

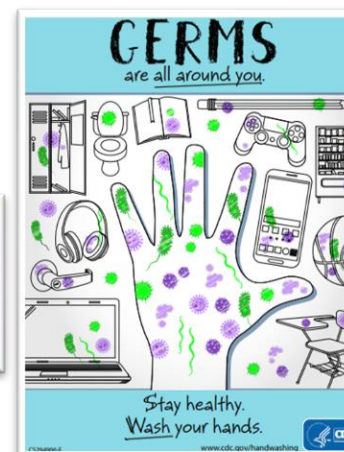
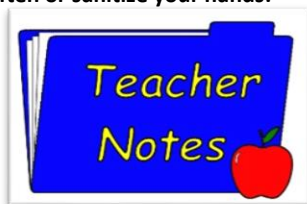
Mini Monday Pep Talk

For the teacher



HEALTH CHECKS

- Health checks need to take place every morning.
- The teacher is responsible for the learners emotional and social well-being.
 - Run a quick head to toes check of each child.
 - Children answer questions about any health problems, for example, they show plasters over any cuts and bruises.
 - Ask them what happened/what caused the injury.
- Keep a health record of any signs of illness/injury observed or medication given.
- Daily hygiene routines are to be strictly followed.
- Supervise snack and lunchtime.
- Wash hands with soap and water often or sanitize your hands.
- Toilet routine- Washing of hands.



ESTABLISHING TOILET ROUTINES

- All the learners will be introduced to the toilet routine at the same time.
- The children will hold on to each other's shoulders and will be an imaginary train puffing to the station.
- They will be chanting the sounds that the train makes as they move along.
- At the toilet awareness on first using the toilet, then washing hands, closing the tap and then dry your hands, etc will be developed in this session.



Toilet training basics



Dress your child in clothes that are easy to take off, like pants, shorts or skirts with elastic waistbands.



Watch for signs that your child needs to do a wee or poo, like wriggling or holding hands between their legs. Gently remind your child to use the toilet.



HINTS

Routine activities to continue daily- Learners need STRUCTURE & ROUTINE

- Season and Weather is discussed daily.
- **The Importance of having a Calendar**
 - Calendars help young children learn the basics of the days, weeks and months of the year.
 - Teachers can use the calendar to teach numeracy, vocabulary (month, year, weekend), sequencing (yesterday, today, tomorrow) and patterning (Monday, Tuesday, Wednesday)
 - The morning circle is also a time to look at the calendar.
 - Let learners find the day on the calendar. Teachers makes a cross through that date.
- **The calendar provides great numeracy learning opportunities. Ask learners to:**
 - Look at the date (the numeral) and read it.
 - Count the days that are crossed off.
 - Count and say how many days have passed in the month.
 - Count the open days.
 - Count and say how many days are left in the month.
 - Count how many days to the weekend. (Resource: Grade R Teachers Guide)
- Birthday chart
- Celebrations
- Toilet routine- Washing of hands (sing happy birthday twice) (Refer to the Toilet Routine in Week 1)
- Help learners to cultivate compassion, increase resilience while building a safe environment and caring for others.



TEACHERS TO ENSURE THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXT

MORNING CIRCLE / DISCUSSION RING



- During the Discussion Ring “Beginning Knowledge” is also taught as part of Language skills.
- While the approach is informal, it focuses on getting the children to know the basics in Home Language, Stories, Poetry/Rhymes, etc suitable to the Life Skills theme for the week.
- Try to have real objects, models or pictures to talk about (toys, clothing, household goods, animals, plants, rocks, etc).
- The teacher should be descriptive and make links to objects or situations that are familiar to the learner.
- Encourage pupils to discover things for themselves by questioning and using their senses (i.e. taste, sound, feel, smell, etc).
- The teacher must ask questions which encourage them to think and talk (i.e. what does it look like; what does it feel like; does it make a sound; can you taste or lick it? What colour is it? Does it smell? – if so what does it smell like?!!)
- The topics chosen for this section should be taken under the Life Skills “Beginning Knowledge and Personal and Social Wellbeing”.
- Information for this section can be found in the CAPS: Life Skills, Home Language and Mathematics documents.
(Resource: Training Manual: Assessment & Life Skills Curriculum Assessment Policy Statements GRADE R –3)



THEME:
TRANSPORT

UTILISATION OF DBE WORKBOOK IS ESSENTIAL



THEME:
JOBS PEOPLE DO

NELSON MANDELA DISTRICT

In the classroom

Books

LIFE SKILLS

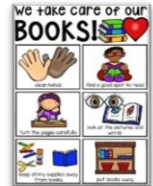
The content and concepts of Beginning Knowledge is integrated throughout the Grade R-day in all Subject areas

Discussion

- ✓✗ Where I keep my things in the classroom
- ✓✗ Classroom rules
- ✓✗ Working together in the classroom
- ✓✗ How to show my feelings in the classroom
- ✓✗ How to express what I feel



- ✓✗ Why we need books.
- ✓✗ Looking after books
- ✓✗ Using books for information
- ✓✗ Stories I like.
- ✓✗ Where I can find books



