

Educator Workbook

CAPS-aligned

Grade R-3

Growing tomorrow's
leaders through
emotional intelligence

English Home
Language

Life Skills

Creative Arts

Feel the Freshness



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Section A

Introduction

Foreword

The Albany Bakeries Educator Workbook for Grades R-3 learners has been developed to include the following subjects: Life Skills, English Home Language and Creative Arts. The Learner Activities in the learner booklet are based on the new CAPS curriculum that was introduced in 2012 and are grade specific. The Educator Workbook will direct you with lesson plans based around the Learner Activities that you will find in the Albany Bakeries learner booklets.

These Learner Activities can be used in the classroom to supplement what you are already doing as part of the CAPS curriculum. The lesson plans in the Educator Workbook help you to implement each lesson successfully.

Social and emotional learning (SEL) is the method which children and adults attain and effectively apply knowledge, attitude and skills necessary to understand and manage emotions in children. This is to set positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. Promoting social and emotional development for learners involves teaching and modelling social and emotional skills, providing opportunities for learners to practice and hone those skills, and giving learners an opportunity to apply these skills in various situations. The most ubiquitous SEL approach involves training teachers to deliver clear lessons that teach social and emotional skills and then discovering opportunities for learners to reinforce their use throughout the day.

Here is a quick overview of the CAPS-aligned content that you will find in the educational pack:

Grade R

This lesson plan and activities are based on Self Awareness.

Self-awareness involves understanding one's own emotions, personal goals and values. This includes accurately assessing their strengths and limitations. High levels of self-awareness require the ability to recognise how thoughts, feelings and actions are interconnected. As learners begin to evaluate their actions and respond appropriately to different social situations, they will be able to apply a positive self-assessment related to their healthy food choices.

Grade 1

This lesson plan and activities focus on Relationship Skills.

Relationship skills help children establish and maintain healthy and rewarding relationships. These skills involve communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively and seeking help when it is needed. Learners develop confidence and the ability to self-manage, make good health and life choices and build healthy relationships.

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Grade 2

This lesson plan and activities focus on Self Awareness.

Children learn to understand their own emotions, personal goals and values. This includes accurately assessing their strengths and limitations. High levels of self-awareness require the ability to recognise how thoughts, feelings and actions are interconnected. By investigating the factors which contribute to both healthy and unhealthy lifestyles, learners can reflect on their own lifestyle and consider the steps they could take to improve their own health and wellbeing.

Grade 3

This lesson plan and activities focus on Social Awareness.

Social awareness involves the ability to understand, empathise and feel compassion for those with different backgrounds or cultures. One of the goals of social awareness is a better understanding of society and the knowledge of available alternatives. Learners should be aware of the different food cultures and the importance of eating a healthy and balanced diet.

Background and Context

Pick n Pay School Club is celebrating its 15th year of providing much-needed educational material, which now reaches 105,875 teachers and 2.26 million learners across South Africa. The Albany Bakeries learning programme is aligned to the CAPS curriculum, which adheres to the standards set by the Department of Education.

The material is designed to facilitate the learning process and culminates in the assessment of competency levels according to the standards set for each specific grade. The educator is supported by way of research and learning content that is presented clearly and is easy to implement in the classroom.

Acronyms:

CAPS: Curriculum and Assessment Policy Statement

GET: General Education and Training

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Section B

Foundation Phase

Grade R

Name of Learner Activities Learner Activity 1: Make a LOVE Hug Jar Learner Activity 2: Make an "I love you" Sign Language sign		Time: 2 Hours
Grade R	Subject Creative Arts Term 1	
Curriculum Standards (CAPS): Creative Arts Term 1		
<ul style="list-style-type: none"> Create in 2D Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment 		
Objectives		
The learners will be able to:		
<ul style="list-style-type: none"> Identify positive feelings; talk about what makes them feel good; learn to observe and identify patterns in both their feelings and their responses to those feelings; demonstrate a feeling or emotion without using words Learn about different forms of communication; understand how people with difficulties communicate 		
Content	Skills	Values
<p>Learner Activity 1: Make a LOVE Hug Jar Makes a 'LOVE Hug Jar.'</p> <p>Learner Activity 2: Make an "I love you" Sign Language sign Makes an "I love you" Sign Language sign.</p>	<p>Learner Activity 1: Make a LOVE Hug Jar Learners use fine motor and sensory co-ordination, manipulation of scissors and other tools and equipment.</p> <p>Learner Activity 2: Make an "I love you" Sign Language sign Learners develop hand/eye co-ordination.</p>	<p>Learner Activity 1: Make a LOVE Hug Jar Supports the emotional growth of learners.</p> <p>Learner Activity 2: Make an "I love you" Sign Language sign Learners appreciate that not everyone communicates in the same way and learns and respects the way people with disabilities communicate.</p>
Resources needed		
<p>Learner Activity 1: Make a LOVE Hug Jar Feelings laminated picture/poster; laminated pictures to show the class (the pictures you will find in the Resource Section of this Educator Workbook) – add more of your own for class discussion; Learner Activity in learner booklet; A4 coloured paper; scissors; jar for the hearts; ribbon and decorations for hearts; colouring-in crayons/ paint (red, blue, yellow, green and gold); find a book to read to the class that incorporates feelings like angry, sad, mad. (Like My Many Coloured Days – by Dr Seuss: Helping kids identify emotions as they relate to colours); the South African Food Guide: goo.gl/vewKdK; a loaf or two of Albany Superior Best of Both White Bread – enough for each learner in the class to taste; access to the Internet to read information on the Albany Bakeries website: www.albany.co.za</p> <p>Learner Activity 2: Make an "I love you" Sign Language sign Access to the Internet; Sign Language Alphabet which you will find in the Resource Section of this Educator Workbook; Learner Activity in learner booklet; colouring in pencils; blind fold; the YouTube video: goo.gl/CR9Jcw – play up to 2.45 mins; the South African Food Guide: goo.gl/vewKdK; a loaf or two of Albany Superior Best of Both White Bread – enough for each learner in the class to taste; access to the Internet to read information on the Albany Bakeries website: www.albany.co.za</p>		

Feel the Freshness



Section B Foundation Phase Grade R

Teacher preparation before starting

Study the lesson plans prior to the lessons and ensure you have all the required resources for the lessons. Familiarise yourself with content for the two lessons before the lesson starts. Watch the YouTube videos mentioned in the 'Resources needed' section of this Educator Guide and decide which of them to incorporate into your lesson.

Teaching the Learner Activities

Learner Activity 1: Make a LOVE Hug Jar

Learners can have a difficult time knowing how to deal with different feelings in appropriate ways. Understanding and appreciating others' feelings can be difficult too.

Introduce the lesson

- a) Begin the lesson by asking the learners how they feel today. To prompt a discussion, perhaps start by asking the class how they feel.
- b) Read through a story and ask learners to identify the emotions being expressed in the story. Draw attention to the importance of facial cues and non-verbal gestures. As you are reading through the story, ask learners to identify the emotions from the basic emotions resource page which you find in the Resource Section of this Educator Workbook. Emphasise that no feeling is 'wrong', and that all feelings we have are 'valid' or 'important'.
- c) Ask them to name some good feelings and some bad feelings. Tell them that it's fine to feel sad some days and happy on other days, but let them know that it's also fine to let someone know how they are feeling.
- d) Show the pictures one at a time to the learners and ask them how they feel. For example: Show the picture of the boy who has fallen off his bicycle and ask, "how would you feel?" and then the picture of the boy hugging his puppy, and so on.
- e) Because learners often need emotional support but do not know how to ask for it, the "LOVE Hug Jar" allows them to show their emotions safely. Tell the learners that they are going to make a LOVE Hug Jar so that when they are feeling scared or sad or lonely, they can ask for a hug and know that their feelings are important.

Complete the Learner Activity

- a) Explain the activity and then let your learners complete the Learner Activity in their learner booklet.

Learner 2: Make an "I love you" Sign Language sign

Communication is what we do to give and get understanding; it is the process of sending and receiving messages. Successful communication occurs when there is understanding. Communication can be verbal, using oral language to convey a message, or nonverbal, including facial expressions, body language, text or written-based language. Sometimes a message's original meaning gets lost in the translation between thought and the act of communicating it. Teaching learners how to communicate effectively helps them maintain healthy relationships, resolve conflicts peacefully, excel in school, and eventually get and keep jobs.

