include:

- To follow rules
- To try to look after themselves
- To learn as well as they can
- To look after their belongings
- To look after their home and school environment
- To consider and look after the environment
- To treat other people and their belongings with respect
- To help people who are less able.

Applying this to teaching

Teaching children about their roles and responsibilities, using rules and regular discussion about how their actions are positively affecting the well-being of themselves and others, is an important step to them becoming responsible, successful citizens. Likewise, asking (older) children to imagine a world where nobody had responsibilities helps them to understand their role within the 'bigger picture'.

Children can be given special jobs to do around the classroom and during tidy-up time. Older children could create a class rhyme or song with actions. Use positive language and include how taking responsibility for their actions helps everybody to be healthy and happy. This can then be performed in an assembly in order to spread the message to other children in the school.

Responding to emergency situations

House **fires** are often caused by open flames such as paraffin lamps, cooking stoves and fires, candles and discarded matches or cigarettes and overloaded electricity points. Lightning also causes house and veld fires. Prevention includes installing smoke alarms and fire extinguishers, having gas bottles checked regularly for leaks, unplugging and switching off electrical appliances that are not being used, keeping flammable items away from children and never leaving cookers or fires unattended. Make sure you have a fire procedure in your school and that it is practised regularly.

The National Disaster Management Centre publication *Flood Awareness* is a comprehensive guide to floods in South Africa, how to identify flood risk and what to do in the event of a flood. See http://www.ndmc.gov.za/portals/0/docs/publications/Flood_Awareness.pdf

Floods are a recurring feature of life in South Africa. This is usually due to sudden, heavy rain that cannot drain or persistent rain in one area, though they also occur because of storm surges, river or dam blockages or dam wall failure.

The National Disaster Management Centre publication *Drought Awareness* gives information about causes and effects and, risk reduction. See http://www.ndmc.gov.za/portals/0/docs/publications/Drought_Awareness.pdf

Droughts, along with floods, are the most prominent natural disaster affecting South Africa. South Africa is classed as a 'water scarce' country, with most regions relying on summer rainfall for water supplies and growing crops. If rainfall falls below expected levels for successive years, drought occurs. The effects of drought are felt both on a personal level and nationally, as water supplies become scarce and crops for commercial and personal use fail.

The National Disaster Management Centre publication *Thunderstorm Awareness* gives more information about the types and life cycle of a thunderstorm, as well as useful safety tips. See http://www.ndmc.gov.za/portals/0/docs/publications/Thunderstorm_Awareness.pdf

Storms are characterised by thunder, lightning, strong winds, heavy rainfall and sometimes hail. Severe thunderstorms can blow roofs off houses, cause flooding and cause wildfires and house fires from lightning strikes. Meteorologists are able to predict approaching thunderstorms, and physical indicators of thunderstorms include a sudden change in wind direction and temperature, and large, grey cloud formations.

Earthquakes are usually caused by movements in the Earth's *tectonic plates*, which the Earth's crust, or outer layer, is divided up into. Scientists believe that when these plates shift it creates tension and causes the crust to break. When this happens energy is released in the form of 'waves', and these waves are known as earthquakes. The reason South Africa has so few earthquakes is because the country does not sit on any of the major boundaries of the Earth's crust, although human activity (mining) has been known to trigger earthquakes. Linked to this is the risk of **tsunami** caused by earthquakes (or volcanoes) in the oceans. These are large, powerful waves – up to 30 metres – that travel at high speeds and get bigger as they get closer to the shore. Often if a tsunami is approaching, water along the coastline gets sucked out to sea. This is an important warning sign and typically gives people around five minutes to get to safety (higher ground) before the wave hits the shore. In the case of an earthquake, typical advice is to take cover under a desk or table if possible, stay away from windows, loose objects and furniture that might fall, remain indoors until the tremors have stopped and, if outside, lie on the floor in a safe place away from buildings and power lines.

Teaching about disasters

The National Geographic website (www.nationalgeographic.com) has lots of interesting pictures and videos of different weather conditions and natural disasters.

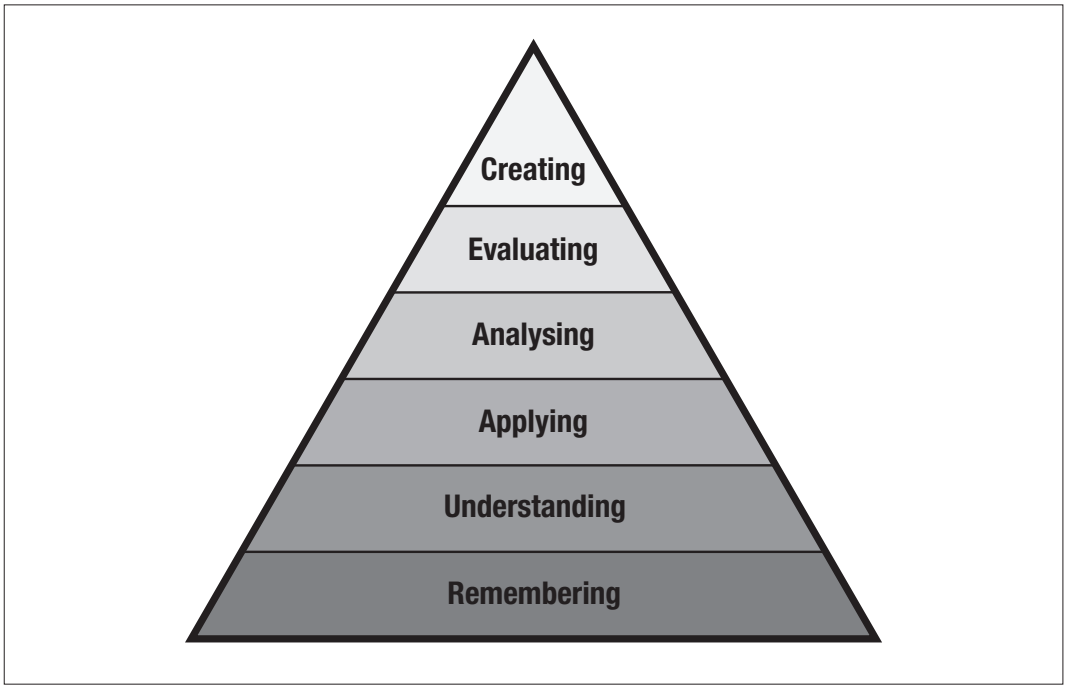
Teaching children about disasters is explicit in Grade 3. Newspaper reports and news clips online (if available) can be used as an entry point for talking about disasters and the way they affect humans and landscapes. Using a real life story makes these situations 'real' for children, and encourages learners to empathise with people in the news report, particularly if the main focus is a child. Use real-life events, newspaper articles and news clips to talk to children about significant events that occur as they happen. This encourages interest in news stories and events that are happening across the country. Teach children to check the weather forecast in a newspaper or online and note any interesting weather patterns. Link knowledge about drought to the importance of water conservation, covered in Unit 2.

Teaching Practice

Personal safety involves children learning about and recognising dangers around them, potentially unsafe people and situations, and how to deal with such instances. Young children do not, however, need to be taught statistics about accidents and deaths on the road, and nor should they learn to be frightened about being home alone or being approached by a stranger. Ultimately it is about making good choices. Learning how to build positive relationships and how to make sensible choices about personal safety at this age should be done through fun, enjoyable and age-appropriate activities. Examples of how you might do this are given below.

> *Millions saw the apple fall, but Newton asked why?*
>
> – Bernard Baruch

This unit lends itself particularly well to developing higher order knowledge, skills and values. The diagram below shows Bloom's Taxonomy (revised 2001), which suggests six types of questioning, from 'lower order' questioning (basic recall of information and facts) at the bottom, to 'higher order' questioning (creating and evaluating) at the top. In this unit children are encouraged to think about qualities and characteristics that are not concrete (that cannot be seen or touched), and to think about possible consequences of actions that are not immediate. Therefore examples of higher order questioning are a key feature of these activities, as are drama and role play situations that require a child to imagine themselves in a particular scenario. See Appendix 9 for some examples of question starters to use for each of the levels below.



Bloom's Revised Taxonomy (2001)

The aim of this section is not to provide a fixed set of activities for you to use in the classroom. Rather, it is intended as an ideas base for you to draw on in your own practice. It is well known that in any one classroom there are a range of preferred learning styles, and that learning is acquired through a variety of ways. For a child to fully understand something they need the opportunity to see, hear, touch, try out, question and reflect on the concepts being taught. For a practitioner, this requires a creative approach to teaching, often using more than one method or approach at a time. The activities suggested here cover a range of teaching methods and are there for you to adapt and change to suit your purpose, depending on the knowledge, skills and understanding being taught.

