

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 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 <ul style="list-style-type: none"> My family English Home Language Term 2 <ul style="list-style-type: none"> Listening and speaking 		
Objectives		
The learners will be able to: <ul style="list-style-type: none"> 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.		

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Section B

Foundation Phase

Grade 1

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

- Play the "My family" video: goo.gl/WCu9f4
- 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?
- 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.
- 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

- 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.
- 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.
- 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

- 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.
- Ask learners to tell you what it means to share and how they feel about sharing.
- Ask the learners if it is important to share. Why do they think that?

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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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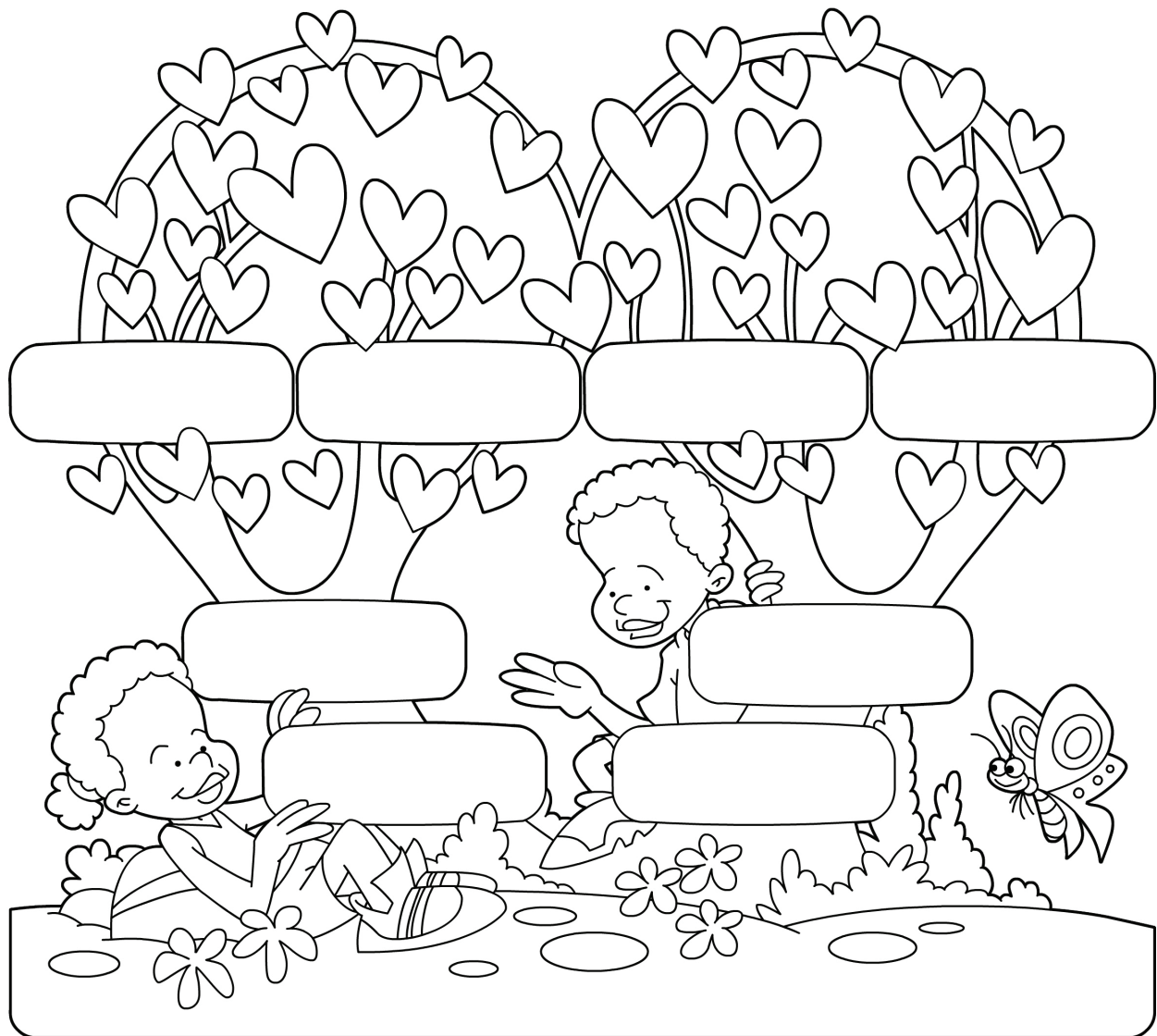


My family

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

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Section B Foundation Phase Grade 1

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

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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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Section B
Foundation Phase
Grade 1

Learner Activity 2

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Section C

Resource Section

Grade 1

Learner Activity 1: My Family



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