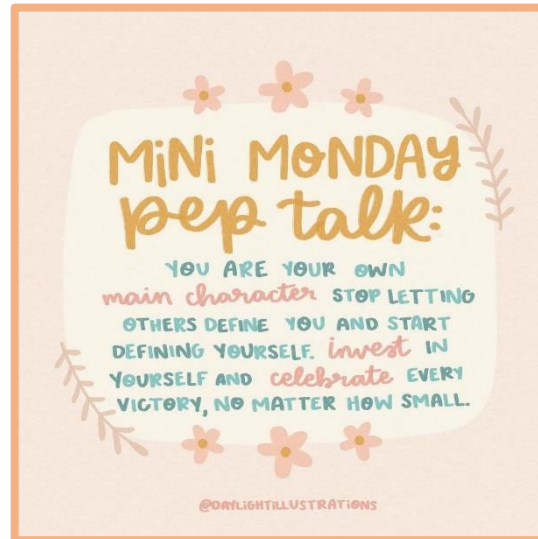


Mini Monday Pep Talk

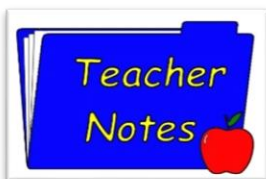
For the teacher

Teacher
nurture. care. cherish.



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



© 2013 www.spectrumjournays.org.au

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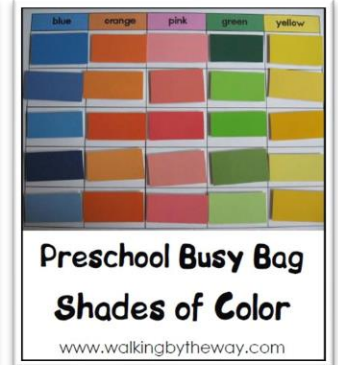
Shapes and colours around us

LIFE SKILLS

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

Discussion

- Look at and name different shapes.
- The shapes that make up different objects
- Look at and name the different colours.
- Shades of colours - e.g., light, dark



Creative Arts

Shapes and colours around us

- 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

Shapes and colours around

- 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
- 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.

Shapes and colours around us

Shapes and colours around us

- ✓✗ 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
- ✓✗ 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.



HOME LANGUAGE

LISTENING AND SPEAKING

Shapes and colours around us

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

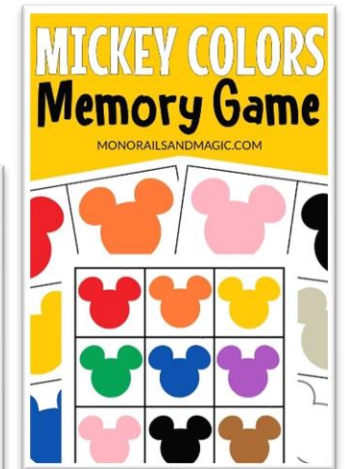
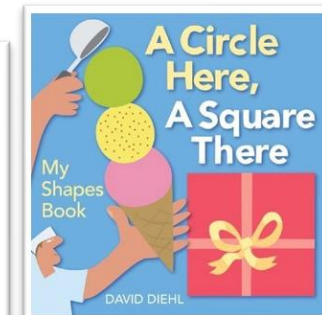
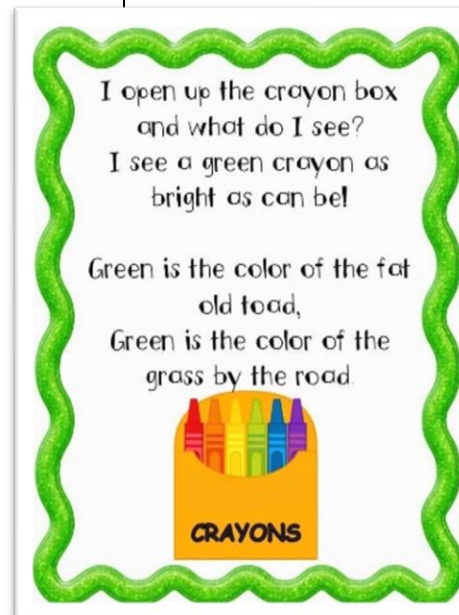
- ✓✗ Ask questions and gives explanations
- ✓✗ Solves and completes at least five or more jig-saw puzzles