Introduce the lesson

- a) Introduce the lesson by talking about the different ways in which people communicate. Verbal, written, visual (through images) and body language.
- b) Discuss the challenges for people not being able to communicate and express feelings. Use Helen Keller as an example, and how she communicated her wants and needs by using braille and Sign Language. Play the video to the class up for 2.45 mins: goo.gl/CR9Jcw
- c) Remind learners that Helen was able to communicate using braille and Sign Language.
- d) Make copies of the I love sign which you will find in the Resource Section of this Educator Workbook and hand them out to your learners. Place blindfolds on the learners and then tell the class to colour-in their sign. When they are finished, ask the learners to show the class their sign. Ask them how it made them feel. Discuss why it was easy or hard and the challenges they faced.

Feel the Freshness



Section B

Foundation Phase

Grade R

- e) Ask the class how they would feel if they could not express their thoughts or feelings.
- f) Explain that as we communicate through speaking and listening, blind people use braille and Sign Language to communicate their ideas and thoughts. Explain that we need to love people no matter what their disability is and learn to treat people with disabilities the same as we would other people.

Complete the Learner Activity

- a) Let the class decipher the Sign Language words in the Learner Activity in their learner booklet. Words say "Dog"; "Run"; "Cat"; "Love".

Extension Activity: Making Choices

- a) Explain to learners that we all make our own choices in life. We choose to be kind and respectful and we choose to help people in need. In these lessons we have learned that it is alright to tell someone how we are feeling - it is a choice that would make us feel better. We have also learned to respect the way people with disabilities communicate. This is a choice that will make us feel good as citizens. Explain that it is also important to make the right healthy eating choices because this affects our bodies in different ways. For example, if we don't eat breakfast and come to school hungry, this could make us sad or tearful or grumpy. If our tummies are full, then we would be happier and helpful and friendly. Talk about the importance of eating breakfast every day and the food options that incorporate a healthy breakfast. Explain that breakfast is a healthy choice because it gives us energy to learn, work and play in the morning.
- b) Ask learners what they eat for breakfast. Show the learners the South African Food Guide. Explain that a complete breakfast includes eating foods from four of the seven food groups: vegetables and fruit, starch (bread), dairy (milk, maas, yoghurt) and protein (eggs). Talk about different breakfast food items as a class from each food group. Note that some learners will have different choices limited by home situations. Ask learners to discuss their favourite breakfast food. Talk about Albany Superior Best of Both White Bread. Hand out a slice to each learner and then ask them to:
 - i. Describe the colour
 - ii. Describe the smell
 - iii. Describe the texture
 - iv. Describe the taste
- c) Explain that although it looks and tastes like white bread, it also has all the fibre and goodness of Albany Superior Brown Bread. That's why it's called the 'Best of Both'. Explain that bread helps to keep them healthy because it is filled with vitamins and minerals. Ask the learner if Albany bread is a good choice for a healthy start to their day?

Assessment

Refer to the Resource Section for the Assessment Rubric.

Teacher reflection

Is there anything you would do differently if you taught this unit again?

Feel the Freshness



Make a LOVE Hug Jar

Name:..... Date:.....

**A hug shows someone how much you love them and care
You can give a hug anytime and anywhere
Being helpful and kind is where you start
because when you do that, you hug a heart**

Let's make a Hug Jar

Materials for hug hearts:

- Thick, coloured paper board; glitter, rhine stones and other decorations to decorate the hearts
- Clear jar with a wide opening for little hands to go in and out – with lid
- Label the jar "My Love Hug Jar" in the front and "Feel the love" at the back of the jar

Step by Step

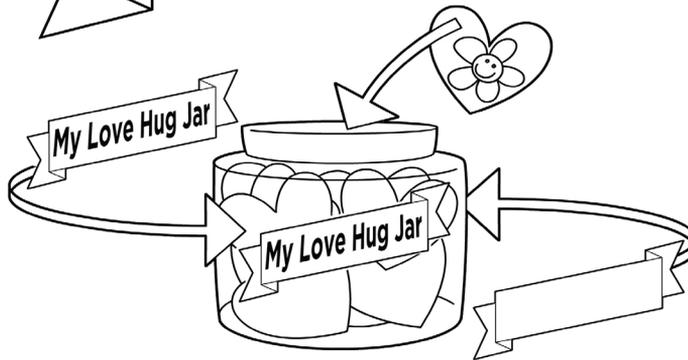
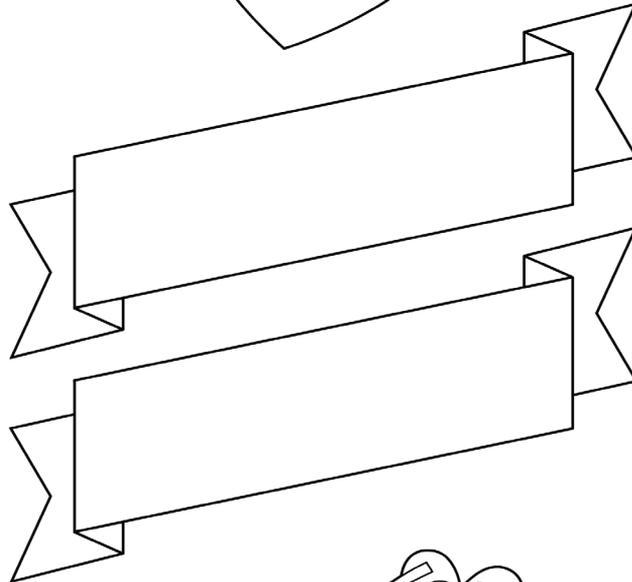
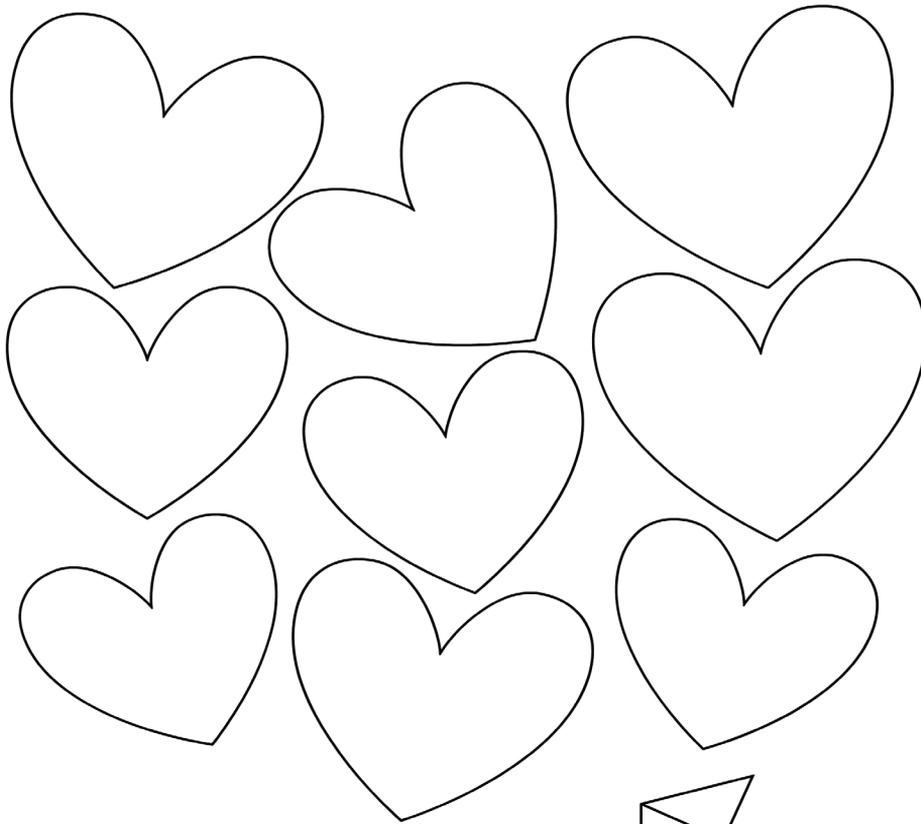
1. Cut out and trace hearts from the template onto coloured board paper so that you can make at least 10 different sized hearts (don't forget to ask your mom or teacher to help you).
2. Decorate the hearts as you like. Use red, gold yellow, green and blue to make your hearts bright and colourful.
3. Place the hearts in a jar.
4. Label the jar "My Love Hug Jar" in the front and "Feel the Love" at the back using the templates.

