

Educator Workbook

CAPS-aligned

Grade R-3

Growing tomorrow's
leaders through
emotional intelligence

English Home
Language

Life Skills

Creative Arts

Feel the Freshness



Pick n Pay 
School Club

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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 2

Educator Guide

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 goalsIdentify 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.		

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Section B

Foundation Phase

Grade 2

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: Positive self-talk

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.

Introduce the lesson

- a) Introduce the lesson by playing the video: goo.gl/MvdVbt
- b) 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.
- c) 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.
- d) 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.
- e) 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."
- f) 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.
- g) 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.
- h) Ask the learners how they feel when the messages are negative as well as how they feel when they are positive.
- i) 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?
- j) 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.'
- k) 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.

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Section B

Foundation Phase

Grade 2

Educator Guide

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

- Introduce the theme by playing the video to the class: goo.gl/pnkwtU or goo.gl/4Wkfyx
- Ask learners how they feel after watching the videos.
- 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).
- 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.
- 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.
- 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.
- 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

- Go through the Learner Activity in the learner booklet. Ask learners to make a list of people they love and people who love them.
- 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.
- 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?

- 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.
- 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.

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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?

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Positive self-talk

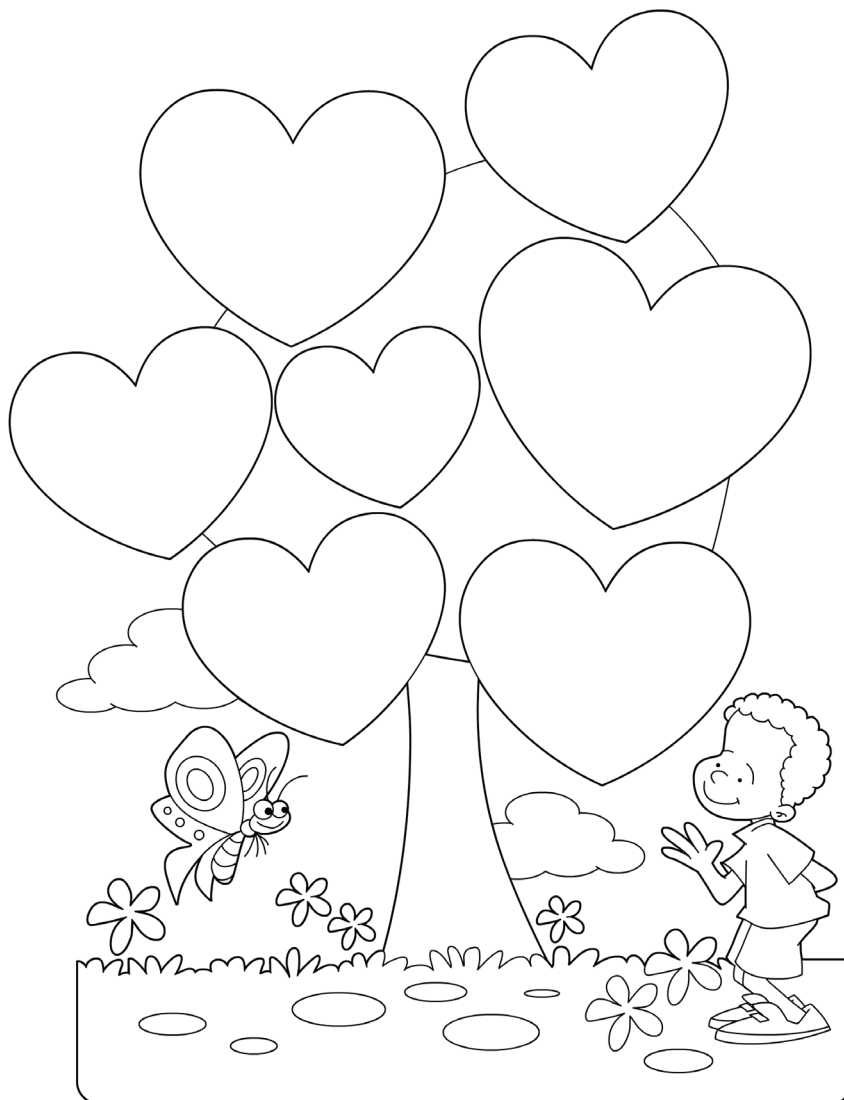
Name:..... Date:.....

