

South African National Anthem

Nkosi Sikelel' iAfrika
Maluphakanyisw' uphondo lwayo,
Yizwa imithandazo yethu,
Nkosi sikelela, thina lusapho lwayo

Morena boloka setjhaba sa heso,
O fedise dintwa le matshwenyeho,
O se boloke, O se boloke setjhaba
sa heso,
Setjhaba sa South Afrika –
South Afrika.

Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee,

Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.

African Union Anthem

Let us all unite and celebrate together
The victories won for our liberation
Let us dedicate ourselves to rise together
To defend our liberty and unity

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of life

Let us all unite and sing together
To uphold the bonds that frame our destiny
Let us dedicate ourselves to fight together
For lasting peace and justice on the earth

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of life

Let us all unite and toil together
To give the best we have to Africa
The cradle of mankind and fount of culture
Our pride and hope at break of dawn

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of life

At the Crossroads series of books

The Department of Basic Education's *Life Skills* and *Life Orientation Teacher's Guide* series, for the *At the Crossroads* textbooks for grades 4 to 12, equips educators with practical tools and strategies to use the textbooks in the classroom. By using the grade-specific teacher's guide alongside the textbook for the same grade, teachers are supported to effectively guide learners through the content and activities of the *At the Crossroads* textbook, thereby helping learners to connect, imagine, and co-create their life journeys.

The Department of Basic Education's *Competency Framework*, with its prime focus on *knowledge, skills, characters and attitudes, values and cross-cutting priorities*, is central to the logic of the *At the Crossroads Teacher's Guides*. Each teacher's guide includes helpful notes for strengthening the curriculum, facilitating activities and suggestions for assessment. The Teacher's Guide also assists with the planning of progression from grade to grade. Teachers are provided with insights for facilitating lessons on health, nutrition, safety, mental health, sexuality, physical fitness, and the use of technology, as well as fostering emotional regulation, quality relationships with people, animals, and the environment, and an understanding of civic responsibilities aligned with the country's laws and Constitution.

By using these teacher's guides, educators can empower learners to explore their strengths, unpack their challenges, make informed subject choices, and navigate the crossroads of their learning journey towards meaningful careers and sustainable livelihoods and lifestyles, in the twenty-first century.

There are **21 books** in the series.

There are 21 books that make up the *At the Crossroads* series of books. In the Intermediate Phase there is a textbook for terms one and two and another textbook for terms three and four (making a total of 6 textbooks for this phase). In the Senior Phase (Grades 7 to 9) and the Further Education and Training Phase (Grades 10 to 12) there is a textbook for each grade level. Each grade (from 4 to 12) has a Teacher's Guide.

Teacher's Guide for

At the Crossroads

Life Skills Textbook 1 and 2

Grade

4



Digital



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





Teacher's Guide for *At the Crossroads* Life Skills

Grade

4



First published in 2025 by the Department of Basic Education as part of the *At the Crossroads* textbook series for the Curriculum and Assessment Policy Statements for Life Skills and Life Orientation for Grades 4 to 12.

© Department of Basic Education, South Africa 2025

This content may not be sold or used for commercial purposes. Teachers and learners may copy and share the content for non-profit educational purposes but must acknowledge the Department of Basic Education as the source. For any other use, permission is required from the publishers.
<http://creativecommons.org/licenses/by-nc-sa/4.0/>.

Contact the Department of Basic Education.

Email: info@dbe.gov.za

Call centre: 0800 202 933

Switchboard: 012 357 3000

Private Bag X 603, Pretoria 0001

Sol Plaatjie House, 222 Struben Street, Pretoria

Teacher's Guide for *At the Crossroads* Life Skills Textbook Grade 4 978-1-4315-4004-4 (Digital)



Foreword from the Department of Basic Education 4

The Basic Education *At the Crossroads* Textbook series 5

Strengthening the curriculum: The Basic Education Competency Framework 6

How to use the textbook 8

Life Skills: Intermediate Phase Curriculum Topics 12

Strengthening the curriculum: Skills..... 14

Skills overview Grade 4 Life Skills Book 1 – Terms 1 and 2 16

Skills overview Grade 4 Life Skills Book 2 – Terms 3 and 4 18

Strengthening the curriculum: Multilingualism 20

Strengthening the Curriculum: Multilingualism, Trans-language, Language
Across the Curriculum, and Reading for meaning..... 26

Strengthening the curriculum: Assessment 29

Grade 4: Term 3 Project 36

Strengthening the curriculum: Self-assessment..... 37

Grade 4: Self-assessment: How well am I doing with the following skills?..... 38

Strengthening the curriculum: Peer assessment of groupwork..... 43

Strengthening the curriculum: Values 45

Strengthening the curriculum: Character and attitudes 51

Strengthening the curriculum: Cross-cutting priorities 53

Create a safe enough space for conversation 57

Physical activity & Physical education 59

Creative Arts 61

Overview of the Lesson set notes for each term 63

Teacher’s lesson set notes for Term 1 64

Teacher’s lesson set notes for Term 2 80

Teacher’s lesson set notes for Term 3 100

Teacher’s lesson set notes for Term 4 116

References 136

Acknowledgements 138

Foreword from the Department of Basic Education

Life Skills and **Life Orientation** were introduced as learning areas into South African schools by the Department of Basic Education (DBE) in 1997, and like all learning areas in the curriculum, Life Skills and Life Orientation are based on the values of the Constitution (Act 108 of 1996). The goal is to prepare learners to cope with the many challenges in a fast-changing post-apartheid South Africa, as well as build a nation where democratic values support everyone to thrive.

As expressed in its Preamble, the **Constitution of South Africa** aims to:

- heal the divisions of the past and help form a society based on democratic values, social justice and fundamental human rights;
- lay the foundations for an open, democratic society, run by a government elected by the people where every citizen is equally protected by the law;
- improve the quality of life for all citizens and help them to reach their potential; and
- help build a South Africa that we can all be proud of which stands tall amongst nations.

Life Skills and Life Orientation play an important role in achieving these aims, as well as supporting learners in exploring a wide range of relevant topics and developing their ability to:

- think about their rights as members of society and the responsibilities that accompany these rights;
- explore their potential, find out what they are capable of and decide who they want to be;
- collaborate and negotiate with others: listen, give and receive feedback, engage with disagreement and argue for their point of view with confidence.

The world is changing fast. With advances in technology, young people can explore the world beyond the classroom. As citizens of the world, our learners need help to confront a wide range of challenges – some inherited and some new – climate change, fast-spreading diseases, advances in digital technology, mass consumerism, and social media, to name a few. Life Skills and Life Orientation equip our learners with key life skills – creative and critical thinking, effective communication and dynamic collaboration – to help them explore all their options and successfully find their way to adulthood.

The DBE takes great pleasure in releasing the *At the Crossroads* Life Skills and Life Orientation textbooks for Grade 4 to Grade 12 learners. These textbooks, together with the teacher's guides, will provide learners and teachers with the opportunity to imagine wonderful life journeys. In addition, they will help learners to regulate their emotions and make informed, values-based decisions about their own lifestyles: their sexuality, use of technology, health and physical fitness, their relationships with people, animals and the environment. Through the exploration of their own strengths and challenges, learners can make better-informed subject choices that will help them find their way to meaningful careers and sustainable livelihoods.

The African continent, our home, has a wealth of values, knowledge, languages and perspectives to offer everyone. These textbooks encourage learners to explore this rich heritage as part of their learning journey. Indigenous knowledge from communities is welcome in the classroom, as are the languages of the home. Economic inequality is our greatest challenge: Educating our learners and encouraging life-long learning are our most effective tools to reduce it.

The competencies framework on the following page informs the strengthening of the Life Skills and Life Orientation curriculum and the Department of Basic Education's development of the textbooks, the *At the Crossroads* Textbook series which consists of:

Grade 4: Textbook 1 (Terms 1 & 2), Textbook 2 (Terms 3 & 4) and Teacher's Guide

Grade 5: Textbook 1 (Terms 1 & 2), Textbook 2 (Terms 3 & 4) and Teacher's Guide

Grade 6: Textbook 1 (Terms 1 & 2), Textbook 2 (Terms 3 & 4) and Teacher's Guide

Grade 7: Textbook (Terms 1 to 4) and Teacher's Guide

Grade 8: Textbook (Terms 1 to 4) and Teacher's Guide

Grade 9: Textbook (Terms 1 to 4) and Teacher's Guide

Grade 10: Textbook (Terms 1 to 4) and Teacher's Guide

Grade 11: Textbook (Terms 1 to 4) and Teacher's Guide

Grade 12: Textbook (Terms 1 to 4) and Teacher's Guide.

In South Africa, in the National Curriculum and Assessment Policy Statement (CAPS) for Life Skills (Intermediate Phase) and Life Orientation (Senior Phase and Further Education and Training Phase) the knowledge, skills and values integral to learners' social emotional learning journey are not necessarily represented in every grade in a way that shows progression from one grade to another as scaffolded learning. The *At the Crossroads* series of textbooks aims to fill such gaps and smooth the progression of learning to better equip learners to meet the challenges of the 21st Century.





“Our curriculum has, to a large degree, been dominated by *knowledge acquisition* and little focus was given to *skills and competencies, attitudes and values and character development*. It is for this reason that Strengthening of the Curriculum focuses on the *holistic development of the learner* and we are committed to developing *ethical citizens, creative thinkers, problem solvers, learners who can communicate effectively and are digitally literate*. Assessment must be aligned to these curriculum changes and research has shown that assessment is a powerful force in driving curriculum change.”

Opening Address by Minister Gwarube, MP, Basic Education, at the Association for Education Assessment in Africa (AEAA) International Conference 19 August 2024.

Together with a range of partners and stakeholders, the Department of Basic Education (DBE) has adopted a highly collaborative and research-based approach to the development of the draft competency framework in support of its national Curriculum Strengthening initiative with the aim to improve the quality and relevance of teaching and learning in South African schools. The framework, approved in 2024, is intended to:

- Align on, prioritise, and define the knowledge, skills, values, and attitudes all learners should have the opportunity to develop whilst at school.
- Guide and enable alignment in strengthening efforts across curriculum policy, assessment, teacher development, Learning and Teaching Support Materials (LTSM), and the learning environment.
- Enable greater alignment across research, policy, practice, and evaluation in the basic education sector.

The competency framework, seen in the diagram is a visual representation of the proposed knowledge, skills, character, attitudes, values, and cross-cutting priorities that will inform the strengthening of teaching, learning, and assessment in South African schools.

The Basic Education Competency Framework



The competency framework in the diagram above articulates the vision statement, knowledge requirements, skills and attitudes as follows:

- **Vision statement:** The learner, envisioned by the framework, is placed in South Africa, reflecting the local development and contextual relevance of the framework, and, also in the broader context of Africa and the world, reflecting South Africa’s role and responsibility as part of the African and global communities.
- **Knowledge, Skills, Character & Attitudes:** Interlinked in the framework, highlighting their interconnected nature. Specific priorities are within each component to guide teaching, learning, and assessment.

Knowledge is what we learn and understand, and it is evidence-informed.

Content and subject-specific skills being taught and learned in schools, encompassing declarative, conceptual, and procedural knowledge within the disciplines (CCR, 2023), across the Three Streams – Occupational, Vocational, Academic.

Updated Knowledge (Content and disciplinary skills): A review of content within existing subjects and strengthening them, improving the progression, coherence, sequencing, pacing and relevance of content. Making use of existing research to streamline content and focus more deeply on core concepts and essential content in each discipline.

Updated Subjects (Vocational, Occupational, Academic): A review of the current subjects on offer with the view to introduce new subjects to operationalise the Three Stream Model ensuring relevance of the curriculum for a changing world.

Skills: How we apply what we know

Foundational and Transversal skills that cut across disciplines and defined as “the ability and capacity to carry out processes and be able to use one’s knowledge in a responsible way to achieve a goal” (OECD, 2019b).

Foundational Skills: The basic building blocks, foundational to future learning in the 21st century, including:

- **Literacy:** The ability to identify, understand, interpret, create, communicate, and compute, using texts associated with varying contexts (UNESCO, n.d.1).
- **Numeracy:** The ability to use mathematical skills in appropriate and meaningful ways in order to meet the varied demands of personal, study, social and work life (UNESCO, n.d.2.).
- **Digital literacy:** The ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately through digital technologies for participation in economic and social life. It includes competences that are variously referred to as computer literacy, ICT literacy, information literacy and media literacy (Antoninis, 2018).

Transversal Skills: Critical skills developed across disciplines, including:

- **Critical Thinking:** Includes asking questions, identifying problems, finding the right information, analysing it, and applying it to solve a problem (ACER, 2020a), that is, decision-making.
- **Creativity:** Defined as the ability to come up with many different ideas and apply them to find realistic solutions to problems (ACER, 2020b), including risk-taking and ensuring quality.
- **Collaboration:** When two or more people work together to solve a problem, achieving interdependence by sharing responsibility, pooling information and resources to develop a shared understanding of the problem and their solution to it (ACER, 2020c), including conflict resolution.

- **Communication:** Sharing information, attitudes and values, where both “what we say” (verbal communication) and “how we say it” (non-verbal communication) are important (CCR, 2019), including empathy and articulation.
- **Metacognition:** Helps us to reflect on our thinking, set goals, and monitor and evaluate our learning (CCR, 2019), including planning how to achieve those goals.

For more about how the curriculum is strengthened through skills and how these skills are developed in the At the Crossroads series, see pages 14 to 15 of your Teacher’s Guide.

Character & attitudes: How we think, feel, and behave

The skills learners need to “set goals, manage behaviour, build relationships, and process and remember information” (Jones and Kahn, 2017). Also referred to social emotional skills, soft skills, mindsets, dispositions, or attributes.

- **Adaptability:** Approaching others, events (especially those that involve change), circumstances, and ideas with flexibility, responsiveness, and/or acceptance, including cognitive and situational flexibility.
- **Accountability:** Accepting responsibility and being accountable for one’s words, actions, and attitudes, and making responsible decisions, including being self-directed and self-disciplined.
- **Growth Mindset:** The belief that abilities can be developed through hard work, including self-efficacy and openness to feedback.
- **Resilience:** Positive adaptation despite experiences of adversity, including perseverance, self-regulation, and self-care.
- **Curiosity:** Encompasses open-mindedness, exploration, passion, self-direction, motivation, initiative, enthusiasm, and spontaneity, including embracing the unknown and an inquisitive mindset.

Values: What we consider to be important

Values are at the centre of the framework, highlighting their importance and foundational role in all teaching and learning. These are taken from the 2001 *Manifesto on Values, Education and Democracy*, and including the following values: Democracy, Equality, Social Justice and Equity.

You can read more about how values strengthen the curriculum on pages 45 to 50 of your Teacher’s Guide.

Cross-cutting Priorities

Form the outer ring of the framework, they cut across subjects and grades in the strengthened curriculum. Concepts and ways of thinking that should be embedded across subjects, fields, and phases, through the teaching and learning process and in assessment practices.

You can read more about how cross-cutting priorities strengthen the curriculum on pages 53 to 55 of your Teacher’s Guide.



Quickly look through the textbook to see how the information has been presented. Each lesson consists of two facing pages (a double-page spread). Most of the Personal and Social Well-being lessons will take about 30 minutes to cover. Each page consists of specific design elements to assist with reading and learning. These are explained below.

Each lesson starts with a **title**, find no. **1** below. All lessons include **activities**, look at no. **2** below, that will inspire you to do your own research, stimulate your thinking and present possibilities you may not have considered before. All activities are based around a main **skill**, see no. **3** below. **Reading boxes**, find no. **4** below – provide information.

Pictures, find no. 5 below, help you understand the ideas in the lesson.

The **footer** at the bottom of the left-hand page, look at no. **6** below, shows the term and the curriculum topic.

The colour and pattern in the quarter circle on the right top corner of the page shows the **curriculum topic** of the lesson, look at no. **7** below. The **journal** icon, see no. **8** below, suggests when to write in your own private journal. You can use your journal to keep notes, or drawings, of your journey through Grade 4. Write in a language of your choice as you explore how you feel about things and record experiences you may like to look back on.

The footer on the right-hand page shows the lesson number and the topic of the lesson set, see no. **11** below.



8. A journal is a notebook where you write or draw your feelings and thoughts. Your journal is for you. You do not have to share it with anybody unless you choose to do so.

- 1. The title of the lesson.
- 2. Each activity has a title and numbered instructions to guide you through a learning process.
The numbering continues across activities on the double-page spread. Some activities you do by yourself, for others you work in pairs, in groups, or as a class.
- 3. A skills icon tells you the main skill you will practise in an activity. Each skill is translated into one of South Africa's official languages.
Make something to show what you think it is like
Yenza into evezwa ukuthi ucabanga njani
- 4. Reading boxes, stories and drawings explain concepts and provide background information to help you with the activities.
- 5. Pictures are there to inform, explain and inspire, so spend some time looking at them.
- 6. The footer also gives the curriculum topic and helps you to find your place in the textbook.

Our house of rights

We need all our rights. If one right is missing it can be difficult to respect other rights. For example, if we are hungry we cannot learn at school.

When we respect all our rights it is like living in a house with no bricks missing. There are no gaps in the walls, the house is strong. People inside the house feel comfortable.

My right to ...

1. Choose one of the rights on this house.
2. Act out that right without using words.
3. Ask your classmates to guess which right you chose.
4. Which duty bearers can help to protect that right?
5. What can you and other children do to protect that right?

Our house of rights for all children

Our right to:

- enough food
- privacy
- shelter
- clean water
- say what we think and to be heard
- be kept safe and not to be hurt or neglected
- human dignity
- respect
- a name and a nationality
- practise our own religion
- health care
- relax and play
- education
- meet our friends and join groups
- freedom

Values that our house of rights is built on:

- human dignity
- fairness and equality
- trust
- respect
- freedom

Laduma

More about the Children's Act

The Children's Act is guided by the South African Constitution, and human rights agreements made between many different countries. For example, the United Nations Convention on the Rights of the Child and the Universal Declaration of Human Rights.

The United Nations Convention on the Rights of the Child

The United Nations is an organisation that many countries in the world belong to. It helps countries to work together on big challenges that face them. The United Nations Convention on the Rights of the Child was agreed in 1989. South Africa, together with 195 countries, has signed this agreement.

Some rights from the United Nations Convention on the Rights of the Child:

Every child has the right to life.	Every child has the right to be with their family or with those who will care for them best.	No child should be used as cheap labour or as a soldier.
Every child has the right to a name and a nationality.	Every child has the right to enough food and clean water.	Children who break the law should not be treated cruelly.
Every child has the right to an adequate standard of living.	Every child has the right to health care.	Every child has the right to education.
Every child has the right to be kept safe and not to be hurt or neglected.	Every child has the right to speak their own language and practise their own religion.	Every child has the right to relax and play.
Every child with a disability has the right to special care and support.	Every child has the right to privacy.	Every child has the right to say what they think and to be heard.
	Every child has the right to be kept safe and not to be hurt or neglected.	Every child has the right to meet their friends and join groups.

This is a selection of rights from the convention. For the full version see www.unicef.org/crc.

- 7. This colour code shows the curriculum topic of the lesson.
- 9. Some lesson sets have **Info Page** pages which provide more information about a topic. You will use them to complete some of the activities. You can also read these pages anytime on your own.
- 10. A **sticker** like this shows that you are at the end of a lesson set.
- 11. This footer on the right-hand page shows the lesson number and the topic of the lesson set.



Go through the features of a double-page spread, as explained on the previous pages 8 to 9. Use the questions below to help your learners identify the elements and understand how each element works on the page. All questions are based Grade 4 Book 1 pages 176–177 and Info Page C, Book 1 page 170 as an Info Page. Ask questions to help learners identify the elements and explain their purpose. An example process for this is shown below.

Identify design elements to help you use this textbook

Ask the learners to turn to pages 176 and 177 in Book 1. These are shown in pages 8 to 9 of your Teacher's Guide.

