

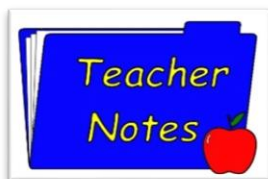
Mini Monday Pep Talk

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: e.g., 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.



At snack time we...



Germes are everywhere!

You can pick up germs from things you do every day.



Wash your hands so you don't get sick.

Accessible version: www.cdc.gov/handwashing



Healthy Living

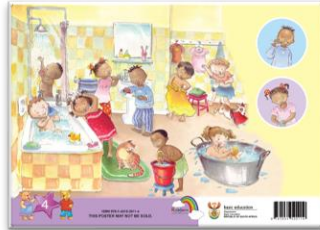
Summer

LIFE SKILLS

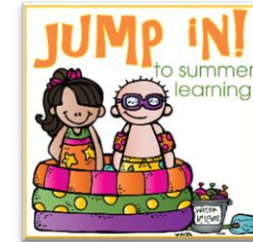
The content and concepts of Beginning Knowledge is integrated throughout the Grade R-day in all Subject areas

Discussion

- ✓✗ Washing regularly
- ✓✗ Cleaning teeth, hair, nails
- ✓✗ Washing fruit before eating
- ✓✗ Good toilet habits
- ✓✗ Sleep
- ✓✗ Exercise



- ✓✗ The weather in summer
- ✓✗ How nature is affected
- ✓✗ How animals are affected
- ✓✗ How people are affected



Creative Arts

Healthy Living and Summer

- ✓✗ 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
- ✓✗ Simple print making techniques using found objects such as bottle tops, stones, etc. (OWN materials)
- ✓✗ Craft skills and techniques: Cutting (own scissors)
- ✓✗ Craft skills and techniques: Pasting & Tearing
- ✓✗ Use play dough to model freely: Shaping, Twisting, Rolling



Performing Arts

Healthy Living and Summer

- ✓✗ Dramatizing; Make believe situations, fantasy, and own life experiences. Individually or in small groups.
- ✓✗ Creating and imitating sound effects in stories, such as bees (buzz) etc.
- ✓✗ Directions, levels (high medium and 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.



Summer

- ✓✗ Warming up using everyday activities
- ✓✗ 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.
- ✓✗ Interpretation of indigenous & other songs using dynamics-soft/loud



Healthy Living

Summer

Healthy Living and Summer

- ✓✗ Walking/ running faster and slower on the spot/ outside lanes
- ✓✗ Using music or body percussion, identify body parts and move rhythmically as instructions are given, i.e., touch your toes, etc.
- ✓✗ Throwing and catching OWN bean bags (newspaper ball)
- ✓✗ Balancing: Walking on a line
- ✓✗ Moving sideways L/R at table
- ✓✗ Catching OWN newspaper ball



Healthy Living

- ✓✗ 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)
- ✓✗ Balancing: on low level objects
- ✓✗ 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.



Exercise means run and play for sixty minutes everyday



HOME LANGUAGE

LISTENING AND SPEAKING

Healthy Living and Summer

Listening and speaking

- ✓✗ 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)
- ✓✗ 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
- ✓✗ Develops skills to select and identify a specific sound when a background noise is present or music is playing, e.g., select the teachers voice or sounds in the background
- ✓✗ 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

Uses language to develop concepts

- ✓✗ Develops language to develop concepts colour, shape, age, time and sequence

Uses language to think and reason

- ✓✗ 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

Uses language to investigate and explore

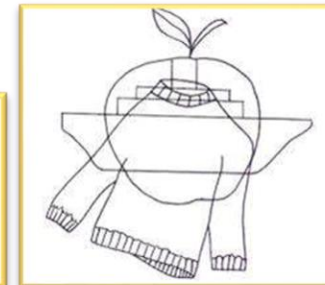
- ✓✗ Ask questions and gives explanations
- ✓✗ Solves and completes at least five or more jig-saw puzzles

Process information

- Picks out selected information from a description

Uses visual cues and pictorial cues to make meaning

- ✓✗ Recognises and points out common objects in pictures
- ✓✗ Participates in activities to perceive objects in foreground and background and to separate them meaning fully such as find an image in busy or detailed picture
- ✓✗ Plays games such as 'Where is it?' Find an object hidden in a classroom among other items
- ✓✗ Distinguishes between the shape of different letters and word through activities such as sorting identical objects, viewing sequence of nearly identical picture, picking out the one that is different and explaining why it is different
- ✓✗ 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