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

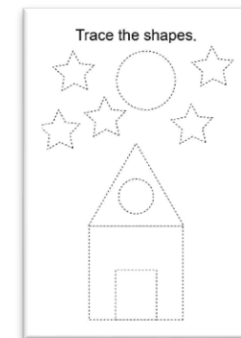
HANDWRITING AND WRITING

Shapes and colours around us

Shapes and colours around

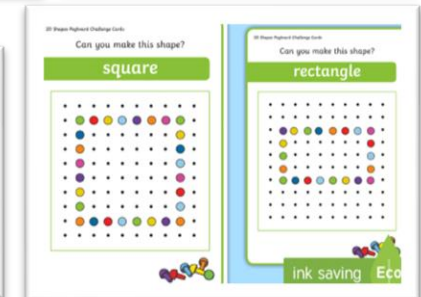
Emergent Handwriting:

- ✓✗ 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
- ✓✗ 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

Shapes and colours around us

Shapes and colours around us

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

Shapes and colours around us

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 those oral sentences that 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

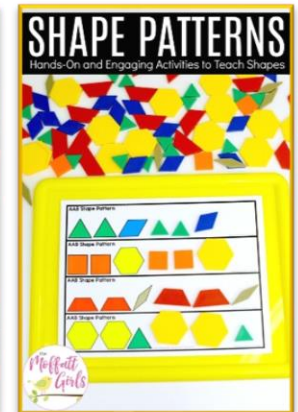
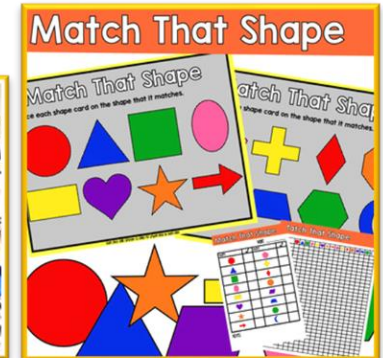
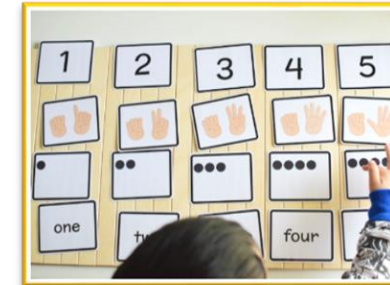


MATHEMATICS

Shapes and colours around us

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**)





HINTS

A bullet can be used to track your weekly content covered



Hints for the Educator:

- Remember to update and file all written observations done through the term. (Anecdotal notes)
"An anecdotal note is a factual, written record of a child. It includes who, what, how and sometimes where and when. It is written so that the reader can picture exactly what happened without interpretation."
 These can assist the teacher in decision making by using her professional judgment.
- Weekly Focus:** File the ten weekly focuss for Term 1. These can be used as a content coverage tracker to assist the educator, in identifying the content gaps/challenges.
- Keep a copy of the recording sheets and SASAMS in Assessment File.



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

SIX BRICKS



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"

- 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 9

Language

Listening and Speaking:

- Listens without interrupting, taking turns to speak.
- Participates in discussions and asks questions
- Looks carefully at pictures and talks about common experiences

Healthy living

- Learners work in small groups to look at the picture and associate their different colour bricks with the various fruits depicted.(see DBE Workbook page....)
- Learners discuss the possible shape, texture, and taste of each fruit.
- Using their bricks learners build models of different fruits.