The title of the lesson

1. Look at page 176. What is the biggest heading on the page? Read with learners: **'Our house of rights'**. Tell learners that this is the **title of the lesson**.
 - a. Point out the writing in big letters that is below the heading. This is the introduction. Together with the title, it tells you what the lesson is about.

The activities in the lesson

2. Explain that each lesson has an **activity** – something for them to do. Each activity also has a **title**. The activity title is in a coloured band, so we can find it easily.
 - a. Ask learners to find the activity title on page 176. Read the title with the learners, 'My right to ...'
 - b. Each part of an activity has a number. How many parts are there in this activity? *Answer:* Five.
 - c. Some lessons have more than one activity. Then the numbers for the parts follow on from the previous activity.
 - d. If this lesson had another activity, what would the number of the next part be? *Answer:* Six.
 - e. Explain that for some activities they will work on their own, for others they may work in pairs, groups, or as a class.

The skills in the lesson – Our house of rights, pages 176 to 177.

3. Look at the cartoon picture next to the activity. What do you think it shows? *Example answer:* A person holding a page with writing and a page with pictures, to show what they have made.
 - a. Explain that the drawing is part of the skill icon. It shows the main skill learners will practise in the activity.
 - b. Read the text in this skills icon with learners. 'Make something to show what you think it is like' (English) and 'Yenza into eveza ukuthi ucabanga njani' (isiNdebele).

Reading boxes, stories, photographs, drawings

4. Tell learners that each lesson may have other information to help them with the activity. This is shown in a **reading box**.
 - a. Ask learners to find the reading box on page 176.
 - b. Explain that sometimes there are **drawings** and **photographs** on the pages. These will help them with the activities and to understand what the lesson is about.
 - c. Ask learners to look at the photograph and drawings on page 176. What do they show? Note: The drawing of the tree represents the lekgotla tree that is in the Constitutional court. The drawings of the people along the bottom of the page represent the diversity of people in South Africa. You may like to talk about that with learners.
 - d. Ask learners to look at the picture on page 177. Read the heading above the picture. Show how it links to what the lesson is about.

The footers at the bottom of the pages

5. Ask the learners to look at the bottom of page 176. Tell them that we call information at the bottom of a page the **'footer'**. Do they think that is a good name for it? Why/why not?
 - a. Explain that a footer helps you find where you are in a book.

- b. Ask learners to point to the page number. What is the number of the next page?
- c. Read the text at the bottom of page 176 with learners. Explain that 'Social responsibility' is the main curriculum topic for this lesson. Each group of lessons relate to a topic.
- d. Ask learners what else this footer tells them. *Answer:* their Grade, and the term in which they will do this lesson.
- e. Ask learners to look at the footer on page 177.
- f. Read the footer with learners. Explain that it gives the lesson number and the name (theme/topic) of this lesson set (group of lessons).
- g. What is the lesson number? *Answer:* 7.6. What is the lesson theme? *Answer:* Children's rights and responsibilities.
- h. Explain that lesson set 7 is a group of lessons about Children's rights and responsibilities. This is the last lesson for lesson set 7. How many lessons are they in lesson set 7? *Answer:* 6
- i. End by recapping how learners can use the footers to find a particular lesson in Book 1: Look for the term, topic (on the left hand page) and the lesson number and topic (on the right hand page).
- j. Note: the Creative Arts and Physical Education footers follow the same idea, although they do not have lesson set numbers.

Info Pages

6. Look at page 170 with learners. Ask them to find the title of the page. Ask them to find 'Info Page C'.
 - a. Explain that these pages provide more information to help them with their activities. They use letters, instead of numbers, to help us find them.

Stickers at the end of a lesson set

7. Ask learners to find the laduma sticker on page 177. Tell learners that a sticker shows the end of a lesson set. This is the last lesson about children's rights and responsibilities.

Colour code at the top right-hand corner of pages

8. Point out the coloured quarter circle at the top right of page 177. Ask learners what they think that could mean.
 - a. Explain that each curriculum topic has a different colour code. This is another way to find a particular topic or lesson set.
 - b. Ask learners to turn to page 179. Find the colour code. Compare it with the code on page 177. Pages 178–179 are the beginning of the Term 2, Creative Arts: Performing Arts lessons.
 - c. Turn to page 215. What is the colour of the code at the top of that page? It shows the beginning of Term 2 Visual arts lessons.
 - d. Turn to page 231 the colour code there shows the start of the Physical Education lessons for Term 2.

Revising the elements

9. When you begin lesson 1.1 you can ask learners to identify the lesson title, activities and skills on pages 2-3. You can also point out the **Journal icon**. Explain that a journal is a notebook where they can draw or write their thoughts and feelings. A journal is for their eyes only, a private space. They do not share it with anyone – even you, their teacher, unless they choose to do so. Learners must respect the privacy of each other's journals.

You can get this information and read more about how Social and Emotional Learning and Journalling strengthen the curriculum on pages 51 to 52 of your Teacher's Guide.

The **first lesson** of the year will be for learners to make and use a skills bookmark in the language of their choice.

Make your **skills bookmark** lesson can be found on pages xii to 1 in the textbook.

The **bookmarks in the ten of the official languages** can be found on pages 21 to 25 of your Teacher's Guide.



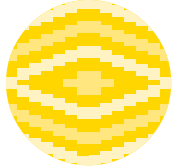
In the **Intermediate Phase school curriculum**, the subject Life Skills has different topics. In this book, the topics are organised in the groups shown on this page.

Each topic is colour-coded, to help you find all the pages on that topic.


Look for the colour code at the top right corner of a lesson page.

Personal and Social Well-being


Development of the self



Development of self explores ways to look after your physical, emotional and mental well-being.



Sexuality explores ways to develop relationships that are safe, healthy and meaningful.




Conflict explores ways to deal with disagreements, peer pressure, bullying and violence.

Social responsibility

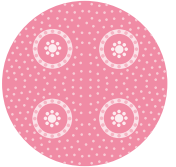


Social responsibility is about **human rights** and explores the value of diversity and encourages you to become an active member of society, protecting the freedoms of us all.


Health and environmental responsibility



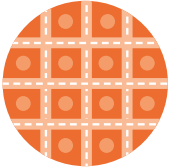
Nutrition explores the effects of the different foods we put in our bodies.



Health and hygiene explores how we can protect ourselves from harmful germs, including communicable and non-communicable diseases.

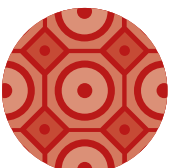


Environmental responsibility explores what we can do for a healthy environment.




Safety explores different types of safety, including road, railway, water, fire, electricity and cyber safety.

Physical Education




Physical Education is about movement that improves health and fitness.

Creative Arts



Performing Arts (dance, drama, music) develops the skills of using the body, the voice, the emotions and the imagination to create dance, musical and theatre performances.



Visual Arts develops the skills of making and understanding 2D and 3D works of art, and design principles.

Topics covered in Grade 4

Topic and lesson set		
Term 1		
Development of self in society	Personal Strengths	
	Respect of own and others’ bodies	
	Dealing with conflict	
Creative Arts	Performing Arts Warm up and play, Music, Dance, Drama	Visual Arts Visual literacy, Create in 2D, Create in 3D
Physical education	Generic stretches; Different ways to locomote, rotate, elevate and balance, using various parts of the body with control	
Term 2		
Development of self in society	Emotions: understanding a range of emotions	
	Personal experience of working in a group	
	Bullying: appropriate responses to bullying	
Social responsibility	Children’s rights and responsibilities	
Creative Arts	Performing Arts Warm up and play, Music, Dance, Drama	Visual Arts Visual literacy, Create in 2D, Create in 3D
Physical education	A variety of modified invasion games	
Term 3		
Social responsibility	Cultures and moral lessons	
	Knowledge of religions	
Health and environmental responsibility	Dangers in and around water	
Creative Arts	Performing Arts Warm up and play, Music, Dance, Drama	Visual Arts Visual literacy, Create in 2D, Create in 3D
Physical education	Generic stretches; Rhythmic movements with focus on posture	
Term 4		
Health and environmental responsibility	Traffic rules for road users; railway safety	
	Personal and household hygiene	
	HIV and AIDS education: basic facts	
	Healthy environment and personal health	
Creative Arts	Performing Arts Warm up and play, Music, Dance, Drama	Visual Arts Visual literacy, Create in 2D, Create in 3D
Physical education	Basic field and track athletics or swimming activities	



Evidence tells us that when content knowledge is taught in isolation from skills, it is often learned superficially and does not lead to the deeper learning that enables learners to transfer their learning to other contexts. The ability to transfer learning to new contexts is essential for preparing young people to meet the complex demands of social, political, economic and technological changes.

The **15 key skills** that are **developed progressively** through the *At the Crossroads* textbook series, are central to this learning journey. The skills, worded to reflect the development of learners through the Intermediate, Senior and Further Education and Training Phases, are shown in the table below.

The 15 skills progressed through the At the Crossroads textbook series

Key skill	Intermediate Phase	Senior Phase	Further Education and Training Phase
Love your being	Be kind to yourself	Enjoy a healthy mind and body	Take better care of yourself
Ask your questions	Ask questions about the things you want to know	Ask questions that will help you understand what is going on	Ask questions that guide, probe and produce useful information
Build your argument	Give a reason for what you think	Convince someone of your point of view	Structure your argument
Share and compare	Share and compare	Listen, talk and work it out together	Participate actively in productive dialogue
Test your idea	What's new? Try it	Test your idea – change your mind	Be willing to challenge your thinking habits
Create an image or a story to show what it is like	Make something to show what you think it is like	Create an image or a story to show what it is like	Represent your idea or data in an image, story or model
Reflect, re-think, refine	Think about your thinking	Step back – reflect and rethink – step back in	Pause, reflect and assess your emotions and thoughts
Do it for yourself	Choose what works best for you	Work out what is right and wrong for you	Question the way you make moral judgements
Express your feelings	Talk about your feelings	Explore and express your emotions	Try to acknowledge your emotions - learn from them - without becoming them
Find the evidence	Observe and describe	Tell a story based on evidence	Find, examine and weigh up the evidence
Work it out	Work it out yourself	Find your own way to solve it	Persevere and work it out
Do your research	Find out more (ask someone – look it up)	Search, record, compare.	Do your research and present your ideas or hypothesis
Make a choice and decide	Show why it is helpful or harmful	Make a choice and decide	Make an informed choice, with an awareness of consequences
Feel with ...	Try to feel what someone else is feeling	Listen deeply to someone's feelings and thoughts	Use empathy to perceive emotions and explore perspectives
How did this happen? What will happen next?	Look back – look forward	How did this happen? What will happen next?	Investigate the past – predict the future – relate it to the present

In addition, **each skill is described in more detail** in the preliminary pages of the textbook, **see pages viii – xi**. Please note that each activity in the textbooks highlights a particular skill. The content and activities in the textbooks therefore move beyond memorisation of content to encourage learning through skills development.

The **first lesson** of the year will be for learners to make and use a skills bookmark in the language of their choice.

Make your **skills bookmark** lesson can be found on pages xii to 1 in the textbook.

The **bookmarks in the ten of the official languages** can be found on pages 21 to 25 of your Teacher's Guide.

Learn how to tell the difference between a bad information source and a good information source; real news and fake news.

On the next page find the Skills Overview Table for Grade 4. This table shows the distribution of all the skills covered by all the activities across all lesson sets for Grade 4.

Turn the page

This table helps to:

- Find where particular skills are being practised.
- See how frequently a skill is practised in a particular grade.
- Direct a learner who is struggling with a particular skill to find more practise in a previous grade.



Skills	Ask questions about the things you want to know	Give a reason for what you think	Work it out yourself	Find out more (ask someone – look it up)	Make something to show what you think it is like	Think about your thinking	Observe and describe		What's new? Try it	Look back – look forward	Share and compare	Be kind to yourself	Talk about your feelings	Show why it is helpful or harmful	Try to feel what someone else is feeling	Choose what works best for you
Number of times skill is covered over the year	6	13	11	6	12	9	9		5	10	11	10	7	9	10	8
TERM 1																
Lesson set 1 Personal strengths	Page 6	Page 4	Page 10	Page 6	Page 16	Page 2 Page 10			Page 8	Page 12	Page 8	Page 3	Page 13		Page 5	Page 14
Lesson set 2 Respect for own and others' bodies			Page 18	Page 21	Page 24 Page 34	Page 31			Page 30	Page 28	Page 20 Page 32	Page 25	Page 19	Page 33	Page 26	
Lesson set 3 Dealing with conflict		Page 41 Page 44				Page 37			Page 46	Page 36	Page 38			Page 45	Page 39	Page 43
TERM 2																
Lesson set 4 Emotions: understanding a range of emotions	Page 134				Page 136	Page 126 Page 129	Page 124			Page 130	Page 137	Page 127	Page 123	Page 131	Page 133	Page 128
Lesson set 5 Personal experience of working in a group		Page 140	Page 146				Page 138			Page 144	Page 139 Page 142 Page 148					
Lesson set 6 Bullying: appropriate responses to bullying	Page 154	Page 152	Page 159		Page 159	Page 156						Page 153		Page 151 Page 157	Page 150 Page 155 Page 160	Page 161
Lesson set 7 Children's rights and responsibilities		Page 172		Page 164	Page 176						Page 174	Page 168		Page 173 Page 175		Page 162



Skills	Ask questions about the things you want to know	Give a reason for what you think	Work it out yourself	Find out more (ask someone – look it up)	Make something to show what you think it is like	Think about your thinking	Observe and describe		What’s new? Try it	Look back – look forward	Share and compare	Be kind to yourself	Talk about your feelings	Show why it is helpful or harmful	Try to feel what someone else is feeling	Choose what works best for you
Number of times skill is covered over the year	6	13	11	6	12	9	9		5	10	11	10	7	9	10	8
TERM 3																
Lesson set 8 Cultures and moral lessons	Page 3	Page 5	Page 8		Page 9	Page 5	Page 3				Page 7		Page 14 Page 19	Page 13		Page 8 Page 18
Lesson set 9 Knowledge of religions in South Africa	Page 22		Page 28	Page 26	Page 32		Page 30						Page 24			
Lesson set 10 Dangers in and around water		Page 34	Page 44	Page 37	Page 50		Page 48			Page 36 Page 40		Page 41			Page 50	Page 42
TERM 4																
Lesson set 11 Traffic rules for road users; railway safety			Page 125				Page 116		Page 117	Page 121		Page 123				
Lesson set 12 Personal and household hygiene; dietary habits		Page 139	Page 137	Page 131	Page 134 Page 138		Page 128			Page 129	Page 127	Page 130 Page 135 Page 138				
Lesson set 13 HIV and AIDS education: basic facts	Page 146	Page 141 Page 151	Page 148				Page 140							Page 145	Page 150	
Lesson set 14 Healthy environment and personal health		Page 158 Page 161	Page 154		Page 169	Page 160	Page 152		Page 156	Page 164			Page 152		Page 166	

Strengthening the curriculum: Multilingualism

The purpose of the multi-language skills bookmarks in the *At the Crossroads* Grade 4 Teacher's Guide is to support learners in developing core Life skills using the language they are most fluent in, thereby reducing cognitive load and aiding long-term memory retention. These bookmarks provide translations of essential skills—like problem-solving, expressing emotions, and critical thinking—into ten of South Africa's official languages. This multilingual approach validates learners' linguistic identities, enhances their ability to engage deeply with emotionally and intellectually demanding tasks, and facilitates equitable access to the curriculum. For teachers, the bookmarks serve as tools to reinforce foundational and transversal skills in a culturally responsive way.

The skills in the textbooks have been **translated into ten of South Africa's official languages** in order to facilitate the learner's development of these skills.














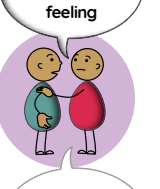

Take a look at these bookmarks over the next few pages. Turn the page 

You can find these bookmarks for photocopying on the following website:
<https://www.eduportal.org.za/lifeorientation/>








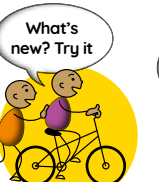







My skills in Afrikaans

 <p>Ask questions about the things you want to know</p> <p>Vra vrae oor goed wat jy wil weet</p>	 <p>Give a reason for what you think</p> <p>Gee redes vir jou denke</p>	 <p>Work it out yourself</p> <p>Werk dit self uit</p>
 <p>Find out more (ask someone - look it up)</p> <p>Vind meer uit (vra 'n persoon en doen navrae)</p>	 <p>Make something to show what you think it is like</p> <p>Maak iets om te wys hoe jy dink dit is</p>	 <p>Think about your thinking</p> <p>Dink oor wat jy dink</p>
 <p>Observe and describe</p> <p>Let op en beskryf dit</p>	 <p>What's new? Try it</p> <p>Wats nuut? Probeer dit</p>	 <p>Look back - look forward</p> <p>Kyk terug - kyk vorentoe</p>
 <p>Share and compare</p> <p>Deel met mekaar en vergelyk</p>	 <p>Be kind to yourself</p> <p>Wees gaaf met jouself</p>	 <p>Talk about your feelings</p> <p>Praat oor jou gevoelens/ Praat oor hoe jy voel</p>
 <p>Show why it is helpful or harmful</p> <p>Wys uit hoe dit behulpsaam of nadelig / skadelik kan wees</p>	 <p>Try to feel what someone else is feeling</p> <p>Probeer iemand anders se gevoelens ervaar</p>	 <p>Choose what works best for you</p> <p>Kies wat werk die beste vir jou</p>









My skills in isiNdebele

 <p>Ask questions about the things you want to know</p> <p>Buza imibuzo ngezinto ofuna ukuzazi</p>	 <p>Give a reason for what you think</p> <p>Yenza into ukutjengisa ukuthi ucabanga bona injani</p>	 <p>Work it out yourself</p> <p>Irarulule ngokwakho</p>
 <p>Find out more (ask someone - look it up)</p> <p>Funisa okunengi (buza omunye - zifunele)</p>	 <p>Make something to show what you think it is like</p> <p>Yenza into eveza ukuthi ucabanga njani</p>	 <p>Think about your thinking</p> <p>Cabanga ngendlela ocabanga ngayo</p>
 <p>Observe and describe</p> <p>Qala ngelihlo elibukhali begodu hlathulula</p>	 <p>What's new? Try it</p> <p>Khuyini okutjha? Kuzame</p>	 <p>Look back - look forward</p> <p>Qala emva - qala phambili</p>
 <p>Share and compare</p> <p>Yabelana begodu umadanise</p>	 <p>Be kind to yourself</p> <p>Yiba nesisa kuwe</p>	 <p>Talk about your feelings</p> <p>Khuluma ngemizwa yakho</p>
 <p>Show why it is helpful or harmful</p> <p>Khombisa bonyana kubayini ilisizo namkha ilimazako</p>	 <p>Try to feel what someone else is feeling</p> <p>Zama ukuzwa indlela omunye umuntu azizwa ngayo</p>	 <p>Choose what works best for you</p> <p>Khetha lokho okukusebezela kuhle khulu</p>












My skills in Sepedi

 Ask questions about the things you want to know Botšiša dipotšišo ka dilo tšeo o nyakang go di tseba	 Give a reason for what you think Efa lebaka la seo o se naganago	 Work it out yourself Šomana le yona ka bo wena
 Find out more (ask someone - look it up) Nyakišiša go ya pele (botšišago mongwe - e lebelele)	 Make something to show what you think it is like Dira se sengwe go bontšha gore o naganaga gore se bjang	 Think about your thinking Naganaga ka tsela yeo o naganago ka yona
 Observe and describe Lebelela botse o be o hlaloše	 What's new? Try it Ke eng se seswa? Se leke	 Look back - look forward Lebelela morago - lebelela pele
 Share and compare Abelana le babangwego mme o bapise	 Be kind to yourself Ikgauhele	 Talk about your feelings Bolela ka maikutlo a gago
 Show why it is helpful or harmful Bontšha gore ke ka lebaka la eng e thuša goba e gobatša	 Try to feel what someone else is feeling Leka go kwa seo motho yo mongwe a se kwago	 Choose what works best for you Kgetha seo se go šomelang bokaane
