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Section B
Foundation Phase
Grade R

Learner Activity 1



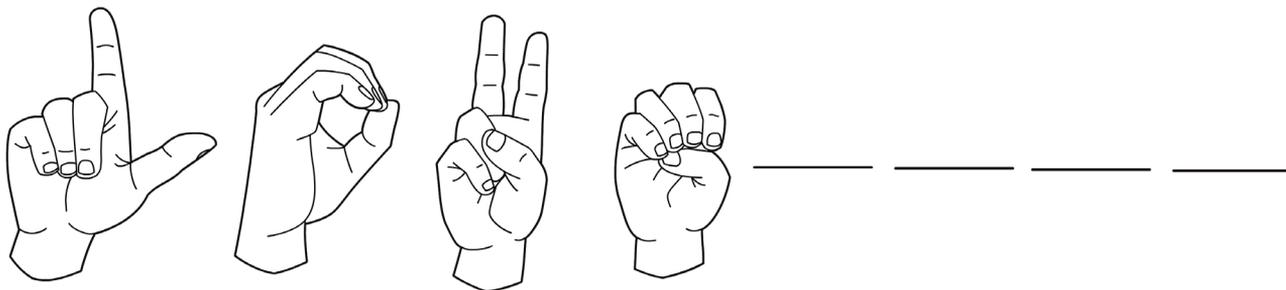
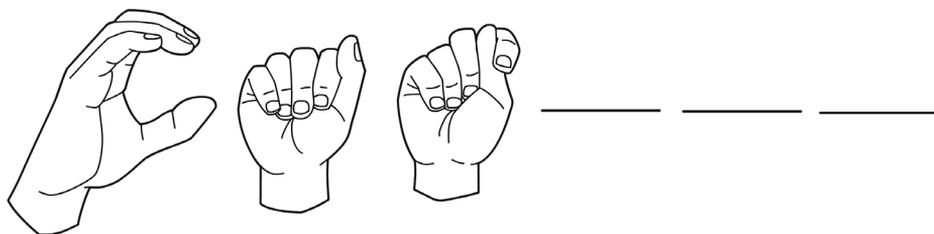
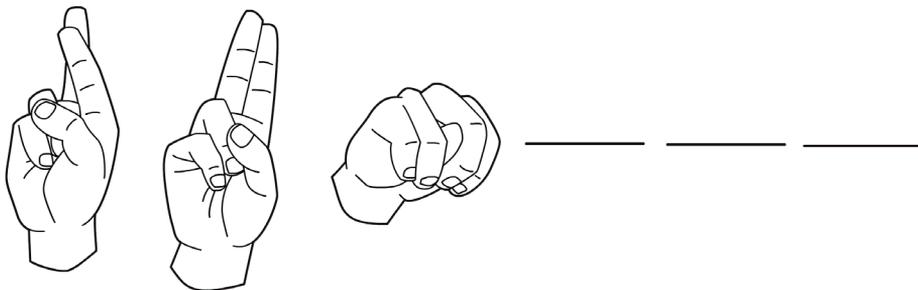
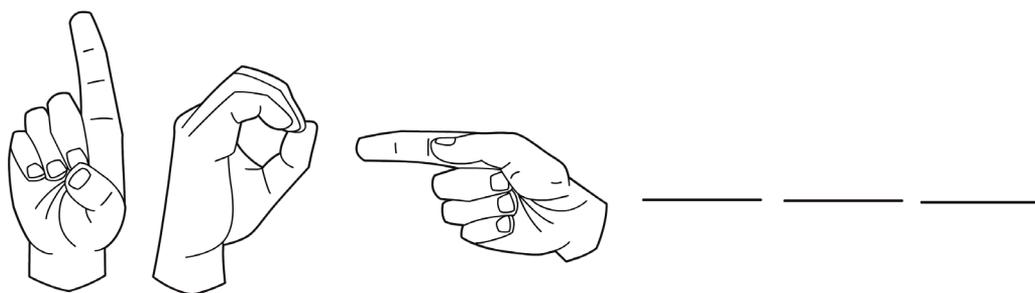
Feel the Freshness



Make an "I love you" Sign Language sign

Name:..... Date:.....

1. Look at the Sign Language alphabet.
2. Write down the letter for each hand sign to find out what each word means.



Learner Activity 2

Feel the Freshness



Section B

Foundation Phase

Grade 1

Name of lessons Learner Activity 1: My Family Learner Activity 2: Sharing is caring		Time: 2 Hours
Grade 1		Subject Life Skills Term 2 English Home Language Term 2
Curriculum Standards (CAPS): Life Skills Term 2 • My family English Home Language Term 2 • Listening and speaking		
Objectives		
The learners will be able to: • Describe what they already know about families by thinking and sharing facts about their own families; identify why their family is important to them • Engage in an activity that requires sharing; learn to share limited resources; give an example of sharing		
Content	Skills	Values
Learner Activity 1: My Family Learners record their names in a heart tree and draw what they like doing the most with their family.	Learner Activity 1: My Family Reading and writing; listening and speaking.	Learner Activity 1: My Family Learners understand that all families are different and learn how each family member has an important role in the family.
Learner Activity 2: Sharing is caring Learners trace the word "Sharing" and then draw and colour-in a picture.	Learner Activity 2: Sharing is caring Listening and speaking; conversations; asks inquiry-based questions in conversation; shares stories of own experiences.	Learner Activity 2: Sharing is caring Learners are enabled to listen to and understand the value of sharing with one another and become good citizens.
Resources needed		
Learner Activity 1: My Family The day before your lesson, instruct learners to bring photos/pictures from home that they can show the class, explain that they are going to be discussing families; Learner Activity in learner booklet; coloured crayons; access to the Internet to play video: goo.gl/WCu9f4 Learner Activity 2: Sharing is caring Learner Activity in learner booklet; access to the Internet to play the video: goo.gl/YV5yAX Little Red Hen story: goo.gl/cY6o2J Albany Superior Best of Both White Bread; peanut butter and jam; plastic knife to butter the bread. Extension Activity: Sandwich Sharing Learners should prepare a sandwich with a choice of filling to bring into the classroom for the lesson; South African Food Guide: goo.gl/xna5Pc		
Teacher preparation before starting		
Study the lesson plans prior to the lessons and ensure you have all the required resources for the lessons. Familiarise yourself with content for the two lessons before the lesson starts. Watch the YouTube videos mentioned in the 'Resources needed' section of this Educator Guide and decide which of them to incorporate into your lesson. Remind learners to bring family photographs to school for the lesson.		

Feel the Freshness



Teaching the Learner Activities

Learner Activity 1: My Family

Family provides for children's basic needs. Learners also learn a lot more from the family and the values of parents, perception and understanding the world. Learners should know that family is important and significant to their lives and that they have their family to turn to whenever they need to. This will enhance their self-confidence and make them feel relaxed while facing a stressful situation. This self-confidence and sense of security will make it easy for them to face the world. Talking to the learners about the role of family and the values of parents in their lives and showing them the importance of family by practical actions are ways of educating learners about the importance of family.

Introduce the lesson

- a) Play the "My family" video: goo.gl/WCu9f4
- b) After the video, discuss with your learners what family means to them. Potential discussion questions include: How are families a system that works together? How are families the same and how are they different? What do families around the world look like?
- c) Explain that there are many kinds of families and no two families are exactly alike. Remind the learners that many families are different than others – some have grandparents, parents, cousins, brothers, sisters, aunts or uncles. Ask what makes a family? Do all families have to be biologically related? Do all families keep in close touch with each other? Many learners may have a family that isn't traditional. They may include step-mothers and fathers, half brothers and sisters, they may be adopted. Explain that this diversity is great, and that none of them should worry about not being able to do a family tree.
- d) Allow a few learners to stand up and talk about their family and then compare how different their family is to others in the class. Discuss the importance of families. Let the learners discuss how important their family is to them and why.

Complete the Learner Activity

- a) In the Learner Activity in the learner booklets, let the learners write their family member's names on the tree. Below the picture they need to illustrate something about their family that is important to them. Something that might be important to them is the love they get from their family. To illustrate this, they might draw a heart. Perhaps Mom always packs healthy lunchboxes, so a sandwich would illustrate this.
- b) Look at the different pictures in the Resource Section of this Educator Workbook and note the comments made during discussion to make sure learners can identify one reason why their family is different and important to them.
- c) Create a bulletin board for the learners to bring pictures of their family and pin them up. They can then share their family pictures with other learners and can also compare different family pictures to see the differences between the different families.