Creative Arts

In the classroom and Books

- ✓✗ Informal use of art elements shape and colour in drawing and painting in response to weeks' topic (Finger painting)
- ✓✗ Work in different sizes to increase awareness of detail
- ✓✗ Interpreting body parts in drawing and painting
- ✓✗ Craft skills and techniques: Cutting (own scissors)
- ✓✗ Craft skills and techniques: Pasting & Tearing
- ✓✗ Use play dough to model freely: Shaping, Twisting, Rolling



Books

- ✓✗ Simple print making techniques using found objects such as bottle tops, stones, etc. (OWN materials)

Performing Arts

In the classroom and Books

- ✓✗ Body awareness. Exploring space and direction such as large, small, high, low, far, near
- ✓✗ Indigenous songs, rhythmic games, and rhymes – Using different dynamics (loud, soft, strong, gentle) with clapping and stamping
- ✓✗ Listening skills; reacting to signals, cues, stories, rhymes and song, such as ("freeze!", "up!", "down!")
- ✓✗ Interpretation of indigenous & other songs using dynamics-soft/loud
- ✓✗ Creating and imitating sound effects in stories, such as bees (buzz) etc



Books

- ✓✗ Warming up using everyday activities: such as cleaning my shoes", making my bed
- ✓✗ Music, voice and movement; focusing on dynamics, such as loud and soft, strong and gentle
- ✓✗ Locomotor movements such as skipping and hopping on the spot
- ✓✗ Dramatizing; Make believe situations, fantasy, and own life experiences. Individually or in small groups
- ✓✗ Directions, levels (high/medium/low) Shapes explored through creative movement and stories
- ✓✗ Dramatization, using an existing indigenous story, poem, nursery rhymes or song as stimulus
- ✓✗ Use of objects or props creatively in movement, dramatic play and music.

In the classroom

Books

In the classroom and Books

- ✓✗ Walking backwards and forwards
- ✓✗ Using music or body percussion, identify body parts and move rhythmically as instructions are given, i.e., touch your toes, etc.
- ✓✗ Body parts: using OWN bean bags and learners copy the teacher as to where to place the bean bag i.e., on the spot place the bean bag on the head, place the bean bag on the knees(L/R) while balancing on 1 leg' place the bean bag on the shoulder (L/R) while walking, etc. (lanes, on the spot)
- ✓✗ Body parts-running, falling face down, lying on the ground...rolling onto their backs and on their side's L/R
- ✓✗ Throw bean bags/ paper balls into containers.



In the classroom

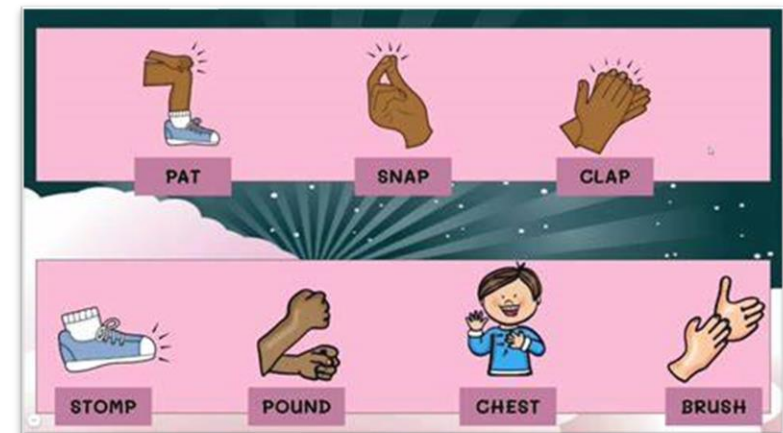
- ✓✗ Throwing and catching OWN bean bags (newspaper ball)
- ✓✗ Balancing: Walking on a line
- ✓✗ Balancing: on low level objects
- ✓✗ Moving sideways L/R at table
- ✓✗ Catching OWN newspaper ball



Books

- ✓✗ Body parts: sings songs and rhymes while learning the body parts, i.e., head shoulders, neck, chest, etc.
- ✓✗ Walking/ running faster and slower. On the spot/ outside lanes

Body Percussion



HOME LANGUAGE

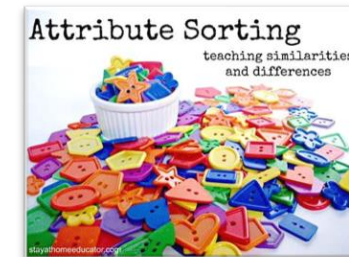
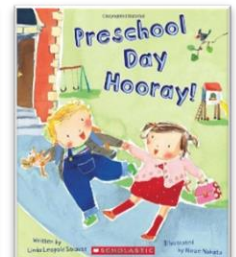
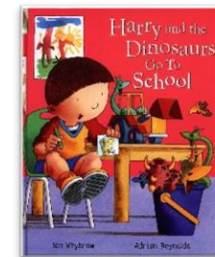
LISTENING AND SPEAKING