My skills in Sesotho

 Ask questions about the things you want to know Botsa dipotso ka dintho tse o batlang ho ditseba	 Give a reason for what you think Fana ka lebaka la seo o se nahanang	 Work it out yourself Iketsetse yona ka bowena
 Find out more (ask someone - look it up) Batlisa haholwanyane (botsa motho e mong - itjhebele yona)	 Make something to show what you think it is like Etsa ntho e itseng ho bontsha hore na seo o se nahanang se jwang	 Think about your thinking Nahana ka tsela eo o nahanang ka yona
 Observe and describe Sheba ka ho ela hloko mme o hlaloše	 What's new? Try it Kee ng e ntjha? E leke	 Look back - look forward Hetla - sheba pele
 Share and compare Arorelana le ba bang mme o bapise	 Be kind to yourself Ikgauhele	 Talk about your feelings Bua ka maikutlo a hao
 Show why it is helpful or harmful Bontsha hore hobaneng e thusa kapa e le kotsi	 Try to feel what someone else is feeling Leka ho utlwa seo motho e mong a se utlwanng	 Choose what works best for you Kgetha se o sebeletsang hantle haholo














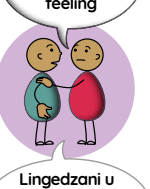

My skills in Setswana

 Ask questions about the things you want to know Botsa dipotso ka dilo tse o batlang go di itse	 Give a reason for what you think Naya lebaka la se o se naganang	 Work it out yourself Dira ka bowena
 Find out more (ask someone - look it up) Batla tse dingwe (botsa mongwe - e tihothomise)	 Make something to show what you think it is like Dira sengwe go bontsha gore o kanya gore se ntse jang	 Think about your thinking Naganaga ka menaganaga ya gago
 Observe and describe Lebelela ka go ela tlhoko o bo o tlhalosa	 What's new? Try it Ke eng se sentšha? Se leke	 Look back - look forward Lebelela kwa morago - lebelela kwa pele
 Share and compare Abelana mme le bapise	 Be kind to yourself Nna pelonomi mo go wena	 Talk about your feelings Bua ka maikutlo a gago
 Show why it is helpful or harmful Bontsha gore goreng se thusa kgotsa se le kotsi	 Try to feel what someone else is feeling Leka go utlwa maikutlo a motho yo mongwe a a ikutlwanng	 Choose what works best for you Itlhophele se se go direlang go gaisa














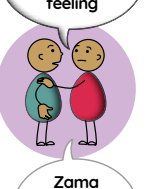

My skills in siSwati

 Ask questions about the things you want to know Buta imibuto ngetintfo lofuna kutati	 Give a reason for what you think Niketa sizatfu saloku lokucabangaka	 Work it out yourself Yisebente ngekwakho
 Find out more (ask someone - look it up) Tfola kabanti (buta lomunye umuntfu - funisisa)	 Make something to show what you think it is like Yenta intfo kute ukhombise kutsi ucabanga kutsi injani	 Think about your thinking Cabanga ngekwabanga kwakho
 Observe and describe Bukisisa bese uyachaza	 What's new? Try it Yini lensha? Yizame	 Look back - look forward Buka emuva - buka phambili
 Share and compare Abela uphindze ucatanise	 Be kind to yourself Yiba nemusa kuwe	 Talk about your feelings Khuluma ngemivo yakho
 Show why it is helpful or harmful Khombisa kutsi kungani kulusito nobe kungalimata	 Try to feel what someone else is feeling Zama kuva kutsi lomunye umuntfu uvani	 Choose what works best for you Khetsa lokukusebentela kancono kwendlula konkhe











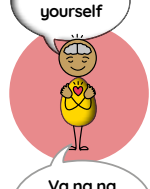


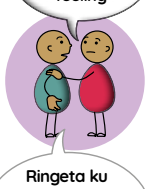

My skills in Tshivenda

 Ask questions about the things you want to know Vhudzisani mbudzo nga zwine na toda u zwi divha	 Give a reason for what you think Neani tshiitisi tsha zwine na khou humbula	 Work it out yourself Itani uri ni zwi pfesese inwi mune
 Find out more (ask someone - look it up) Wanulusani zwinzhi (vhudzisani-munwe muthu - zwi toda)	 Make something to show what you think it is like Itani tshinwe tshithu u sumbedza zwine na humbulela zwi hanio	 Think about your thinking Humbulani nga kuhumbulele kwaṅu
 Observe and describe Sedzani ni jalutshedze	 What's new? Try it Ndi zwifhio zwiswa? Zwi lingedzeni	 Look back - look forward Sedzani murahu - sedzani phanda
 Share and compare Kovhelani ni vhambedze	 Be kind to yourself Ivhani na vhuwawho kha inwi mune	 Talk about your feelings Ambani nga ha vhudjifi hanu
 Show why it is helpful or harmful Sumbedzani uri ndingani zwi tshi thusa kana u huvhadza	 Try to feel what someone else is feeling Lingedzani u pfa zwine munwe muthu a khou zwi pfa	 Choose what works best for you Nangani zwine zwa shuma khwiṅe kha inwi

My skills in isiXhosa

 Ask questions about the things you want to know Buza imibuzo ngezinto ofuna ukuzazi	 Give a reason for what you think Nika isizathu soko ukucingayo	 Work it out yourself Zisombululele ngokwakho
 Find out more (ask someone - look it up) Funa okuthe kratya (buza emntwini - yikhangele ezincwadini nakwezinye iimbalo)	 Make something to show what you think it is like Yenza into ebonakalisa ukuba ucinga ukuba injani na	 Think about your thinking Cinga ngendlela ocinga ngayo
 Observe and describe Qwalasela uze uchaze	 What's new? Try it Yintoni entsha? Yizame	 Look back - look forward Jonga ngemva - jonga ngaphambili
 Share and compare Yabelana nabanye nithelekise	 Be kind to yourself Ziphathe ngobubele	 Talk about your feelings Thetha ngovakalelo lwakho
 Show why it is helpful or harmful Bonisa ukuba kutheni kuluncedo okanye kuyingozi	 Try to feel what someone else is feeling Zama ukuvelana nomnye umntu	 Choose what works best for you Khetha eyona ndlela ikulungela kakhulu wena

My skills in Xitsonga

 Ask questions about the things you want to know Vutisa swivutiso hi swilo leswi u lavaka ku swi tiva	 Give a reason for what you think Nyika xivangelo (rhizini) ya leswi wena u ehleketaka swona	 Work it out yourself Titirheli swona hi wexe
 Find out more (ask someone - look it up) Lavisisa /Kumisisa swin'wana (vutisa wun'wana - tilanguteli hi wexe)	 Make something to show what you think it is like Endla xo karhi ku kombisa leswi u ehleketaka leswo i xa njhani	 Think about your thinking Ehleketi hi mahleketelelo ya wena
 Observe and describe Languta hi vuxiyaxiyi kutani u hlamusela hi vuenti leswi endlekaka	 What's new? Try it I ncini lexintshwa? Xi ringeti	 Look back - look forward Languta endzhaku - languta emahlweni
 Share and compare Avelana na ku pimanisa	 Be kind to yourself Va na na musa eka wena n'winyi	 Talk about your feelings Vulavula hi matitwelo ya wena
 Show why it is helpful or harmful Kombisa leswo hikokwalaho ka yini swi pfuna kumbe ku vavisa	 Try to feel what someone else is feeling Ringeta ku twa hi ndlela leyi munhu wun'wana a ti twaka hi yona	 Choose what works best for you Langa lexi xi tirhaka ku antswa ngopfu eka wena

My skills in isiZulu

 Ask questions about the things you want to know Buza imibuzo ngezinto ofuna ukuzazi	 Give a reason for what you think Nikeza isizathu salokho okucabangayo	 Work it out yourself Zitholele wena ngokwakho
 Find out more (ask someone - look it up) Thola okuningi (cela omunye ukuthi akufune - zifunele)	 Make something to show what you think it is like Yenza okuthile ukukhombisa indlela ocabanga ukuthi kunjengayo	 Think about your thinking Cabanga ngendlela ocabanga ngayo
 Observe and describe Bheka okwenzekayo ebese uchaza kabanzi	 What's new? Try it Yini okusha? Kuzame	 Look back - look forward Bheka emuva - bheka phambili
 Share and compare Yabelana kanye nokuqhathanisa	 Be kind to yourself Yiba nomusa kuwe	 Talk about your feelings Khuluma ngemizwa yakho
 Show why it is helpful or harmful Bonisa ukuthi kungani kuwusizo noma kulimaza	 Try to feel what someone else is feeling Zama ukuzwa lokho okuzwiwa ngomunye umuntu	 Choose what works best for you Khetha okusebenza kangcono kuwe

Strengthening the Curriculum: Multilingualism, Trans-language, Language Across the Curriculum, and Reading for meaning



A multilingual approach promotes the use of diverse communication practices in the classroom, affirming learners' linguistic identities and fostering intercultural understanding. Exposure to multiple languages supports deeper cognitive engagement and broadens access to learning. In alignment with this, the *At the Crossroads* series integrates language development across all subjects, not only in language classes. It also places particular emphasis on strengthening learners' capacity for reading for meaning.

Trans-languaging recognises that learners naturally draw from their full linguistic repertoires and capacities to make meaning. Rather than restricting expression, when we allow learners to switch between languages they are comfortable with, it supports deeper conceptual connections, particularly in emotionally and cognitively demanding tasks. Activating a home language as the medium of thought or discussion not only validates learners' lived experiences, but also reinforces classroom equity and access, and assists learners in remembering and memorising concepts, and linking them to pre-existing concepts held in their native languages. This leads to the next point.

Home Language Use in Skills Development

By supporting learners to engage with foundational and transversal skills in the language they are most fluent in, as we see in the Skills Bookmarks, it allows for **long-term memory encoding**, thereby reducing cognitive load and freeing up capacity for task completion. When skills are introduced in unfamiliar languages, learners often struggle to retain the concept beyond the short term. A multilingual, learner-centred approach enhances both **conceptual understanding** and long-term competence.

Language Across the Curriculum

Language is not only a subject; it is the medium through which learning happens in every discipline. Language across the curriculum (LAC) involves the deliberate integration of language development strategies in all learning areas, from mathematics and science to the arts.

For example, in mathematics, this might involve learning to decode and explain word problems; in science, it includes the articulation of hypotheses, processes, and conclusions using appropriate terminology. As another example, in Life Orientation, learners might read or listen to a case study involving peer pressure. They would then analyse the emotional, social, and ethical dimensions using the language of social and emotional learning, followed by a role-play exercise to reinforce comprehension and build empathy. Such activities integrate both cognitive and affective domains, reinforcing holistic learning and supporting a more inclusive and relational classroom environment.

All teachers are encouraged to be mindful of the **language demands** specific to their subject areas and to actively develop learners' vocabulary, comprehension strategies, and expressive capabilities. Integrating structured language support into content delivery improves both subject mastery and literacy outcomes, thereby supporting curriculum strengthening.

Reading for Meaning

Reading is not just about sounding out words correctly. Reading is primarily about absorbing concepts encoded in the written words. Reading for meaning strategies therefore go beyond mere word recognition and pronunciation. They enable learners to make sense of complex concepts, build **critical reading** abilities, and engage in **evidence-based interpretation**. These strategies are particularly vital in content-rich subjects where deep engagement and conceptual understanding are required, rather than surface-level memorisation. This speaks again to the need to incorporate language across the curriculum; in that all subjects contain complex concepts whose meaning cannot be grasped by merely pronouncing terminology correctly and memorising it.

To support this, teachers should incorporate **formative assessment tools** — such as written reflections, summary tasks, and peer explanations — to monitor and scaffold learners' comprehension as they engage with texts.

A detailed section on practical strategies for teaching *how to read for meaning* follows.

Strategies that help learners read for meaning:

Pre-reading activities

- **Activate Prior Knowledge:** Before starting with a new topic, hold a discussion to find out what the learners already know about that topic. This will help them connect any new information to their existing knowledge base.
- **Set a Purpose for Reading:** Before the learners read a text, clearly set out what they should focus on while reading. Do you want them to answer a specific question, understand a concept, or identify key information?

Teach vocabulary in context

- Introduce and explain key vocabulary before reading.
- Read the text together with the learners and show them how to use context clues within the text to infer meanings.
- Create subject-specific vocabulary lists or concept maps that will help the learners understand and remember important terms.
- In the Intermediate phase, the vocab icon encourages teachers to make word lists and grow their learners' vocabulary in each grade.

Use graphic organisers

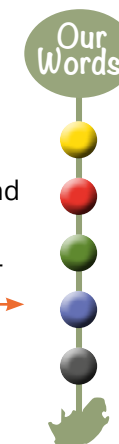
- Tools like Venn diagrams, T-charts, or flowcharts can help learners organise what they are reading and see relationships between ideas in the text.
- Encourage learners to take notes while they are reading using different graphic formats to find what works best for them. This will aid with comprehension and retention.

Model reading strategies

- **Think aloud:** Model how to approach a text by reading a passage out loud and verbalising your thought process. Show how to ask questions, make predictions, and summarise information.
- **Annotation:** Demonstrate how to highlight or underline key points, write notes in the margin, or summarise paragraphs to engage more actively with the text.

Ask Guiding Questions

- Develop questions that require learners to think critically about the text, such as:
 - What is the main idea of this section?
 - How does this concept connect to what we've previously learned?
 - What evidence does the author provide to support their argument?
- Encourage learners to generate their own questions about the text.



Strengthening the Curriculum: Multilingualism, Trans-language, Language Across the Curriculum, and Reading for meaning continued

Promote discussion and collaboration

- Use pair or group discussions for learners to share and grow their understanding and interpretations of a text.
- Try methods like “jigsaw” reading, where each group reads a different part of the text and then teaches the main ideas to the rest of the class.

Integrate writing to reinforce reading

- Set writing tasks that require the learners to synthesise what they have read in the form of summaries, reflections, or responses to specific prompts.
- Encourage learners to use textual evidence in their writing, thus reinforcing their understanding of the content.

Scaffold complex texts

- Break down difficult readings into manageable sections and provide supports, such as summaries or glossaries, to help learners navigate challenging content.
- Gradually remove these kinds of supports as learners become more confident and capable.

Encourage Metacognition

- Encourage learners to reflect on their own understanding and approach to reading. Ask them to consider what strategies helped them understand a text and where they struggled.

Use diverse texts

- Incorporate a variety of texts (articles, primary sources, multimedia, websites) that present content in different ways. This can help address different learning styles and provide multiple perspectives on the same topic.

By implementing these strategies, teachers can help learners move beyond surface-level reading and foster a deeper, more meaningful engagement with content-area texts.

Strengthening the curriculum: Assessment

Assessment is the process of evaluating or measuring the quality, quantity or level of something, typically to determine its effectiveness, value or progress.

“The General Education Certificate (GEC) is an innovative assessment programme encompassing multiple dimensions of learning that open up various pathways to the world of learning beyond Grade 9. The goal of the GEC is to facilitate teaching and learning of an expanded breadth of skills that includes standardised subject knowledge, general 21st century capabilities and personal inclinations and talents. When these skills are assessed holistically, there is great potential not only to re-imagine educational assessment practice but it foregrounds the added value of insulating learners from dropout and disappointment. Instead, it can advance their education pathway towards employability with appropriate and relevant skills for a fast-changing world. It is therefore imperative we move with speed towards analysing and embracing alternative models of assessment that are fit for a re-imagined purpose.”

Opening Address by Minister Gwarube, MP, Basic Education, at the Association for Education Assessment in Africa (AEAA) International Conference 19 August 2024

Assessment of Learning

Definition: The process of evaluating and measuring a learner’s knowledge, skills, and understanding to determine if learning objectives have been met.

1. Purpose

- **Summative Assessment:** Conducted at the end of a learning period to evaluate learner performance against standards (e.g., final exams, standardised tests).
- **Formative Assessment:** Ongoing feedback during the learning process to guide instruction and improve understanding (e.g., quizzes, discussions).

2. Methods

- **Traditional Assessments:** Structured evaluations like tests, quizzes, and essays.
- **Performance-Based Assessments:** Tasks requiring demonstration of skills (e.g., projects, presentations).
- **Authentic Assessments:** Real-world applications of knowledge (e.g., problem-solving tasks, portfolios).

3. Tools

- **Rubrics:** Clearly defined evaluation criteria for consistent grading.
- **Checklists:** Track progress on specific skills or tasks.

- **Portfolios:** Collection of learner work showcasing growth and achievement.

4. Feedback

- Should be timely, specific, and actionable to help learners improve.
- Supports learning by identifying strengths and areas for growth.

5. Challenges

- **Bias:** Assessments may unintentionally favour certain groups.
- **Overemphasis on Grades:** Can discourage creativity and risk-taking.
- **Standardisation:** Tests may not fully capture learner potential.

6. Best Practices

- Align assessments with learning objectives.
- Use diverse methods to capture different learning aspects.
- Include self-assessment and peer assessment.
- Ensure fairness, transparency, and accessibility.

7. Impact on Learning

- Effective assessments motivate learners and improve learning outcomes.
- Poorly designed assessments may cause stress and limit deeper understanding.



The Overview of Assessment Table for each term includes all the tasks that make up the formal programme of assessment for Grade 4. For further details on assessment, see CAPS Section 4.