Learner Activity 2: Sharing is caring

Introduce the lesson

- a) Have the buttered Albany Superior Best of Both White Bread ready. Start the lesson by asking the learners to wash their hands and then to sit in a circle whilst you prepare the video lesson. Tell the learners that you are going to share your delicious fresh Albany Superior Best of Both White Bread with them which is filled with vitamins and minerals because you like to share and make people happy. Ask learners to share the Albany bread slices around the classroom so that every-one has a slice to eat. Observe the learners while they eat their Albany bread. Did everyone wait for a turn, and were the learners sharing? Talk about how much fun it is to share with friends.
- b) Ask learners to tell you what it means to share and how they feel about sharing.
- c) Ask the learners if it is important to share. Why do they think that?

Feel the Freshness



Section B

Foundation Phase

Grade 1

- d) Ask learners how they feel when someone doesn't share with them. Ask how they feel when someone does share with them.
- e) Talk about times when it is important to share – for example when someone leaves a lunchbox at home or a school book.
- f) Then proceed to play the video about the Little Red Hen: goo.gl/cY6o2J
- g) Observe the learner's facial expressions and when it has finished talk about the video:
 - i. What happened when the Little Red Hen asked the animals to help her plant the wheat?
 - ii. Why do you think the animals did not help?
 - iii. What happened when the Little Red Hen called the other animals to come help bake bread?
- h) Then ask:
 - i. Would you have helped the Little Red Hen? Why or why not?
 - ii. Have you ever helped your parents with the cooking?
 - iii. Who ate the bread?
 - iv. Why do you think the Little Red Hen did not share the bread?
 - v. What was the most important lesson that you learned in the story?
- i) Explain that when the learners were little they probably didn't like to share their toys because they didn't understand the meaning of 'sharing'. Explain that as we get older, we learn about kindness and being good to people around us. This is what sharing is about – sharing is when you have something that someone else needs or wants and you offer to let them use it.
- j) To end off, explain that sharing and offering to help people is called good citizenship. All people should strive to be good citizens. Sharing is something that you do to make yourself feel good as well as the person needing your help.
- k) End off by playing the YouTube video: goo.gl/YV5yAX

Complete the Learner Activity

- a) Learners complete the Learner Activity in their learner booklets.

Extension Activity: Sandwich Sharing

- a) Explain to learners that healthy eating is a very important part of living a healthy lifestyle. Eating a variety of foods from different food groups allows learners to consume a wide variety of nutrients.
- b) Show the class the South African Food Guide and discuss foods from the food guide that could be used for healthy snacking like Albany bread, fruit, yoghurt, maas, eggs etc.
- c) Ask the learners what their definition of a "snack" is.
- d) Discuss their responses. (A snack is a small amount of food that is eaten in between meals and provides energy and nutrients to hold you over until your next meal. It is not as big as a meal).
- e) Ask learners if they think snacks are part of healthy eating. Discuss responses. Snacks can be part of a healthy eating style if the right foods are chosen. Tell the learners that they have the choice to make the right decisions about the food they eat.
- f) Explain to the learners that when the right snacks are chosen, we get a wider variety of important nutrients. Place learners into groups of two or three and tell them to share their prepared sandwich with a friend.
- g) Allow a few learners to comment on the fillings and discuss if they are tasty, and healthy. Discuss the benefits of Albany Superior Best of Both White Bread that can be used as healthy snack choices.

Assessment

Refer to the Resource Section for the Assessment Rubric.

Teacher reflection

Is there anything you would do differently if you taught this unit again?

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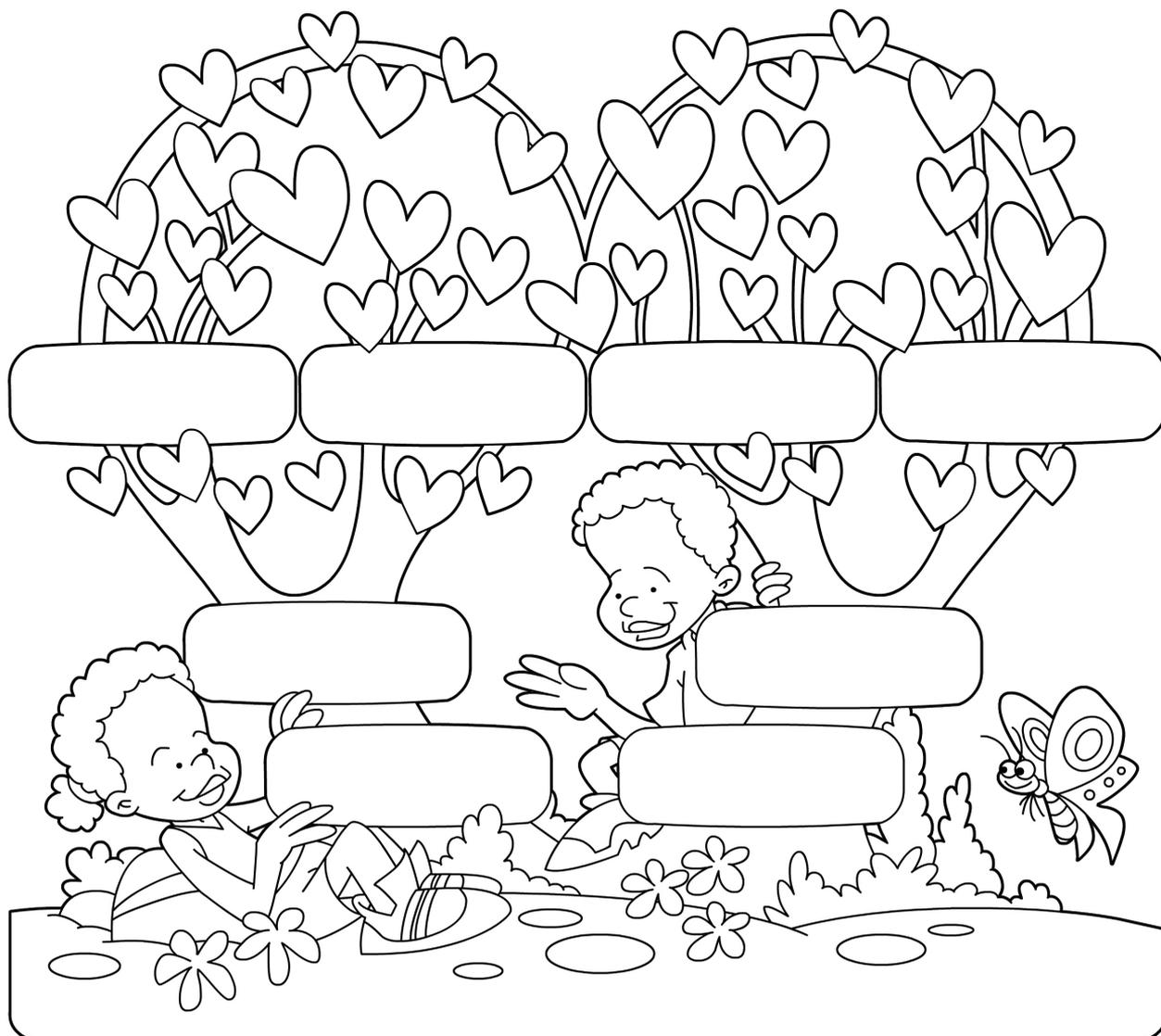


My family

Name:..... Date:.....

Who are your family members? What do you love doing together with them?
Do you like to help Mom in the kitchen or read with Dad?