In the classroom

Books

In the classroom and Books

- ✓✗ Listens attentively to simple questions and announcements and responds appropriately.
- ✓✗ Listens to simple instructions and acts on them.
- ✓✗ Listens to and repeats rhythmic patterns e.g., clap, clap-clap, clap, and copies correctly
- ✓✗ Listens without interrupting.
- ✓✗ Listens to short stories with enjoyment and joins in choruses at the appropriate time.
- ✓✗ Sings simple songs and does the actions (with help), e.g., 'This is the way I wash my hands, wash my hands, wash my hands...
- ✓✗ Recites simple rhymes and does actions (with help)
- ✓✗ Talks about pictures in posters, theme charts, books etc. related to a minimum of five themes per term.
- ✓✗ Tells stories and retells other children's stories in own words
- ✓✗ Develops language to develop concepts colour, shape, age, time and sequence
- ✓✗ Identifies and describes similarities and differences
- ✓✗ Matches things that go together and compares things that are different.
- ✓✗ Classifies familiar items such as puts all toys in box, books on shelves, crayons in tins, sorts according to colour etc
- ✓✗ Identifies part from the whole such as names and points to parts of the body
- ✓✗ Ask questions
- ✓✗ Solves and completes at least five or more jig-saw puzzles
- ✓✗ Recognises and points out common objects in pictures
- ✓✗ Arranges a set of 3 picture to form a story and a logical sequence of events when verbalised and relates the story created
- ✓✗ Remembers what the eyes have seen in a memory game.
- ✓✗ Completes a puzzle or picture.



Books

- ✓✗ Listens to and recalls in order simple word sequences such as big, beg, bag. Start with three words, build up to four or more so that the memory of what the ears have heard is developed
- ✓✗ Plays games such as 'Where is it?' Find an object hidden in a classroom among other items

HOME LANGUAGE

HANDWRITING AND WRITING

In the classroom

Books

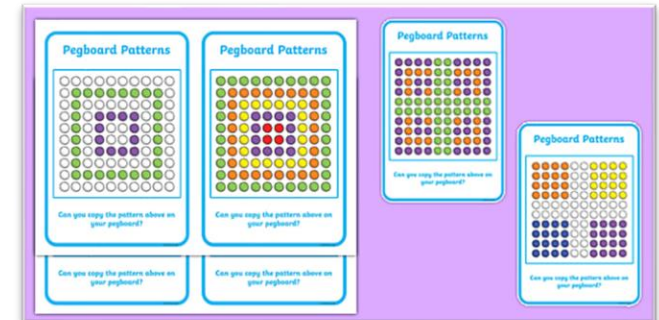
In the classroom and Books

Emergent Handwriting:

- ✓✗ Develops fine-motor skills for strengthening hands: rolls plasticine models with play dough, screws, nuts and bolts, plays the piano in the air, etc.
- ✓✗ Develops fine-motor control to strengthen fingers: plays finger rhymes with finger actions or rolls small paper balls between fingers, etc.
- ✓✗ Develops fine motor control: Uses scissors to cut fringes on paper mats, etc.
- ✓✗ Develops eye-hand coordination: Plays catch with bean bags, balls and draws with crayons or paints during outdoor play, etc.
- ✓✗ Develops directionality: Moves parts of the body to the left or right, up or down, etc.
- ✓✗ Crosses the midline: Takes the right hand across the midline to touch the left shoulder, etc
- ✓✗ Traces simple outlines of pictures and patterns
- ✓✗ Copies patterns onto pegboard
- ✓✗ Using a range of writing tools: paint brushes, wax crayons, etc during free indoor play or creative arts activities
- ✓✗ "Writes" in sand tray (in the air, on the floor)

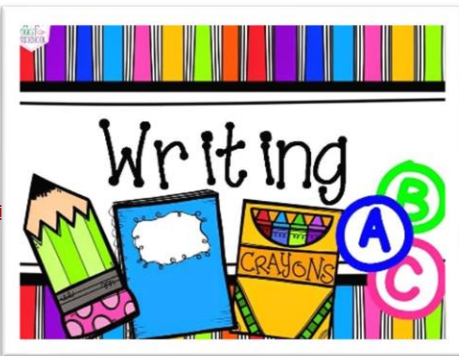
Emergent Writing:

- ✓✗ Draws pictures to convey messages during creative art activities such as about a personal experience.
- ✓✗ Copies known letters in own name to represent writing: copies own name.
- ✓✗ "Writes" from left to right and top to bottom
- ✓✗ Contributes ideas for a class news book by means of drawings
- ✓✗ Identifies name in print.