Term 1			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Personal and Social Well-being Topic 1: Development of the self	Consolidation of work done during the term. Assignment: Written task A problem-solving exercise with clear guidelines and of a specified length.	Lesson set 3: Dealing with conflict Lesson 3.4: We can work it out, Book 1 pages 42–43 Mark allocation for: I choose to... (10 marks) 1. Each child in the story chose to do something different in this conflict situation. a. Who walked away? (2) b. Who asked for help? (2) c. Who apologised? (2) d. Who negotiated? (2) 2. Imagine you are in this situation. What would you choose to do? (1) Give a reason for your answer. (1) Lesson 3.5: Choices that help, not harm, Book 1 pages 44–45 Mark allocation for: My conflict resolution story (14 marks) 4. Think about a disagreement that you had at school. a. How did it happen? (2) b. How did it make you feel? (1) c. How did it make the other person feel? (1) d. What did you do to resolve the disagreement? (2) 5. Write what you would do differently if a similar thing happened again. (8) Use these questions to guide your answer: a. What facts can we agree on? b. What do we not agree about? c. What can I say or do to change your opinion? d. What can we agree to do? Lesson 3.6: Our conflict resolution wheel, Book 1 pages 46–47 Mark allocation for: Make a conflict resolution wheel (6 marks) 6. Think about your strengths of heart, mind and will. What strengths do you think help you to resolve conflict? (6) Encourage learners to think of two strengths for each 'heart', 'mind' and 'will'. Refer them to Lesson set 1, as needed.	30 marks

Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Creative Arts: Performing Arts Topic 2: Improvise and create Topic 3: Read, interpret and perform	Creative Arts Task (CAT) to combine the use of at least two art forms. Observe participation, ability to respond to instructions, improvise with confidence, communicate through Performing Arts tools, work sensibly with others and be creative.	Dance and music combined in assessment of: The Tree Dance, Book 1 pages 72–73 Perform: The storyteller uses a drum or claps hands to give a beat. Do the Tree Dance and use the beat to help you keep time. Mark allocation: 18 marks Allocate one mark for each part of the dance (unit of action) that is in the correct sequence (10); keeping in time with the beat (5); variety of movements (3) Dance our units of action, Book 1 pages 77 Learners perform the dance they created using six units of action (pages 74–76). They perform their dance to a beat. Mark allocation: 12 marks Allocate 2 marks for each of the six units of action in the group dances. Masicule – let's sing, Book 1 pages 80–81 Mark allocation: 10 marks Sing with actions (2); share the singing between characters (3); add silence to the song (3); reflect (2)	40 marks
Physical Education <i>Activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control</i>	Physical Education Task (PET) <i>Participation</i> = present and participating in lesson. Encourages development, enjoyment and building confidence. <i>Movement performance:</i> Focus on overall performance, must not encourage a sense of competition.	Move to music 2: Movement sequence Part 2, Book 1 page 121 Mark allocation Participation (20) Movement performance (10)	30 marks
Total: 100 marks			



Term 2			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Personal and Social Well-being Topic 1: Development of the self Topic 2: Social responsibility	Consolidation of activities done during the term. Controlled test: Work done in Terms 1 and 2 Assess knowledge recall, understanding and application of knowledge Introduce the project for Term 3	Controlled test Based on lesson sets 1 to 7 Introduction to the suggested project for Term 3 Project suggestion: Lesson 9.6: Create a belief in action poster, based on research about a faith to which the learner does not belong (Book 2 pages 32–33). Introduce the project by looking at Book 2 pages 22–23 with learners. Read the introductory text and the reading box with learners. Parts 4 and 5 of the activity ‘My questions about faith’, serve as a starting point for learners’ research outside class.	30 marks
Creative Arts: Visual Arts Topic 1: Create in 2 D, creative lettering and/or pattern-making Topic 2: Create in 3 D, mobiles or stabiles	Creative Arts Task (CAT) artwork to take a minimum of three periods to complete. Observe participation, ability to respond to instructions, improvise with confidence, communicate through Visual Arts tools, work sensibly with others and be creative	Shapes, patterns and design Parts 1, 2 and 3, create an artwork inspired by the paintings of Esther Mahlangu Shapes, patterns and design Part 1, Book 1 pages 218–219 Mark allocation: 18 marks <ol style="list-style-type: none">Make your grid (base for your artwork) (2)Draw new shapes: shapes in first column (4); completion of remaining rows for shape variation and contrast (12) Shapes, patterns and design Part 2, Book 1 pages 220–221 Mark allocation: 13 marks <ol style="list-style-type: none">Make a frame: fold the paper into 16 squares (1); draw a free-hand border (1); draw a line to make a rectangle in the middle of your page (1)Draw your pattern: draw a geometric shape along the top and bottom rows (2); fill the whole space (2); symmetrical balance (shapes in top row match shapes in bottom row) (2)Add contrast: big and small (2)Add contrast: dark and light (2) Shapes, patterns and design Part 3, Book 1 pages 222–223 Mark allocation: 9 marks <ol style="list-style-type: none">Add colour: Cut or tear an A4 sheet of coloured paper into four equal pieces (1); Use glue to stick one piece of paper to the middle of the frame (1)Add shape: Choose a piece of paper of contrasting colour (1); fold the paper in half and cut patterns along the three outside edges (4)Finish up (2)	40 marks

Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Physical Education <i>A variety of modified invasion games</i>	Physical Education Task (PET) <i>Participation</i> = present and participating in the lesson. Encourages development, enjoyment and building confidence <i>Movement performance:</i> Focus on overall performance, must not encourage a sense of competition.	Ball control, Book 1, pages 232–233 Pass the ball, Book 1, pages 234–235 Mark allocation Participation (20) Movement performance (10)	30 marks
Total: 100 marks			

Introduce the project for Term 3

Before the end of Term 2, explain to learners they will be doing a project in Term 3, based on the topic of faith. Together with the learners read the introductory text and reading box on Book 2 page 22. **Find the sheet: GRADE 4 Term 3 Project on page 36 of the Teacher’s Guide** and make a photocopy for each learner or write the information up on the chalkboard and give the learners enough time to copy it all down. Tell learners they will be doing this project on their own, explain the mark allocation and encourage them to start doing their research during the holidays.

Term 3			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Personal and Social Well-being Topic 2: Social responsibility Topic 3: Health and environmental responsibility	Consolidation of work done during the term. Project Collect information/ data outside class time and interpret and present findings during class with teacher facilitation.	Lesson set 9: Knowledge of religions in South Africa Lesson 9.1 Our many different faiths, Book 2 pages 22–23 Mark allocation for: My questions about faith (5 marks) <ol style="list-style-type: none">Choose a faith you do not belong to. Write it down. (2)What questions would you like to ask a person who belongs to that faith? Write down your questions. (3) Lesson 9.6 Our beliefs in action poster, Book 2 pages 32–33 Mark allocation for: Beliefs in action ... (25 marks) <ol style="list-style-type: none">Create a poster to tell others about the faith you found out about. On your poster include five things about the faith; allocate 3 marks for each of the five things (15) Check poster for presentation (2), clarity of wording (2), inclusion of drawings (2), design and layout (2)What do you like most about this faith? Write it down (1).Do you think it is important for us to understand each other’s faiths? Write a reason for your answer (1). Note: During Term 3, check to see how learners are progressing gathering information for their project. There are opportunities to do this during Lesson Set 8 as you discuss cultural diversity and human rights, for example Lesson 8.1 (faith as one of a person’s cultures), Lesson 8.2 (stories from different faiths), Lesson 8.3 (special meals may be related to faith) , Lesson 8.7 (a person’s Constitutional right to follow the religion/faith of their choice).	30 marks



Term 3			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Creative Arts: Performing Arts Topic 2: Improvise and create Topic 3: Read, interpret and perform	Creative Arts Task (CAT) to combine the use of at least two art forms. Observe participation, ability to respond to instructions, improvise with confidence, communicate through Performing Arts' tools, work sensibly with others and be creative	Drama and music combined in assessment of the drama learners worked on over a series of lessons (pages 70–85) Rehearse and perform, Book 2 page 84 Mark allocation: 40 marks Perform your drama to the class. Include all the elements you have created: the characters (8); their props (8); the development of the story and its conflict (8); use of mime and physical action (8); the music and the songs (8).	40 marks
Physical Education <i>Rhythmic movements with focus on posture</i>	Physical Education Task (PET) <i>Participation</i> = present and participating in the lesson. <i>Movement performance:</i> Focus on overall performance, must not encourage a sense of competition.	Rhythmic movements 1, Book 2, pages 108–109 Rhythmic movements 2, Book 2, pages 110–111 Mark allocation Participation (20) Movement performance (10)	30 marks
Total: 100 marks			

Term 4			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Personal and Social Well-being Topic 1: Development of the self Topic 2: Social responsibility Topic 3: Health and environmental responsibility	Consolidation of activities done during the term. End-of-year Exam 45 minutes minimum. Work done in Terms 1, 2, 3 and 4. Consists of two sections as shown in Section 4 of CAPS. Assess knowledge, skills and values. Allow for learners' interpretation of the questions.	End-of-year Exam Based on lesson sets 1 to 14	30 marks

Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Creative Arts: Visual Arts Topic 1: Create in 2 D, the natural world Topic 2: Create in 3 D, a kite/dream catcher/bird feeder	Creative Arts Task (CAT) artwork to take a minimum of three periods to complete. Observe participation, ability to respond to instructions, improvise with confidence, communicate through Visual Arts' tools, work sensibly with others and be creative.	Create a fish kite Parts 1 and 2, the process of making a windsock kite in the shape of a fish Create a fish kite, Part 1, Book 2, pages 222–223 Mark allocation: 25 marks <ol style="list-style-type: none"> Make the body for a windsock kite: roll a sheet of paper up tightly to form a paper stick, secure with tape (3); roll the top of another piece of paper around the stick and glue or tape it down (3); draw eyes and gills on your fish (4); draw fish scales and any other patterns you want on your fish, you can use different colours. (6) Add the tails and fins: cut three pieces of paper to make fins – two fins on the side of the fish and one fin for the tail (3); cut each fin into strips to make streamers that blow in the wind when you fly your kite (3); use glue and/or tape to stick the fins to the body of your fish (3). Create a fish kite, Part 2, Book 2, pages 224–225 Mark allocation: 15 marks <ol style="list-style-type: none"> Make the mouth of the fish: bend the stick at the top of your fish to make a circle, tie the two ends in a knot or join them together with tape (4); tape or glue the sides of your fish together (2). Add string and a stick to control your kite: make three small holes under the stick in the mouth of your fish, space the holes equal distance apart (3); thread the string through the holes, tie the pieces of string together (2); tie the end of the long piece of string to a stick (2). Fly your kite: hold your stick and run with your fish (2). 	40 marks
Physical Education <i>Basic field and track athletics or swimming</i>	Physical Education Task (PET) <i>Participation</i> = present and participating in the lesson. <i>Movement performance:</i> Focus on overall performance, must not encourage a sense of competition.	Swimming movements, Book 2, pages 228–229 Field and track athletics, Book 2, pages 230–231 Field athletics, Book 2, pages 232–233 Mark allocation Participation (20) Movement performance (10)	30 marks
Total: 100 marks			
Total for the year: 400 marks			

Topic: Knowledge of religions in South Africa

- **Task:** Create a belief in action poster, based on research about a faith to which they do not belong. Each learner can make their own poster.
- **Requirements:**
 1. An understanding of what we mean by faith, and the fact that there are different faiths in South Africa. Read the introductory text and reading box on Book 2 page 22 with learners.
 2. Choose a faith to find out more about. It should not be a faith to which they already belong.
 3. Write down some questions that they would like to ask a person who belongs to that faith.
 4. Find some answers to those questions. They will find some answers through the activities they do in class during Term 3. They can find others through their own reading, or talking to people they know.
 5. Create a poster to tell others about that faith. On their poster they will need to show: **five** things they have found out about the faith. For example, the name of the faith, the place of worship, a symbol, the name of any sacred books or sacred teachings, a story, a special meal, an example of practice.

Assessment Criteria (30 marks) as follows:

Identification of a faith and research questions (5 marks)

- Was one faith, to which the learner does not belong, chosen? (2)
- Were some initial questions identified? (3)

Information about the faith (15 marks)

- Does the poster include five things about the faith? Three marks for each thing.

Presentation, design and layout (8 marks)

- Does the poster overall look clear and neat? (2)
- Are the words easy to read and spelt correctly? (2)
- Is some information shown through drawings? (2)
- Are the words and drawings/pictures put together in a way that is attractive and interesting to read? (2)

Additional reflections about faith (2 marks)

Are written answers provided to the following questions:

- What do you like about this faith? (1)
- Do you think it is important for us to understand each other's faiths? (1)

Overall, self-assessment empowers learners to take a more active role in their education, leading to more effective and engaged learners. Self assessment encourages learners to take responsibility for their own learning.

The benefits of self-assessment

There are numerous benefits to be had when the learners are encouraged to develop their own system of self-assessment:

- **Enhanced self-awareness:** Learners gain a better understanding of their strengths and weaknesses, thus helping them to identify areas for improvement.
- **Increased responsibility:** By evaluating their own work, learners take more ownership of their learning process and develop a sense of accountability.
- **Improved critical thinking skills:** Self-assessment encourages learners to reflect critically on their work and this leads to better analytical skills.
- **Goal setting:** Learners can set realistic and achievable goals based on their self-assessment results, thus helping them with motivation and focus.
- **Personalised learning:** Learners can tailor their learning strategies to fit their individual needs and learning styles.
- **Enhanced motivation:** Through seeing their own progress, learners can boost their motivation and confidence, and be encouraged to engage more deeply with their studies.
- **Better preparation for future assessments:** Helps learners prepare for formal assessments by familiarising them with evaluation criteria and expectations.
- **Development of lifelong learning skills:** Learning to assess their own work grows skills that are valuable beyond school, such as self-reflection and self-improvement.
- **Feedback for teachers:** Self-assessment can provide teachers with insights into learners' understanding and learning processes, allowing for more personalised instruction.
- **Encouragement of a growth mindset:** By recognising that they can improve through effort and learning, learners develop a growth mindset, which is crucial for lifelong learning.

Self-Assessment: Skills

Learners should be supported in regularly reflecting on their progress with the 15 core skills developed throughout the year. However, to avoid confusion or cognitive overload—especially while learners are still becoming familiar with the skill set—self-assessment should focus on only two to three skills at a time. These should be the specific skills covered in the most recent lesson set, such as Development of the Self in Society, Social Responsibility, or Health and Environmental Responsibility. To identify which skills were emphasised in a particular lesson set, teachers should consult the Skills Overview Table on pages 16–19 of this Teacher’s Guide. Once the relevant skills have been selected, guide learners in completing the matching self-assessment sections and include open-ended reflection questions to help them connect these skills to their experiences in and beyond the classroom.

Find the self-assessment template for all 15 of the skills in the Intermediate Phase on the following pages. Turn the page

GRADE 4: Self-assessment: How well am I doing with the following skills?

Name: _____

Skill 1: _____

Skill 2: _____

Think about how well you are doing in these skills. Be honest with yourself.

Rate yourself

4 = Yes, I am doing great!
3 = I am trying my best.
2 = I want to practise more.
1 = I'm not interested.

Be kind to yourself (____ / 20)

- ☐ I exercise three times per week or more.
- ☐ I get eight hours of sleep most nights.
- ☐ I drink one litre of water every day.
- ☐ I understand what food is healthy and I try to eat as much healthy food as I can.
- ☐ I don't spend all my free time on screens.

Ask questions about things you want to know (____ / 20)

- ☐ I like to learn new things.
- ☐ I think before I ask a question.
- ☐ I ask good questions to find out more.
- ☐ I listen to other people's questions.
- ☐ I am brave about asking questions.

Give a reason for what you think (____ / 20)

- ☐ I explain why I think something is true.
- ☐ I give examples when I share my ideas.
- ☐ I check if my ideas make sense.
- ☐ I listen to other opinions.
- ☐ I change my ideas if I need to.

GRADE 4: Self-assessment: How well am I doing with the following skills?

Share and compare (____ / 20)

- ☐ I listen carefully when people talk.
- ☐ I listen even when I don't agree.
- ☐ I include everyone in conversations.
- ☐ I share my ideas in a kind way.
- ☐ I try to understand different opinions.

What's new? Try it (____ / 20)

- ☐ I like to try new ideas.
- ☐ I plan what I want to do with a new idea.
- ☐ I check if I have everything I need to be able to try out my new idea.
- ☐ I think about what might go wrong.
- ☐ I am okay if things don't work the first time.

Make something to show what you think it is like (____ / 20)

- ☐ I like solving problems in new ways.
- ☐ I think of fun and different ideas.
- ☐ I try to connect different ideas together.
- ☐ I enjoy using old things in new ways.
- ☐ I keep trying even when things get difficult.

Think about your thinking (____ / 20)

- ☐ I stop and think before I react.
- ☐ I know what makes me feel strong emotions.
- ☐ I take my time before I speak and act.
- ☐ I try to do what is best for me.
- ☐ I know when to take a break.

GRADE 4: Self-assessment: How well am I doing with the following skills?

Choose what works best for you (____ / 20)

- ☐ I think about how my actions affect others.
- ☐ I try to make good decisions.
- ☐ I understand why I think a certain way.
- ☐ I listen to other people’s reasons.
- ☐ I can change my mind if I need to.

Talk about your feelings (____ / 20)

- ☐ I think about how I feel.
- ☐ I know that understanding my feelings helps me know myself better.
- ☐ I can’t control feelings, but I can control my actions.
- ☐ My feelings help me understand the world.
- ☐ I use my emotions to help me learn more about myself and the world..

Observe and describe (____ / 20)

- ☐ I know where my ideas come from.
- ☐ I look for real facts.
- ☐ I know facts don’t change with opinions.
- ☐ I try to base my decisions on real facts.
- ☐ I am willing to change my mind if new facts appear.

Work it out yourself (____ / 20)

- ☐ I know some answers take time to find.
- ☐ I learn from my mistakes.
- ☐ I ask for help when I need it.
- ☐ I use my imagination to solve problems.
- ☐ I know when to take a break.

GRADE 4: Self-assessment: How well am I doing with the following skills?

Find out more (ask someone – look it up) (____ / 20)

- ☐ I know the world is always changing.
- ☐ I like to keep learning.
- ☐ I look things up to find answers.
- ☐ I listen to different opinions.
- ☐ I try new things, even if they are hard.

Show why it is helpful or harmful (____ / 20)

- ☐ I know when to follow and when to make my own choices.
- ☐ I think about how my choices could affect my future.
- ☐ I look at all my options.
- ☐ I know what is important to me.
- ☐ I am learning to make good life choices.

Try to feel what someone else is feeling (____ / 20)

- ☐ I respect other people’s feelings and ideas.
- ☐ I listen carefully, even when I don’t agree.
- ☐ I try to understand how others feel.
- ☐ I like learning from different people.
- ☐ know that listening to others helps me grow.

Look back – look forward (____ / 20)

- ☐ I understand that what I do today affects tomorrow.
- ☐ I try to make good choices for my future.
- ☐ I have a goals for my future.
- ☐ I make choices that help me reach my goals.
- ☐ I don’t let fun things get in the way of my future.

GRADE 4: Self-assessment: How well am I doing with the following skills?

Think about It

How have you used these skills at school?

Have you used them at home or outside school? How?

What is the hardest skill for you?

What can you do to get better at it?

How can this skill help you in life?

Strengthening the curriculum: Peer assessment of groupwork

When learners are told before a groupwork task that their peers will be evaluating how well they perform in the task it almost always solves the problem of some learners not doing any work at all. Knowing that their peers will be evaluating them, makes most learners perform better as they are continually receiving feedback while working together as opposed to only receiving feedback when the task is done. It also improves the overall group performance as the feedback from peers can help learners revise their inputs and help the group improve its overall success.

GRADE 4: How well did our group do?

Use the rating scale below to assess yourself and all the members of your group. Be honest and fair!

4 = Very well done
3 = Well done
2 = Not enough effort made
1 = Made no effort

Self-assessment – Name: (____ / 20)

☐

Helped with planning the process and shared ideas

☐

Showed interest and encouraged others

☐

Listened to all ideas and worked well with others in the group

☐

Took part in all tasks

☐

Overall part in the end product

Peer assessment – Peer 1 – Name: (____ / 20)

☐

Helped with planning the process and shared ideas

☐

Showed interest and encouraged others

☐

Listened to all ideas and worked well with others in the group

☐

Took part in all tasks

☐

Overall part in the end product

Peer assessment – Peer 2 – Name: (____ / 20)

☐

Helped with planning the process and shared ideas

☐

Showed interest and encouraged others

☐

Listened to all ideas and worked well with others in the group

☐

Took part in all tasks

☐

Overall part in the end product

Peer assessment – Peer 3 – Name: _____ (____ / 20)

Peer assessment – Peer 4 – Name: _____ (____ / 20)

Peer assessment – Peer 5 – Name: _____ (____ / 20)

Total mark: _____ /120

What would you do differently next time?



Definitions of explicit democratic values from the competency framework

Democracy: The preamble of the Constitution talks about freeing the potential of each person, supporting the freedom of all teachers and learners to explore, discover, develop, and express their potential – without preventing anyone else from doing the same.

Social Justice and Equity: Social justice, in the process of reducing the divisions of the past, with actions that resist discrimination, stereotyping, bullying and abuse. Equity is about ensuring fellow citizens have the means¹ necessary for exploring, discovering, developing, and expressing their potential.

Equality: Being a citizen means being “equal before the law” and having “the right to equal protection and benefit of the law.”² You cannot be discriminated against on the basis of “race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language or birth.”³ All children should be provided with the same quality of education and cannot be discriminated against on the basis of their home language.

Non-Racism and Non-Sexism: All places of learning need to be safe for all children. A learner’s perceived race or gender should not be a reason to deprive them of opportunities to learn and grow. Learners should not be discouraged from completing their schooling as a result of bullying, harassment, abuse or pregnancy. The same principles extend to LGBTQIA+ learners, those with disabilities and refugees. This is also about closing the gap between previously disadvantaged and the previously advantaged.