Key ideas

Incorporating literacy and mathematics

Literacy and numeracy are crucial aspects of a child's education and opportunities for developing these skills must be exploited as often as possible across the curriculum. Some examples of how to incorporate literacy and numeracy into this unit are as follows:

- Use specific vocabulary often in your daily interactions with children. For example, model using key vocabulary in context using sentence structures like, "Well done, it's great to see you sharing nicely/ showing kindness/ listening to your friend"; "Look, Maya is feeling sad because you took her toy"; "I can see that you are feeling excited about home time / play time…" etc.

- Have key vocabulary related to the topic displayed around the classroom. This helps to increase learners' vocabulary whilst also developing phonetic awareness and spelling skills. Pictures of faces representing different feelings and emotions accompanied by the word for naming the feeling are an example of this.

- Use stories as a starting point or illustrative tool as often as possible (see below).

- Use talk to help children understand, analyse and question concepts. Encourage learners to ask questions, describe and act out different scenarios.

- Build in opportunities for writing skills at every opportunity. For younger children this may involve drawing simple pictures for representing their ideas and 'mark making' using squiggles to represent letters, while older children can write simple stories, letters, newspaper articles, posters and leaflets, poems etc. related to the learning, Scaffold children's writing by creating writing frames for them to follow (a Google search of 'writing frames' will give you some good ideas).

- Use mathematical language at given opportunities, for example using ordinal language when teaching about road safety (listing the steps to take when crossing the road as 'first', 'second' and so on); vocabulary such as 'more', 'less', 'same/ equal to', 'taller', 'shorter' when comparing families; etc.

- Incorporate numeracy strands at given opportunities, such as number work (recalling, reading and writing telephone and emergency numbers, including house numbers on a picture of a child's house, counting members of a child's family), sorting and data handling (characteristics of friends and family, safe/ unsafe situations), date and time (celebrating children's birthdays) etc.

Using stories

It is helpful if you have a range of books in the classroom that relate to different aspects of healthy relationships and keeping safe. These can be fiction or non-fiction. A good quality, relevant fiction book might have a character finding themselves in an unsafe situation, experiencing a conflict with a friend or family member, being involved in a situation that brings about a negative emotion (loneliness, fear, anger, etc.) or experiencing an emergency situation. When reading the story, stop at key points and use **questioning** to encourage children to **think critically** about the message/ situation, and to **assess** for understanding. Ask children to **reflect** on what is happening and why, and how the character is feeling. Ask them to identify good and bad **choices** made by characters in the story, and suggest ways to **resolve** problems (see Red Riding Hood teaching activity below). You could also choose any story that has characters with obvious character traits, good or bad, and ask children to reflect on what makes them a good or bad friend, for example. Alternatively, write your own story to read to the children – this way you can tailor your story to your learners' needs and the knowledge and skills that you are teaching.

http://nalibali.org has some lovely stories about friendships that are available in English, Afrikaans, isiZulu, isiXhosa and Sesotho.

See also Appendix 10 for some suggestions of good children's books that are relevant to this teaching unit.

Developing esteem

Develop esteem in children using activities like 'star of the week' and circle time games (see Appendix 11), where children are encouraged to identify positive attributes in others. The star of the week might take home a certificate after being recognised by the teacher or their classmates for doing an activity well or playing nicely with others (note: ensure that every child in the class has a turn at being star of the week if chosen by the teacher; if voted for by their classmates they will need to be trained to choose somebody based on merits rather than friendships). If cameras and printers are available, a photograph of the child doing what they are being commended for (e.g. sharing) helps younger learners understand the reward, while older children can be encouraged to write positive comments about the 'star of the week' around the child's name or picture on a piece of paper that is either displayed in the classroom or given to the child to take home. Similarly, each child could be given a star and asked to write one thing that makes that person a 'star', which they can then take home to keep.

Developing empathy

The ability to empathise with somebody means to understand how another is feeling in a particular situation – to 'put oneself in another's shoes'. For a child to be able to empathise, they first need to understand and recognise certain feelings and emotions. Empathy is a learned skill, and can be developed alongside teaching children about feelings: carefully choose (or write your own) stories that illustrate a character experiencing an emotion that you are working on, and ask children to identify how the character is feeling and what is causing that particular emotion. When a child upsets another child, quietly and gently explain the effects of their behaviour on the other child, signalling obvious responses such as crying, and provide tools for that child to make it better. This encourages empathy and in turn positive relationships with others. Planned activities can also be used to develop empathy. For example, when learning about caring for others or understanding disability, try blindfolding a child and allowing them to (safely) feel their way around the classroom trying to locate hidden items. The teacher can then ask them how it feels to be blind. This is also a relevant activity to show Grade R learners the importance of looking after their eyes (not looking directly at the sun, having regular eye checks, etc.).

Teaching activities

Using art as a stimulus for discussion

ACTIVITY 1

ALL ABOUT ME

Activity outcome/purpose

To encourage learners to identify physical characteristics and personal qualities, and talk positively about themselves to others.

Link to CAPS

- Links to Life Skills: 'Beginning Knowledge and Personal and Social Well-Being' under topics 'Me' (Grades R and 1) and 'Myself and Others' (Grade 2)
- Links to Life Skills: 'Creative Arts' – Create in 2D
- Links to Language under Listening and Speaking Skills, Writing and Handwriting
- Links to Mathematics: Space and Shape

Resources

Mirrors, paper, selected drawing/ painting materials (pencils, crayons, paints, pens), vocabulary relating to skills, talents and qualities displayed on the board.

Higher order questioning ideas

- Did you notice any similarities/ differences between you and your partner?
- Why do you think your partner described you as 'kind'/ 'friendly'etc?

Activity outline

STEP 1: Model drawing your own face on the board. Ask children to suggest rough shapes to use for different parts *(this will encourage them to look closely at the features of the face and develops mathematical skills)* and where to place them *(use positional language to further develop maths skills)*.

STEP 2: When finished, model saying or writing (dependent on grade/ level of children) your skills and qualities – things that make you special – using vocabulary on the board as a prompt. Ask children to make suggestions also.

STEP 3: Provide children with mirrors and ask them to look closely at their faces, then talk to a partner about what they see. Support them to identify features, positions and colours, and similarities and differences between them and their partner.

STEP 4: Provide children with paper and drawing/ painting materials of your choice *(check Creative Arts topics for cross-curricular links)*. Ask them to draw/ paint a portrait of their faces – refer to your modelled example on the board.

STEP 5: Once children have finished their pictures, ask them to share their work with a partner. Instruct each child to tell their partner things they like about themselves, and things they like about their partner *(see 'Differentiation' section below)*.

STEP 6: Use circle time at the end of the activity to allow children to share their pictures and relate their qualities to the class. Use this time to ***assess*** children for their ability to describe themselves, talk about themselves positively and note similarities and differences between them and others. Note that less confident children may not be ready to talk in

front of such a large group. Allow them to pass and talk to them individually after the session.

Differentiation through grades

- Children new to school (in Grades R and 1) may need support to access this activity in a guided, small-group work setting, while whole-class teaching may be more suitable for older children.
- Include literacy skills relevant to your learners' grade and level. In Grade R, pictures representing their ideas, possibly with some attempt at writing letters or squiggles, is adequate, while Grade 3 teachers may need to extend their higher achieving learners by writing several captions in full sentences.

Developing your teaching practice

Develop an activity for the learners in your class that uses drawing or painting as a way into group or class discussion about Personal Safety and Healthy Relationships. Focus on a concept different to the one used in the example above (self and others). Your activity should encourage children to come up with their own ideas and think creatively about the concept, and include examples of higher order questioning to develop their thinking further.

Using drama and role play

Drama and role play have great educational value. They contribute to the development of imagination in children, important for problem solving and creating solutions for futures scenarios. It is active, allowing children to participate in a 'real' situation and practise for the real world. Assuming a different persona encourages empathy for others, and interactions during role play activities enhance interpersonal skills.

ACTIVITY 2

KEEPING MY BODY SAFE

Activity outcome/purpose

To teach learners to recognise and respond appropriately to unwanted interactions with others.

Link to CAPS

- Links to Life Skills: 'Beginning Knowledge and Personal and Social Well-Being' under topics 'My Body' (Grade R), 'Keeping My Body Safe' (Grades 1 and 3) and 'Myself and Others' (Grade 2)
- Link to Life Skills 'Creative Arts' – (Improvise and interpret)
- Link to Home Languages (role play)

Resources

Pictures of children in different situations.