Handwriting:

- ✓✗ Forms letters in various ways using the whole body: by using own body to make the letter "I"



HOME LANGUAGE

READING AND PHONICS

In the classroom

Books

In the classroom and Books

Emergent Reading Skills

- ✓✗ Develops correct eye movement such as following a swinging ball moved from left to right
- ✓✗ Participates in directionality activities such as moving the body left to right and top to bottom.
- ✓✗ Uses sequencing skills to order 3 pictures and relate the story created
- ✓✗ Uses memory skills to recall items seen such as letters, shapes or concrete objects
- ✓✗ Completes a visual picture such as building puzzles, completing pictures.
- ✓✗ Holds the book the right way up and turns pages correctly.
- ✓✗ Uses picture to predict what the story is about: 'reads' pictures and captions showing an understanding that pictures and words are related but different
- ✓✗ Pretends to read and adopts a 'reading voice'
- ✓✗ Recognises own name and names of at least 5 other children in the class

Begins to make meaning of written text

- ✓✗ Understands that print communicates meaning: a word can represent one's own name.
- ✓✗ Understands that written text words refer to spoken words
- ✓✗ 'Reads' high frequency words: own name, common brand names - SPAR, COKE, and tv programme titles

Shared Reading

- ✓✗ 'Reads' enlarged texts such as poems, big books and posters as a whole class with the teacher
- ✓✗ Discusses and describes characters in stories
- ✓✗ Draws pictures capturing the main idea of stories, songs or rhymes
- ✓✗ Sequence pictures in a story
- ✓✗ Responds to stories through movement and drama activities or rings

Independent Reading

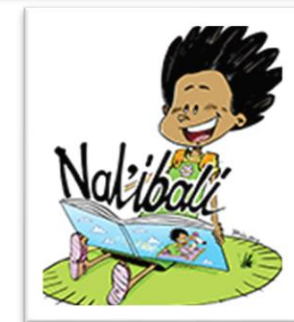
- ✓✗ 'Reads' books independently for pleasure in the classroom reading corner

Phonological/Phonemic Awareness

- ✓✗ Distinguishes aurally between different sounds especially at the beginning of own name
- ✓✗ Identifies whether two given sounds are the same or different: /p/p(same):/p/d/(different)

Relates sounds to letters and words

- ✓✗ Begins to recognise that words are made up of sounds: gives the beginning sound of own name



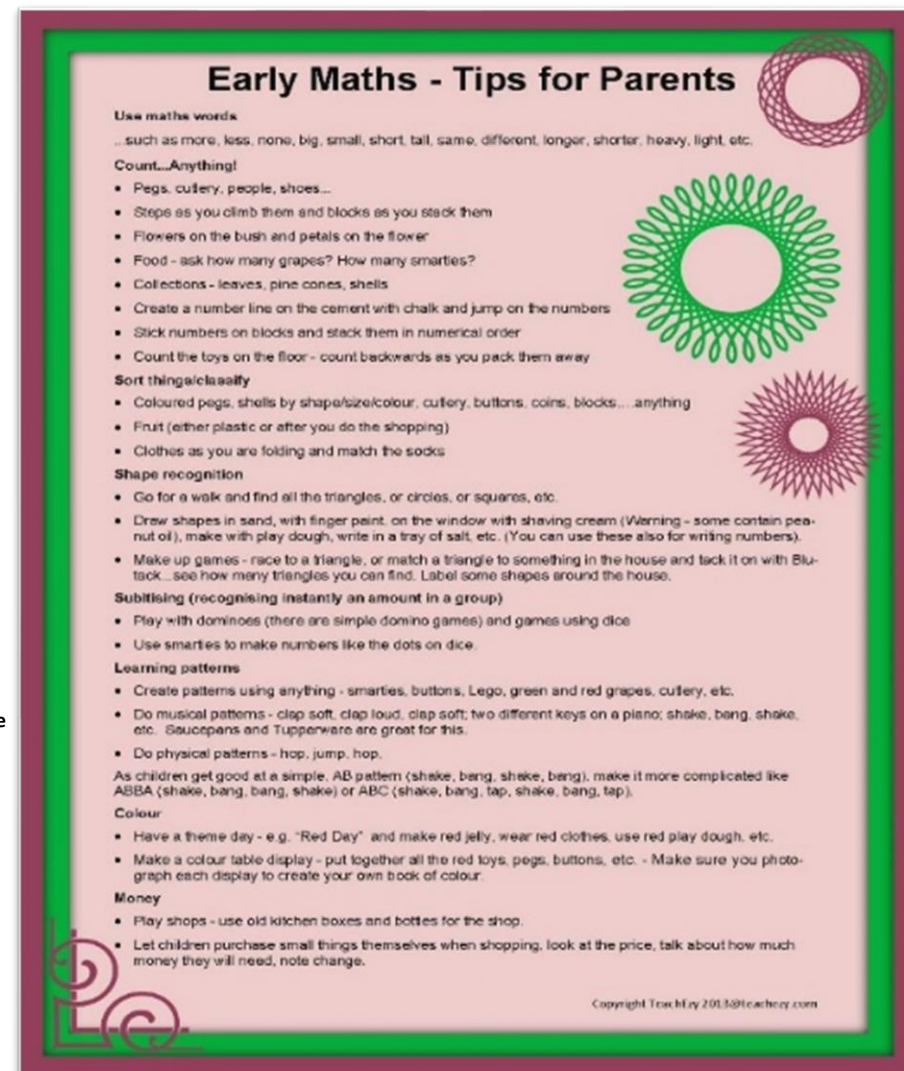
Books

Phonological/Phonemic Awareness

- ✓✗ Can identify that oral sentence are made up of individual words: clap each word in a sentence where all words only have one syllable (Ben is good)