HOME LANGUAGE

HANDWRITING AND WRITING

Healthy Living

Summer

Healthy Living and Summer

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,
- ✓✗ 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
- ✓✗ Forms letters in various ways using the whole body: by using own body to make the letter "I"
- ✓✗ 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.
- ✓✗ Understands that writing and drawing are different: pretend writing represented using squiggles
- ✓✗ "Reads" own writing 'reads' what squiggles say
- ✓✗ 'Role-plays writing in play situations - takes a telephone message, writes a traffic fine, etc.
- ✓✗ 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

Works with words

- ✓✗ Groups words: those that start with the same initial sound such as 'Charmaine' and 'Shireen' or same letter such as 'Mpho' and 'Michael'
- ✓✗ Identifies name in print



HOME LANGUAGE

READING AND PHONICS

Healthy Living

Healthy Living and Summer

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.
- ✓✗ Distinguishes between the shapes of different letters and words such as sorting objects that are the same. Sequencing of pictures, picking out the picture that is different.
- ✓✗ 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
- ✓✗ Uses picture to predict what the story is about: 'reads' pictures and captions showing an understanding that pictures and words are related but different
- ✓✗ Makes up own story by 'reading' the pictures
- ✓✗ Pretends to read and adopts a 'reading voice'
- ✓✗ Recognises own name and names of at least 5 other children in the class
- ✓✗ Matches words to words on objects and named items such as name cards on tables, door, window

Begins to make meaning of written text

- ✓✗ Recognises own name/names of at least 5 other children in class
- ✓✗ '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

Healthy Living and Summer

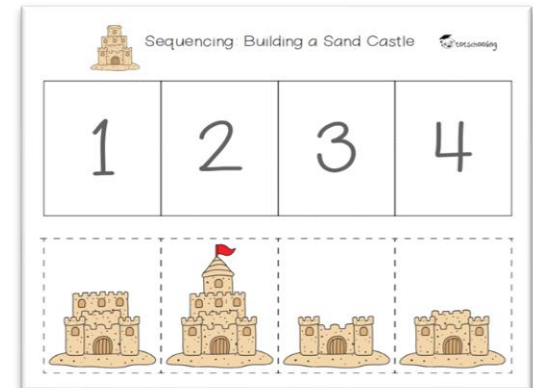
Phonological/Phonemic Awareness

- ✓✗ Distinguishes aurally between different sounds especially at the beginning of own name
- ✓✗ Identifies sound that does not belong in a sequence: 'Which sound does not belong? - b, b, k, b, d, d, d, d, t
- ✓✗ Identifies whether two given sounds are the same or different: /p/p(same):/p/d/(different)
- ✓✗ Can identify that oral sentences are made up of individual words: clap each word in a sentence where all words only have one syllable (Ben is good)

Relates sounds to letters and words

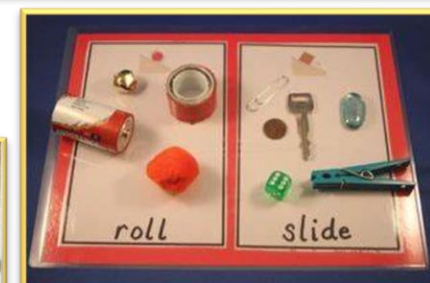
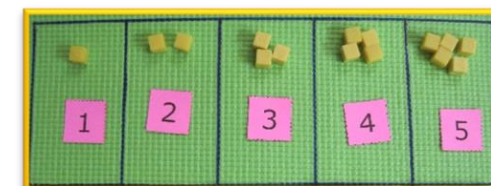
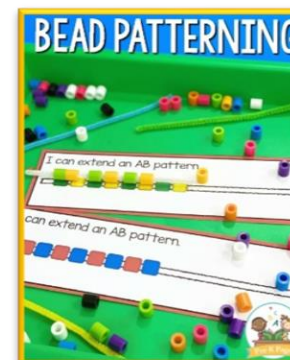
Begins to recognise that words are made up of sounds: gives the beginning sound of own name