1. Write your family member names in the heart tree and then colour-in the picture.



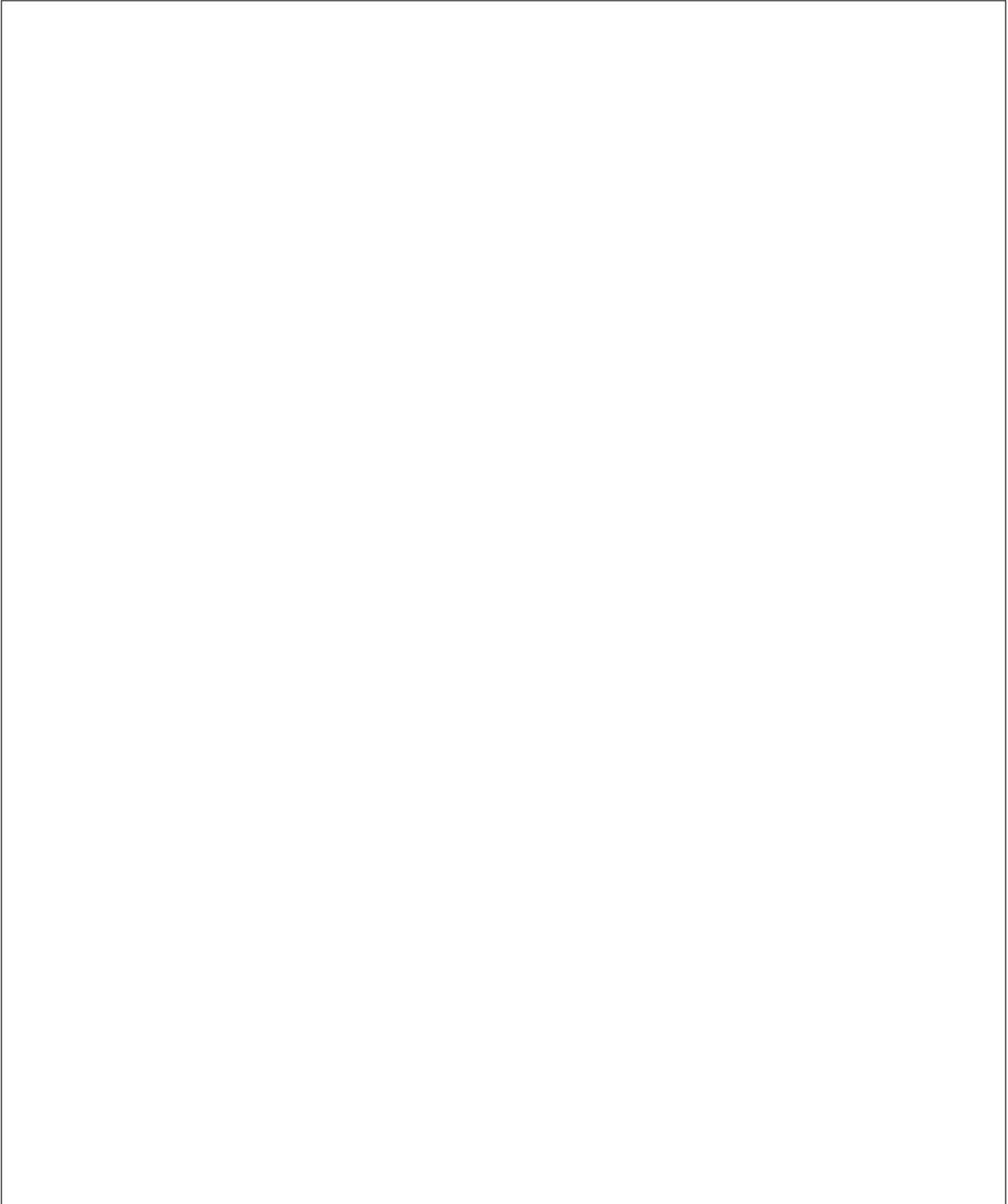
Learner Activity 1

Feel the Freshness



Section B
Foundation Phase
Grade 1

2. Draw what you like doing the most with your family.



Learner Activity 1

Feel the Freshness



Sharing is Caring

Name:..... Date:.....

Look at Tammy and Tommy sharing an Albany sandwich! Sharing is caring.

1. Trace the word below and then draw a picture about what you like to share the most with a friend.



Learner Activity 2

S is for Sharing!

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Feel the Freshness



Section B
Foundation Phase
Grade 1

Learner Activity 2



Feel the Freshness



Section B Foundation Phase Grade 2

Name of Learner Activities Learner Activity 1: Positive self-talk Learner Activity 2: I love you because		Time: 2 Hours
Grade 2		Subject English Home Language Term 1
Curriculum Standards (CAPS): English Home Language Term 1 <ul style="list-style-type: none"> Handwriting <ul style="list-style-type: none"> Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills – connects language and art skills with activity English Home Language Term 1 <ul style="list-style-type: none"> Handwriting <ul style="list-style-type: none"> Writes words with correct spacing between letters and words – connects language and art skills with activity 		
Objectives		
The learners will be able to: <ul style="list-style-type: none"> Acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others; learners will make decisions, set goals and take necessary action to achieve goals Identify appropriate ways to show affection; describe how affection feels; demonstrate ways to show affection 		
Content	Skills	Values
Learner Activity 1: Positive self-talk Learners make a positive self-talk praising statement tree.	Learner Activity 1: Positive self-talk Learners begin to evaluate their self-talk; generate and use self-praising statements; writes own words building own word bank.	Learner Activity 1: Positive self-talk Learners understand that they can change their self-talk by becoming aware of the things they say to themselves and changing negative and unhelpful self-talk to more positive and helpful talk.
Learner Activity 2: I love you because Learners write down who they love and why and how they express affection.	Learner Activity 2: I love you because Describes how affection feels; identifies appropriate ways to show affection; writes words using correct spacing.	Learner Activity 2: I love you because Learners recognise and celebrate the emotions they feel for those they love and those that others express toward them.
Resources needed		
Learner Activity 1: Positive self-talk Access to the Internet to watch the video: goo.gl/MvdVbt and to read the information on the Albany Bakeries website: www.albany.co.za ; weights and scale; "I love me" laminated picture to place on board (picture can be found in the Resource Section of this Educator Workbook); Learner Activity in learner booklet; the South African Food Guide – information can be found at: goo.gl/7Rxjrg ; a loaf of Albany Superior Best of Both White Bread; peanut butter and heart baking shapes for the extension activity.		
Learner Activity 2: I love you because Access to the Internet to watch the video: goo.gl/pnkwuT or goo.gl/4Wkfyx and to read the information on the Albany Bakeries website: www.albany.co.za ; Learner Activity in learner booklet; laminated emotions pictures to share with the class and place on board (pictures can be found in the Resource Section of this Educator Workbook); the South African Food Guide – information can be found at: goo.gl/7Rxjrg ; a loaf of Albany Superior Best of Both White Bread; peanut butter and heart baking shapes for the extension activity.		

Feel the Freshness



Section B

Foundation Phase

Grade 2

Teacher preparation before starting
<p>Study the lesson plans prior to the lessons and ensure you have all the required resources for the lessons. Familiarise yourself with content for the two lessons before the lesson starts. Watch the YouTube videos mentioned in the 'Resources needed' section of this Educator Guide and decide which of them to incorporate into your lesson.</p>
Teaching the Learner Activities
<p>Learner Activity 1: Positive self-talk</p> <p>Positive self-talk is some way learners can encourage themselves. Positive self-talk can make a big difference for learners when they know a test is coming up or when walking into a classroom full of strangers. Learners can become overwhelmed and stressed out from daily tasks. Teaching about positive self-talk can be a minor tool to use in building confidence, easing anxiety, and helping with attention and focus in the classroom.</p> <p>Introduce the lesson</p> <ol style="list-style-type: none"> Introduce the lesson by playing the video: goo.gl/MvdVbt Ask learners what they learnt about the video. Discuss what Henry did. Henry did not always do things right – sometimes he did things the wrong way. He knew he wasn't perfect, but he liked being himself. He could count to 20, run faster than his friend Brian, he could spell his name – he knew he wasn't perfect, but he was fine with that. He focused on the good things he COULD do. What happened to Henry when he fell off the slide? (Other children laughed at him). How did he feel? (He thought about what it must have looked like when he fell and laughed). What kind of attitude did Henry have? Positive/negative? He always had a positive attitude even though he wasn't perfect. When other people wanted to make him feel bad, he remembered all the good things he could do. Explain to learners that our attitudes and thoughts influence our feelings and behaviour. When learners recognise the negative attitudes that lead to self-defeating behaviours, they can change them to more positive and rational attitudes through positive self-talk. By thinking about and substituting positive messages for those that are negative, learners can develop the self-confidence to overcome obstacles to success. Ask learners to give some examples of positive self-talk: 'I can do it.' 'I'm good enough.' 'If I want to, I can.' 'It doesn't matter if I make a mistake.' 'I can make it happen.' 'If I try hard, I'll get there.' etc. Explain that everyone has doubts – even pro athletes have setbacks. Positive self-talk helps athletes to keep going, but, "When they fall, they just get up again." Introduce the meaning of self-confidence to the class. Demonstrate, with the scale and weights, how negative comments, activities, and situations weigh down a person's self-perception. Explain that someone's negative view of themselves can be cancelled out by positive self-talk and positive comments. Allow learners to participate by placing a weight for every negative comment on the scale and removing a weight for every positive comment they come up with. Have a class discussion about the difference between positive and negative self-talk and the effects of each. Discuss the importance of taking risks and being prepared to make mistakes. Explain that a little voice in our head gives us messages. Sometimes the messages say that we are clever and doing well. At other times they say that we are 'silly' or that we can't do anything. Ask the learners how they feel when the messages are negative as well as how they feel when they are positive. Ask how a positive self-concept would help them grow? Could this growth occur with a negative self-concept? Ask what suggestions they could give to someone who has a negative self-concept? Explain that having high self-esteem and liking yourself is related to feeling good generally and it is therefore important for students to recognise some of the factors which may influence self-esteem. If our self-talk is negative or unhelpful, we won't feel very good about ourselves. Examples of positive statements: 'I have a good sense of humour; I can laugh at myself.' 'I am a caring person; I try to support my friends when they are upset.' Set a task for the week: Ask learners to stop whenever they use unhelpful or negative self-talk and use an alternative, more helpful statement instead.