Ubuntu (Human Dignity): Dignity means worth. Recognition of human dignity is the primary value of our Constitution. School cultures are to communicate to learners that their potential is of incalculable worth. No one can develop their potential on their own. Ubuntu expresses this interdependence of individual and community in the phrase “a person is a person through other people.” In Setswana, it is expressed as, “*Motho ke motho ka batho,*” and in isiZulu, it is expressed as, “*Umuntu ngumuntu ngabantu.*”

An Open Society: Based on freedom of conscience, belief, expression⁴, and association. An open society values freedom of inquiry, a culture of dialogue, an experimental attitude, and a willingness to engage disagreements when evidence of error is presented. Open societies resist dogma (inflexible, beliefs that you are unwilling to change), encourage questioning, honesty, and independent critical thought as the means for both participating in constructive dialogue and for growing knowledge together.

Accountability (Responsibility): As institutions, schools are part of civil society and are responsible for social transformation and the development of active citizens. The human rights we enjoy imply responsibilities we have towards each other. A school’s codes of conduct should therefore reflect the role of teachers and learners as duty bearers; accountable for understanding, transmitting, and performing democratic values. Accountability is also about doing everything we can to keep the promises we make to each other – to be consistent, reliable, and trustworthy. Your freedom ends where mine begins.

The Rule of Law: Citizenship in a democracy means that we are all equal before the law. No one is privileged due to position of authority, age, gender, wealth, or capacity for violence. A school’s codes of conduct should reflect our Bill of Rights – especially with regards to inclusion and non-violence. Everyone should be enabled to understand these codes and appeal to them when they have been discriminated against or abused. School management should apply them even-handedly, fairly, and proportionately.

Respect: An essential precondition for communication, teamwork, and productivity and co-created guidelines that support this are vital. Respect means being willing to listen, especially to people who are different to you, who want different things than you do, who have different points of view or disagree with you. You do not have to respect what people say, but you do have to recognise their democratic right to say it and be heard without having any false assumptions made about them.

Reconciliation: Healing the divisions of the past and addressing the economic and infrastructural impact of colonialism and apartheid. We need to value diversity and harness its power for opening new possibilities and increasing the wellbeing of everyone. As our country’s motto says: diverse people unite (*!ke e: /xarra //ke*). Reconciliation is also about becoming more aware of the privileges and unconscious biases that we may have, so that we no longer take privileges for granted and so create space for other people’s needs and voices.

1. This includes nutrition, shelter, basic health care, social services, and protection from maltreatment, neglect, abuse or degradation. Equity is also about having the means to access basic education. Since 2006 the introduction of “no-fees” schools has made this more of a reality.
2. South African Constitution: Chapter 2: Bill of Rights, Section 9(1)
3. South African Constitution: Chapter 2: Bill of Rights, Section 9(3)
4. Chapter 2, Section 16(2) lists types of expression that are not protected, and this excluded expression includes “advocacy of hatred that is based on race,” and “that constitutes incitement to cause harm.”

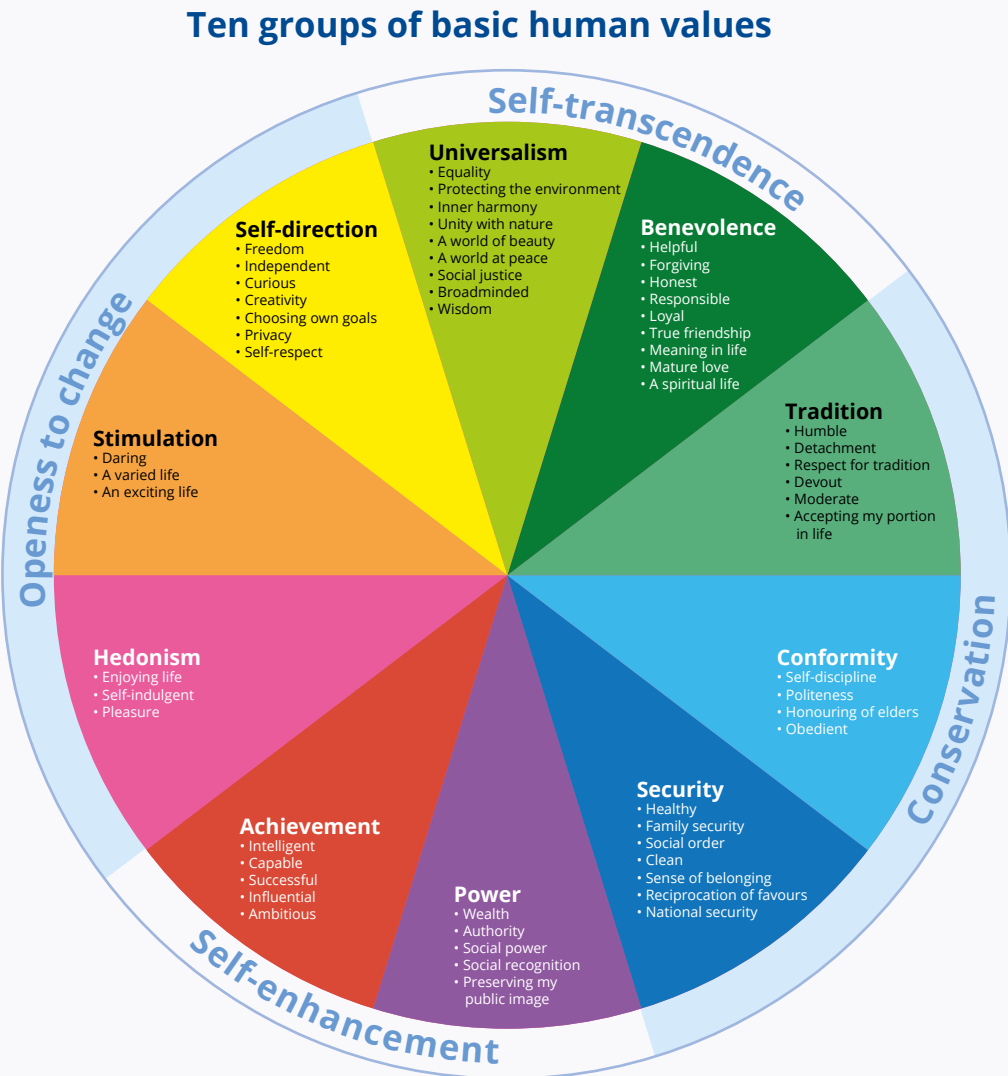


Below the surface of the values iceberg are the common values held by all human beings. The identification of all of these values, shared by communities all over the world is based on international research by Shalom Schwartz, with the addition of values. This has been explicitly linked to *Ubuntu* by Dr Patricia Watson and André Croucamp.



The **Schwartz Theory of Basic Values** (based on findings in over 80 countries, refined over many years, and tested in numerous independent studies), identifies **ten basic groups of values**. These are represented in the circular diagram below. As you move around the diagram you will notice that the values groups that are near each other are relatively compatible with each other and a person is likely to prioritise them to a similar extent. Values groups that are directly opposite each other in the diagram tend to exist in tension with each other.

No one value is better than any other. These values help us to fulfil each aspect of life.



The Circumplex illustrating the 10 value sets common to all cultures, as well as the grouping and connectedness of values (Schwartz 1994, 2012).

Universalism

I care about all people and about our natural environment. I want to make sure that all rights are protected (e.g. social justice, a world of beauty)

Benevolence

I am helpful and responsible and I like to take care of others and help them to have a better life (e.g. forgiving, responsible)

Tradition

It makes sense to me when people have faith in and honour the customs and traditions of their culture and religion (e.g. humble, accepting my portion in life)

Conformity

I am polite, I try to behave myself at all times and I don't like to upset others. I think it is important to honour my elders (e.g. self-discipline, honouring of elders)

Security

I like being part of my family and community. I like to feel safe and I get uncomfortable when things around me don't work well (e.g. family security, social order)

Power

I want others to look up to me and I want to be respected. I like to take control of people and things (e.g. wealth, authority)

Achievement

I am good at the things I do, I like to show other people what I'm capable of and I like to be recognised for what I have done (e.g. influential, successful)

Hedonism

I like to enjoy life, do things and go places that give me pleasure (e.g. enjoying life, self-indulgent)

Stimulation

I like each day to be different from the day before. I look for excitement and adventure in the things that I do and I really enjoy a challenge (e.g. daring, a varied life)

Self-direction

I like to think about how things work. I don't mind if others don't see things the way I do and I love finding new ways of thinking about things (e.g. creative, independent)

Adapted from The Common Cause Handbook 2011, published by the Public Interest Research Centre, UK (available from the Common Cause Foundation: <http://valuesandframes.org/>) Based on the Schwartz model. For further information on the original framework see Schwartz, S. H. (2012). An Overview of the Schwartz Theory of Basic Values. Online Readings in Psychology and Culture, 2(1).⁵

5. <http://dx.doi.org/10.9707/2307-0919.1116>

We all use values from each of these groups to guide our behaviour – whether consciously or unconsciously. **Values are not fixed**, they tend to work in a dynamic interrelated system, and the choices we make, or the values we prioritise at any given time, are influenced by our life experience and a variety of contextual factors – including the dynamics of power relations in society.

For example, a woman may be a mother who prioritises different values when caring for her child at home than when she is in her office as head of a multi-national company and has to cut the company wage bill. Another example may be a learner who has to study for an exam, but who is also passionate about environmental issues and decides to help out with a local river clean-up rather than study. These examples show how sometimes we experience conflicting values, and that our value priorities can change, not only at different stages in our lives, but also from day-to-day.

Values that are in tension with each other can cause **cognitive dissonance**. Highlighting this inner conflict is one way of facilitating social change (in one direction or another).

This framework suggests, firstly, that **we all share similar values** – for example, we all need a sense of belonging, to be successful enough to earn a living, to have some enjoyment in life, to support our friends and family. Secondly, that there are certain groups of values that, when strengthened through the language we use and experiences we provide the learners, can motivate them to become active citizens.

Some types of values, like universalism and self-direction, can inspire us to be self-driven and take civic action and give us internal rewards (like the satisfaction of having volunteered to help out at a local soup kitchen). Other groups of values, such as those relating to personal power and achievement, depend on acknowledgements and rewards from others (like marks and awards at school).

This framework can help us all engage with the values that inform the **Bill of Rights**. Some values can strengthen certain rights and other values can lead to violations of certain rights. In the textbooks, we encourage learners and teachers to consider what influences their values as well as the ways in which their values may change as a result of their lived experiences. Teachers can also reinforce the values within their school culture that help to promote and protect the core values of the Constitution – especially human rights applied in the best interests of the child and specifically to support the needs of vulnerable children.

Over the nine years of schooling that the *At the Crossroads* textbook series covers, we support learners on a journey of Social and Emotional Learning.

Social and Emotional Learning

Social and Emotional Learning is a journey that provides opportunities for the learners to develop **character** and **attitudes** as well as the **knowledge, skills** and **values** that will enable them to become critical consumers, innovative problem solvers, active citizens and emotionally literate human beings capable of fulfilling relationships. In our rapidly changing world, **resilience** and the **ability to adapt** are vital qualities. To flourish beyond their school years, a **curiosity** that encourages **lifelong learning** for learners is invaluable.

Social and Emotional Learning often involves learning at a deeply personal level and learners will be more comfortable to engage this process if they are able to use their **mother-tongue** or their first language, the language in their hearts. Support learners in their use of different languages to unpack their emotions, values, experiences, and cultural practices in the process of growing their identities and social-emotional quotients. Encourage classroom conversations to be **multilingual**.

Journalling

The **reflective practice** of writing or drawing in a journal has been shown to help relieve stress, improve mental health, boost self-confidence, grow emotional intelligence, and aid memory. As well as encouraging learners to practise journal writing or drawing as a tool for self-reflection, teachers can also use this technique for their own professional development. For example, they can record the highs and lows of their classroom experiences, track their personal goals and inspire their creativity.

It is important that each person's journal is respected as a **safe place**. Journals provide a space for learners to say exactly what's going through their hearts and minds in a place that is **free of censorship**. Learners can draw pictures, write in any language and use any lingo as they themselves are their only audience. In the process of strengthening the curriculum, the term **mother-tongue bilingual proficiency** is encouraged and journalling is one way this proficiency is given space.

Journals are **NOT to be shared** with anyone else without the expressed permission of the journal keeper. Facilitate a class discussion to encourage respect for journal privacy. This can be part of a process in which you agree on all the **ground rules for respectful communication** within the classroom.

Some guiding questions may be:

- What is a journal?
- When do I use my journal?
- What kinds of things go into my journal?
- What language do I use?
- How do I keep my journal private and safe?

Help build **Social and Emotional Learning** by encouraging learners to write/draw in their journals regularly – in class time, in their own time and for any reason. Journal prompts are included in the textbook in the following places for Grade 4 as a reminder to keep developing this practise. These prompts are not prescriptive.

Topic	Activity	In your journal...	Page no.
Development of the self Lesson 1.2 Self-image	Our strengths dance	Write or draw how you feel about yourself today	Book 1 Page 3
Development of the self Lesson 1.7 Personal strengths	Making the choices that work for me	Write or draw the strengths you want to grow	Book 1 Page 14
Development of the self Lesson 3.1 Dealing with conflict	When I feel angry ...	Write or draw your angry feelings and what you do to calm down	Book 1 Page 37
Development of the self Lesson 4.1 Emotions: understanding a range of emotions	My Emotion Flower	Write or draw to describe what you are feeling now	Book 1 Page 123
Development of the self Lesson 4.3 Emotions: understanding a range of emotions	Let's relax ...	Write or draw what you do to relax	Book 1 Page 127
Development of the self Lesson 4.6 Emotions: understanding a range of emotions	Life is hello, life is goodbye	Write or draw what you need most from a friend	Book 1 Page 133
Development of the self Lesson 6.1 Bullying: appropriate responses to bullying	What does it feel like to be bullied?	Write or draw your feelings about bullying	Book 1 Page 150
It's a wrap for Terms 1 and 2	Reflecting on Terms 1 and 2	Write or draw something about Grade 4 Terms 1 and 2 – the good times and the challenges	Book 1 Page 238
Social responsibility Lesson 9.1 Knowledge of religions in South Africa	My questions about faith	Write or draw what you feel about faith	Book 2 Page 22
Health and environmental responsibility Lesson 10.7 Dangers in and around water	My raindrop	Write or draw ... How does water make you feel?	Book 2 Page 50
Health and environmental responsibility Lesson 12.6 Personal and household hygiene; dietary habits	My hygiene habits	Write or draw ... When does being dirty make you happy? When does being clean make you happy?	Book 2 Page 138
Health and environmental responsibility Lesson 14.6 Healthy environment and personal health	My healthy garden	Write or draw how you feel in a garden	Book 2 Page 164
It's a wrap for Terms 3 and 4	Reflecting on Terms 3 and 4	Write or draw something about Grade 4 – the good times and the challenges	Book 2 Page 234

The cross-cutting priorities as listed in the Competencies framework, namely Education for Sustainable Development, Indigenous Knowledge Systems and Sustainable Livelihoods. They are concepts and ways of thinking that should be embedded across subjects, fields, and phases, through the teaching and learning processes and in assessment practices. These are covered by the content and activities in the lesson sets and are also embedded in the Info pages.

Info Pages

Info pages provide additional information for some CAPS topics. They are referred to in specific activities, but teachers may also use them to create extension activities and discussions. Some may also serve as posters for display in the classroom and reference for discussion in other lessons.

The table below lists the Info Pages included in the Grade 4 textbook.

Topic & lesson set	Info Page	Page numbers	Strengthening the curriculum: Cross-cutting priorities
Development of the self Lesson set 2: Respect for own and others' bodies	A Our changing bodies How a baby is made	Book 1 Pages 22–23	Human reproduction
Social responsibility Lesson set 7: Children's rights and responsibilities	B The Bill of Rights Children's Rights	Book 1 Pages 166–167	Values – protecting the rights of children
Social responsibility Lesson set 7: Children's rights and responsibilities	C More about the Children's Act The Universal Declaration of Human Rights	Book 1 Pages 170–171	Values – protecting the rights of children
Social responsibility Lesson set 8: Cultures and moral lessons	D Keeping to a budget	Book 2 Pages 10–11	Sustainable livelihoods – Financial literacy
Social responsibility Lesson set 8: Cultures and moral lessons	E South Africa's provincial coats of arms	Book 2 Pages 16–17	Values and citizenship
Social responsibility Lesson set 8: Cultures and moral lessons	F A summary of the Bill of Rights	Book 2 Pages 20–21	Values and citizenship
Health and environmental responsibility Lesson set 10 Dangers in and around water	G Water safety in the home Clean water	Book 2 Pages 38–39	Education for sustainability
Health and environmental responsibility Lesson set 10 Dangers in and around water	H Stay safe in storms and floods	Book 2 Pages 46–47	Sustainable livelihoods
Health and environmental responsibility Lesson set 11 Traffic rules for road users, railway safety	I Safer places to cross a road or railway track	Book 2 Pages 118–119	Character & attitudes: Safety & accountability for rules of road and rail



Topic & lesson set	Info Page	Page numbers	Strengthening the curriculum: Cross-cutting priorities
Health and environmental responsibility Lesson set 12: Personal and household hygiene; dietary habits	J Protecting ourselves from germs	Book 2 Pages 132–133	Character & attitudes: Healthy habits
Health and environmental responsibility Lesson set 13: HIV and AIDS education: basic facts	K Skin, blood and bones	Book 2 Pages 142–143	Character & attitudes: Healthy habits
Health and environmental responsibility Lesson set 14: Healthy environment and personal health	L Dispose of waste safely	Book 2 Pages 162–163	Education for sustainability
Performing Arts Music	M Music words	Book 2 Pages 182–183	Language across the curriculum
Performing Arts Music	N Music time values	Book 2 Pages 184–185	Language across the curriculum
Performing Arts Music	O Music notation	Book 2 Pages 186–187	Language across the curriculum

Indigenous Knowledge Systems (IKS)

Refers to the understandings, skills and philosophies developed by indigenous Southern African societies. This knowledge is part of cultural systems that also encompasses language, systems of classification, resource use practices, social interactions, ritual, and spirituality (UNESCO, 2021).

An important part of **strengthening the curriculum** is ensuring that learners see themselves in what they are learning. By integrating indigenous knowledge systems (IKS), we reinforce the fact that there are many ‘ways of knowing’ and respectfully resonate with the connections that learners have to their own traditional knowledge systems.

When learners silently carry contradictions (often perceived rather than real) between what they experience as valued at home and what is valued at school, their ability to perform in both contexts is seriously compromised. This cognitive dissonance needs to be given a voice, as well as a space to be heard, in order for **meaningful integration** to occur.

Explicitly affirming what is valuable in tradition can have a **healing and empowering** effect. An example is identifying the traditional practices that ensure participation in decision-making processes – often more immediate and intimate than the more abstract bureaucratic processes of democracy.

IKS offers alternative ways of **thinking, being and belonging**. Indigenous knowledge affects us in many ways, from the way we take care of ourselves and the natural world, to the way we communicate and express our creativity. It may be reflected in, for example, food production, medicine, technology, education and governance. IKS can be used to imagine the world differently and to find indigenous solutions to contemporary problems.

Education for Sustainable Development (ESD)

Refers to the knowledge, skills, values and attitudes needed to make informed decisions and take responsible actions for environmental integrity, economic viability, and a just society (UNESCO, 2023).

We live in an **interconnected world** where people are part of, and depend on, the environment and one another to survive. Many of the challenges we face at present are as a result of an imbalance of these relationships which has led to the degradation of land, polluted air and water, a changing climate and other environmental and social injustices.

In order to address these challenges, we need to develop values that promote respect and care for the broader community of life (people and non-human life). In addition, we need to cultivate the ability to:

- **consider the impact of our actions**, and
- **make choices that reduce harm and are kinder to our own well-being, other people and the natural world.**

Life Skills and Life Orientation provide the learners with the opportunity to have meaningful conversations about complex, interrelated issues and grapple with the challenges they face in a world characterised by over-consumption on the one hand and gross inequality on the other. A **focus on local, individual actions** that can make a tangible difference is key. This will help learners to develop a sense of agency, encourage hope and grow the creativity needed to change the world for the better, one step at a time.