Higher order questioning ideas

- How do you think s/he is feeling? Why?

- What do you think s/he should do in this situation? Why?
- What would you do in this situation?

Activity outline

STEP 1: Find and show pictures of different scenarios (textbooks should provide some examples). Ask questions such as "What do you think is happening in this picture?", "Is it a safe or unsafe situation?", "How do you think s/he is feeling?", "What might the child say?", "What would you do in this situation?"

STEP 2: Divide children into small groups and allocate each group a picture. Ask them to assume the role of a character in the picture and role play the situation.

STEP 3: While children are working, go round and listen to each group's ideas. Encourage them to come up with appropriate responses to the situation they are role playing, and ensure that children are using assertive body language, facial expressions and tone of voice.

STEP 4: Bring the class back together and write some key questions on the board so that the audience members can assess their peers (relate these questions to appropriate responses, body language, tone of voice and facial expression).

STEP 5: Ask each group to perform their role play to the class. Call on the audience to give feedback relating to the questions on the board ('3 stars and a wish' is an effective peer assessment tool whereby audience members suggest three things that the group did well, and suggest one 'wish' that would improve their performance the next time).

STEP 6: Give immediate feedback yourself, highlighting appropriate responses to the scenarios and using leading questions to encourage children to think about alternative/ more appropriate responses.

Differentiation through grades

- A teacher or teacher assistant may need to lead the role play with younger learners or children less familiar with group work.
- Use the language of 'yes and no' feelings for younger children.

Developing your teaching practice

Develop a similar role play activity, this time focusing on 'Rights and Responsibilities'. Consider what questions you might ask in order for learners to empathise with characters in the pictures, and develop appropriate responses. Ensure that you have a range of question types that include higher order thinking skills.

Using real life contexts/environmental learning

The value of using real-life experiences for learning is huge. Children learn best by doing: seeing, sensing and exploring the world around them and making learning ideas 'real' gives them the opportunity to link up ideas from the classroom and the real world, and construct meaningful ideas of their own.

ACTIVITY 3

PLAY IT SAFE

Activity outcome/purpose

To give learners the opportunity to put into practice what they have learned about safe and unsafe places to play, by identifying such places in the real world.

Link to CAPS

- Links to Life Skills: 'Beginning Knowledge and Personal and Social Well-Being' under topics At School and Safety (Grade R), Safety in the Home, Keeping My Body Safe and My Community (Grade 1), Road Safety and People Who Help Us (Grade 2), and Rights and Responsibilities and Public Safety (Grade 3)
- Link to Home Languages (see extension task)
- Link to Mathematics (see extension task)

Resources

Extra adult helpers, fluorescent bibs if available, mobile phone.

Higher order questioning ideas

- What makes this place safe/unsafe?
- What might happen if a child played here?
- Can you suggest a better place to play?
- If you saw another child playing here, what could you say to them?

Activity outline

STEP 1: Before doing this activity, make sure children have a good awareness of safety and behaviour expectations on a school trip, if leaving the school grounds. Plan a route in advance that will generate a good discussion back at school.

STEP 2: Pair up children and assign them an adult. Give each child a florescent bib if your school has them. Walk around your planned route, stopping at various places to allow children to reflect on different environments. Encourage children to talk to their partners about their ideas, and ask children to explain their ideas as fully as they can.

STEP 3: Once back at school, discuss children's ideas as a class. Make a list of safe and unsafe places to play in the area.

EXTENSION TASK 1: Ask children to create an information or safety poster for younger children in the school. Include some safety rules that you have talked about together.

EXTENSION TASK 2: Use data handling objectives from the Maths curriculum to design a sorting activity related to safe and unsafe places to play.

Differentiation through grades

- Plan your route according to your learners' age. Children in Grade R might do a 'walk around' the school grounds in small groups with an adult, while older children might venture further from the school grounds.
- Use an age/ stage appropriate extension task (see above). Older children might also be asked to do some follow-up homework, for example asking them to identify safe and unsafe places to play.

Developing your teaching practice

1) Plan a route for your own teaching environment. Try to include as many examples of safe and unsafe places that you can. Compare with a partner - how does your environment differ to theirs? How will your learners' experiences be different to theirs?
2) Design an extension task for your learners that would consolidate their understanding of the topic, and provide evidence for your own assessments. Choose either a maths or literacy outcome relevant to the grade you teach.
3) Consider your local environment – how could you use real life situations and people to teach your learners about different concepts in this unit? Plan an activity based around your ideas. Include health and safety issues in your plan.

Using circle time/puppets

Circle time is a forum that allows children to raise and resolve issues and discuss feelings in an open, safe and democratic way. It is widely understood to be successful in developing relationships amongst classmates and promoting positive behaviour.

ACTIVITY 4

MANAGING FEELINGS

Activity outcome/purpose

To encourage empathy towards others' feelings; to introduce/ reinforce vocabulary related to feelings and emotions; to encourage problem solving in relationships with others; to promote acceptance and tolerance of others and their interests.

Link to CAPS

Links to Life Skills: 'Beginning Knowledge and Personal and Social Well-Being' under topics In the Classroom (Grade R), Manners and Responsibilities (Grade 1), Myself and Others (Grade 2), and Feelings (Grade 3).

Resources

Puppet (made from a sock).

Higher order questioning ideas

- Why might s/he be feeling scared?
- Can you help him/ her to solve the problem?

Activity outline

See Appendix 11 for ideas.

STEP 1: Arrange children in a circle. Play a warm-up game.

STEP 2: Recap circle time rules (one speaker at a time, the person holding the ball (or similar) has the right to speak, respect for everybody, no criticisms/ put-downs).

STEP 3: Introduce the puppet. Hold it in a way that makes it look sad/ forlorn. Ask the children how they think he is feeling and why he might be feeling this way – choose children to respond by passing them the ball. Have the puppet shake its head slowly after an incorrect suggestion.

STEP 4: Make the puppet 'whisper' in your ear. Tell children he is feeling sad/ upset/ miserable. Invent a reason that reflects either a topic you are working on, or an issue that is currently a problem in your classroom.

STEP 5: Ask children for suggestions about how to deal with the problem. Write a list of ideas for children to refer to. Finish with a game.

FOLLOW-UP ACTIVITY: Ask children to draw a picture showing how to help somebody that is feeling sad. If appropriate, ask them to write sentences to accompany the picture.

Differentiation through grades

- Adapt new vocabulary and scenarios to suit your learners.
- Keep circle time activities short for younger learners.
- Choose an age-appropriate follow-up activity, linked to literacy if possible.

Developing your teaching practice

1) Make your own puppet out of a sock. Give it a name and a personality. Introduce it to your class in your next circle time session so that children start to become familiar with it and see it as a 'friend'.
2) Consider other ways that circle time could be useful in teaching the concepts covered in this unit and develop an activity to address it. Remember to start with a game, and include a recap of the rules (if you have not used circle time in your teaching before you will need to generate these together. For more on circle time see http://www.twinkl.co.uk/. Circle Time rules can be found at http://www.twinkl.co.uk/resource/t-m-512-circle-time-rules-display-posters.

Using stories

ACTIVITY 5

PERSONAL SAFETY/STRANGER DANGER

Activity outcome/purpose

To teach children to identify safe and unsafe choices and situations, and stranger danger.

Link to CAPS

- Links to Life Skills: 'Beginning Knowledge and Personal and Social Well-Being' under topics Safety (Grade R) and Keeping My Body Safe (Grades 1 and 3)
- Link to Home languages: listen and respond to stories and questions, talk about personal experiences, give opinions, identify main ideas, characters and key details in a story; make own books and write stories using pictures and/ or sentences
- Link to mathematical language (vertical, horizontal) and ordinal language

Resources

The story of Little Red Riding Hood (or a similar story to suit your purpose).

Higher order questioning ideas

- Was that a good or bad choice? Why?

- What would you do differently?
- What advice would you give?

Activity outline

STEP 1: Start to read the story of Little Red Riding Hood, stopping at key points in the story to ask children to predict what might happen next.

STEP 2: Refer to Appendix 9 (Blooms Taxonomy Question Starters) to elicit key information from children. Where/ why/ how did the problem occur? What choices did the character make? How would you feel if you were his/her mother? Can you think of a real life situation that is similar to this one? What could she have done differently?

STEP 3: Ask children to suggest different choices that the character could have made and write them on the board. How would these have changed the outcome? Agree on the best alternative choice and choose some children to help you act out the 'new' story.

STEP 4: Show children how to make a story book (see Appendix 12). Have children make their own little books and write a story with an alternative ending, this time showing the character making 'good' safety choices.