Counting

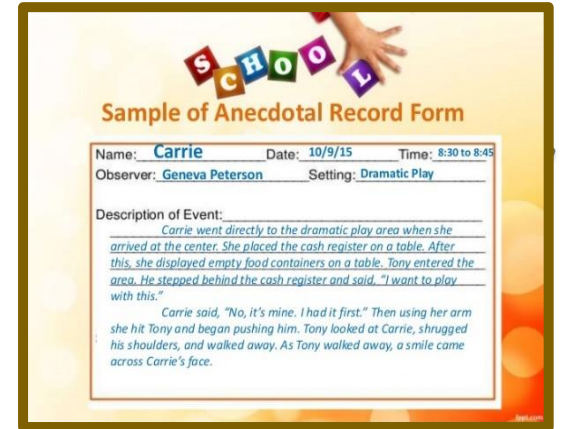
- **Counting objects 1-5**
✓ Count in ones using: - Concrete apparatus, Body parts, clapping hands, stamping feet, Climbing steps.
✓ Rote counting: number rhymes and songs ([Make use of the MathsUp Application Resources](#))
- **Counting forward and counting backward 1-5**
✓ Incidental counting using number rhymes/songs/counters/body parts and percussion.
✓ Counting in ones.
- **Number symbols and number names**
✓ Recognise and identify: - number symbols- 1 and number name: one
- **Describe, compare, and order numbers.** Recognizes numbers in familiar context e.g.:
✓ Learner should know her/his age
✓ Identify numbers in pictures and dot cards
✓ Play number card games
- **Describe, compare, and order numbers**
✓ Compares which of two given collections of objects are: - Biggest and smallest
✓ Orders more than two given collections of objects: - Biggest to smallest and Smallest to biggest and equals
- **Problem solving techniques**
✓ Uses the following techniques: - concrete apparatus e.g., counters
- **Geometric patterns**
✓ Identify patterns in clothes, objects and in their environment
✓ Copy and complete patterns
- **Describe position of 3-D objects**
✓ Introduce the position of two or more objects in relation to the learner: - In and out; Up and down
✓ Next to and between
- **3-D objects and 2-D shapes**
✓ Recognise, identifies and name 3-D objects and 2-D shapes in the classroom according to: Objects that **roll** and that **slide**
✓ **Primary colours:** red, blue, yellow, green **Shapes:** (Triangles, circles, rectangles, square)
✓ Sorts according to **similarities and differences:** - size - colour - shape
- **Geometric shapes** Introduce – circle, triangle and square
- **Symmetry**
✓ Identify body parts (Under counting): Reinforce the awareness that one's body has 2 sides: the one side and the other side, leading to —left and right
✓ Using Rhymes and Songs
✓ during Creative Art ✓ Above to be done during physical development
- **Time**
✓ Introduces both concepts of – morning, afternoon and tonight
✓ day/night and dark/light
- **Length**
✓ Introduces concept of: - Tall, taller, tallest and long and short
✓ Height chart with hands/feet
- **Collect and Sort physical objects:** Collects physical objects of a similar kind e.g. Leaves, shapes
✓ Sort physical objects according to size, shape, gender.
- **Data presentation**
✓ Learners count number of boys and girls in a group, blocks, shapes
✓ Complete a graph (CAPS p98)



CONTINUES ASSESSMENT (INFORMAL)

OBSERVATION IN GRADE R

- Assessment in Grade R mainly takes place through OBSERVATION by the educator.
- In Grade R, learners' progress is observed and monitored during regular and daily learning activities, through observations, discussions, question-and-answer sessions and practical activities that the learner does independently, or in a pairs or groups.
- During the lesson you should walk around in the classroom, speak to the learners, and watch their behaviour and how they
- Focus on a small group of learners or individual learners.
- Important information about your learners' progress can be gathered by listening to and watching them as they work and play.
- The educator can observe how the learners do their tasks, what they are struggling with and how they work together.
- These observations can be written down as a record of the learners' progress.
- Observation notes are written in your notebook or can be recorded on a record sheet
- PLANNING FOR It is advisable to put these observations in a book or file for safe keeping.
- These valuable observations are also used to make the necessary adjustments and changes to the learning activities to help individual children in your class.



SCHOOL

Sample of Anecdotal Record Form

Name: Carrie Date: 10/9/15 Time: 8:30 to 8:45
 Observer: Geneva Peterson Setting: Dramatic Play

Description of Event:

Carrie went directly to the dramatic play area when she arrived at the center. She placed the cash register on a table. After this, she displayed empty food containers on a table. Tony entered the area. He stepped behind the cash register and said, "I want to play with this."