Feel the Freshness



Complete the Learner Activity

- a) Learners can then complete the Learner Activity in their learner booklets.

Lesson 2: I love you because

As learners hear the word “I love you” from their parents, they can begin to understand the feeling and the actions that go along with this message. This knowledge can then be applied to other character traits, such as patience or responsibility. Once learners see the connection between the traits and how they improve one’s wellbeing and relationship with others, there is a domino effect and the awareness of values in everyday life becomes more apparent.

Introduce the lesson

- a) Introduce the theme by playing the video to the class: goo.gl/pnkwuT or goo.gl/4Wkfyx
- b) Ask learners how they feel after watching the videos.
- c) Let the learners draw a picture of how they love their pet or someone special. On the board ask learners to match the emotion to the pictures representing those emotions – caring, sharing, helping, hugging (reference picture examples can be found in the Resource Section of this Educator Workbook).
- d) Ask learners “How do you know when someone loves you?” Allow them to take turns to answer the question – hugging, having someone’s help or enjoying watching a movie together.
- e) Explain that Moms and Dads love each other and so do parents and children and brothers and sisters. Explain that love is greater than any gift – because without love, gifts are empty, and love outlasts any gift. Remember that love is patient and kind and selfless.
- f) Talk about unconditional love. When we feel true love, we love each other no matter what – both in good times and in hard times. Ask learners to think about some difficult situations they have faced, such as missing a friend or not getting something they wanted. Explain that we should love ourselves and each other whether we are happy or sad, and be patient and forgiving even when someone makes a mistake. This is called unconditional love because we love each other no matter the condition.
- g) Get learners to talk about ways to show love (such as hugging, opening the door for someone, blowing kisses) towards different people such as grandparents, friends, teachers, and strangers. Sometimes we show love to different people in different ways and it is important to know the appropriate way for each person.

Complete the Learner Activity

- a) Go through the Learner Activity in the learner booklet. Ask learners to make a list of people they love and people who love them.
- b) Discuss the idea of love being limitless – no matter how many people we love, there is always more love in our hearts. Love is endless to receive and endless to give.
- c) Explain how a heart is often used as a representation of love because, like love supplies energy to people, the heart supplies blood to the body. This blood (love) allows us to live happily.

Extension Activity for both lessons: What is a heart?

- a) Explain that the heart is an important organ that pumps blood throughout the blood vessels in a person’s body. Tell learners that it is also important to have a nutritious diet and do exercise to keep our hearts healthy.
- b) Explain how the South African Food Guide is designed to help us make the right food choices for a nutritious diet. Explain that the food guide refers to starchy foods making up the largest portion of our meals and this includes bread.

Feel the Freshness



**Section B
Foundation Phase
Grade 2**

- c) Show the learners the Albany Superior Best of Both White Bread. Ask them 'what colour is the bread?' Tell them that it may look and taste like white bread, but it contains all the fibre and vitamins and minerals of Albany Superior Brown Bread. Explain that fibre helps keep our digestive tract healthy and that this bread is a great choice for learners to eat.
- d) Hand out the heart baking shapes to the learners and demonstrate that they will be make their own peanut butter heart bread snack. Whilst demonstrating, ask them to feel the freshness of the Albany bread when they are cutting out their shapes. Place peanut butter on the bread for the learners and let them enjoy their 'Best of Both' snack!

Assessment

Refer to the Resource Section for the Assessment Rubric.

Teacher reflection

Is there anything you would do differently if you taught this unit again?

Feel the Freshness



Positive self-talk

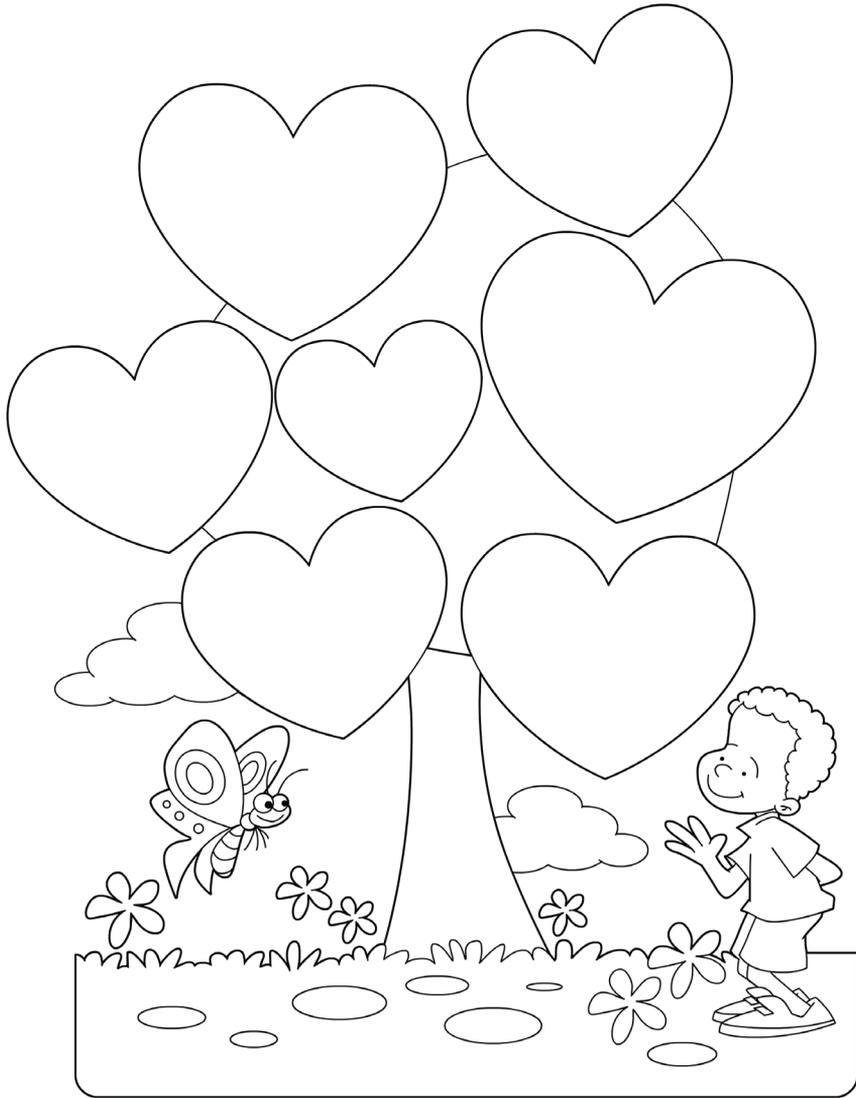
Name:..... Date:.....

What positive things can you say about yourself that make you feel good?