Home page

Happy Holidays

TERM 1- Week 10

Play Champions

Thank you for being an amazing play champion

"Education is the movement from darkness to light"

-Allen Bloon-

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.
- 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 9 Shape and colour

Mon 18 Mar

Space & Shapes

Positions and Directions

Tue 19 Mar

Patterns, Functions & Algebra

Copy, create & extend patterns

Wed 20 Mar

Data Handling

Making a pictograph

Thu 21 Mar

Measurement

Seasons

Fri 22 Mar

Practising counting

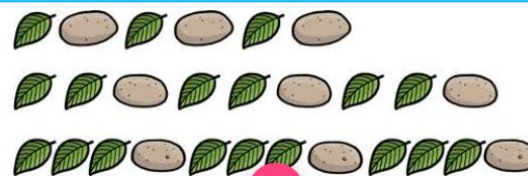


Positions and Directions

On Monday learners will play this 'Simon Says' game that uses position and direction vocabulary. Give each child a block or similar toy. Learners listen carefully to your instructions and do what 'Simon says':

Put your block in between your feet.
Put your block under your foot.
Put your block on your head.
Put your block in your hand.
Put your block in front of your nose.

The learners only do what Simon says. If you give a direction without first saying 'Simon says' the learners should not follow the direction. Any learner who does so must sit out for the next round of the game. Once learners are used to the game, they can take turns to be Simon and give the directions.

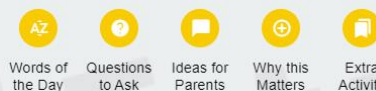


Copy, create & extend patterns

On Tuesday, ask each learner to bring a small number of leaves and stones to class from outside. Tell them that you are going to make patterns together. Tell them that they are going to copy the pattern that you make. Make a pattern in a line with your leaves and stones. Ask the learners to copy it.

Then give each learner a turn to make a new pattern that everyone else has to copy.

Tell learners to work in pairs. One learner makes a pattern and the second child has to extend that pattern using his or her leaves and stones. Then the learners swap and continue creating and extending each other's patterns.



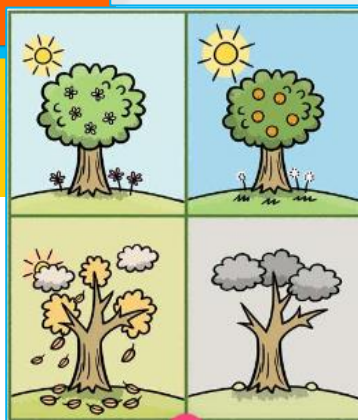
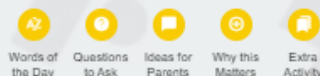
Seasons

On Thursday, introduce the learners to the four seasons of the year, and name each of them.

Explain that one corner of the classroom will be summer, the next corner will be autumn, the third corner will be winter and the fourth will be spring.

Learners start at the summer corner and talk about summer weather. Tell them to mime with you how they feel in summer, and things they might do (for example they fan their faces because it is hot, pretend to go swimming etc.) Move with the learners to the next corner.

This is the autumn corner. Tell them the seasons. As you move to the different corners with the learners, talk about the weather for that season and mime things they may do, wear etc.

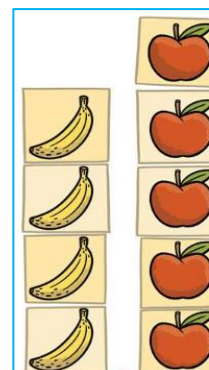


Practising counting

On Friday, start by repeating some of the number counting rhymes from earlier in the term (See the Songs and Rhymes page). Remember to get the children to join in and do all the actions as they chant the rhymes.

Sit in a circle with the learners and hold up Poster 6: The Farm. Ask learners what they can see. Use the guiding questions in the 'questions' section to discuss what learners see in the poster and encourage them to give reasons for their answers.