STEP 5: Evaluate a selection of the children's stories, comparing them to the original and to each other's ideas. Keep drawing attention to good choices that the characters made and how these help them to keep safe.

Differentiation through grades

Younger children will need to have books made for them, and will require guided support to orientate their own books correctly. Older children can follow ordered, written instructions independently after a teacher demonstration (with support given where required).

Developing your teaching practice

1) Do an Internet search for 'Writing frames red riding hood' and look at some of the ideas given. Create a writing frame for your own learners that gives a different written outcome to the activity above.
2) Design a similar activity that uses a different story for another of the concepts covered in this unit.
3) Look at the storybook ideas listed in Appendix 10 and how these convey an important message to children about personal safety, feelings and emotions or relationships with others. Write your own short story that conveys a different message that you can use in your own teaching.
4) Think about how you could use real-life stories, such as newspaper articles, to teach about disasters such as floods or storms.

Using games

Board games develop crucial maths skills in young children such as number recognition, one-to-one correspondence (moving one space at a time), subitising skills (through use of a dice) and ordering (following a track of numbers accurately). They can be used do teach, reinforce or assess learning, and above all they make learning fun!

Subitising is the ability to recognise small amounts without having to count them each time, for example knowing the dot patterns on a dice instantly without counting them.

ACTIVITY 6

SAFETY IN THE HOME

Activity outcome/purpose

To teach children about making safe choices in the home.

Link to CAPS

- Links to Life Skills: 'Beginning Knowledge and Personal and Social Well-Being' under topics At School, In the Classroom and Safety (Grade R), At School, My Family and Safety in the Home (Grade 1), People Who Help Us (Grade 2) and Rights and Responsibilities (Grade 3)
- Links to literacy: reading skills – and numeracy: using a dice, following a numbered track

Resources

Board game (see below), counters, dice, worksheet (age/ stage dependent).

Preparation

Take a number line, 100 square or simple traditional board game (such as snakes and ladders).

Block out several of the squares in two different colours, red and green for example.

Make up some 'consequence' cards using the colours on the board. Make more cards than there are blocked out squares. If you don't have coloured paper matching the consequence colours, use coloured pens/ pencils to mark a spot on the back of each card.

Write good and bad safety choices on each card. For example, the green consequence cards might state positive choices like 'Well done, you told your parents where you were going to play' while the red cards are bad choices 'Bad choice – you answered the door to a stranger while home alone'.

Add onto the cards a reward/ forfeit. Positive choices might go forward 1, 2 or 3 steps, while bad choices move backwards.

Try to draw and colour some simple, relevant pictures around the board to add interest to the activity. A simple example is attached in the Appendix 13.

Activity outline

STEP 1: Introduce the game to learners and read the instructions.

STEP 2: Allow the learners to play this game independently or guided by an adult, depending on age, familiarity with this kind of game and purpose – you may want to supervise a group for assessment purposes.

STEP 3: Learners can play this game in pairs or small groups (up to 4 people).
STEP 4: Talk to children during or after the activity. Ask them what examples of good choices there were and what examples of bad choices they encountered. Ask children to suggest alternatives to the bad choices, and/ or more good choices that could be added into the game.

Differentiation through grades

A similar board game can be done with younger children using pictures instead of sentences to read. Draw simple pictures of children making good choices on green cards and bad choices on red cards, and write +1/ -1 etc underneath so children can read their

consequence easily. Use this activity for a guided group session so you can talk to children as they play about what the pictures show and why they are good/ bad choices. This can be used as part of your planned assessment in this unit.

Developing your teaching practice

- Choose a theme covered in this unit. Design and make a board game that your learners can play that will teach them about that theme. Be sure to include examples of higher order thinking that require children to analyse and evaluate ideas or situations.
- Keep a board game template handy for photocopying to create new games.

Assessment Practice

So, how will you know the extent to which your learners have understood Healthy Living? In the final section of Unit 3 some assessment ideas are provided. These are largely informal and based on ongoing observations, as stipulated in the CAPS, but also include some written task ideas that can be used as evidence of progress and shown to parents during the reporting phase or passed to the child's next teacher. The assessments can help you to determine the overall score that the learner has achieved at the end of each school year. However, equally importantly they should also be used to inform the child's 'next steps' and in turn your own teaching, to ensure a continuous, progressive cycle of planning, teaching and assessment.

Observation records take different forms. You may have a class folder with every child on a separate sheet (folders are often better than bound books in these cases because you can add in pages when one is full). Keep a stack of Post-It notes handy to make notes on when you observe a child demonstrating achievement or progress in one of the areas. Alternatively each child may have their own book or folder that you can stick observation notes into (include the date on each observation to show progression). There is scope in both of these examples for including copies or evidence of children's work, too. For records of whether or not children have achieved set learning intentions, you may have a class list with the week's learning objectives written along the top which you can tick or date when achieved, or a code to say whether the child has fully, partially or not achieved the target (see below). This will help inform your planning for the next stage, set appropriate individual targets for the children and inform report writing and parent consultations.

NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	States personal details	Describes self positively	Names family members	Describes likes and dislikes about home	Compares home to another place
Sibonise	/	/	///	///	///
Pamela	///	///	///	//	/
Michael	///	//	///	///	//

Code: / = not achieved // = partially achieved /// = fully achieved

Your code may be different – some teachers use smiley, straight and sad faces for example – but keep in mind that children are inquisitive! It may upset a child if s/he sees sad faces drawn next to their name.

Assessing knowledge of curriculum content

The ideas in the section below are intended to assess both factual recall of knowledge and higher order understanding of concepts. While it is important for children to remember facts (safety when crossing the road, safe and unsafe places to play, qualities of a good friend, etc.), it is just as important to assess for *deeper* knowledge, understanding and values, though this often seems more difficult. Below are some ways that this can be achieved.

Knowledge to be assessed includes:

- Identifying qualities and attributes of self and others;
- Understanding and demonstrating positive values (positive interactions with others and good manners);
- Identifying and dealing with feelings and emotions constructively;
- Distinguishing between safe and unsafe situations and people; and
- Responding appropriately to unsafe situations.

Assessing factual recall

These assessments focus on what learners can remember. Examples include

- Steps to take when crossing the road
- Identifying hazard signs
- Emergency phone numbers
- Identifying trusted adults
- Describing self, home, school and community
- 5 Golden Rules for the classroom/keeping safe

The following are ideas for factual recall assessment activities, both observed and as a written task:

- When on school trips, observe learners' understanding of road safety rules in context. Ask children to help you cross the road safely by giving you numbered steps to follow. Alternatively, create a role play situation outside.

- Use emotions faces on a washing line, giving each children a personalised peg to clip onto the appropriate emotion. Ask individual children to explain how they are feeling (to see if they relate vocabulary to the appropriate picture), or ask how many children are feeling a certain emotion today and watch to see which face they choose to count the pegs on. You can also use simple pictograms within a maths activity that include pictures of three or four different emotions and ask children to respond to questions such as "How many children are feeling upset today?" This type of activity serves as a written record of assessment.

- Ask children to write down steps to follow in case of an emergency in a numbered list (a flood or a fire, for example). Less able writers could draw pictures in ordered boxes.

- Use spontaneous situations such as another teacher coming to the classroom to ask children how they respond to visitors (make sure children know the difference between visitors to the home or school, and strangers on the street). Ideally, children should be welcoming and respectful, but not over-friendly.

- Give learners a wordsearch with key vocabulary hidden inside. As children find each word, ask them to define it/ use it in a sentence/ give an example (real life or made up) / draw a picture of it.

- Ask children to write a short list of their rights in one column, and an equal number of their responsibilities in another.

- Give children a picture of a situation (a busy kitchen, a roadside etc.) Ask children to find and circle examples of hazards in a picture. This idea can be used for any environment, from safety in the kitchen to water or road safety. If you can't find a suitable one in a textbook, try looking in newspapers or doing an internet search. Older children could be asked to explain their choices.

Assessing higher order learning/ understanding

These assessments require children to **apply** learning to their own experience, **analyse** cause and effect, **evaluate** decisions and situations and **create** meaning or responses**.** The teaching activities within this unit with written outcomes can be used as evidence of higher order thinking skills, and responses to key questions in the activities can be documented and included as part of ongoing observations. Further ideas are given below.

- Expand on the example given above by asking children to write a short sentence (or tell you if they are younger learners) about the hazards in the picture, for example explaining why it is a hazard, or suggesting ways to make the situation safe again. They could even draw their own simple picture of a safe environment and explain why it is safer than the original.