Carrie said, "No, it's mine. I had it first." Then using her arm she hit Tony and began pushing him. Tony looked at Carrie, shrugged his shoulders, and walked away. As Tony walked away, a smile came across Carrie's face.

HOW DO WE ASSESS IN GRADE R?

- It is impossible for the Grade R educator to assess all the learners every day.
- You should divide the class into five groups. If there are 25 learners there will be five groups of 5.
If there are 40 learners, there will be 5 groups of 8 learners.
- There should be mixed ability groups.
- Choose a few assessment activities on which you will concentrate until the whole class has been assessed (e.g. one or more from each of Language, Mathematics and Life Skills).
- Choose different ways to do the activities and give time to practice before you do the assessment.
- Decide how you are going to assess the learners, whether it is through observation, conversation (discussions, questions) practical activities such as drawings.
- For each activity decide which group you are going to watch/observe.
- As you observe the learners, write down on the recording sheets. Use a pencil.
- Concentrate on the next group of learners on the following day.
- After a week all the learners have been assessed.
- Those learners that still find the activity difficult should be given another chance..

☒	I can
☐	I am almost there
☒	I need help



Class list with activities		Listens without interrupting, taking turns to speak	Tells stories and retells the stories of other children in own words	Sings songs, recites rhymes and performs actions with the whole class	Recites poems and rhymes and adds to the rhymes	Participates in discussions and asks questions	Understands to develop concepts in all subject areas such as quantity, direction, time, sequence, colour, age differences	Identifies and describes similarities and differences	Looks carefully at pictures and talks about common experiences
Names:									
1	Amanda Els	✓	●	✓	x	x	✓	✓	x
2	Bennie Ferreira	✓	✓	✓	✓	✓	✓	✓	x
3	Carin Koekemoer	✓	✓	✓	✓	✓	✓	✓	●
4	Doen Schoeman	✓	✓	✓	✓	✓	✓	✓	●
5	Eric Naude	✓	✓	✓	✓	✓	✓	✓	●
6	Freddie Gouws	✓	✓	✓	x	✓	✓	✓	●
7	Gawie Potgieter	✓	✓	✓	x	✓	x	✓	✓
8	Hendriet Ackerman	x	✓	✓	x	✓	x	✓	✓
9	Isak Sauls	x	✓	x	x	✓	x	✓	✓
10	Josina Meyer	x	✓	✓	✓	✓	✓	✓	✓
11	Johan Koen	✓	✓	✓	✓	✓	✓	✓	✓
12	Klaas Voster	✓	✓	✓	✓	✓	✓	✓	✓
13	Liam Nel	✓	✓	✓	✓	✓	✓	✓	✓

ELECTRONIC RESOURCES AVAILABLE



It is important for teachers to make use of electronic resources.

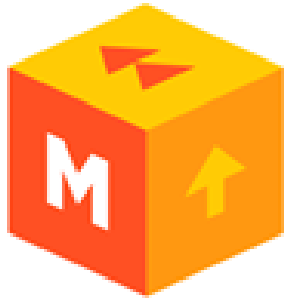
As teachers we need to upskill ourselves daily on making use of virtual platforms to enrich our teaching and learning.

Teaching is a lifelong learning process!!

Let us make learning fun!!!

Remember to make use of the Mathsup Application Resource. Stories, rhymes and activities can be downloaded and shared during lesson presentations.

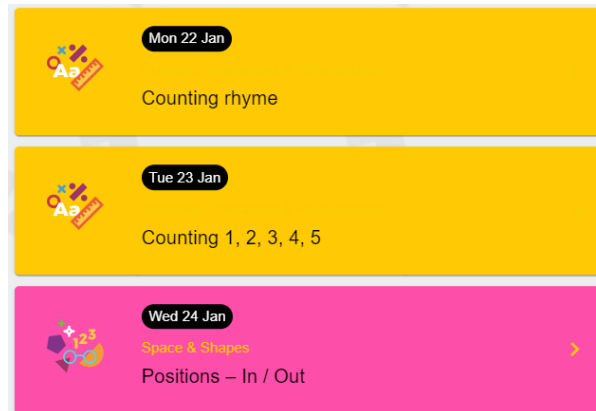
MathsUp@Home



isiXhosa: <https://bit.ly/2ADpz6A>

English: <https://bit.ly/37CCMSi>

Afrikaans: <https://bit.ly/3ebA6V2>



SIX BRICKS

Introduce the Six Bricks Surprise Box/What's in the Box?



SURPRISE BOX

- Each teacher to create their own Surprise Box.
- This box is to remind you to use the Six Bricks every day.
- Create a surprise activity in the box every day.
- The learners will delight in noticing the changes and anticipating the games.
- This will sharpen their observation skills and working memory.

BE REMINDED THAT THE SURPRISE BOX IS A "LIVING POSTER"

Home page
Grade R

TERM 1 - Week 3

Language

Listening and Speaking:

- Names and points to parts of the body.

Handwriting:

- Develops eye-hand coordination by placing, e.g. catching and throwing.