Point to or touch each animal or object being counted. Give learners opportunities to estimate – to say 'about' how many animals or objects there are and make the most of openings to model words like 'more', 'a lot', 'few', 'too many' or 'the same as'.



Making a pictograph

On Wednesday, learners will make a pictograph that represents the kinds of fruit that learners like.

Use chalk or masking tape to make two columns on the floor. Place a picture of an apple at the bottom of one column and a picture of a banana at the bottom of the other column.

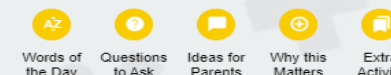
Fold A4 paper into four equal parts. Give each child a piece of paper. Ask them to draw a banana or an apple.

Ask learners to draw their favourite fruit either an apple or a banana on their piece of paper. Ask them to place the picture of their fruit in the column above the picture of that fruit. Make sure that all the pictures are placed touching each other so that there are no spaces between them.

Ask the learners:

"Are there are more apples or more bananas?"

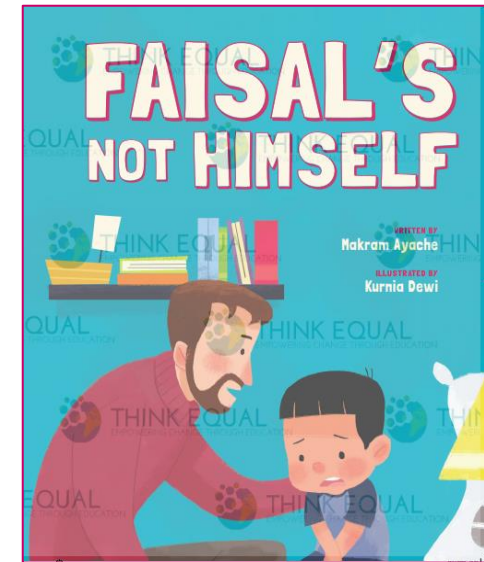
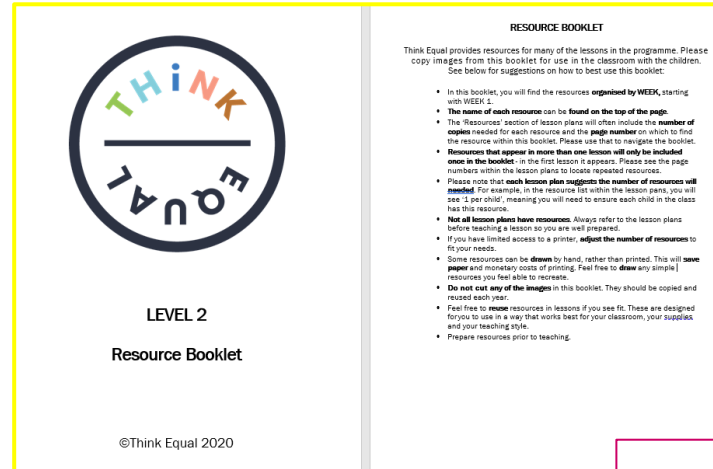
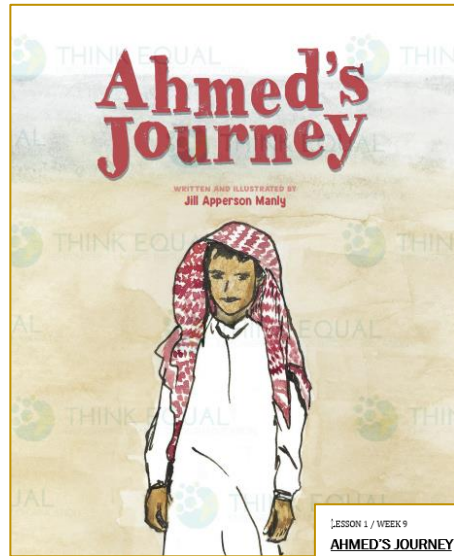
By looking at the pictograph learners will easily be able to see which column has more fruit.