1. Write them on the leaves of the tree and then colour-in the picture.

Here are some examples to help you:

friendly	creative	helpful	tidy	kind
	honest	caring	loving	



Learner Activity 1

Feel the Freshness



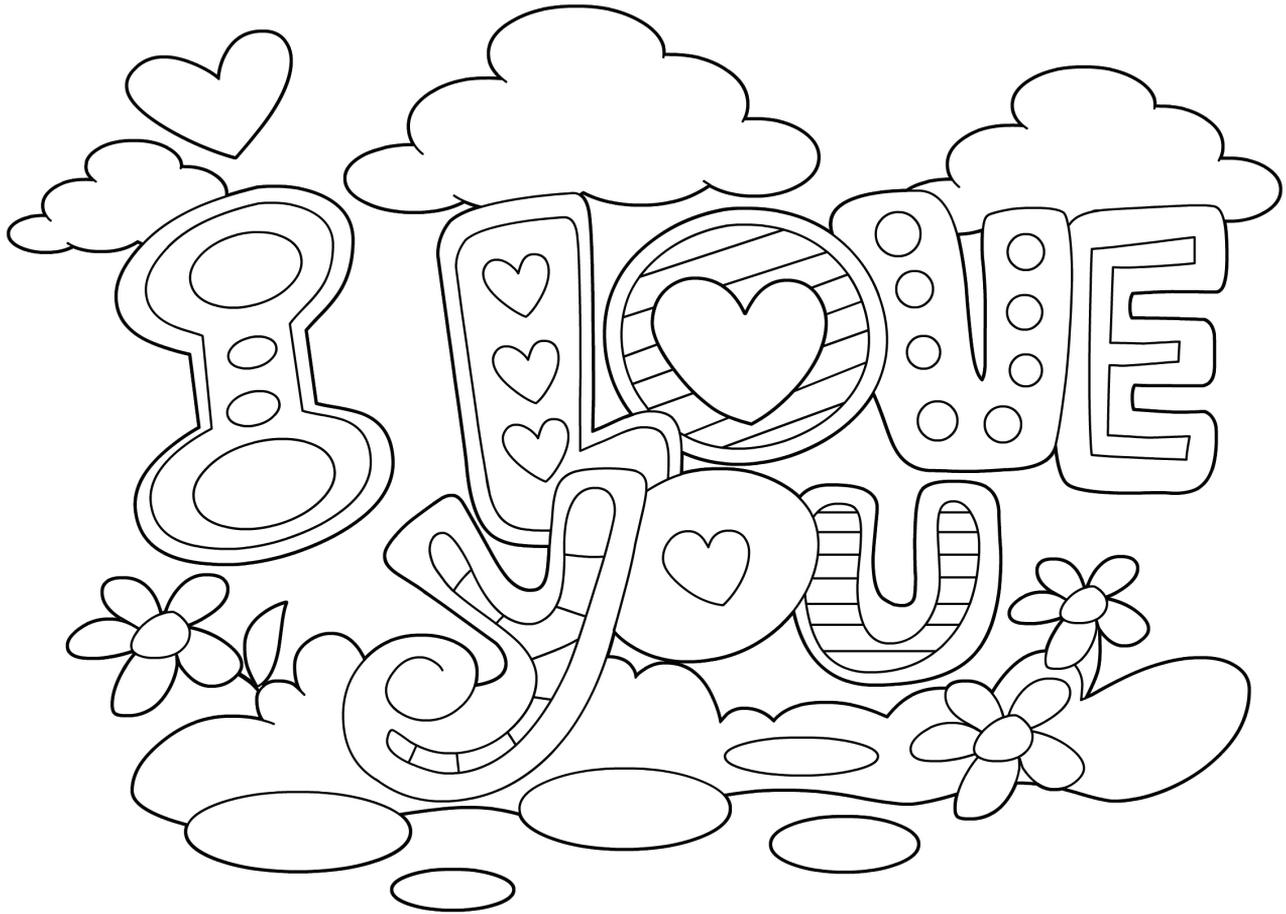
Section B
Foundation Phase
Grade 2

I love you because

Name:..... Date:.....

1. Colour-in the picture and then write a list of people you love and people who love you.

Learner Activity 2



I love you:

Loves me:

Feel the Freshness



Section B Foundation Phase Grade 3

Name of Learner Activities Learner Activity 1: Being grateful Learner Activity 2: Every-one fits together		Time: 2 Hours	
Grade 3		Subject English Home Language Term 1 Life Skills Term 1	
Curriculum Standards (CAPS): English Home Language Term 1 • Listening and speaking – connect language and art skills with activity Life Skills Term 1 • Feelings – connect language and art skills with activity			
Objectives			
The learners will be able to: • Discuss what appreciation means to them, identify where they see appreciation, when they feel appreciated and practice appreciating others • Understand, appreciate and respect similarities and differences; exhibit pride in their own unique selves; learn about different types of families; identify specific similarities and differences between their family and their classmates' families			
Content	Skills	Values	
Learner Activity 1: Being grateful Learners write sentences about what they are grateful for to someone	Learner Activity 1: Being grateful Listening and speaking; critical thinking.	Learner Activity 1: Being grateful Identify how to be grateful for even the small things in life.	
Learner Activity 2: Every-one fits together Learners make their own unique puzzle piece about themselves.	Learner Activity 2: Every-one fits together Listening and speaking; 2D Creative arts – exploring a variety of media.	Learner Activity 2: Every-one fits together Even though we are all different, we are unique in our own way and part of a family.	
Resources needed			
Learner Activity 1: Being grateful Access to the Internet to play the video: goo.gl/naTiUe and to show the learners the Albany Bakeries website: www.albany.co.za ; grateful quotes to laminate and show the class; Learner Activity in learner booklet; 2 x A4 paper to distribute to each learner in the class; coloured crayons/pencils (red, blue, yellow, green and gold); scissors; laminating machine; the South African Food Guide: goo.gl/TDchy9 Learner Activity 2: Every-one fits together Access to the Internet to play the video: goo.gl/cu9k88 ; Learner Activity in learner booklet; coloured pencils, glue and glitter.			
Teacher preparation before starting			
Study the lesson plans prior to the lessons and ensure you have all the required resources for the lessons. Familiarise yourself with content for the two lessons before the lesson starts. Watch the YouTube videos mentioned in the 'Resources needed' section of this Educator Guide and decide which of them to incorporate into your lesson.			

Feel the Freshness



Section B

Foundation Phase

Grade 3

Teaching the Learner Activities

Learner Activity 1: Being grateful

Gratitude is a trait that can be taught to learners. Practicing gratitude increases learner’s positive emotions and makes them feel happier in school and in life in general.

Introduce the lesson

- a) Introduce the lesson by playing the YouTube video about thankfulness: goo.gl/naTiUe
- b) Ask the questions when it has finished:
 - i. How did the video make you feel? What was the underlying message?
 - ii. Why did the one little tree not want to believe what the owl said?
 - Answer: He found it pointless and boring
 - iii. What happened when the other tree decided to follow Owl’s advice?
 - Answer: He grew tall, lush and green
 - iv. What did the ungrateful tree eventually realise?
 - Answer: That the reason he didn’t grow and blossom was because of the bad choices he made in life and that Owl was right – if we are always thankful for our life and what we have, then life will be good
- c) Ask learners what it means to be grateful. Start an A-B-C brainstorm about ‘what I am grateful for’. Learners should choose something that begins with the first letter of each alphabet. For example: **A=Always** having Dad to play soccer with; **B=Big** healthy sandwiches my Mom makes; **C=Caring** friends.
- d) Now ask the learners to tell their friends what they are grateful for. Start each morning with a “Gratitude check in” to shift learners’ minds to being positive while getting the school day off to a great start!

Complete the Learner Activity

- a) Let the learners complete the Learner Activity in their learner booklets and write a gratitude letter to someone who has touched their lives in a positive way and encourage them to hand deliver it.

Learner Activity 2: Every-one fits together

All educators should keep in mind how to create a caring classroom. As we live in an increasingly diverse world, more learners are being raised by single parents, by same-sex parents, in blended families and in families with mixed race, religion and ethnicity. Even though differences are common, learners may not automatically be comfortable with their own unique family structure. Young learners form ideas about themselves and other people early in life, so it is important to help them recognise and accept differences and see similarities beyond the surface. Learners will begin to appreciate, rather than fear, as they compare their family situation with others. If they start expressing their concerns about being different, reassure them that differences are fine. The exposure to families that may not be like their own, encourages tolerance and acceptance because they see that, even within their own classroom, everyone’s family is unique!

Introduce the lesson

- a) Introduce the lesson by playing the video: goo.gl/cu9k88
- b) Ask learners what they understand about the video. The video message is that even though we may all be different in many ways (like cabbage and broccoli) we are still part of the same family!
- c) Lead a short discussion about the things each learner has in common with other learners in the class. Point out the things that are unique about each of them. Place learners in groups and encourage them to talk about what they think is unique about themselves and share these with the class.

