

# Educator Workbook

CAPS-aligned

## Grade R-3

Growing tomorrow's  
leaders through  
emotional intelligence

English Home  
Language

Life Skills

Creative Arts

Feel the Freshness



## Section A

### Introduction

Foreword

Background and Context

Acronyms

## Section B

### 1. Foundation Phase

1.1 Grade R

1.2 Grade 1

1.3 Grade 2

1.4 Grade 3

## Section C

Resource Section

Feel the Freshness



# 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 15<sup>th</sup> 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

<b>Name of Learner Activities</b> Learner Activity 1: Make a LOVE Hug Jar Learner Activity 2: Make an “I love you” Sign Language sign		<b>Time:</b> 2 Hours
<b>Grade R</b>	<b>Subject</b> Creative Arts Term 1	
<b>Curriculum Standards (CAPS):</b> <b>Creative Arts Term 1</b> <ul style="list-style-type: none"><li>Create in 2D Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment</li></ul>		
<b>Objectives</b>		
<b>The learners will be able to:</b> <ul style="list-style-type: none"><li>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</li><li>Learn about different forms of communication; understand how people with difficulties communicate</li></ul>		
<b>Content</b>	<b>Skills</b>	<b>Values</b>
<b>Learner Activity 1: Make a LOVE Hug Jar</b> Makes a ‘LOVE Hug Jar.’	<b>Learner Activity 1: Make a LOVE Hug Jar</b> Learners use fine motor and sensory co-ordination, manipulation of scissors and other tools and equipment.	<b>Learner Activity 1: Make a LOVE Hug Jar</b> Supports the emotional growth of learners.
<b>Learner Activity 2: Make an “I love you” Sign Language sign</b> Makes an “I love you” Sign Language sign.	<b>Learner Activity 2: Make an “I love you” Sign Language sign</b> Learners develop hand/eye co-ordination.	<b>Learner Activity 2: Make an “I love you” Sign Language sign</b> Learners appreciate that not everyone communicates in the same way and learns and respects the way people with disabilities communicate.
<b>Resources needed</b>		
<b>Learner Activity 1: Make a LOVE Hug Jar</b> 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: <a href="http://goo.gl/vewKdK">goo.gl/vewKdK</a> ; 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: <a href="http://www.albany.co.za">www.albany.co.za</a>		
<b>Learner Activity 2: Make an “I love you” Sign Language sign</b> 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: <a href="http://goo.gl/CR9Jcw">goo.gl/CR9Jcw</a> – play up to 2.45 mins; the South African Food Guide: <a href="http://goo.gl/vewKdK">goo.gl/vewKdK</a> ; 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: <a href="http://www.albany.co.za">www.albany.co.za</a>		

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# 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

- Begin the lesson by asking the learners how they feel today. To prompt a discussion, perhaps start by asking the class how they feel.
- 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'.
- 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.
- 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.
- 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

- 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

- Introduce the lesson by talking about the different ways in which people communicate. Verbal, written, visual (through images) and body language.
- 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](http://goo.gl/CR9Jcw)
- Remind learners that Helen was able to communicate using braille and Sign Language.
- 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.

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## 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?

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## 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.