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



Week 9

LESSON 1 / WEEK 9

AHMED'S JOURNEY – JILL APPERSON MANLY

OBJECTIVES

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

- Name their five senses (sight, touch, taste, smell, hearing)
- Describe what it feels like in their bodies when they have a lot of energy (heart beating quickly, breathing fast, body is tight) and when they have a little energy (heart beating slowly, breathing slowly and deeply, body is relaxed)

RESOURCES

- Book - Ahmed's Journey
- Senses cards (pg. 27)

VOCABULARY

- Senses
- See
- Hear
- Smell
- Touch
- Taste

ACTION

- Gather the children together.
- Show the cover of *Ahmed's Journey* and ask the children to tell you what they see and what they notice.
- Read the story.
- After reading, invite the children to share their thoughts about the story.
- Tell the children that when Ahmed was walking through the desert, he used his senses to notice what was around him.
- Ask if anyone knows what their 'senses' are. Invite children to share.
- Say, 'Our senses are how our body meets the world. We have five senses. We can see (open your eyes wide and look around), we can hear (put your hand to your ear as if listening to something quiet), we can smell (inhale with your nose), we can touch (touch your arm), and we can taste (pretend to chew).'
- Next, tell the children that a part of their body controls each of these senses.
- Ask the children what we use to see (eyes).
- Show the Senses Card that shows the eyes. Invite all the children to open their eyes wide and look around the classroom.
- Ask the children what we use to hear (ears).
- Show the Senses Card that shows the ears. Invite all the children to hold their hand to their ear and pretend to listen.
- Ask the children what we use to smell (nose).
- Show the Senses Card that shows the nose. Invite all the children to inhale deeply through their nose as if smelling something pleasant.
- Ask the children what we use to touch (hands/skin).
- Show the Senses Card that shows the hand. Invite all the children to gently touch their arms with their hands.
- Ask the children what we use to taste (tongue).
- Show the Senses Card that shows the tongue. Invite all the children to move their mouths and pretend to chew their favourite food.
- Tell the children that the senses are important parts of our bodies that help us enjoy things or notice things. Say 'We will talk more about our senses next lesson!'

LESSON 2 / WEEK 9

AHMED'S JOURNEY – JILL APPERSON MANLY

OBJECTIVES

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

- Name their five senses (sight, touch, taste, smell, hearing)
- Describe what it feels like in their bodies when they have a lot of energy (heart beating quickly, breathing fast, body is tight) and when they have a little energy (heart beating slowly, breathing slowly and deeply, body is relaxed)

RESOURCES

- Book - Ahmed's Journey
- Senses Cards (pg. 27)
- Large piece of paper divided into 5 sections – at the top of each section, draw a sense (eye, ear, hand, tongue, nose)
- Markers

VOCABULARY

- Senses
- See
- Hear
- Smell
- Feel
- Taste

ACTION

- Gather the children together.
- Ask if anyone can remember the story that was read yesterday.
- Read *Ahmed's Journey* again.
- After reading, ask if anyone can remember the five senses. Show the cards again to help remind the children.
- Next, tell the children that they are going to collect things they notice through their senses.
- To do this, they are going to walk around the classroom (or take them outside if possible) for about 10 minutes.
- If outdoors, bring the large paper chart (see Resources), Senses Cards and marker with you.
- Invite the children to stand (either in the classroom or somewhere outdoors). Hold up the 'eye' Senses Card. Tell the children to walk around and see different things. Allow them to walk for about 2 minutes then call them back together. Then ask the children to share what they saw. Draw their answers in simple images, or write them if necessary, on the large paper chart.
- Repeat this process for hearing, smelling and touching senses.
- For testing, ask the children to list and share things they have noted before.
- Once the activity is completed, gather the children together again.
- Look together at the chart and say, 'Our senses help us to see, hear, taste, smell and feel many different things. It's important to pay attention to our senses. Sometimes they can even help us calm down if we're feeling high energy in yellow or red.'
- Take 3 deep breaths together to end the lesson.