My Body

- Build a cube with your Six Bricks.
- Balance the cube on your head; on your shoulder; on the back of one hand; on your foot.
- Where else on your body can you balance the cube?
- Hold the cube behind your back/in front of you while you twist it forwards and backwards; at your side; between your knees.
- What other tricks can your body do with the cube?
- Throw the cube up into the air and catch it again. Can you do it 5 times?

Home page
Grade R

TERM 1 - Week 3

Mathematics

Numbers, operations, and Relationships:

Counts objects: estimate and count to. At least 10 objects reliably.

Measurement:

Compare and order the length, height, or width of two or more objects by placing them next to each other.

Measurement

- Learners have some fun looking for objects in the classroom that they can measure. e.g. Chairs, tables, books, a friend's arm, etc.
- Learners use their bricks to see how long their book.
- Estimate, then measure the height of their chair and table.
- Learners then count how many items are tall and how many are short.

- Teachers are reminded to utilise the activity booklet they received during the training.
- You need to indicate on your lesson plan where you have done the Six Bricks activity.
- Ensure that you have an effective storage method for the bricks in your class.
- Bricks need to be easily accessible for the learners

Home page
Grade R

TERM 1 - Week 4

Mathematics

Space and Shape (Geometry):

- Symmetry: Recognise symmetry in own body.
- 3-D Objects:
- Recognise and name 3-D objects: box shape
- Use 3-D objects to construct

My Body

- Build a cube with your Six Bricks.
- Hold the cube next to your right ear/next to your left ear.
- Hold the cube on your right knee/on your left knee.
- Hold your cube on your right foot/on your left foot.
- Balance the cube on your right/left shoulder.
- Break the cube up into loose bricks.
- Build the shape that you see on page 14 of DBE Workbook.

Home page
Grade R

TERM 1 - Week 4

Language

Listening and speaking:

Learners participate in discussions and ask questions.

Listens and responds to simple questions.

In the classroom

- Learners talk about what makes them happy, sad, curious, tired, surprised, etc.
- The teacher asks the learners "show me a happy/sad/tired/surprised face."
- Learners decide which colour brick to assign to different emotions like happy/sad/excited/tired/surprised.
- Learners will choose a colour brick that represents how they are feeling e.g. yellow-happy.
- Each learner to talk about how they are feeling in relation to bricks chosen.

THINK EQUAL

- ♣ There are many schools who have attended the THINK EQUAL training and have received the 24 story books, the Lesson Plans and the resource booklet.
- ♣ All teachers need to indicate on their lesson plans where the 3 lesson per week have been integrated.
- ♣ Schools that are not as yet part of the programme will be trained in 2024.

Remember there are 3 lessons of 30 minutes per week

THE WEATHER INSIDE ME! – SHERYL WEBSTER

LESSON 1 / WEEK 3

OBJECTIVES

By the end of the WEEK, children should be able to:

- Express their understanding of the Mood Meter
- Give examples of how emotions in our bodies can feel like different types of weather
- Understand that feelings come and go like the weather

RESOURCES

- Book – The Weather Inside Me!
- Large paper and marker

VOCABULARY

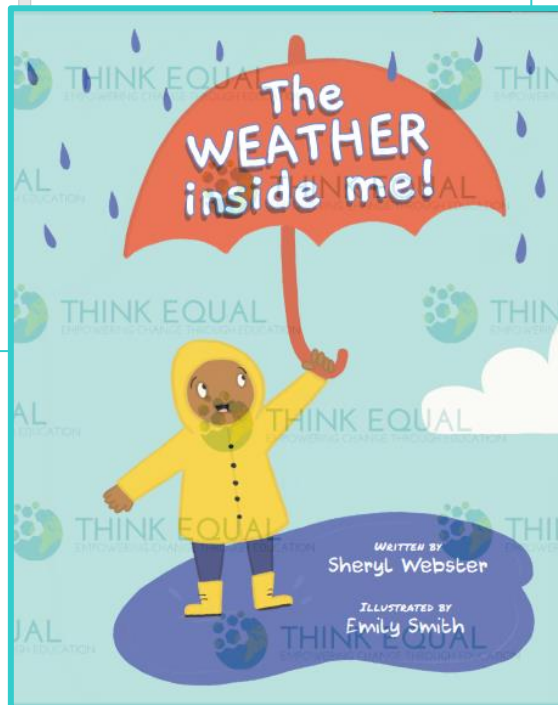
- Weather
- Feelings
- Thunder
- Lightning
- Storm
- Fog
- Ice
- Rain
- Sun
- Rainbow

ACTION

- Gather the children together.
- Ask them to think about the word 'weather'.
- Ask, 'What are all of the different kinds of weather you can think of?'. Invite children to share their ideas.
- Agree with the children that weather can be hot or cold, rainy or sunny, stormy or calm, etc. Invite all answers.
- Please Note: This book compares weather to feelings. Because different parts of the world have different types of weather, this discussion is to simply have the children think about types of weather they know. LESSONS 2 and 3 will explain various types of weather in more detail.
- As the children share, write these types of weather on the large paper. If possible, create small drawings with each to help the children remember.
- Next, say 'Now, we're going to read about different types of weather - weather that comes and goes just like the feelings we have in our bodies. We have lots of different feelings - just like there are lots of different types of weather. Sometimes our feelings might feel stormy or calm, just like weather.'
- Read 'The Weather Inside Me!'
- After reading, ask the children to think about the types of weather they heard in the story (storms, ice, rain, fog, etc.).
- Read the picture list of weather that you made together before the story. Ask children if there were any types of weather in the book that are not on your list. Add them now.