# Learner Activity 1

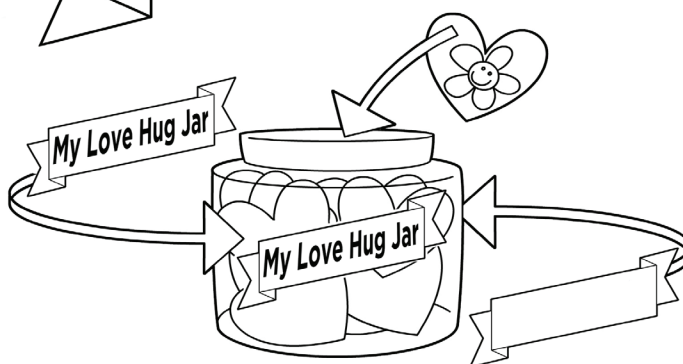
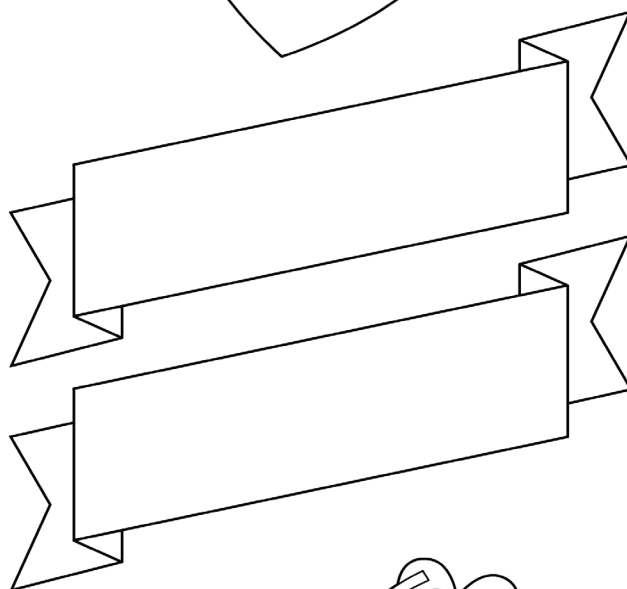
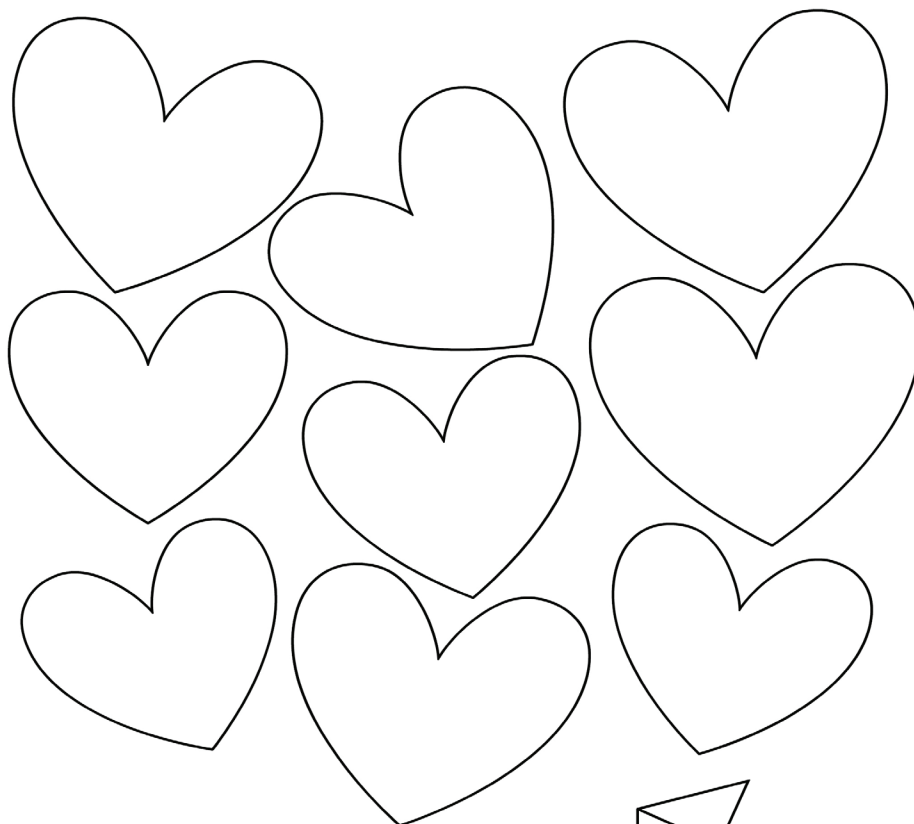
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# Learner Activity 1