- Give children a large piece of paper with an assessment question written in the middle, "A good friend is…", for example. Ask them to brainstorm all the qualities they can think of. Follow up with questions asking them to explain their ideas ('Why?' or 'What does that look like?').

- Give children a list of incorrect sentences about the knowledge and skills that you have been teaching, for example 'If a stranger offers you a lift in their car, it is polite to say yes'. Ask children to rewrite the sentences correctly. Use a 'forgetful puppet' with younger children who gives them incorrect information, and ask them to correct his ideas verbally. Noting individuals' responses on the board with their names printed next to their ideas will encourage more children to respond.

- Ask children to write a diary entry as an assumed character. For example, you might read a story about a child who experienced a drought and ask them to write an entry as that child. This not only assesses their understanding of disasters such as droughts, but also assesses their ability to empathise with somebody else.

- Use the '3 stars and a wish' peer assessment format to assess the audience's responses to other children's ideas. Asking a child to explain how well another group responded to a task gives a good idea about that child's understanding of the task, too.

Conclusion

This unit has explored how developing positive self-esteem and healthy relationships with others contributes to a healthy lifestyle. Linked to this, personal safety in terms of safe and unsafe environments, trusted adults, making good choices and responding to emergency situations was examined. Subject knowledge was expanded upon to give educators advanced knowledge of what they are teaching in line with, and extending, what must be taught under the CAPS curriculum. Teaching ideas and activities have been provided as exemplars for educators to use and adapt. Similarly, ways in which the knowledge and understanding covered in this unit can be assessed have been profiled, to include both factual recall of knowledge and deeper understanding and assimilation of knowledge.

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Appendices

Appendix 1

Masilwe ungcoliseko

(Water Pollution story – Xhosa)

Kwingingqi yakwaSonti kwakukho umzi wakwaDidiza owawunamawele angamantombazana. Amagama ala mawele yayinguNontsomi noNtsomikazi. Babeneengqondo ezikrelekrele nezikhawulezayo. Babengabokugqibela kokwabo besiza emva kwamakhwenkwe amabini. Iititshala zawo la mawele zazizingca ngabo ngenxa yale ngqondo iphaphileyo.

Ezantsi komzi wakowabo kwakukho umlambo. Lo mlambo wawusoloko umdaka. Le nto yobu bumdaka yayidalwa yinto yokuba abantu babelahla inkunkuma, ukutya okubolileyo, iibhotile nabo bonke ubuchofu-chofu obumdaka kuwo. Kwakuqhelekile ukubona abantu behlamba ngeentelezi zabo kwakulo mlambo.

Amawele kwakukudala eyibukele le nto. Yaba ngathi ngoku ithatha olunye unyawo. Kwasekunzima nokuqubha oku xa kushushu. Amanzi ayemdaka kangangokuba kwakunzima ukuhlamba nkqu impahla ngawo, andithethi kona ukusela nokupheka. Kuyatheleleleka ukuba nendalo ehlala emanzini enjengoononkala, amasele, iintlanzi nezinye zasezafa ngenxa yobumdaka bamanzi alo mlambo.

“Uyayibona na le ngxaki yala manzi alo mlambo, Nontsomi?” wabuza uNtsomikazi, ngenye imini ebukruquka. “Ewe, iyandikhandikhathaza le nto. Sithini?” Wabuza uNontsomi. “Le ngxaki yenziwa ngabantu. Mna ndicinga ukuba masibize intlanganiso ukuze kuqaliswe ukucocwa umlambo sibe nomlambo onika impilo.

“Unyanisile, elinye icebo endilicingayo lelokuba senze umbhalo omkhulu siwubeke phaya ngasemlanjeni, sinqande abantu ekulahleni inkunkuma. Mawube nje…… Waphendula ngelicebisayo uNontsomi. Kwa-oko bafuna amaqweqwe babhala. Tyhini! lasebenza msinya iqhinga labo. Kungoku bayakwazi ukuqubha emlanjeni.

NQANDA UNGCOLISEKO LWAMANZI! MUSA UKULAHLA APHA INKUNKUMA!

Bakhawuleza babiza oontanga kwimizi yonke yelali. Zange ibe ngumsebenzi onzima lo kuba yayingenkulu kuyaphi ilali yabo. Balusabela ubizo phantse bonke abantwana balo ngingqi. Bakuba beqokelelene emva kweencoko ezingephi, uNtsomikazi waphakama wathetha:

“Besifanele ukuba siyazidla ngalo mlambo udlula kule lali yethu. Lithamsanqa lobom kuthi loo nto. Asikwazi kwenjenjalo kuba sithi singekafiki kuwo sibuliswe livumba. Asisakwazi nokuhlamba iimpahla, andithethi ngokusela nokupheka ngamanzi alo mlambo. Asisakwazi nokuqubha kuwo. Sicinga ukuba into yoniwa ngumntu iphinde ilungiswe kwangumntu. Ndisaphosa kuni!”

UGqagqanisa wakhwaza into eyothusa wonke umntu esithi: “Masibhinq’ omfutshane kwathina, yilali yethu le, sazalelwa apha kwaye akukho apho siyayo!”“Tyhini! Kukho neziqhwala apha? Ziza kuyichola njani inkunkuma? ”Waphoxisa uTapile. Baqubuda iintloko abanye ziintloni. “Bekubizwe wonke umntu nje!” Wafane wamthethelela uXolani ephelile

ziintloni. Waphendula uNontsomi ngelithi,“Wonke umntwana walapha eSonti unelungelo lokuba lapha kule ntlanganiso, nonjani nonjani. Ukuba akakwazi kuyichola inkunkuma ikhona enye into aza kukwazi ukuyenza. Zininzi izinto zokwenziwa.” Shwaca, akaphinde athethe.

“Mxelele Nontsomi, mxelele,” waqokela watsho uSimthembile.“Akukho sizathu salubandlululo nalucalulo apha. Ibalulekile le nto siyibizelwe ngamawele apha. Masimanyane silungise ingxaki yongcoliseko lomlambo qha!” Watsho uFezile. Kwaxoxwa kwaxoxwa kwagqitywa ekubeni wonke umntu aye kucoca umlambo. Zaxhonywa iipowusta ezithintela olunye ungcoliseko

World Vision

TiPPY TAPS

WHAT DO YOU DO?

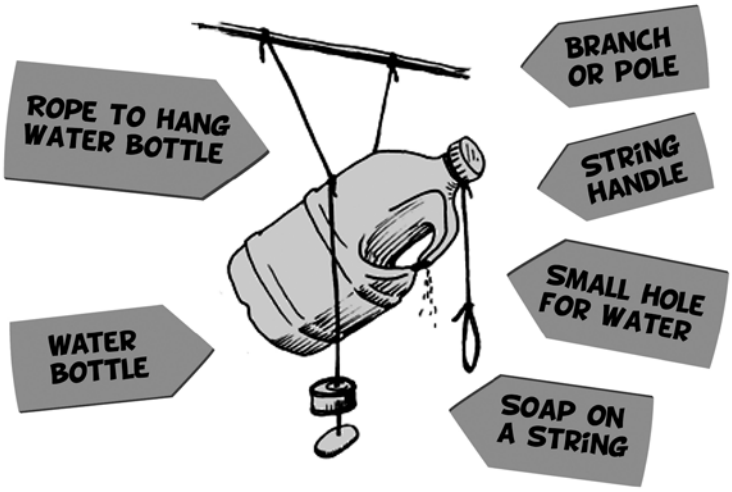
Sometimes when you're camping or in the bush, there's nowhere to wash your hands. What do you do?

Some Worldbuddies face this problem every day because they don't have water pipes or taps in their homes. Here's one solution!

Maganga washes his hands using a tippy tap.

TiPPY TAPS

A tippy tap is a simple way to wash your hands even if you don't have a tap. There are different designs, and you can use whatever materials you can find. All of them have a water bottle that is hanging from something. You tip the bottle using a rope handle or a foot control so you don't touch the handle with dirty hands. When the bottle tips, water sprinkles out of a small hole in the side. Then you wet the soap and wash your hands. It's so easy. The best thing is that you only need a small amount of water – just 40 ml is enough.



MAKE YOUR OWN TiPPY TAP

Watch the video clip and talk about what makes a tippy tap hygienic.
www.youtube.com/watch?v=P-Lk-GJtTbM

Visit the tippy tap web pages for more information.
www.tippytap.org/the-tippy-tap/

Use the instructions to make a tippy tap or design your own.
There are different kinds of tippy taps. These instructions are from: www.connectinternational.nl

worldbuddies

Appendix 3

Christopher Crocodile and his bad tooth

A story for children aged 3–7
by Ann Johnson (http://www.my-kids-corner.com/christophercroc.html)

Christopher Crocodile was a mean old bully. He thought that all the children at school were afraid of him. What he didn't know, was that the other children wouldn't play with him because his breath was really smelly.