Sustainable Livelihoods (SL)

Refers to an awareness and understanding of how educational content relates to the world of work, as well as an entrepreneurial mindset, and how one might use the knowledge and skills gained through education to choose and build a sustainable career path.

Sustainable livelihoods refer to the strategies and means by which individuals, households, or communities secure the resources necessary to meet their basic needs in a way that is environmentally, economically, and socially sustainable. The concept encompasses the idea of balancing the use of resources so that they do not deplete over time, ensuring long-term viability for future generations.

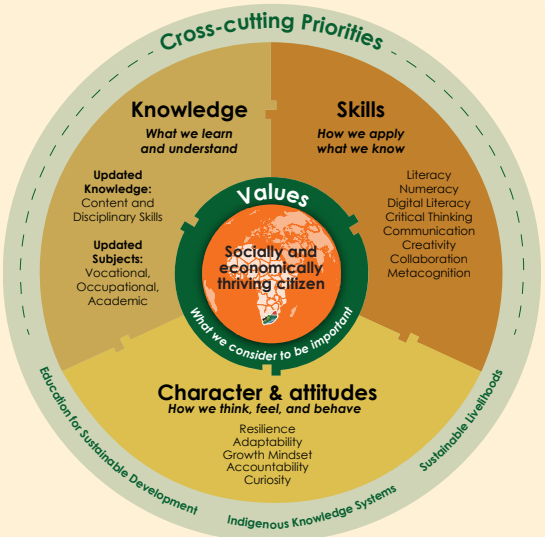
Lesson sets based on the CAPS topic World of Work focus on **career education**, exposing the learners to the many different career options from all the career fields and encouraging the learners to get to know themselves better through an exploration of their own values, interests and strengths. These lessons, through the tasks set, examples used and stories told, encourage an **entrepreneurial mindset**. We cannot know what the world of work will hold for future generations, never the less, the process of supporting learners to find their way to create work and multiple-income streams for themselves can only be of benefit to them.

Lesson set notes

The “lesson set notes” function as a pedagogic bridge between curriculum policy and classroom practice. They give practical expression to the **competency framework** by mapping curriculum content to concrete classroom activities that explicitly cultivate the desired **knowledge, skills, values, character, and attitudes**. Each lesson set is framed not merely as content delivery, but as an opportunity to develop **transversal skills** (e.g. communication, metacognition), foster **character traits** (e.g. accountability, curiosity, resilience), and explore core **democratic values** (e.g. equity, justice). The notes guide teachers in aligning each activity with a **key skill**, reinforcing the framework’s emphasis on **application, reflection, and social and emotional learning**.

Additionally, through structured assessments and time allocations, the lesson sets ensure that learning remains **intentional and measurable**, supporting the framework’s call for alignment between curriculum, assessment, and teaching practice. The inclusion of **indigenous knowledge systems, education for sustainable development, and sustainable livelihoods** further demonstrates how the lesson sets activate the **cross-cutting priorities** of the strengthened curriculum. They also help learners see themselves and their communities reflected in the curriculum, building cognitive resonance and cultural relevance.

Thus, the lesson set notes operationalise the framework’s holistic intent, offering teachers a coherent, values-driven, and skills-rich roadmap to develop learners who are not only knowledgeable, but also **ethical, reflective, self-directed and future-ready citizens**.



Creating opportunities for learners to openly discuss their feelings, struggles and strategies is extremely important in every grade. When lesson topics and activities stimulate these kinds of conversations, they will ensure learner interest in, and ownership of, the material.

Our values inform how we think, feel and behave. Some activities encourage learners to explore their values with the values expressed in the Constitution and the Bill of Rights. Creating a safe enough space as well as an atmosphere of respect for these kinds of discussions is vital.

We need safe enough spaces in which to share openly, be vulnerable to difference, and be unafraid of failure. We talk about “safe enough” spaces rather than “safe” spaces, as learning can cause discomfort, and that is OK. Developing resilience and perseverance does not happen if we disengage when discomforted. The inability to distinguish discomfort from harm and genuine trauma, allows disagreement to trigger resistance rather than invite reflective, critical and creative engagement. When people experience questions or alternative points of view as threats and attacks on identity, and we stop the dialogue as a result, we are encouraging frailty not resilience. Sharing is about the dynamics of trust, and trust can only be nurtured if participants are genuinely interested in each other’s experience. It is important to teach learners how to retain respect for other people in the face of serious disagreement, rather than to protect learners from disagreement. Focus on the idea, not the person. Play the ball, not the player.

To create this safe enough space, **establish group agreement** about what will help the learners to feel comfortable and safe enough. Involve them in the decision-making process, rather than giving them a set of rules to follow. Ask learners to think of ways they would like others to behave. For example, *it is common for people to laugh or giggle when they talk about sexuality topics. This uncomfortable feeling is normal and natural. However, there is an important difference between laughing with someone and laughing at someone.* Exploring the meaning of **trust and confidentiality** is also an important part of creating a safe enough space.

Questions play an important role in all learning processes

Teachers ask questions to actively involve learners and guide them towards the learning outcomes. Learners also need to feel free to ask their own questions. Their questions can give insight into their concerns, misconceptions or knowledge gaps. By allowing learners to ask their own questions (especially before exploring a topic as a way of priming learning) and to explore core concepts of a lesson by sharing the meaning of the words they would use in their own home language; we already give learners agency in dialogue.

To help learners to ask questions that may be embarrassing or that they feel unsafe to ask openly in a classroom, get them to write them down on pieces of paper and place them anonymously in a ‘question box’. Take time to read and prepare your responses to sensitive questions. This is particularly true of sensitive topics such as abuse, religion or sexuality.

Note that there are **different kinds of questions** that can be asked:

- “Can you explain how...?” information questions
- “Am I normal if...?” affirmation questions
- “Is it ok if I...?” permission seeking questions
- “Do you think it’s wrong if...?” values-based questions

Some questions may be deliberately intended to shock you. If so, it is important not to be shocked!

Ensure that your **responses to questions** are **clear, to the point** and **age appropriate**. If you are not sure of the answer to a question, be honest and tell learners that you will find out and get back to them. You could bring in an expert to discuss a particular issue with them or direct them to other sources of information, reminding them of the importance of using reliable resources and having evidence for their opinions.

Dynamic collaboration

Encourage dynamic collaboration in the classroom, as opposed to reluctant cooperation or subservient assimilation. Dynamic collaboration is what takes place when creative conflict allows knowledge to grow, democracy to develop and multiple subjective experiences of possibility to thrive.

In order for learners to participate in dynamic collaboration, they need to become curious about how a person who is very different from them senses, perceives, feels and thinks – and how, even when situations are uncomfortable, they can allow us all to hold the discomfort and respectfully explore new possibilities.

Given the diversity among learners, and even within any individual learner, we cannot avoid sensitive and controversial issues that some learners may feel uncomfortable with. **Learners need to be encouraged to find ways to be OK with their feelings of discomfort** and honestly think about the source of their discomfort – to deliberately look beneath the surface of the status quo and to engage with their emotional responses (like frustration, anger, confusion, fear, shame, embarrassment and disappointment) to what they uncover. This often-disturbing process can reveal blind spots in how we read what is going on around us. For example, some cultural groups may find any discussion of sexuality or religion to be taboo. You should check this first and mitigate or pre-empt parental objections before engaging in the topic.

Working with feelings

No feeling is inherently wrong. It is what you do with a feeling that can be harmful or useful. Learning how to identify feelings, listening to what they are communicating concerning self-knowledge, and then choosing how to respond, is the key to emotional growth.

Exploring boundaries

The textbooks provide **opportunities for rich open-ended discussions**, asking questions that help learners to reflect on scenarios that are emotionally and intellectually challenging. These opportunities will, at times, examine the boundaries that individuals and communities create to distance self from other, us from them, insiders from outsiders, etc. This is always made easier if there is some empathy for those who are different from you.

When learners experience uncomfortable feelings, urge them to find the source of this discomfort and work through it. Resisting potentially empathic experiences, is based on a very fragile sense of self and identity that can become overly defensive. If both sides of the discussion are operating from “the need to be right” perspective, there cannot be a discussion that is open and a learning experience for everyone involved.

There will be times when some issues just cannot be resolved. At these times, it will be best for both sides to gracefully agree to disagree, and not with a sense of disdain. Learning how to bear witness to each other’s lives, being able to be fully present in our curious and empathic listening, relaxes boundaries. This is not an intellectual exercise in understanding social justice as an abstract concept. **This is rather about creating real opportunities for experiencing the other in a way that mutually reinforces self-worth.**

Encourage talking about the learning process

One of the most important stories learners need to tell is the story of their own learning path. Working together as a class to reflect on and summarise what insights have been uncovered and what principles have been learnt is a vital part of developing the skills of dialogue. More importantly we need to create space in the curriculum for learners to talk about how they feel about what they are learning and what they believe about their ability to learn it. By allowing learners to reflect on some content before attending class (with some guiding reflective questions) they are given an opportunity to bring questions and ideas, in their own words, to the discussion that follows in class.

Physical activity

Physical activity adds variety to a lesson, improves concentration, diffuses frustration and boredom, creates opportunities for sharing information through peer-to-peer learning, promotes teamwork and cooperation, as well as physical wellbeing, so **include physical activities as often possible in your lessons.**

On the simplest level learners need to move (every fifteen minutes), for example to stretch, breathe deeply, shake their bodies and hum so that their whole body vibrates to allow oxygen to flow and the brain to re-engage. There is a range of techniques (like drawing big figures of eight in the air, crossing arms over the body) that have been designed to stimulate the whole brain and can be found if you do a Google search for kinaesthetic education.

The experience of fun and meaningful physical activities actually increases a positive experience of the body – making other health choices, like avoiding smoking, more likely. A learner’s belief that greater personal satisfaction and pleasure is possible, and that they have the agency to assert themselves through choice, is necessary before messages about health and safety can be experienced meaningfully.

Physical activity also reduces risk of disease, such as cancer, osteoporosis, cardiovascular disease and depression. It also reduces tendencies towards ‘delinquent’ behaviours such as gang participation, graffiti, truancy, etc.⁶

Physical Education

The difference that increased physical exercise makes to a nation’s health and economy is so disproportionate to the effort involved that UNESCO has made Quality Physical Education a **global priority**.

“Physical education is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society.”

(The Declaration of Berlin 2013, UNESCO’s World Sports Ministers Conference (MINEPS V))

Rising levels of physical inactivity, along with the substantial associated disease risk have been described as a pandemic by the World Health Organisation. The World Health Organisation predicted that by 2020 depression would be the second most common cause of disability. The number of people who take their own lives is about three times the number of people that die in armed conflicts around the world. The role that physical exercise can play in alleviating depression and restoring a greater sense of human dignity is significant.

There is growing global concern about **low levels of physical activity**, lack of physical fitness and obesity among children and adolescents. Learners spend a lot of their time sitting at desks at school and engaging with technology and social media in their leisure time. Research also shows that many South African children do not have access to safe physical activities. This makes Physical Education in schools an important priority.

Participation in team sports also has the potential to improve a learner’s cognitive skills with regard to teamwork, collaboration and productivity. We must bear in mind that all learners need access to physical activities and permission to play with their friends on the school fields, not only those who make the team.

Physical Education (PE) encourages learners to have an active, healthy lifestyle. It also aims to develop physical wellbeing together with knowledge of movement and safety. PE is part of the **holistic development of learners**, affecting their cognitive, social, personal and emotional development.

6. Piggott, Spray, Mason & Rhind (2024).

One of the most important aims of PE is to build a **positive attitude towards physical exercise**.

In addition, it is important to:

- Encourage and affirm **all** learners to participate in physical activity in a way that they find **challenging** and **experience satisfaction** in what they achieve.
- Involve learners in **setting goals** that are appropriate to their fitness levels.
- Listen to their concerns and be flexible in looking for **solutions together**. Do not single out learners who are physically challenged, asthmatic, introverted, etc. and try force them to do more activity than they are willing to. Rather encourage and explain the reasons for it, aside.
- Help learners to also **support each other**, build acceptance and trust, and acknowledge each other's achievements.
- Promote **gender equality** with responsibility being shared equally between male and female participants.
- **Be aware of conditions** such as heart disorders, asthma, epilepsy, diabetes and severe allergies.
- Use the warm-up and cool-down routines, as described in the textbooks, to **prevent injury** and maximise performance.
- Urge learners to keep **hydrated** during exercise
- Find a place on the school grounds suitable for PE activities, store all equipment needed in a safe place and offer clear instructions to learners on how to use the equipment.

For each Physical Education lesson:

- **Familiarise** yourself with the learner activities **beforehand**.
- Give **clear instructions** at the start of an activity and check that learners understand the safety factors and potential risks before they begin.
- Ensure they understand the **rules of specific activities** beforehand and enforce these rules during play.
- **Observe** and **supervise** learners when they take part in activities to create an ordered environment as well as for assessment purposes.
- It's a good idea to establish a **stop signal** so that learners know when they must immediately stop play or participation.

Through art we express what cannot be easily put into words. The resulting juxtaposition of mediums, movements, materials, colours, sounds, textures, shapes, shadows, spaces, symbols and ideas offers an open-ended exploration of concepts, inviting learners to respond freely, both emotionally and intellectually. Not only can they explore their **capacity for aesthetic pleasure**, they also experience their **capacity for meaning-making, innovation and knowledge creation** through making associations (symbol, metaphor, analogy, allegory and narrative threads).

The ability to make new associations lies at the heart of creativity, and can be practised in the process of experiencing and making art. Associations can be purely aesthetic, but they can also be symbolic.

Symbolic thinking is the ability to use the experience of one thing to represent the experience of something else by drawing attention to some shared characteristic in both experiences. It is interesting to note that the word symbol derives from the Greek verb, symballein, 'to throw together'.

Associative thinking includes the ability to transfer a pattern or a skill from one context or knowledge system to another. The ability to recognise patterns that something unfamiliar shares with something more familiar is not just a source for poetry or art, but a source for the unusual associations that make breakthroughs in knowledge and innovation possible.

Insight is the experience of finding a spontaneous and unexpected solution to a problem. It usually occurs when the learner is faced with complex information and instead of using rules to solve a problem in a predictable way, they are able to step back, see the big picture (all the variables and the patterns of the relationships between them) and make unusual associations. This analogical skill requires a loosening of existing associations, curiosity, playfulness and a sense of humour, which all help to create a psychological distance between the learners and the challenge. This psychological distance facilitates reflection and improves cognitive performance, from actual problem solving to the ability to exercise self-control.

Art facilitates dialogue in a subtle, sensual, sensational and dynamic way in which text cannot – especially when dealing with sensitive and controversial subject matter, where it is more important to have the dialogue than it is to provide final and resolved content. This process also stimulates the learner's mind to consider possibilities of deliberate design, not just in art or technology but in society and environments. Through deliberate design we manipulate energy, matter and information in the world to our advantage. **We apply knowledge and imagination to transform the present into possible futures.** This process can also include technology. Through art, design and technology we extend our bodies, our reach and our influence into space and time. Through technology we also outsource our labour to tools and machines.

Visual arts education and performing arts education are two distinct yet complementary areas of arts education, each focussing on different forms of artistic expression and skills development.

Visual Arts Education involves exposing learners to various forms of visual art, including drawing, painting, sculpture, photography, printmaking and digital media. Learners use various techniques and different media to express their thoughts and emotions through visual means. They are also encouraged to develop the skills to analyse and critique their own work and the work of others, thus growing their critical thinking. In addition, visual arts develop cultural awareness through the exploration of cultural identities, societal issues and through understanding art movements, styles and significant artists.

The benefits of visual art making includes:

- Enhancing creativity and imagination.
- Improving fine motor skills and hand-eye co-ordination.
- Encouraging self-expression and personal reflection.
- Developing visual literacy and appreciation for aesthetics.

Performance Arts Education focusses on disciplines such as music, dance, theatre, drama, where learners engage in live performances and expressive movement. Learners can gain experience of performance skills such as acting, singing, dancing, or playing musical instruments. They can learn theatrical techniques including stage presence, voice modulation, choreography and script interpretation. Through working with peers in ensembles, theatre productions or dance troupes, they will develop teamwork and communication skills. Through encouraging improvisation, composition and the development of original works, learners will grow their creativity. Exploring the role of performing arts in different cultures and historical periods will improve their cultural awareness.

The benefits of performance art making includes:

- Building confidence and public speaking skills.
- Enhancing emotional intelligence and empathy through character exploration.
- Promoting physical fitness and co-ordination through movement.
- Encouraging creativity and innovation in performance.

Both visual arts education and performance arts education play a crucial role in developing learners’ creativity, critical thinking and cultural awareness. They provide unique opportunities for self-expression and personal growth, preparing learners for a variety of future endeavours, whether in the arts or other fields.


This next section of the textbook will support your process of planning all the lessons for each term. By scanning the lesson sets, you can see what lies ahead and where there are opportunities to include more relevant local content.

You can also decide which lessons to prioritise. Don’t work through the textbook merely in order to complete every activity, but rather decide which activities to complete in each section.

Slow down the conversations so that learners feel heard, seen, appreciated and not judged.

Each lesson set begins with the CAPS topic requirements.

The Overview table is set up as follows:

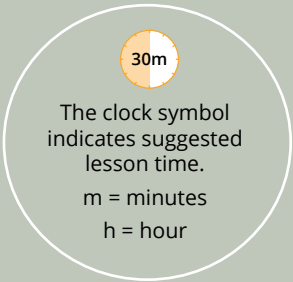
- The first column includes the CAPS topic, the title of each lesson (one double-page spread (DPS) of the textbook) and the suggested time it will take to cover the DPS.
- The second column gives a summary of the core knowledge and key messages that the lesson explores (see skills descriptions on pages viii – xi of the textbook).
- The third column provides a brief description of the activities in the lesson and the key skills practised in the activity. These descriptions will alert you to any resources needed or other preparation such as needed, for example, arranging the class into groups.
- The fourth column shows a thumbnail of each DPS in the textbook, for ease of reference. Turn the page 

Lesson Set 1: Personal strengths

Time: 6 hours

CAPS

- Personal strengths: identify, explore and appreciate own strengths
 - Strengths of others
 - Successful experiences as a result of own strengths: achievements and exciting experiences at school and home
 - Less successful experiences
 - Ways to convert less successful experiences into positive learning experiences: use strengths to improve weaknesses
- Weekly reading by learners: reading for enjoyment
 - Reading about role models or successful people or confident people



Development of the self	Core knowledge and key messages	Activities and key skills	Book 1 pages 2 – 9
Lesson 1.1 My personal strengths <div>30m</div>	A strength is something that we do well. We find, or discover, our strengths as we grow and learn. We use our strengths to help ourselves and other people.	Identify a personal strength, act it out and ask a classmate to guess what it is. Key skill: Think about your thinking Dance to celebrate strengths of heart, mind and will. Key skill: Be kind to yourself	<div>2</div> <div>3</div>
Lesson 1.2 My heart strengths <div>1h</div>	Strengths of the heart help us to be kind to ourselves and other people.	Read Kris's story. Identify words for strengths of heart. Consider when it is hard to be kind. Key skill: Give a reason for what you think Read Unathi's story, and identify her strengths of heart. Imagine how Unathi felt after talking to her friend. Consider what friendship means. Key skill: Try to feel what someone else is feeling	<div>4</div> <div>5</div>
Lesson 1.3 My strengths of mind <div>1h</div>	Strengths of mind help us to think in new ways. With our strengths of mind we know that we can work things out for ourselves.	Read about the invention of Braille. Consider how Braille, invented in the past, helps blind people to read today. Use the Braille alphabet to write names. Key skill: Find out more (ask someone - look it up) Inspired by the Repurpose Schoolbag, find out what classmates want their school bags to do. Decide what to add to the design of the Repurpose Schoolbag. Key skill: Ask your questions about the things you want to know	<div>6</div> <div>7</div>
Lesson 1.4 My strengths of will <div>1h</div>	Strengths of will help us to face challenges, to do difficult or unpleasant things.	Write sentences to show how strengths of will help to do something difficult. Key skill: What's new? Try it Share, in an inclusive and attentive way, examples of personal acts of courage and perseverance. Key skill: Share and compare	<div>8</div> <div>9</div>

Formal assessment task Term 1: Personal and Social Well-being: Assignment: written task, total 30 marks
Suggested activities: Lessons 3.4, 3.5 and 3.6. Explain the mark allocations to learners to guide the length of their answers to each question.