Makes up own story by "reading" the picture



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: - Big and small, bigger and smaller
 - ✓ 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 and create own patterns
- **Describe position of 3-D objects**
 - ✓ Introduce the position of two or more objects in relation to the learner: - In front of and behind; On, on top, 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: Introduce and explore – ball shapes and box shapes
 - ✓ Describe, sort and compares 3-D objects and 2-D shapes in terms of: size, colour, shape, objects that roll, objects that slide
 - ✓ Sorts according to similarities and differences: size, colour, shape
- **Geometric shapes** Introduce – circle, triangle, square and rectangle
- **Symmetry**
 - ✓ Identify body parts (Under counting): During creative Arts (Complete the other part of drawing / picture)
 - ✓ Crossing the midline incorporated with counting. ✓ Above to be done during physical development
- **Time**
 - ✓ Introduces both concepts of – day/night and dark/light
 - ✓ Morning, afternoon and tonight.
 - ✓ Sequence recurring events in own life
- **Length**
 - ✓ Introduces concept of: - Long and short, tall, taller, and tallest (visual)
 - ✓ 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)
 - ✓ Read and interpret data by using play dough to make a representation of the number of boys and girls (**group**).



FINALISING OF INFORMAL ASSESSMENT



- [illegible]

[illegible]

NELSON MANDELA DISTRICT



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"

Grade R

Home page

TERM 1 - Week 7

Mathematics

Numbers, Operations and Relationships:

- Counting up to 10

DBE Workbook 1 – page 57

Fun Picture

- Ask the learners to work in pairs and look at the picture on their workbook. Let them discuss what is happening in the picture with their partner.
- Ask learners to match their Six Bricks to the transport vehicles shown on the picture by colour and let them place the colour brick on the vehicle of the same colour.
- Let them then count the total number of wheels each vehicle has.
- Challenge the learners to count all the wheels they can see in the picture.

Grade R

TERM 1 - Week 7

Language

Listening and Speaking:

Uses language to develop concepts: develops language to develop concepts in all subjects.

Uses language to think & reason: identifies & describes similarities & differences.

Matches & sorts things according to shape, colour etc.

Find the Match

- Work with a partner and combine your bricks.
- Place a row from top to bottom of matching colour bricks opposite each other, with a space in between.
- Take turns to match up the colours from left to right. Use a thread of wool, or trace the path with your finger.
- Do this again, but this time rearrange the order of the bricks so that the colours are no longer opposite each other.
- Take turns to trace each brick's path to the matching colour.

- 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

Grade R

Home page

TERM 1 - Week 8

Life Skills

Beginning knowledge, personal and social well-being:

- My Body

Language

Listening and speaking:

- Names and points to body parts

My Body

- Sing a song, *Head, Shoulders, Knees and Toes*.
- Learners decide which colour bricks to assign to different body parts. E.g. head = green, shoulders = red, etc.
- Teacher holds the colour brick, and the learners pick up the same colour brick while pointing to and naming the body part of which the brick is assigned to.

Grade R

TERM 1 - Week 8

Life Skills

Beginning knowledge and personal and social well-being:

- My Body

Language

Listening and speaking:

- Names and points to body parts of their body.
- Sings simple songs and does action rhymes

My Body

- Link this activity to page 30 of DBE workbook 1.
- Sing a song *Head shoulders, Knees, and toes*.
- Learners decide which colour bricks to assign to different body parts E.g., head-green brick, Shoulders -Light blue etc.
- Teacher holds out a colour brick, and the learners pick up the same colour brick while pointing to and naming the body part for which the brick is assigned to.

MATHSUP

- Teachers we have now reached the stage where the MathsUp App that was introduced to all the schools in 2019 to be integrated into your lesson plan.
- This APP is to be utilised to enhance and effectively teach Emergent Numeracy and workshops will be held to upskill our teachers on the use thereof.
- We kindly request you to download and engage with the content.
- There are wonderful features that can be used: Activities, posters, stories and songs & rhymes

Week 7 Healthy Living



Mon 4 Mar

Counting 1-5



Tue 5 Mar

Patterns, Functions & Algebra

Shape Patterns



Wed 6 Mar

Data Handling

Sorting



Thu 7 Mar

Data Handling

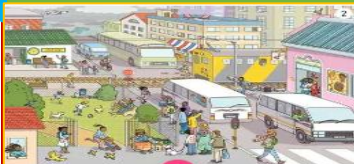
Sorting and arranging data



Fri 8 Mar

Data Handling

Collecting information



Collecting information

On Friday, start with a song about a train.

Here's the train, here's the train.
All aboard, all aboard.
Chug-a-chug-a choo-choo
Chug-a-chug-a choo-choo
Off we go! Off we go!

Sit in a circle with the learners and hold up Poster 2: The Station. Ask learners what they can see. Talk about different modes of transport and how learners come to school.

Use the guiding questions in the "questions" section to discuss what the questions provided will guide learners to collect and sort information which is an important part of data handling.