Now, on this particular day, Christopher Crocodile saw Piggy Peter walk through the school gates. Piggy Peter actually was scared of Christopher Crocodile. All Piggy Peter noticed was a mouth full of sharp teeth, not the foul smell of Christopher Crocodile's breath.

As soon as Piggy Peter got through the school gates, Christopher Crocodile walked over to him.

"Where's your sweets then?" he asked in a menacing tone.

Piggy Peters knees began to knock as he replied, "I haven't got any sweets…honest." He cried.

"What do you mean, you ain't got no sweets?"

Christopher Crocodile saw the head teacher, Mrs Panther walking over to them, so he mumbled under his breath, "I'll get you later." And he walked off to the other side of the playground.

He loved it when all the children scattered in different directions as he walked up to them.

Christopher Crocodile put his hand into his pocket and pulled out some chewy sweets. As he put the third one onto his mouth, a pain shot through his tooth. He winced, but carried on eating his sweets. He just rubbed his mouth and thought it would get better on its own. His mummy had told him that he would have to visit the dentist if he had any more pain. Christopher Crocodile didn't like the dentist, so he made sure he didn't tell his mummy that his tooth was still hurting.

The previous day, his tooth had stopped hurting, but now, it was really beginning to ache. It was so bad that he actually started crying.

Hillary Hippo, saw him crying and told the head teacher, Mrs Panther.

In her posh voice Mrs Panther asked, "Oh dear, Christopher Crocodile. What ever is the problem?"

Christopher Crocodile was in too much pain to lie about it, so he told her about the pain in his tooth.

Before long, his mummy arrived at school. "Oh Christopher, why didn't you tell me your tooth was hurting so much?"

"Mummy, I don't want to go to the dentist. I'm really scared."

His mummy looked at him and said quietly, “But Christopher, if you had always brushed you teeth you wouldn’t have any pain with them. Now you don’t have a choice, you will have to go to the dentist.”

Christopher Crocodile cried all the way to his mummy’s car and didn’t stop crying as they walked into the dentist’s room.

Christopher Crocodile’s mummy smiled at the dentist and said, “Can you have a look at his bad tooth. I think it might need a filling.”

The dentist said, “Of course. Now Christopher, just sit back and relax.”

Christopher Crocodile was so nervous, he wouldn’t let go of his mummy’s hand. He lay back on the big chair as the dentist shone a bright light onto his mouth.

As the dentist looked into Christopher Crocodile’s mouth, he said, “Oh yes, you do need a filling. I’ll do it right now.”

Christopher Crocodile started to cry again, and held onto his mummy’s hand. Two minutes later the dentist had finished and started to move the chair back to its upright position.

“There! All done.” The dentist said.

Christopher Crocodile looked at his mummy and said, “But that didn’t hurt!”

His mummy looked at him and smiled. “I know, that’s what I was trying to tell you.”

The dentist turned to Christopher and said, “Now, in future, make sure you brush your teeth every day and night, and you won’t have to have another filling.”

The dentist then passed a sticker to him for being brave.

And you know what?

From that day on Christopher Crocodile always brushed his teeth and was never afraid of visiting the dentist again.

THE END

Appendix 4

Tooth Care Worksheet

Draw a picture of the tooth before and after it has been in the fizzy drink.	
Before	**After**
Write a sentence to explain ***what*** happened to the tooth.	
Write a sentence to explain ***why*** you think this happened.	
Write a sentence to tell others ***how*** to look after their teeth.	

Appendix 5

Dental Care Songs

Brush, Brush, Brush Your Teeth

(Tune: *Row, Row, Row Your Boat*)

Brush, brush, brush your teeth.
At least two times a day.
Cleaning, cleaning, cleaning, cleaning,
Fighting tooth decay.
Floss, floss, floss your teeth.
Every single day.
Gently, gently, gently,gently,
Whisking plaque away.
Rinse, rinse, rinse your teeth
Every single day.
Swishing, swishing, swishing, swishing,
Fighting tooth decay.

Brush Your Teeth

(Tune: *Jingle Bells*)

Brush your teeth,
Brush your teeth,
Give your teeth a treat.
Brush up and down and all around,
To keep them clean and neat!
Brush them once,
Brush them twice,
Brush three times a day.
Brush up and down and all around,
Keep cavities away!

Got My Toothpaste

(Tune: *Twinkle, Twinkle, Little Star*)

Got my toothpaste, got my brush,
I won't hurry, I won't rush.
Making sure my teeth are clean,
Front and back and in between.
When I brush for quite a while,
I will have a happy smile!

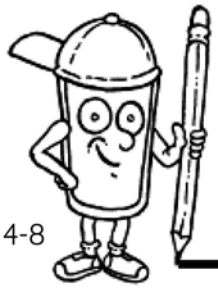
– From http://www.childcarelounge.com/general-themes/dental-tooth.php

Appendix 6

School Litter Survey

LITTER I FOUND	WHERE I FOUND IT

Appendix 7



4-8

Water Filtration

BACKGROUND:

Water in lakes, rivers, and swamps often contains impurities that make it look and smell bad. The water may also contain bacteria and other microbiological organisms that can cause disease. Consequently, water from most surface sources must be "cleaned" before it can be consumed by people. Water treatment plants typically clean water by taking it through the following processes: (1) **aeration**; (2) **coagulation**; (3) **sedimentation**; (4) **filtration**; and (5) **disinfection**. Demonstration projects for the first four processes are included below.

✍ OBJECTIVE:

To demonstrate the procedures that municipal water plants may use to purify water for drinking.

MATERIALS NEEDED:

- ✔ **5 Liters of "swamp water"** (or add 2 1/2 cups of dirt or mud to 5 liters of water)
- ✔ **1 Two liter plastic soft drink bottle** with its cap (or cork that fits tightly into the neck)
- ✔ **2 Two liter plastic soft drink bottles**, one with its bottom cut off and one with the top cut off
- ✔ **1 large beaker (2 cups) or measuring bowl** that will hold the inverted two liter bottle or you can use another two liter plastic soft drink bottle with its top cut off so the other bottle will fit inside of it.
- ✔ **2 tablespoons of alum** (potassium aluminum sulfate available in the spice isle at grocery stores)
- ✔ **1 1/2 cups fine sand** (white play sand or beach sand)
- ✔ **1 1/2 cups coarse sand** (multi-purpose sand)
- ✔ **1 cup small pebbles** (washed, natural color aquarium rocks work best)
- ✔ **1 coffee filter**
- ✔ **1 rubber band**
- ✔ **1 tablespoon** (for the alum)
- ✔ **1 large spoon** (for stirring)
- ✔ **A clock** with a second hand or a stopwatch

PROCEDURE:

1. Pour your "Swamp Water" into the two liter bottle with a cap. Have students describe the appearance and smell of the water.

2. **Aeration** the first step in the treatment process, adds air to water. It allows gases trapped in the water to escape and adds oxygen to the water. Place the cap on the bottle and vigorously shake the bottle for 30 seconds. Continue the aeration process by pouring the water into another bottle or the beaker, then pouring the water back and forth between them about 10 times. Once aerated, gases have escaped (bubbles should be gone). Pour your aerated water into your bottle with its top cut off.

3. **Coagulation** is the process by which dirt and other suspended solid particles to chemically "stick together" into floc (clumps of alum and sediment) so they can easily be removed from water. Add two tablespoons of alum to the aerated water. Slowly stir the mixture for 5 minutes. You will see particles in the water clinging together to make larger clumps. This makes it harder for them to get through a filter at the plant.

4. **Sedimentation** is the process that occurs when gravity pulls the particles of floc to the bottom of the cylinder. Allow the water to stand undisturbed in the cylinder. Observe the water at 5 minute intervals for a total of 20 minutes. Write down what you see - what is the appearance of the water now? At a treatment plant, there are settling beds that collect floc that floats to the bottom, allowing the clear water to be drained from the top of the bed and continue through the process.

5. Construct a filter from the bottle with its bottom cut off as follows (see illustration below):

   a. Attach the coffee filter to the outside neck of the bottle with a rubber band.
   Turn the bottle upside down placing it in a beaker or cut-off bottom of a two liter bottle. Pour a layer of pebbles into the bottle - the filter will prevent the pebbles from falling out of the neck.