Development of the self	Core knowledge and key messages	Activities and key skills	Book 1 pages 10 – 17
Lesson 1.5 Ndiqhubekela phambili nokuziphuhlisa <div>1h</div>	Our personal strengths get stronger as we learn and grow. Sometimes, we need a friend to help us see our strengths. This gives us courage to persevere and get better at doing other things.	Read Tom's story. Consider what to do to help a friend grow personal strengths. Key skill: Work it out for yourself Write about something they can do well, want to learn to do better, and would like the courage to do. Key skill: Think about your thinking	<div>10</div> <div>11</div>
Lesson 1.6 The power of 'yet' <div>30m</div>	Sometimes, we feel upset if we do not do something well. Sometimes it is hard to keep trying. Let's practise a new way to think about learning. It uses the word 'yet'. Instead of saying "I cannot do this", say "I cannot do it yet, but I will."	Say sentences about what they are not good at, do not know or understand. Then say the same sentences using the word 'yet' at the end. Consider if it makes a difference. Key skill: Look back – look forward Play a learning circle game to reinforce the power of yet and identify more things they cannot do yet – but they will get there. Key skill: Talk about your feelings	<div>12</div> <div>13</div>
Note	As a useful classroom prompt, you could create a big speech bubble: "I cannot do ... yet".		
Lesson 1.7 My strengths to grow <div>30m</div>	We do not always have time to do everything we want to do. Sometimes we have to choose the strength we most want to develop or grow.	Read a story about a successful violinist. Consider activities they like doing and how they would choose if they had to focus on only one. Key skill: Choose what works best for you	<div>14</div> <div>15</div>
Note	There is an opportunity here to introduce the idea of a journal, where learners can write down their initial ideas to reflect on later, as their interests may change.		
Lesson 1.8 Our many strengths <div>30m</div>	We need all our strengths to help us to be our best.	Consider what they would like to be able to do by the end of Grade 4. Create a Tree of Strengths to show what they want to do, who can help them and how they can help other people. Key skill: Make something to show what you think it is like	<div>16</div> <div>17</div>
Note	An idea for making a classroom Tree of Strengths: Draw the trunk and branches of a big tree, perhaps reuse cardboard or paper. Write learners' names on the trunk, and write strengths in the branches. Make separate leaf and fruit shapes. Give some of each to learners to fill in and decorate. Learners can then put their leaves and fruits on the relevant branches of the tree. This activity provides an opportunity to remind learners that it is important to notice other people's strengths, for example, if your friend is good at drawing, then tell them so. When we tell other people what their strengths are, it enhances their self-esteem and can encourage them to improve their skills.		

Lesson set 2: Respect for own and others' bodies

Time: 4.5 hours

CAPS

- Respect for own and others' bodies: privacy, bodily integrity and not subjecting one's body to substance abuse
 - How to respect and care for own body
 - How to respect others' bodies
 - Reasons for respecting own and others' bodies
- Weekly reading by learners: reading for enjoyment
 - Reading about care and respect for body

Development of the self	Core knowledge and key messages	Activities and key skills	Book 1 pages 18 – 25
Lesson 2.1 Respect for you, respect for me <div>30m</div>	We can respect ourselves and respect other people. We show respect by what we say and what we do.	Choose words of respect to fill gaps in sentences. Consider why we use words of respect. Key skill: Work it out for yourself Talk about how they feel when someone shows them respect and disrespect. Consider respectful and disrespectful ways to use a digital device when with other people. Key skill: Talk about your feelings	<div>18</div> <div>19</div>
Lesson 2.2 Welcome to the world <div>1h</div>	When a baby is born we welcome the child with love, care and respect.	Read about a welcoming ceremony for a baby. Share what they know about baby welcoming ceremonies. Key skill: Share and compare Use the Info Page A to check what they know about how a baby is made. Talk about the menstrual cycle and support girls need during menstruation. Consider what else they want to know about puberty and how they will find out. Key skill: Find out more (ask someone – look it up)	<div>20</div> <div>21</div>
Note: In this lesson set, many examples of disrespect may arise in discussion, including bullying and abuse. They will learn more about coping with these types of situations in Term 2. Here the emphasis is on an understanding of respect and why it is important, e.g. to avoid hurting others, and the responsibility of adults in particular, to respect and care for children. Some things to consider in the discussion about support for girls during their periods, are provision of sanitary pads, sanitary pad disposal bins and clean washing facilities at school, being kind and not teasing girls who have their periods.			
Info Page A	Our changing bodies Changes in male and female bodies during puberty. Provides the necessary terminology to assist with understanding the facts about sexual reproduction. How a baby is made Provides learners with the facts about sex, fertilisation, and the birth of a baby. It also explains menstruation. These facts are presented in a way that does not encourage children to have sex. It is clearly stated that sex should be between consenting adults. It is, however, important for children to know the facts, especially if they are to withstand any pressure to have sex at an early age.	<div>22</div> <div>23</div>	
Lesson 2.3 I'm special, I respect me <div>30m</div>	Each of us is special. We use our senses to explore the world.	Imagine using their senses to explore a beautiful place. Act out their experience. Key skill: Make something to show what you think it is like Identify what they respect most about themselves. Sing a song of respect. Key skill: Be kind to yourself	<div>24</div> <div>25</div>

Development of the self	Core knowledge and key messages	Activities and key skills	Book 1 pages 26 – 35
Lesson 2.4 I see you, I respect you <div>30m</div>	We respect ourselves when we care for our eyes.	Read a story about Rotondwa who was teased at school for wearing spectacles. Imagine what they would say after Rotondwa asked for respect. Read about caring for our eyes, and identify what they can do to care for their eyes. Identify questions to ask an optometrist. Key skill: Try to feel what someone else is feeling	<div>26</div> <div>27</div>
Lesson 2.5 My body, my health <div>30m</div>	We respect ourselves when we look after our eyes, wash our bodies, eat healthy food, and drink clean water. It is easier to do these things if we develop healthy habits.	Consider their healthy habits. Identify what helps them to remember, or to forget, to do those things. Write sentences about their habits, and things that have not yet become a habit. Key skill: Look back – look forward	<div>28</div> <div>29</div>
Note: The information box includes time management as it is important for cognitive development in Grade 4. There is also an opportunity to talk about substance abuse with learners, see the box 'Say no to unhealthy habits'.			
Lesson 2.6 My personal space <div>30m</div>	One way we respect our own and other people's bodies is when we respect their personal space. My personal space is my 'space bubble'. I can choose how close I want people to be in my space. We show respect when we give someone privacy.	Create a new greeting for a friend. The greeting must respect their personal space. Test their new greeting with classmates. Key skill: What's new? Try it Consider own needs for privacy, and what can be said, or done, if people do not respect it. Key skill: Think about your thinking	<div>30</div> <div>31</div>
Note: Class discussions will give you a sense of learners' understanding of why they think it's important to respect each other's bodies, and what they can do to show this respect. If not you can ask the questions directly.			
Lesson 2.7 Respect our community space <div>30m</div>	We can respect each other's personal space and privacy. We can also respect the community space that we share with other people.	Share ideas about how park rules help people to respect their community space. Key skill: Share and compare Create a 'Respect our community' poster. Key skill: Show why it is helpful or harmful	<div>32</div> <div>33</div>
Note: Learners can add to their posters during the year as learning progresses, e.g. community health and road safety precautions. Consider developing a 'Respect our community' collage for the classroom wall using elements from learners' posters.			
Lesson 2.8 I celebrate me <div>30m</div>	Even at a party we can show respect. We can plan a party to celebrate ourselves, and create our own 'rules for respect' for the party.	Create a party invitation, include what people will do to show respect for each other. Key skill: Make something to show what you think it is like	<div>34</div> <div>35</div>

Lesson set 3: Dealing with conflict

Time: 3 hours

CAPS

- Dealing with conflict: examples of conflict situations at home and school
 - Strategies to avoid conflicts
 - Useful responses to conflict situations
- Weekly reading by learners: reading for enjoyment
 - Reading about safe environments and how to avoid conflict situations

Development of the self	Core knowledge and key messages	Activities and key skills	Book 1 pages 36 – 41
Lesson 3.1 We all disagree sometimes <div>30m</div>	Sometimes we feel angry or upset if other people do not agree with us, or if we do not get what we want. When we feel angry there are things we can do to cool down.	Identify the type of incidents that make them feel angry. Skill: Look back – look forward Consider how their body feels when they feel angry. Read some ideas to cool down. In their journals reflect on their angry feelings and ways to cool down. Skill: Think about your thinking	<div>We all disagree sometimes</div> <div>36</div> <div>37</div>
Lesson 3.2 We can disagree with respect <div>30m</div>	If people do not agree with us, we can work it out in respectful ways. It is hard to do this when we feel angry, so we need to feel calm. An opinion is what a person thinks about something. It may, or may not, be based on fact. An opinion may change, but a fact does not. To resolve conflicts without violence we talk and listen to each other respectfully. We may not always get what we want immediately.	Talk about whether they agree or disagree with certain opinions. Practise using the phrases “In my opinion ...” and “We agreed that ...” or “We did not agree that ...”. Skill: Share and compare Read a scenario in which characters agree to disagree. Consider how the character who had to wait a day before playing his preferred game felt about that. Skill: Try to feel what someone else is feeling	<div>We can disagree with respect</div> <div>38</div> <div>39</div>
Lesson 3.3 We can negotiate <div>30m</div>	Sometimes to resolve a disagreement we negotiate. We find a way for everyone to get something they want or can agree to do.	Read a story in which Grandma helps to resolve a conflict. Complete the end of the story, showing how the characters resolved the conflict. Skill: Give a reason for what you think	<div>We can negotiate</div> <div>40</div> <div>41</div>

Development of the self	Core knowledge and key messages	Activities and key skills	Book 1 pages 42 – 47
Lesson 3.4 We can work it out <div>30m</div>	When we have a disagreement, or are in a conflict situation, we can respond in different ways. We can: <ul style="list-style-type: none">walk awayask for helpapologisenegotiate.	Read about a conflict situation in which each child responds in a different way. Decide what they would do if they were in that situation. Key skill: Choose what works best for you	<div>We can work it out</div> <div>42</div> <div>43</div>
Lesson 3.5 Choices that help, not harm <div>30m</div>	To resolve a conflict, we can choose to do things that help ourselves and other people. It helps to ask questions to clarify what we disagree about, and what we can agree to do.	Read about different responses in a conflict situation, and consider how each response can help not harm. Key skill: Give a reason for what you think Write about a disagreement they had at school, how it affected those involved, how it was resolved, and what could have been done differently. Key skill: Show why it is helpful or harmful	<div>Choices that help, not harm</div> <div>44</div> <div>45</div>
Lesson 3.6 Our conflict resolution wheel <div>30m</div>	A conflict resolution wheel shows different ways to respond to a conflict. It can help us to talk about what works best in different situations. Our strengths of heart, mind and will help us to resolve conflict.	Draw or write words for the conflict resolution wheel. Try using the wheel and make changes as needed. Write down the strengths of heart, mind and will that help them to resolve conflict. Key skill: What’s new? Try it	<div>Our conflict resolution wheel</div> <div>46</div> <div>47</div>
Note	Make a conflict resolution wheel for the class. Cut a big circle, and an arrow out of cardboard. Use a drawing pin to attach the arrow. Use learners’ words and pictures for the different sections of the wheel. Refer to it as needed during the rest of the year. When there is a disagreement, encourage learners to go to the wheel and turn the arrow to different responses. Alternatively, use it to reflect on what happened after a conflict. Use the wheel as a decision-making tool for learners to identify what works best in different situations.		
Formal assessment Term 1: assignment, written task (30 marks) Suggested activities and mark allocations	Lesson 3.4 We can work it out I choose to ... (10 marks) <ol style="list-style-type: none">Each child in the story chose to do something different in this conflict situation. a. Who walked away? (2 marks); b. Who asked for help? (2 marks); c. Who apologised? (2 marks); d. Who negotiated? (2 marks)Imagine you are in this situation. What would you choose to do? (1 mark); Give a reason for your answer (1 mark) Lesson 3.5 Choices that help, not harm My conflict resolution story (14 marks) <ol style="list-style-type: none">Think about a disagreement that you had at school. a. How did it happen? (2 marks); b. How did it make you feel? (1 mark); c. How did it make the other person feel? (1 mark); d. What did you do to resolve the disagreement? (2 marks)Write what you would do differently if a similar thing happened again (8 marks). Use these questions to guide your answer: a. What facts can we agree on? b. What do we not agree about? c. What can I say or do to change your opinion? d. What can we agree to do? Lesson 3.6 Our conflict resolution wheel Make a conflict resolution wheel (6 marks) <ol style="list-style-type: none">Think about your strengths of heart, mind and will. What strengths do you think help you to resolve conflict? Write them down (6 marks). Encourage learners to think of two strengths for each ‘heart’, ‘mind’ and ‘will’. Refer them to Lesson set 1 as needed.		

Resources:

- Open space
- Found or made musical instruments, including drum/tambourine
- Audio equipment and audiovisuals with a range of suitable music
- CD player with a range of suitable music
- Charts of musical notes/substitutes such as animals representing note values
- Props including cans, stones, newspapers, materials, chairs, balls and a large variety of different sizes and shaped objects
- Textbook

Topic 1: Warm up and play

Time: 2.5 hours (15 minutes per class)

CAPS

- Active relaxation in stillness and movement (e.g. tense and release exercises; use of imagery to loosen hands, fingers, shoulders, neck, face, spine, hip joints, legs, feet)
- Travelling (consider direction, weight, levels) and freezing:
 - in personal (own) and general (shared) space
 - in movement and in games
 - in duple or quadruple meter (2/4 or 4/4), or free
- Name games (e.g. using clapped rhythms and body percussion to explore the meter/accents of the names)
- Concentration and listening games
- Creativity games (e.g. using props in turn as anything but what they are)
- Voice warm up, using humming
- Action songs to accompany physical warm ups

Topic 2: Improvise and create

Time: 3 hours

CAPS

- Short rhythm patterns (crochets, crochet rests, minims and minim rests) using body percussion and/or percussion instruments
- Locomotor and non-locomotor movements, individually and in unison, in time to a beat (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull), with and without imagery
- Rhythm patterns, combining locomotor movements with sound (voice/body percussion), to walking, running and skipping note values

Topic 3: Read, interpret and perform

Time: 3.5 hours

CAPS

- Rhythms (crochets, crochet rests, minims and minim rests) using body percussion and/or percussion instruments
- Songs, in unison, in tune and in time to accompaniment of the group
- Movement sentences, using props, including cans, stones, newspapers, materials, chairs, balls and a large variety of objects
- Animation (bringing to life) of objects (props, puppets) to portray a character or tell a simple story

Topic 4: Appreciate and reflect on

Time: 1 hour

CAPS

- The expressive qualities of percussive musical instruments in an African music piece. Classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch classification (high-low)
- Own and other's performances and processes using simple creative arts terminology









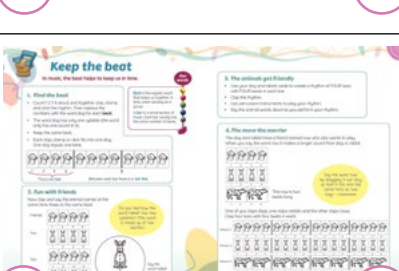

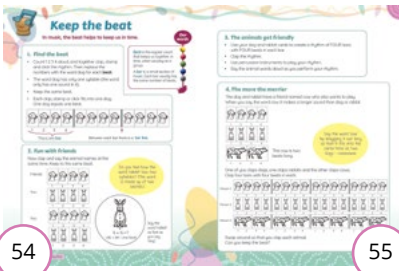
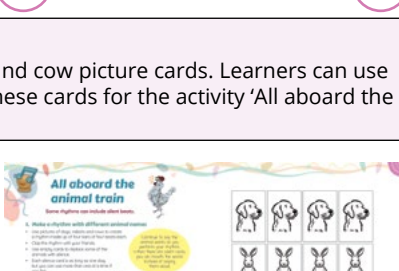


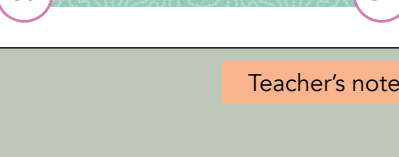
Key terms: warm up, relaxation, tension, freeze, travelling, personal space, general space, improvise, concentration, body percussion, crotchet, minim, rest, unison
















Note





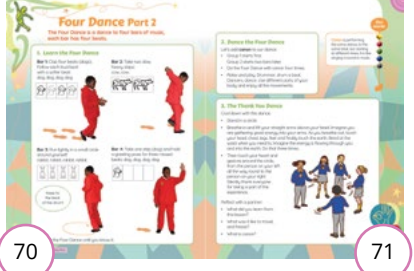



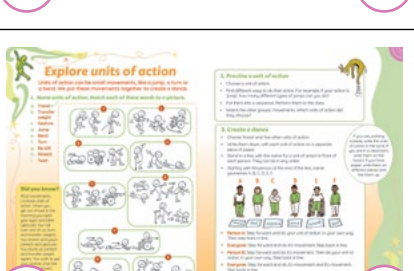






1. To help learners understand terms used in Creative Arts, make **flashcards for new words**. Display the cards on the classroom wall as they are used in the activities.
2. To remind yourself of **music words and concepts**, read Info Page M 'Music words', Info Page N 'Music time values' and Info Page O 'Music notation', on pages 180 – 187 in Term 4, Book 2. Together, Info Pages M, N and O give a summary of what learners will learn about music in Grades 4, 5 and 6. Refer learners to these pages when appropriate.
3. Choose appropriate **warm up activities** to do before the start of each performing arts lesson. Remind learners of the importance of warming up before doing physical activity. Also remind them the day before a Performing Arts lesson to bring comfortable clothes to wear, e.g. track suit pants, leggings, T-shirts, shorts. They will be active and moving around.
4. The CAPS topics for Performing Arts are interrelated and you will find that more than one topic may be addressed during a lesson and over a number of pages in the Learner's Book.




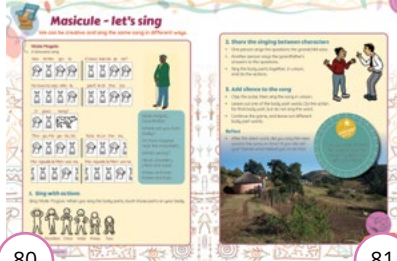




Formal assessment task Term 1: Creative Arts Task (CAT): Performing Arts, total 40 marks







Suggested activities that combine dance and music: The Tree Dance (18 marks); Dance our units of action (12 marks); Masicule – let's sing (10 marks). See suggested mark allocations in Teacher's Guide.