Feel the Freshness



Section B Foundation Phase Grade 3

- d) Discuss how families are different – some may have brothers and sisters, and some may not. Some may have a Mom and Dad, and some may have two Moms or two Dads. Whatever family the learner has, it does not mean that they are any different – we are all the same. This applies to the learners in the class. Some may have brown hair, and some may have red or blonde hair. Some may have blue eyes, and some may have brown eyes. Ultimately, because each learner is different, it does not mean there is something wrong with them, but that they are just unique.
- e) Ask the questions:
 - i. What would happen if everyone in the class was the same?
 - ii. What happens if all our families were the same?

Complete the Learner Activity

- a) Let the learners complete the Learner Activity in their learner booklets.
- b) Explain that each person should include their name and something about them and then decorate them as they wish.
- c) When the learners have finished, show the class how each learner’s puzzle piece is different and has something special and unique about it that no other piece has, but they all come together to make something beautiful.
- d) Then, mount all the puzzle pieces onto a poster board and hang it in the classroom.

Extension Activity: My placemat

- a) Distribute a piece of paper to each learner. Ask them to draw and colour their favourite food items on the piece of paper. Ask a few learners to talk about their favourite food and ask the rest of the class if the food items each learner spoke about were healthy or unhealthy food choices.
- b) Discuss the South African Food Guide and the types of food items from each food group. Make note of the starchy food items that should be included with most meals. Ask learners why they should always make healthy choices (because they have a variety of vitamins and minerals that help us to grow, learn and play).
- c) If you have the resources, connect to the Albany Bakeries website and discuss the health benefits of Albany Superior Bread. Go through some healthy recipes and discuss with the class what healthy ideas they can come up with to make healthy sandwiches.
- d) Discuss the slogan and ask the learners what it means to them: “Feel the Love; Feel the Freshness.” (Albany Bakeries cares for the health and wellbeing of their consumers and believes that good nutrition forms the foundation of prosperous families).
- e) Now ask the class to draw and colour-in healthy food choices from the South African Food Guide on the second piece of paper. Laminate the pictures and give them to the learners to take home and use as a placemat as a daily reminder.

Assessment

Refer to the Resource Section for the Assessment Rubric.

Teacher reflection

Is there anything you would do differently if you taught this unit again?

Feel the Freshness



Section B
Foundation Phase
Grade 3

I am grateful

Name:..... Date:.....

Being grateful makes you feel good.

1. Write down things you are grateful for and why. For example, I love it when my Mom makes me healthy sandwiches for school.
2. Colour-in the picture.

Learner Activity 1

Thankful

Grateful

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Love

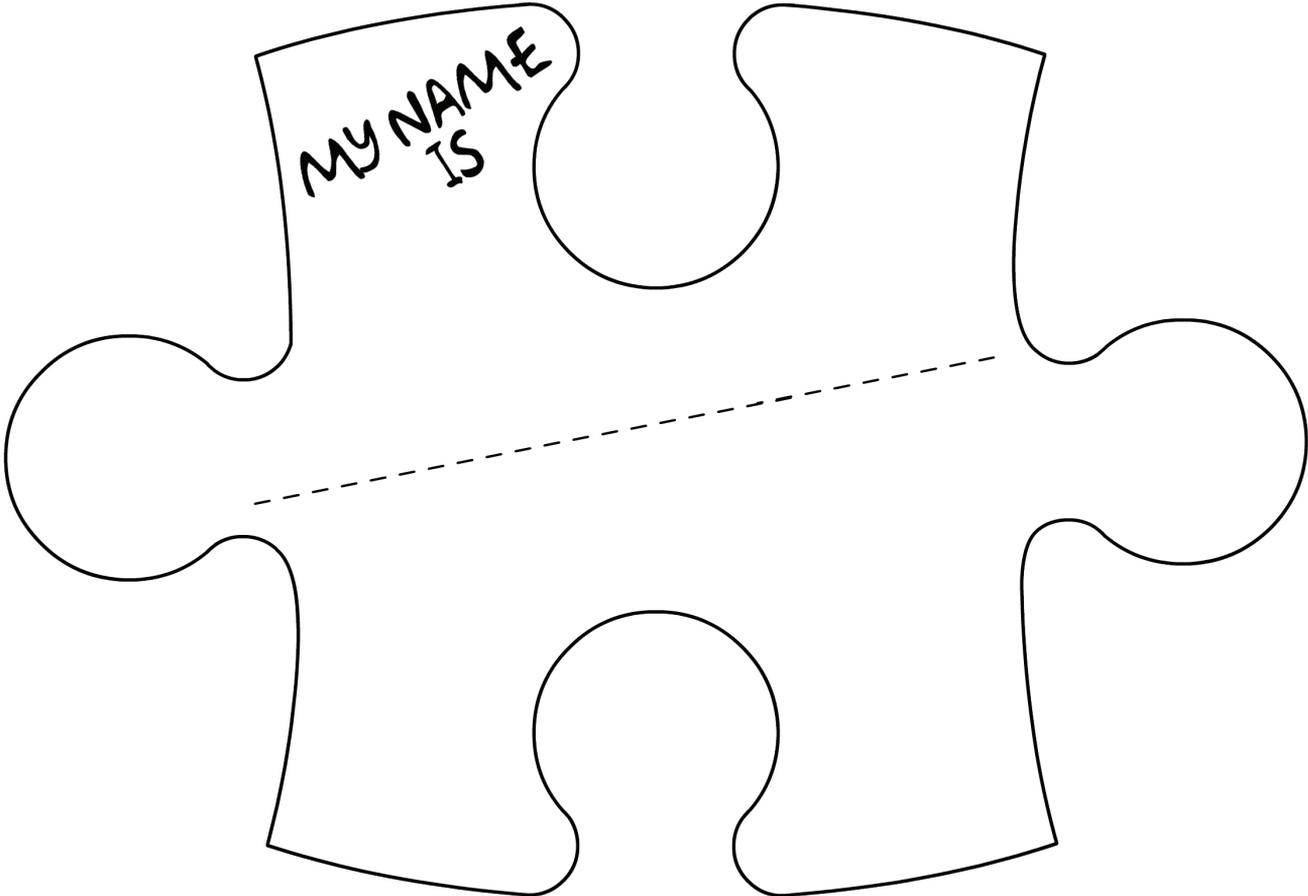
Feel the Freshness



Everyone fits together

Name:..... Date:.....

- 1. Look at the example puzzle piece and then decorate your own and write something positive about yourself.



Learner Activity 2

Feel the Freshness



Section C Resource Section

Assessment Rubric:

Assessment	
Rating code	Description of competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

Grade R
Learner Activity 1: Make a LOVE Hug Jar

Resource Section



Feel the Freshness





Grade R
Learner 2: Make an "I love you" Sign Language sign

THE SIGNS OF INCLUSIVE LANGUAGE

Sign language is a natural language that is predominantly used by people who have difficulty communicating through speech. It is evolving to become a more standardised language in South Africa.

The South African Sign Language Manual Alphabet



MEDICLINIC ¹⁵

5 PARTS OF A MEANINGFUL SIGN

- Hand shape**
This is the most obvious way to change the meaning of a sign using the fingers and thumb. A pinky is often associated with the negative.
- Location**
Concepts that have to do with the mind are signed near the head and signs that indicate emotion are signed against the chest.
- Orientation**
If the direction that the palm is facing changes, the meaning of the sign may change.
- Facial expressions**
The face is the focal point during a conversation to pick up facial expressions and maintain eye contact, while picking up the signs using peripheral vision.
- Movement**
Changing the movement of a sign can have the effect of an adverb, e.g. slowly.

SOURCES: NATIONAL INSTITUTE FOR THE DEAF

<https://www.mediclinicinfohub.co.za/hands-sign-language/>

Feel the Freshness



Section C Resource Section

Resource Section



Grade 1
Learner Activity 1: My Family



Feel the Freshness



Section C Resource Section

Grade 2

Learner Activity 1: Positive self-talk



Grade 2

Learner Activity 2: I love you because



Hugging



Helping



Caring



Loving



Sharing

Grade 3

Learner Activity 1: Being grateful



<https://za.pinterest.com/explore/grateful-heart/?lp=true>

Feel the Freshness



<https://za.pinterest.com/pin/99290366763965309/>

Resource Section

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