Counting 1-5

On Monday, the learners stand in groups of 5 in a circle with one child in the middle is Kuti.

The teacher says the rhyme, e.g. "one big cake" all the children shout "one!" and one child pretends to give Kuti a cake. Then the teacher says "two packets of tea" the children in each circle shout "two!" and another child pretends to give Kuti two packets of tea. Continue until the whole rhyme up to 5 has been done.

One big cake,
two packets of tea,
three big pineapples
all for me.

Four shiny apples
and look there's five bottles of honey,
straight from the hive.

One box of eggs,
two loaves of bread,
look at those potatoes on Kuti's head!

Three sweet cool drinks on the shelf.
Four nice sandwiches good for our health.

Five bananas
that's what we've got,
we're going home
to eat the lot!



Sorting and arranging data

On Thursday, learners will collect and sort data about which fruit they like best.

Ask learners who likes apples and who likes bananas. Ask them whether they think there are more learners who like apples or more learners who like bananas.

Ask the learners
"How can we find out?"

Guide learners to solve this problem by arranging themselves in two lines – all the learners who like apples stand in the one line and all the learners who like bananas in another line. When they compare the two lines learners will be able to see which line has more/ fewer learners.

Use the guiding questions in the "questions" section to discuss which line has more or fewer learners and what that tells them about their choice of fruit.



Shape Patterns

On Tuesday, collect attribute shapes or cut out cardboard shapes that can make a pattern such as 10 triangles, 10 squares and 10 circles.

Hand out one of the shapes to each learner.

Tell learners that they are going to create a pattern. Ask one learner to place a shape on the mat. Ask another learner to place a different shape next. Repeat e.g.:

square, triangle, square, triangle.

Ask what should come next. Ask a learner with a square to add this to the pattern. Learners continue to place their shapes in a line until everyone has had a turn. Then describe the pattern together – square, triangle.

Play the game again. This time ask learners to decide on their own pattern.



Sorting

On Wednesday, prepare for the activity by making two arrows – a red arrow and a blue arrow. Put them on the floor/ mat facing opposite directions.

Explain to the learners that they are going to sort themselves into groups in different ways. All the boys should follow the red arrow and stand together and all the girls should follow the blue arrow and stand together.

Continue with the game, choosing different categories for sorting such as learners wearing long sleeves and learners wearing short sleeves, learners with curly hair and learners with straight hair and so on.

Encourage learners to discuss how the groups are the same and/ or different. Ask them if there are any other ways we could sort them.

Words of the Day Questions to Ask Extra Activity Ideas for Parents Why this Matters

Week 8 Summer



Tall and short

On Tuesday, the focus is on measuring height. Tape a long strip of masking tape along one side of the wall at about the average height of the learners in your class.

– about 102 centimetres.

Call up one of the tallest and one of the shortest learners in the class and ask the class who is taller and who is shorter. The learners can stand back to back to find out.

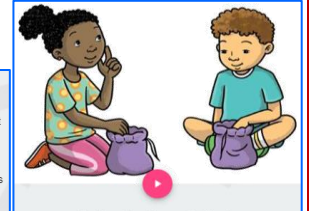
Ask learners who they think is taller and shorter than the strip of masking tape.

Learners come up one at a time and measure against the masking tape.

Mark the spot on the wall and write each child's name as they come up.

Discuss who is taller than and who is shorter than the tape.

Words of the Day Questions to Ask Extra Activity Ideas for Parents Why this Matters



Feeling the shape of objects

On Wednesday we introduce a fun activity for learners to do in pairs. Place identical shapes in two separate bags. e.g. triangles, squares and circles.

Give two learners a bag each. One learner reaches into her bag and feels one shape. She describes it to her partner.

The other child tries to find the matching shape in his bag. Both learners pull the shape out of the bag at the same time. The rest of the class say whether they are the same.

Discuss why the shapes are the same or different.

Focus on the properties of the shape and the correct maths terminology, e.g. straight or curved edges, round or flat sides, corners.

Exploring measurement

On Friday start the activity by teaching learners this action song:

This is tall
This is short
Tall and short
Buildings are tall
Kittens are short
Tall and short.

Encourage learners to show how tall and short something is with their arms as they sing.

Sit in a circle with the learners and hold up Poster 9: The Clinic. Ask learners what they can see. Use the guiding questions in the "questions" section to discuss what learners see in the poster.

These questions focus on estimating the height or length of objects in the poster – learners will make guesses about which is longer or taller.