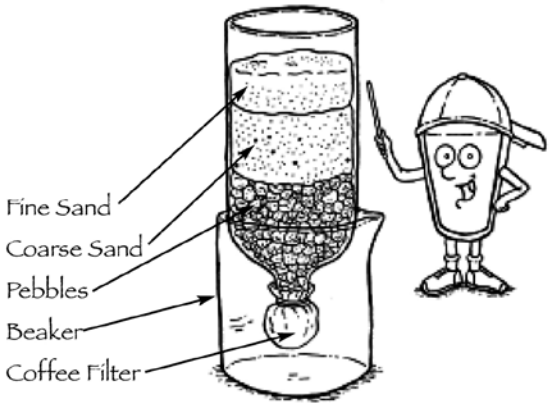
   b. Pour the coarse sand on top of the pebbles.

   c. Pour the fine sand on top of the coarse sand.

   d. Clean the filter by slowly and carefully pouring through 3 L (or more) of clean tap water.
   Try not to disturb the top layer of sand as you pour the water.

6. **Filtration** through a sand and pebble filter removes most of the impurities remaining in water after coagulation and sedimentation have taken place. After a large amount of sediment have settled on the bottom of the bottle of swamp water, carefully - without disturbing the sediment - pour the top two-thirds of the swamp water through the filter. Collect the filtered water in the beaker. Pour the remaining (one-third bottle) of swamp water back into the collection container. Compare the treated and untreated water. Ask students whether treatment has changed the appearance and smell of the water.

Advise students that the final step at the treatment plant is to add disinfectants to the water to purify it and kill any organisms that may be harmful. Because the disinfectants are caustic and must be handled carefully, it is not presented in this experiment. The water that was just filtered is therefore unfit to drink and can cause adverse effects. It is not safe to drink!



Office of Water (4606M) • EPA 816-F-04-021 • 06/2004 • www.epa.gov/safewater

Who should protect our children?

The Governement of South Africa has the best interests of the child at heart. This is evident in the child protection mechanisms such as domestic legislation and international instruments that the country has ratified as a commitment to the protection of children's rights. These mechanisms include:

- The Children's Act 38 of 2005 (as amended). This is the primary law aimed at giving effect to children's constitutional rights, including access to social services
- The Sexual Offences Act 32 of 2007
- The Child Justice Act
- The Convention on the Rights of the Child, 1989
- The African Charter on the Rights and Welfare of the Child, 1999

Child protection is everybody's responsibility. We want a South Africa fit for children. Children should be free from abuse, neglect and exploitation! Children's rights are human rights. Let's stand up for our rights! Children, empower yourselves - know your rights and exercise them responsibly!

If your rights as a child are being violated or if you want to help someone report abuse, neglect and exploitation, then contact us at one of the following SAHRC offices.

PROTECT OUR CHILDREN, REPORT ABUSE
CHILD LINE HELP LINE
0800 055 555

For further information, visit www.sahrc.org.za, or send e-mail: info@sahrc.org.za or contact any of the SAHRC offices:

Head Office/Gauteng
Forum 3, Braampark Office Park, 33 Hoofd Street
BRAAMFONTEIN
☎ (011) 403 0684 • Fax: (011) 877 3600

Eastern Cape
84-88 Oxford Street, Oxford House, EAST LONDON
☎ (041) 582 4094 • Fax: (041) 582 2204

Free State
50 East Burger Street, 1st Floor TAB building, BLOEMFONTEIN
☎ (051) 447 1133 • Fax: (051) 447 1128

Gauteng
Floor 2, Forum 3, Braampark Office Park
33 Hoofd Street, BRAAMFONTEIN
☎ (011) 877 3750 • Fax: (011) 403 0668

KwaZulu-Natal
First Floor, 136 Victoria Embankment, DURBAN
☎ (031) 304 7323/4/5 • Fax: (031) 304 7323

Limpopo
1st Floor, Office 102, Library Garden Square, Corner of
Schoeman and Grobler Streets, POLOKWANE
☎ (015) 291 3500 • Fax: (015) 291 3505

Mpumalanga
4th Floor Carltex Building, 32 Bell Street, Nelspruit
PO Box 6574, NELSPRUIT
☎ (013) 752 8292 • Fax: (013) 752 6890

North West
170 Klopper Street, RUSTENBURG
☎ (014) 592 0694 • Fax: (014) 594 1089

Northern Cape
45 Mark and Scott Road, Ancorley Building, UPINGTON
☎ (054) 332 3993/4 • Fax: (054) 332 7750

Western Cape
7th Floor, ABSA Building, 132 Adderley Street, CAPE TOWN
☎ (021) 426 2277 • Fax: (021) 426 2875

south african human rights commission

Transforming society
Securing rights
Restoring dignity

Children have rights too

BUT rights should be exercised RESPONSIBLY

What are Children's Rights?

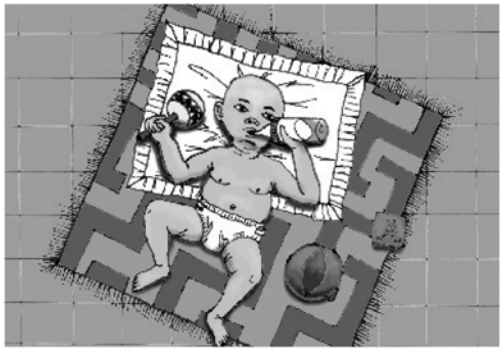
Children's rights are those rights found in Section 28 in the Bill of Rights in the Constitution of South Africa and they form the basis for the best interest of the child in all matters affecting children. These rights aim to protect ALL children up to the age 18 years from harm, abuse, neglect and exploitation and they include the right to:

- a name and nationality from birth;
- family care or parental care, or to appropriate alternative care when removed from the family environment;
- basic nutrition, shelter, basic health care services and social services;
- protection from maltreatment, neglect, abuse or degradation;
- protection from exploitative labour practices which are inappropriate for a person of that child's age or place at risk the child's well – being, education, physical or mental health or spiritual, moral or social development;
- protection against detention except as a measure of last resort and for the shortest appropriate period of time, separately from detained persons over the age of 18 years; and to be afforded legal representation at state expense.

Children, empower yourselves - Know your rights and accept your responsibilities!

Chapter 2 of our Constitution contains the Bill of Rights which applies to everyone. Some of these rights which apply to children should be exercised responsibly by everyone including children themselves. These rights are:

- A right to family care, love and protection and the responsibility to show love, respect and caring to others, especially the elderly.
- A right to a clean environment and the responsibility to take care of their environment by cleaning the space they live in.
- A right to food and the responsibility not to be wasteful.
- A right to good quality education and the responsibility to learn and respect their teachers and peers.
- A right to quality medical care and the responsibility to take care of themselves and protect themselves from irresponsible exposure to diseases such as HIV/Aids.
- A right to protection from exploitation and neglect and the responsibility to report abuse and exploitation.



Children have a right to dignity and bodily integrity

Many children are neglected, abused, hurt, insulted and exploited. Anyone who denies you your rights is breaking the law.

Our Constitution states that all people have a right to dignity. This means that no one may abuse, exploit or hurt you, either physically or mentally.

Children, let no one deny you your rights! If you or someone you know suffers any form of abuse, get help. Our Constitution protects you.

The South African Human Rights Commission (SAHRC) is equipped to help you. There are other individuals and service providers who can help such as:

- Child Line, Toll free 0800 055 555
- A responsible adult such as your parent, neighbour, teacher or priest
- A social worker
- The South African Police Services (SAPS)
- A medical practitioner such as a doctor or nurse

Appendix 9

Bloom's Taxonomy Question Starters

Remembering

(find, name, describe, tell)

- Who did…?
- When did…?
- What did…?
- True or false: …?

Understanding

(explain, predict, discuss, relate)

- Give me an example of…
- Tell me in your own words…
- Describe what…
- What is the main idea…?

Applying

(apply, show, complete, examine)

- Would you have done the same?
- Have you ever felt like that/ had a similar experience?
- Can you think of another time when…?
- What would you change if…?

Analysing

(sort, differentiate, examine, categorise)

- What caused (this) to happen?
- What was the problem with…?
- What other ways could…?
- How is this similar to…?

Evaluating

(decide, choose, recommend, decide)

- How would you feel if…?
- What do you think about…?
- Can you think of a better way to (solve the problem)?
- Was that a good or bad choice? Why?

Creating

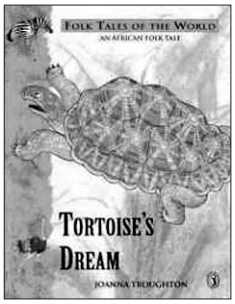
(imagine, design, plan, create)

- Create/design a…?
- How would you…?
- What would have happened if…?
- What would it be like to…?