LESSON 1 / WEEK 10

FAISAL'S NOT HIMSELF – MAKRAM AYACHA

OBJECTIVES

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

- Recognise that boys and girls should both express their feelings
- Recognise that boys and girls can do the same things
- Take the perspective of someone else (be able to describe the feelings of a person whom others have been mean to)

RESOURCES

- Book - Faisal's Not Himself
- Classroom Mood Meter

VOCABULARY

- Feelings
- Embarrassed
- Frustration
- Interests
- Bullied
- Tripped (fell)

ACTION

- Gather the children together.
- Show the cover of *Faisal's Not Himself*.
- Ask the children to think about what this might mean.
- Encourage the children to share ideas by first discussing 'self'
- Ask, 'What does it mean to feel like yourself?' Accept all answers.
- Then ask, 'What does it mean to not feel like yourself?' (feeling different from usual, something is bothering you and it puts your emotions in the red or the blue).
- Say, 'Let's see how Faisal was feeling' and read the story.
- After reading, invite the children to think about the question you asked before reading – 'So what did it mean that Faisal was not himself?' (He was upset because the other students were being mean to him).
- Ask them to describe how Faisal felt when some of the other children laughed at him, and were unkind to him - when he didn't score in basketball, when he was drawing flowers, and when he tripped (angry and sad).
- Ask the children if they remember what Faisal did with those hurt feelings? (He held them in)
- Ask the children if that helped Faisal? (No) It made the feelings stronger and he felt worse!
- Invite a child to show where Faisal's feeling fall on the Mood Meter.
- Still using the Mood Meter, ask another child to show where she/he thinks Faisal would want his feelings to be (in the green).
- Ask the children to share ideas about how they might be able to help

LESSON 2 / WEEK 10

FAISAL'S NOT HIMSELF – MAKRAM AYACHA

OBJECTIVES

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

- Recognise that boys and girls should both express their feelings
- Recognise that boys and girls can do the same things
- Take the perspective of someone else (be able to describe the feelings of a person whom others have been mean to)

RESOURCES

- Book - Faisal's Not Himself
- Classroom Mood Meter

VOCABULARY

- Feelings
- Embarrassed
- Frustration
- Interests
- Bullied
- Tripped (fell)

ACTION

- Gather the children together.
- Show the cover of *Faisal's Not Himself*.
- Ask the children to think about what this might mean.
- Encourage the children to share ideas by first discussing 'self'
- Ask, 'What does it mean to feel like yourself?' Accept all answers.
- Then ask, 'What does it mean to not feel like yourself?' (feeling different from usual, something is bothering you and it puts your emotions in the red or the blue).
- Say, 'Let's see how Faisal was feeling' and read the story.
- After reading, invite the children to think about the question you asked before reading – 'So what did it mean that Faisal was not himself?' (He was upset because the other students were being mean to him).
- Ask them to describe how Faisal felt when some of the other children laughed at him, and were unkind to him - when he didn't score in basketball, when he was drawing flowers, and when he tripped (angry and sad).
- Ask the children if they remember what Faisal did with those hurt feelings? (He held them in)
- Ask the children if that helped Faisal? (No) It made the feelings stronger and he felt worse!
- Invite a child to show where Faisal's feeling fall on the Mood Meter.
- Still using the Mood Meter, ask another child to show where she/he thinks Faisal would want his feelings to be (in the green).
- Ask the children to share ideas about how they might be able to help

Week 10

QUOTE OF THE WEEK

the flowers
don't wait for
permission to
bloom



IF YOU WANT TO FLY,
GIVE UP EVERYTHING
THAT WEIGHS YOU
DOWN

~ AUTHOR UNKNOWN