Talk about the height chart in the poster.



Postions and directions

On Thursday, put the learners into groups, and ask them to stand in a circle facing each other. Tell them that they are going to listen carefully and do what you ask.

Give them instructions that ask them to move around in certain ways. For example:

"One child stand in the middle of the circle. Another child stand in front of the first child. A third child stand behind the first child. A fourth child walk around the three children in the middle. A fifth child to walk between the children in the middle. Keep going until every child has had a chance to do something. To extend this game, ask each child to take a turn telling the other children what to do."

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.

Week 8

Remember there are 3 lessons of 30 minutes per week

CURLY THE CHAMELEON – LULU LUCKOCK

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

- Name at least 5 different emotions
- Understand the levels of energy and pleasantness on the Mood Meter

RESOURCES

- Book - Curly the Chameleon
- Mood Meter Guide (pg. 22)
- Classroom Mood Meter

VOCABULARY

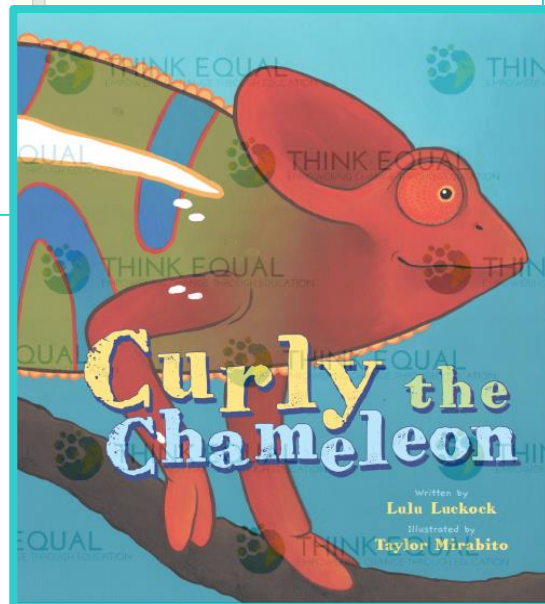
- Chameleon
- Energy
- Pleasant
- Unpleasant
- Excited
- Calm

ACTION

- Gather the children together.
- Ask the children if anyone knows what a chameleon is. Show the book cover to help children imagine a chameleon.
- Tell the children that chameleons are very special animals because they can change colour!
- Say, 'The children in this story have a very special pet, a chameleon called Curly. Curly changes colours to match the Mood Meter. He is a clever chameleon because he recognises and understands the emotions of the students in the class.'
- Show the children the Mood Meter and ask if anyone can remember what this is. Explain it again to the children if needed.
- Next, read *Curly the Chameleon* all the way through without stopping.
- Once finished, ask the children which colour on the Mood Meter they think matches best with learning (green).
 - Say, 'I have something important to teach you about the Mood Meter. Let's get into the green first so we can do our best learning!'
- Ask the children to sit with their legs crossed, hands on their laps and together take 6 slow, deep breaths to feel calm and peaceful.
- How do their bodies feel? Excited or calm? (calm)
- Does it feel pleasant or unpleasant? (pleasant)
- Show the Mood Meter Guide to the children. Show the different emotions and point out how these are each in different places on the Mood Meter.
- Point to the horizontal line across the bottom (the line that goes side to side). Explain that this is the pleasantness level. Pleasant things feel good.
 - Red and blue feelings are not very pleasant, so they are on one side of

the Mood Meter. Yellow and green are pleasant, so they are on the other side of the Mood Meter.

- Turn to page 5 in the book. The children in the story were excited!
- Show the children how 'excited' and 'happy' both fall in the yellow because they are pleasant feelings, but are they in the same place in the yellow? (No!)
- Tell the children that sometimes 'excited' can feel even more pleasant than 'happy'!
- Ask what the children think 'energy' is. Invite all answers.
 - Then explain that in the Mood Meter, energy is how strong or how weak, (how big or how small) the emotion you have feels.
 - Energy can be strong, like jumping up and down or energy can be strong and tight, like clenched fists (show clenched fists).
- Invite the children to join you. Ask them to stand and jump up and down as if they were excited.
- Then have them jump up and down as if they are very, very angry. Remind the children that both times we have been feeling 'high energy'.
- Next invite them to clench their fists and make a very angry face and growl like they are angry.
- Then ask them to clench their fists and cheer, as if they were very excited. Again, point out that they were feeling very strong anger and excitement and both were 'high energy'.
 - Please Note: This will be a little confusing to the children at first. Please don't spend too much time if they are feeling confused. There will be other lessons in the future that help teach this.
- Finish the lesson by 'getting into the green' again.
- Ask the children to sit with their legs crossed, hands on their laps and tell them you are going to take 6 deep breaths to feel calm and peaceful.
- Remind the children that this calm and peaceful feeling puts them in the green.