Appendix 10

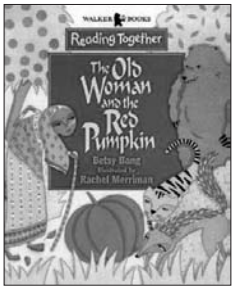
Useful Stories for Teaching Personal Safety and Healthy Relationships

The following are picture book stories that have a message about friendships, relationships, and keeping safe. They are nicely illustrated which will engage young learners, and use simple language (English). All are available on Amazon.com. Alternatively, particularly if English is not your learners' first language, use these book ideas to write your own story with a message, or use a traditional folk tale with a moral to the story.



Tortoise's Dream
(African folk tale)

Folk tales usually have a moral or message that can be used for teaching children important moral messages. The African folk tale 'Tortoise's Dream' is about staying on the right path and not looking back.

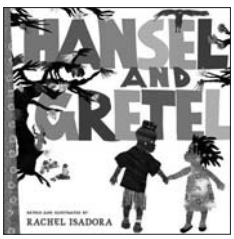


The Old Woman and the Red Pumpkin
(Bengali traditional tale)

The old woman in this story encounters danger on her way home, and cleverly escapes being eaten using quick thinking and wit.

Little Red Riding Hood
(European traditional tale)

A fairy tale about a little girl who goes into the woods alone and encounters a wolf. Red Riding Hood ignores her mother's advice to stay on the path and not to talk to strangers.



Hansel and Gretel
(European traditional tale)

Themes in this fairy tale include family relationships (weak father, abusive step mother, loving children), bad choices (made by the father), sensible choices (made by the children) and safety (not getting lost). Also touches upon poverty and famine as a cause of their problem.

Rama and Sita

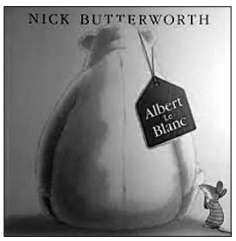
(Hindu story of Divali)

Use cultural or religious stories to illustrate messages, feelings, personality traits or safety rules. One such example is the Hindu story of Divali, Rama and Sita. Children will be able to identify very clear 'good' and 'bad' characters and choices and explore values such as truth and loyalty.

Beegu

(Alexis Deacon)

An alien called Beegu crashes into Earth by accident. Beegu is very different to the Earthlings she meets. Some humans are kind to her and some are unkind. Lovely use of body language to show emotions.



Albert le Blanc

(Nick Butterworth)

Albert is the newest toy in the toy shop. He looks very sad so the other toys try hard to cheer him up.

Appendix 11

Circle Time – Warm-up and End Games

1. Fruit bowl: to mix children up

Each child is given the name of a fruit, when their fruit is called they change seats.

2. Clapping

Going round the circle one clap continues the direction, 2 changes the direction back.

3. Keys

One child stands in the middle of the circle blindfolded. The other children pass something noisy around the circle. When the child in the middle thinks they know where the keys are they shout 'stop!' and point in that direction.

4. Shopping

'I went to the shops and bought…' each child remembers the previous items and adds one of their own.

5. Birthdays

Call a month of the year, children whose birthdays are in that month, run around the circle back to their original chair.

6. Words

Start with a word and 2 claps in between, the next child must say a word associated to the start, e.g. tree, clap, clap, leaf, clap, clap, caterpillar…

7. Squeeze

Hold hands around the circle, and pass a gentle squeeze from hand to hand.

8. Smile

A smile is passed around the circle.

9. I know your name

Take turns to call someone's name and swap seats, continue until everyone has been called.

10. Dracula

A child is Dracula, they say a victim's name and start to walk towards them, the victim must say another name to change the victim, and Dracula changes direction towards the new victim, if a victim is caught, they become Dracula.

11. 99

A child leaves the room while someone is nominated. When the child enters the room they stand in the middle of the circle, the nominated child says '99', trying to disguise their voice. The first child tries to guess who spoke.

12. Chinese mimes

All stand facing the back of the person in front, with eyes closed. The leader taps the

person in front on the shoulder, when they turn around mime an action. The mime is passed around the circle to see if it changes much.

13. Follow the leader

The leader begins miming and action; clapping, etc. the others in the circle must copy. Change leader after 2 or 3 actions.

14. Introductions

Introduce yourself and the person sitting next to you. Continue around the circle.

15. What am I?

Choose a positive adjective to describe yourself, go around the circle in turn.

16. Who are we?

One child says their name and points to another child, who stands up and repeats until all are standing.

17. Colours

If I were a colour, I would be … because…

18. Listening

All close eyes, listen for 2 minutes, then go around the circle to say what sounds were heard.

19. Instruments

If I were an instrument, I would be… because…

20. Storm

Leader starts by wiggling fingers for the rain, this passes around the circle until everyone is wiggling their fingers. The leader then changes the action to other aspects of the storm, e.g. wind – arms waving, thunder – slap knees. End with the sun - mime a circle.

21. Changes

Someone goes outside, 2 people in the circle swap places, and the outsider tries to guess who has moved.

22. A sticky situation

One person in middle calls out ‘Help, help! Others reply ‘What’s the matter?’ The first person makes up a situation: e.g. stuck up a ladder, chased by killer bees. Others reply ‘Who do you want to help?’ first person makes up random criteria: e.g. tallest, kindest, best at tables. Others nominate person to help, they swap places with one in middle. All good at different things, we can all help each other.

23. Feelings

Child takes a feelings card and an action card, e.g. eating dinner – excited. Child acts in appropriate manner, others guess. Children could make up on feelings and actions.

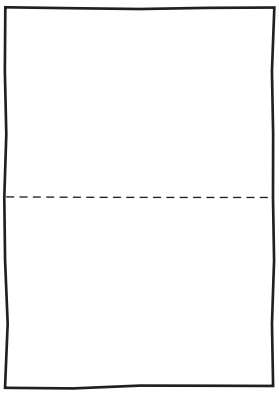
24. Hello, how are you?

One child crosses the circle to shake hands and ask a question, then returns to their place. The questioned child then crosses the circle and repeats.

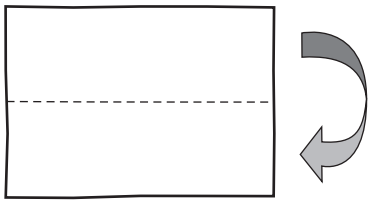
– Ideas taken from http://www.primaryresources.co.uk/

Appendix 12

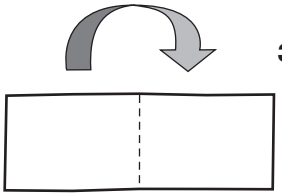
Make Your Own Storybook



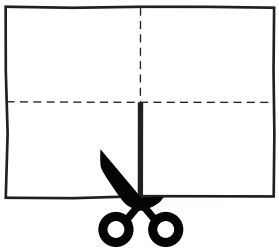
1. Take a piece of paper and fold it in half widthways.



2. Fold it in half again.

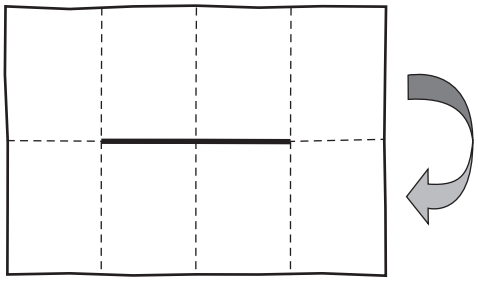


3. Now fold it in the other direction.

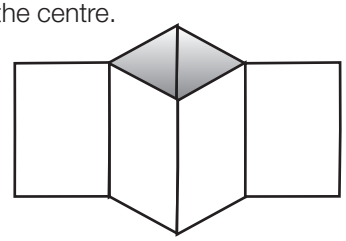


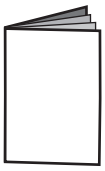
4. Unfold the paper so it is half its original size. Keep the folded edge at the bottom. Cut from the fold to the centre.

5. Unfold the paper all the way so it looks like this, then fold it in half lengthways.



6. Push the two sides in so that you have a square hole in the centre.





7. Continue to push the two sides together until they meet in the middle. You should now be able to see the pages of the book. Fold along the creases and get writing!

Appendix 13

Safety at Home Game

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

DESIRABLE CONSEQUENCE CARDS HERE

UNDESIRABLE CONSEQUENCE CARDS HERE

fundisa for change

A partnership programme for environmental learning and teacher education