- Next, tell the children group that they are going to act as different types of weather!
- Invite the children to stand.
- Point to a picture, and call out one of the types of weather on the list the class made together (e.g., 'a big storm!').
- Invite all the children act it out until you clap three times.
- Then point to another type of weather. Continue for various types of weather.
- Invite the children to sit back in a circle.
- Remind the children that at the end of any storm, the sun comes out... and sometimes there's even a rainbow! Show the last page of 'The Weather Inside Me!' to show the picture of the rainbow.
- Tell them that even when the weather is scary or unpleasant, it comes and goes – the same way unpleasant feelings always pass too!



Week 3



LEVEL 2

Resource Booklet

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RESOURCE BOOKLET

Think Equal provides resources for many of the lessons in the programme. Please copy images from this booklet for use in the classroom with the children. See below for suggestions on how to best use this booklet.

- In this booklet, you will find the resources organised by WEEK, starting with WEEK 1.
- The name of each resource can be found on the top of the page.
- The 'Resources' section of lesson plans will often include the number of copies needed for each resource and the page number on which to find the resource within this booklet. Please use that to navigate the booklet.
- Resources that appear in more than one lesson will only be included once in the booklet. In the first lesson it appears. Please see the page numbers within the lesson plans to locate repeated resources.
- Please note that each lesson plan suggests the number of resources will be needed. For example, in the resource list within the lesson plans, you will see '1 per child', meaning you will need to ensure each child in the class has this resource.
- Not all lesson plans have resources. Always refer to the lesson plans before teaching a lesson so you are well prepared.
- If you have limited access to a printer, adjust the number of resources to fit your needs.
- Some resources can be drawn by hand, rather than printed. This will save paper and monetary costs of printing. Feel free to draw any simple resources you feel able to recreate.
- Do not cut out any of the images in this booklet. They should be copied and reused each year.
- Feel free to reuse resources in lessons if you see fit. These are designed for you to use in a way that works best for your classroom, your supplies and your teaching style.
- Prepare resources prior to teaching.

LESSON 1 / WEEK 4

SEE LEARNING A - EXPLORING KINDNESS

OBJECTIVES

By the end of the LESSON, children should be able to:

- Recognize that we all want happiness and kindness
- Create a personal drawing of kindness that they can use as a resource.

RESOURCES

- Materials for drawing
- Paper (1 piece per child)

VOCABULARY

- Activity
- Safe
- True
- Similarity
- Kindness
- Happiness

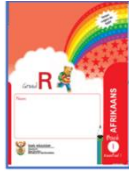
ACTION

- Gather the children together.
- Say, 'This year we will be spending some time to learn about ourselves and each other. We will be doing some activities to learn what happiness is and what kindness is and we will learn about how we can make our room a happy place to learn where we can all feel safe.'
- Tell the children that the first activity we will do is play a game!
- Ask the children to stand and form a circle.
 - Please Note: You will want to have a large enough area for children to gather in a large circle to step in and out of. You may need to move desks/ tables. An option would be to do this activity outside, or in a gymnasium.
- Say, 'Let's all form a circle. This circle is a safe circle. People in this circle can think and feel whatever they like.'
- Tell the children how to play the game. Say, 'If I say something that's true for you, then you'll step into the centre of the circle. We are going to do this without talking, but instead noticing what is going on around you.'
 - Please Note: Adapt the questions as necessary. The point is to begin with things that the children do not all have in common, then move to things they all have in common - that we want happiness and prefer kindness.
- Follow the script below.
 - 'Let's start. Step in the centre if you have a brother or sister.'
 - 'Now, stop and look to see else has a brother or sister, or who else doesn't. Now step back.'
 - 'Now, we're going to think about some things that you like.'
 - 'Step in if you like pizza (or any common dish in your community).'

Week 4

RESOURCES LISTED

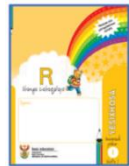
DBE WORKBOOKS

[Afrikaans](#)

https://www.education.gov.za/LinkClick.aspx?fileticket=OlZNjh_Tu5A%3d&tabid=3210&portalid=0&mid=10775

[English](#)

<https://www.education.gov.za/LinkClick.aspx?fileticket=Q32Ahs86-XY%3d&tabid=3210&portalid=0&mid=10775>

[IsiXhosa](#)

<https://www.education.gov.za/LinkClick.aspx?fileticket=HjODSt55Z0Y%3d&tabid=3210&portalid=0&mid=10775>

QUOTE OF THE WEEK