Week 7

SEE LEARNING B - PRACTISING KINDNESS

LESSON 1 / WEEK 8

OBJECTIVES

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

- Begin developing ways of showing kindness based on the group agreements
- Apply their understanding of kindness to concrete individual and collective kind actions

RESOURCES

- The group agreements made in the previous lesson
- Large paper or a board
- Marker

VOCABULARY

- Agreements
- Action

ACTION

- Gather the children together.
- Say, 'Let's take a moment to sit quietly and rest our minds and bodies so that we can think (pause). Maybe you are tired or full of energy, maybe it's been a challenging day or an exciting one. Either way, it's okay.'
- Then say, 'Now let's all see if we can think of any moments of kindness in the day so far. Maybe something happened at home or on your way to school or even just a minute ago.'
- Encourage the children to think. Continue by saying, 'See what you can think of. Don't worry if you can't think of something, you can always imagine a moment of kindness too.'
- Pause for a moment and encourage the children to think about that act of kindness.
- Then invite the children to share if they like.
- Ask those who share, 'How do you feel on the inside when you share that?'
- Next, remind the children about the group agreements that they made. Ask a child to point to where the agreements are hung in the room.
- Say, 'We can get better at many things if we practice them. Kindness is one of those things. We can get better at kindness by practicing it.' (This is a critical insight.)
- Say, 'So we're going to go through our agreements and see how we could put them in practice. What would each one look like if we really did it together?'
- Go through each agreement one at a time and ask the children to share what they think that agreement might look, sound or feel like when it is followed.
- As the children give examples, draw simple pictures of what they say on a large piece of paper. Keep the drawings organised by agreement.
- To prompt the discussion, follow this format (we will use 'Help each other' as the example, replace as necessary to adapt to your group agreements).

- How can we turn the idea of _____ (helping each other) into actions?
- What does it look like when we _____ (help each other)?
- How do you think it makes someone feel when we _____ (help each other)?
- If we saw someone not _____ (helping), what could we say or do?'
- Try this format with all group agreements.
- If you do not finish in 5-10 minutes, return to the rest of the agreements during other times. The goal is to eventually have specific ideas connected to each agreement.
- Next say, 'You came up with a lot of ideas on how it might look when we all follow our agreements! Now we can see more clearly what our group agreements will look like.'
- Invite the children to role-play actions related to each agreement.
- Model the activity first yourself. Start by selecting the helping actions that you feel are most concrete and easy to model. Then ask for two or three volunteers to model the helping actions.
- Say, 'Let's pretend one of us needs help. Which _____ (helping) action should we start with? Would two or three volunteers like to do the _____ (helping) action?'
- Invite 2-3 children to model role playing with you. Tell them to choose a relevant action that was listed earlier in the activity (for example, choose any listed 'helping' action if you are focusing on a helping agreement!)
- Say, 'I'll be the person who needs help. Then the volunteer can practice this helping action when you see that I need help.'
- Act out a scenario where you need help and the children offer solutions from the list created earlier in the lesson.
- After the scenario has been acted out, invite those who volunteered to share what they saw and felt.
- Say, 'That was great! Now I'll tell you what I felt (Share a sentence about what it felt like to be helped in that way, such as 'it made me feel happier' or 'it made me feel better' or 'it made me feel safer.'
- Say, 'I'd like to ask those who helped me, what did it feel like for you to help?'
- Encourage the volunteers to share.
- Then invite the children to role-play by themselves.
- Invite volunteers to act out a scenario in front of the group.
- After each role-play scenario, ask the volunteers to share what they felt and also ask the children observing what they felt.
- Repeat for all of the group agreements if possible.
- End the lesson with a reflection. Ask the group to take a moment to sit and think about what they just saw and felt. Ask, 'Did you notice how you felt when you saw people needing help or getting help? It often feels good to get help AND to give it, and even to see someone being helped. It can make us feel happier and safer when we are helped by others and when they show us kindness.'



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 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.

QUOTE OF THE WEEK

Not every child
has an equal talent
or an equal ability
or equal motivation;
but children have
the **equal right**
to develop
their talent,
their ability, and
their motivation.

– John F. Kennedy



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