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

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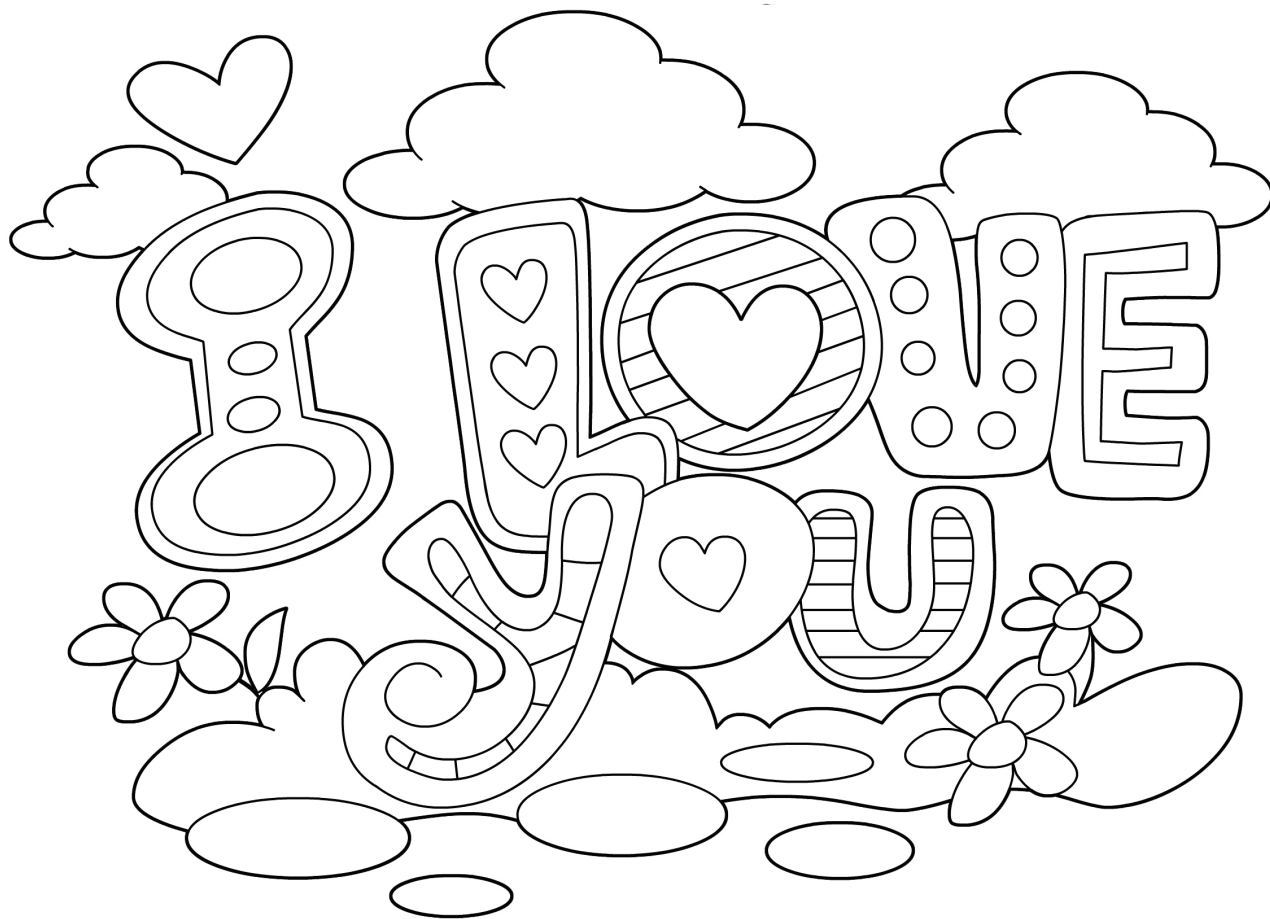


Section B
Foundation Phase
Grade 2

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.



I love you:

Loves me:

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Grade 2
Learner Activity 1: Positive self-talk



Grade 2
Learner Activity 2: I love you because



Hugging



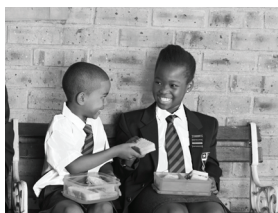
Helping



Caring



Loving



Sharing

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