**Section B**  
**Foundation Phase**  
**Grade R**



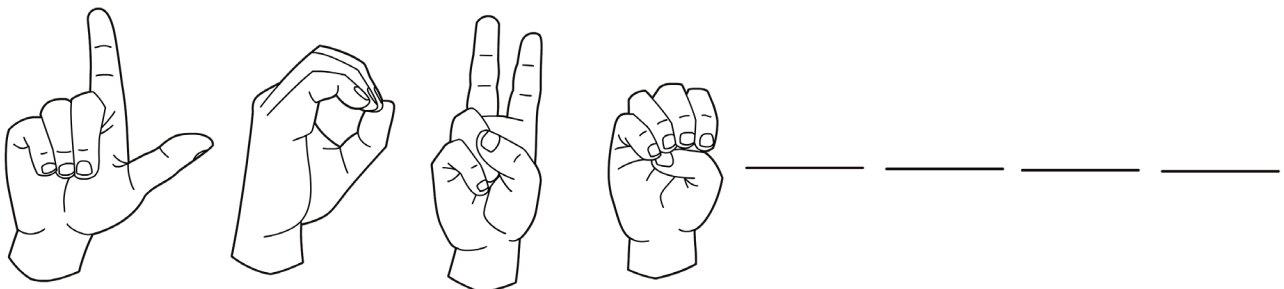
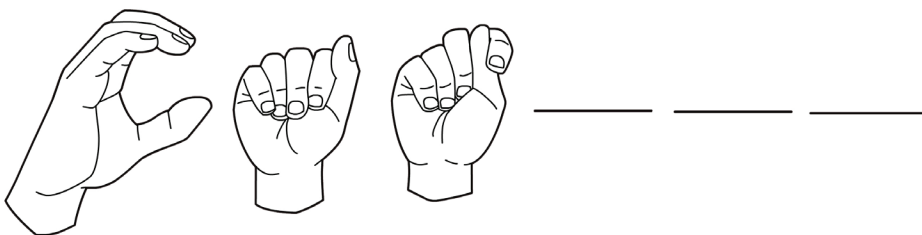
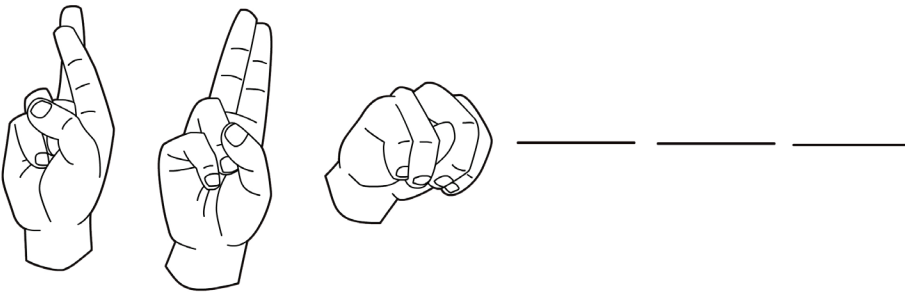
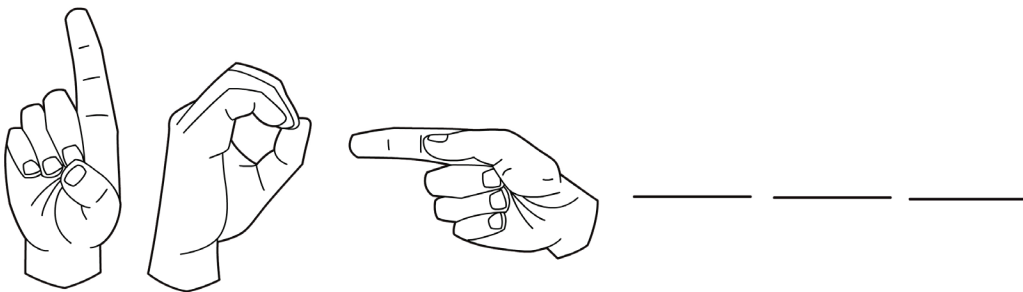
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# Make an "I love you" Sign Language sign

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

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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



# Section C Resource Section



**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**

# 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/>

# Resource Section

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## **Use and share**

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