Performing Arts	Core knowledge and key messages	Activities and key skills	Book 1 pages 48 – 57
Let's play Warm up and play 	Playing games is part of performing arts. Games give energy, teach skills, and help us to work together.	Three games that focus on listening skills, and require learners to be physically active.	 48 
Creative arts values Warm up and play 	We are all connected when we work together, and what we do affects others.	Identify what they value in Creative Arts. Develop a contract, or code of conduct, to guide their behaviour in Creative Arts lessons. Some learners may use the spider's web activity, others may prefer to make a poster. Write down the ideas, display the contract on the classroom wall.	 50 
Morethetho Improvise and create 	Body percussion is used to make sounds.	Clarify meaning of rhythm, percussion and canon. Refer to Extra Info L, Book 2 Term 4 pages 180-181 as needed. Use body percussion to create a rhythm, improvise with different sounds. Three groups play the rhythm in a round (canon), with each group starting at a different time.	 52 
Keep the beat Improvise and create 	In music, the beat helps to keep us in time.	Keep a regular beat. Practise a rhythm, using shorter and longer sounds, whilst keeping to the same beat. Use picture cards to create a rhythm. Use percussion instruments to play the rhythm. In groups of three, clap four bars with four beats in each. Taking it in turns to clap the dog, rabbit and cow.	 54 
Note	You will need a selection of percussion instruments. Make photocopies of page 57 of the Learner's Book, to make dog, rabbit and cow picture cards. Learners can use these to show different rhythms. Make some blank cards. You will need these cards for the activity 'All aboard the animal train'.		
All aboard the animal train Read, interpret and perform 	Some rhythms can include silent beats.	Use picture cards to create a rhythm made up of four bars of four beats each. Include some blank cards to represent silent beats. Play some bars of music, written in animal notation, using any percussion instrument, vocal sounds or body percussion they choose. Practise the piece and then perform it to the class.	 56 

Performing Arts	Core knowledge and key messages	Activities and key skills	Book 1 pages 58 – 67
Tapping our feet Improvise and create Read, interpret and perform 	We often tap our feet in time to music. Let's find out more about timing in music. Note: Found or made percussion instruments, such as drums or shakers, can be used in some of these activities to help keep the beat.	Consider the meaning of pulse, tempo and stress in music. Practise keeping a pulse in a body tapping game. In a group, one person keeps a regular beat, and others gradually join in with claps. Keep the beat while stressing certain beats. Practise and perform a song, keeping the pulse, beat and rhythm.	 58  59
Instrument families Appreciate and reflect on 	We can group instruments by the way they make sound. Note: Find a large cardboard box to store percussion instruments. Encourage learners to find objects, or make objects, to go in the box. Answer to the challenge question on page 61: The piano can be grouped either as a string instrument or a percussion instrument. It can go in both groups.	Consider different types of instruments, what they are made of, and the types of sounds they make. Identify percussion instruments that can be tuned and those that do not need to be tuned. Add items to the class percussion box.	 60  61
Percussive performers Improvise and create Appreciate and reflect on 	Many dancers create rhythm as they dance.	Create a rhythm: stamp, clap or use objects to make the sounds. Read about the marimba. Listen to some marimba music and have a conversation about it. Find a link to some marimba music to play to learners. For example, this video shows different types of xylophones: https://www.youtube.com/watch?v=pU-e8jQ9dOw	 62  63
Ankle rattles Improvise and create 	Dancers in Africa often wear ankle rattles so their dance steps make a sound which becomes part of the music.	Identify different types of materials that can be used to make ankle rattles. Make ankle rattles. Wear ankle rattles and perform a rhythmic dance.	 64  65
Warm up and play 	We need to warm up to prepare our bodies for dance.	Four warm-up activities that help learners to tune in to their bodies in preparation for dance. Feel the difference between tension and relaxation. Give learners an opportunity to express how they feel after each activity.	 66  67

Performing Arts	Core knowledge and key messages	Activities and key skills	Book 1 pages 68 – 77
Four Dance Part 1 Improvise and create 	Practise moving to the beat to prepare for the Four Dance. Note: For this lesson, and the next, you will need a drum, or similar instrument, that one person can use to keep the beat.	Five activities to develop the following skills: <ul style="list-style-type: none">moving and stopping (freezing);walking to a beat that changes in speed;travelling in different directions, and moving between different levels;freezing when the beat is silent (rest moments)circling different parts of the body in time to the beat.	 68  69
Four Dance Part 2 Read, interpret and perform 	The Four Dance is a dance to four bars of music, each bar has four beats.	Practise the Four Dance. Perform the Four Dance in two groups, using canon. Cool down with a breathing, stretching and reflection activity.	 70  71
The Tree Dance Improvise and create 	A dance can be made of many smaller parts, called units of action . Each part is danced in a sequence, to tell a story.	Create units of action for their Tree Dance, as they listen to the story. Practise their dance until they know the sequence of the units of action. Dance the Tree Dance to the beat of a drum. Cool down with a breathing activity. You can use this as a cool down at the end of any dance lesson.	 72  73
Explore units of action Improvise and create 	Units of action can be small movements, like a jump, a turn or a bend. We put these movements together to create a dance. Note: If you do not have paper for learners to write the names of the units of action, they can write them in the sand if they are outside, or on the board in the classroom.	Identify different units of action by matching words with pictures. Find out that each unit of action can be done in different ways. Make a dance composed of six different units of action. Each person in the group performs their unit of action in their own way. The activity is designed so that each person in the group dances all six units of action.	 74  75
Dance our units of action Read, interpret and perform Appreciate and reflect on 	We can add rhythm to our dances. We can learn from our performances.	Create a beat for their dance and organise their units of action to the rhythm. Assign a number to each group. Ask the groups to sit, or crouch down, in position so they are ready to stand up and dance when their number is called. Reflect on the dances in their group. Share their thoughts with a person from another group. Dance the Thank You Dance to cool down	 76  77

Performing Arts	Core knowledge and key messages	Activities and key skills	Book 1 pages 78 – 85
Singing together Warm up and play Read, interpret and perform 	Our voices are our natural instruments. We can sing together.	Two activities to warm up the voice. You can also use these activities before any singing lesson. Practise singing with others in unison. Add actions to the song, keeping in time with the beat.	
Masicule – let's sing Improvise and create 	We can be creative and sing the same song in different ways.	Learn a song. Then sing the song with actions. Sing the words for a particular character. Replace a word with silence (a 'rest' in music) but do the action for that word. Come back into the song in time with the other singer/s. The first activity may be done as a whole class, and the others in pairs or groups.	
Dance statues Improvise and create 	In dance, there are different ways to hold a position and be still. Note: Check that learners feel comfortable touching each other during this game. If needed, you be the one to call out the combinations of body parts. You will need to collect various objects for the second activity, at least one object for every person in the class. For example, cans, stones, newspapers, chairs, brooms or balls.	Intersperse travel with holding a pose, like a statue. Use different combinations of body parts and levels. Use an object to hold an interesting pose.	
Object dances Improvise and create Read, interpret and perform 	There are different ways to dance. We call these dance styles. Some dance styles use objects. Note: You will need a selection of objects for learners to dance with. Each learner performs their individual dance in groups of about 5 to 8.	Practise nine moves with an object. Create a dance by putting the moves together in a sequence. Perform the dance. Watch the other dances and reflect on them. Discuss which objects make good dancing partners.	

Performing Arts	Core knowledge and key messages	Activities and key skills	Book 1 pages 86 – 91
What is this object? Improvise and create 	In drama, we can use our imaginations to change an object into something else. Idea: ask learners to collect different objects to use in the circle game. You could keep the props in a box, or cupboard, in the classroom to use in other drama activities.	In a game, use imagination to pretend an object is something else. Reflect on the circle game and talk about the different ways props can be used in drama.	
Bring objects to life 	Objects can be characters in a drama. Note: You and your learners can collect a variety of objects for this activity, for example, a sock, bag, pencil case, spoon. You can also use objects from the previous activity. Learners can do the drama in groups of four. Two learners can create their dramas at the same time, while the other two watch. Then they swap over.	Identify objects around them that they imagine can look like people, or other creatures. Use an object to create a character that has a human look. Create a drama about bringing their character to life.	
Object theatre 	Let's create a story about our object characters. Two characters meet and do something together. We will perform some object theatre. Note: Each learner has their own object character. They can use the characters they made in the previous lesson 'Bring objects to life'. They can work in pairs to do the activities and perform to the whole class.	Imagine a relationship between two object characters. Move the objects in ways that express emotion, and show differences in personality. Create a story about their characters. Practise the story, making the characters move in interesting ways. Perform their story to the rest of the class.	
Formal assessment Term 1: Creative Arts Task (CAT): Performing Arts (40 marks) Suggested activities and mark allocations	The Tree Dance (18 marks) Book 1, pages 72-73 Perform: The storyteller uses a drum or claps hands to give a beat. Do the Tree Dance and use the beat to help you keep time. Allocate one mark for each part of the dance (unit of action) that is in the correct sequence (10 marks); keeping in time with the beat (5 marks); variety of movements (3 marks). Dance our units of action (12 marks) Learner's Book 1, page 77 Learners perform the dance they created using six units of action (Book 1 Learner's Book, pages 74–76). They perform their dance to a beat. Allocate two marks for each of the six units of action in the group dances (12 marks). Masicule – let's sing (10 marks) Learner's Book 1, pages 80–81 Sing with actions (2 marks); Share the singing between characters (3 marks); Add silence to the song (3 marks); Reflect (2 marks).		

Topic 3: Visual literacy

Time: 1 hour

CAPS

- Observe and discuss visual stimuli in photographs and real objects to identify and name all art elements in images of the human body in action
- Observe and discuss visual stimuli in photographs and real objects to identify and name contrast in images of the human body in action
- Apply learning to own work

Topic 1: Create in 2D, family and friends

Time: 2 hours

CAPS

- Drawing and/or colour media: exploring a variety of media and techniques
- Art elements: secondary colour used in own images of self and others
- Design principles: contrast used in own images of self and others

Topic 2: Create in 3D, self and others


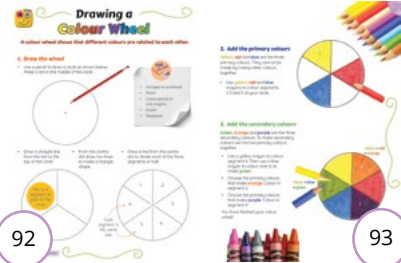
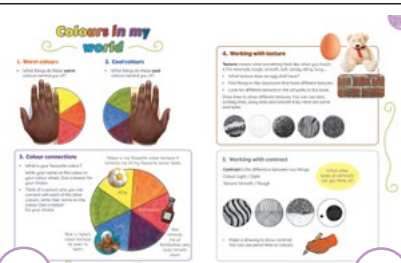

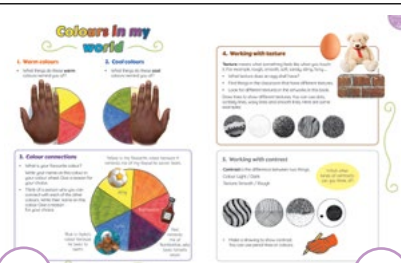



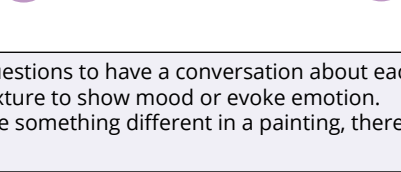
Time: 2 hours











CAPS

- Skills and techniques: earthenware clay
- Art elements: texture, shape/form used in own models of human figure
- Design principles: use and naming of contrast, e.g. in shapes and sizes of components of own model
- Spatial awareness: conscious use of space, e.g. front, back and sides of model to be completed
- Appropriate use of tools

Words to know

Colour: primary, secondary
Contrast
Texture

Visual Arts	Core knowledge and key messages	Activities and key skills	Book 1 pages 92 – 97
<p>Drawing a colour wheel</p> 	<p>A colour wheel shows that different colours are related to each other.</p> <p>Note: Resources for this and the activities on pages 94-95: paper, pencils, erasers, colour pencils or wax crayons.</p>	<p>Draw a colour wheel.</p> <p>Identify the primary colours to make secondary colours on the wheel.</p>	 <p>92</p>  <p>93</p>
<p>Colours in my world</p> 	<p>Colours can make us think about different things. We can show what something feels like by drawing texture.</p>	<p>Identify things they associate with warm and cool colours.</p> <p>Use colours to make connections to people.</p> <p>Draw different textures.</p> <p>Make a drawing to show contrast.</p>	 <p>94</p>  <p>95</p>
<p>Looking at paintings</p> 	<p>When we look at a painting the questions we ask can help us to see, and feel, different things about it.</p>	<p>Identify primary and secondary colours, textures, and mood in paintings.</p> <p>Consider the way people move in the paintings.</p>	 <p>96</p>  <p>97</p>
<p>Note:</p>	<p>Give learners time to look at each painting on their own. Then use the questions to have a conversation about each painting and the story it tells. Consider how the artist uses colour and texture to show mood or evoke emotion. Allow learners to say how the painting makes them feel. Everyone will see something different in a painting, there is no 'right' or 'wrong' interpretation.</p>		

Visual Arts	Core knowledge and key messages	Activities and key skills	Book 1 pages 100 – 109
<p>My hand, my relationships</p> <p>2D</p>	<p>Use shapes to represent friends and family on the drawing of a hand.</p>	<p>Trace their hand. Decorate the hand with shapes that remind them of friends and family.</p> <p>Identify primary and secondary colours to colour in the hand.</p> <p>Cut out the hand and display it.</p>	 <p>98</p>  <p>99</p>
<p>Ubuntu hands</p> <p>2D</p>	<p>Let's use our hand drawings to show the idea of ubuntu. Ubuntu is an African belief that teaches us that we are all connected.</p>	<p>Play two games to feel connected to each other.</p> <p>Arrange their hand drawings to make a display or poster. In groups or as a class.</p>	 <p>100</p>  <p>101</p>
<p>Hands in rock art</p> <p>2D</p>	<p>Art has different meanings and functions for people around the world.</p> <p>Note: This is one of the many pages in the Learner's Book that provides an opportunity for learners to practise their skills in reading for enjoyment and information.</p>	<p>Read about rock art hand paintings. Imagine being one of the artists. Talk about why they made them.</p> <p>Encourage learners to think about what their own hand paintings mean to them. Perhaps people long ago felt similar connections.</p>	 <p>102</p>  <p>103</p>
<p>Human figures</p> <p>3D</p>	<p>Artists have made human figures for thousands of years.</p> <p>There are different ways to represent human figures.</p>	<p>Read about some African sculptures made of clay.</p> <p>Identify colours and textures in South African dolls and have a discussion about them.</p>	 <p>104</p>  <p>105</p>
<p>Me as a doll Part 1</p> <p>3D</p>	<p>You can make a doll of yourself from newspaper.</p> <p>You can also make a doll from clay.</p>	<p>Follow instructions to create a doll from newspaper.</p>	 <p>106</p>  <p>107</p>
<p>Me as a doll Part 2</p> <p>3D</p>	<p>Let's dress and decorate our dolls.</p>	<p>Follow instructions to make clothes, hair, eyes, lips, hands and feet for their dolls.</p> <p>Put all the dolls together and look at them as a class. Talk about the differences (contrasts) in colour, texture and shape.</p>	 <p>108</p>  <p>109</p>

Different ways to locomote, rotate, elevate and balance, using various parts of the body with control

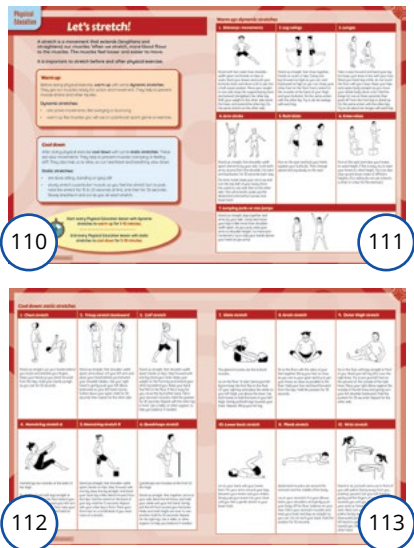

Time: 10 hours







CAPS

- Participation in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control (6 hours)
- Safety measures relating to locomotion, rotation, elevation and balancing activities
- Movement performance in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control (4 hours)
- *Examples of possible activities:* walking, running, hopping, skipping, leaping, etc.
- *Safety measures:* Surface of the play area, use and condition of apparatus, warm up and cool down, basic first aid, spacing of learners during activities, following instructions

Formal assessment task Term 1:
Physical Education Task (PET)
total 30 marks: participation
20 marks, movement performance
10 marks. Refer to the assessment
tool in CAPS Section 4.

Time allocation: Allocate time and supplement or adapt activities as needed to suit your resources and learners' abilities. Note that 20 minutes of each lesson will comprise of warm-up and cool-down activities (5-10 minutes for warm up and 5-10 minutes for cool down). The time allocation shown in the table below is an example only.

Physical Education	Core knowledge	Activities	Book 1 pages 110 – 115
Let's stretch!	A stretch is a movement that extends (lengthens and straightens) our muscles. When we stretch, more blood flows to the muscles. The muscles feel looser and easier to move. It is important to stretch before and after physical exercise.	Read about dynamic and static stretches. Talk about why it is important to warm up before physical exercise, and to cool down afterwards. Practise doing some dynamic and static stretches. Explain that learners will spend 5-10 minutes at the beginning of each lesson doing some dynamic stretches to warm up. At the end of each lesson they will do some static stretches to cool down for 5 to 10 minutes.	
Note: In their books, learners are given examples of warm up and cool down activities. However, you may need to supplement these with other dynamic and static stretches to make sure that learners warm up and cool down effectively. Chose the stretches that are most appropriate for the particular lesson. Spend 5 – 10 minutes for each warm up and each cool down. <i>In these tables, the words in italics 'warm up' and 'cool down' are to remind you about this.</i>			
Safer landings	We can learn to jump and land in ways that do not hurt our bodies, and stop us falling over. We can balance on different parts of our bodies.	Warm up. Show learners how to land safely on their feet, hands and how to do a body roll. To practise jumping and landing on their feet learners jump in and out of three hoops laid on the floor. Check that they bend their knees and use their arms to balance as they land. The Handstand Spiderman activity gives learners an opportunity to practise balancing on their hands, using the wall for support. Cool down.	

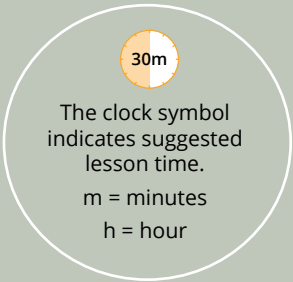
Physical Education	Core knowledge	Activities	Book 1 pages 116 – 121
Note: It is important that you clearly explain to learners how to do the safe landing movements, especially the Hand Fall. Demonstrate the landings if you can. Warn learners that if they are done incorrectly there is a risk of injury.			
Note: The hula hoop jump activity is for learners to practise landing on their feet without losing their balance. If you do not have hula hoops you can use sticks or rope to mark the areas they have to jump into. Provide assistance with the handstand activity as needed.			
Move with control  3h	A strong body needs a strong core. Our core is the middle of our bodies. It includes muscles around the stomach, backbone and hips. If these muscles are strong it helps us to move with control, without wobbling or falling over. Let's do some movements to make our core muscles strong.	Warm up. Practise these gymnastic positions with learners: log roll, dish hold, tuck-sit, glide, push-up hold. Then ask learners to do each position in a different order, as a smooth sequence. 'Around the clock' makes the push-up hold into a fun activity. Cool down.	
Note: Use themes from nature to encourage learners to relate to the movements in a playful way, for example, by imitating animal shapes or positions.			
Note: Before 'Move to music 1' and 'Move to music 2', you will need to prepare suitable pieces of music to play whilst learners do the movement sequences. For the cool downs suggested in the Learner's Book, if you do not have any scarves or similar things for learners to wave, ask them to wave their hands while they do the static stretches.			
Move to music 1  2h	Gymnasts sometimes move to music, like dancers. They hold each position before moving into the next position, in time with the music. Let's use music to practise our turning, lifting and balancing skills.	Warm up. Learners practise a movement sequence to music. The sequence involves mobility stretches in kneeling and sitting position: bends and holds. As well as sideways, forward and backwards steps, and simple arm movements. Cool down.	
Move to music 2  2h	We can move across the floor in many ways. We can turn, lift and balance using different parts of our bodies.	Warm up. Remind learners of the movement sequence they learnt previously. Ask them to perform this before learning the new movement sequence. The new sequence involves sideways arm and feet movements, knee bends and arm swings. Ask learners to perform both movement sequences in groups. Add formation changes as appropriate. Cool down. This can be done with learners standing in a circle, moving one after the other so the wave spreads around the circle.	
Formal assessment Term 1: Physical Education Task (PET) Suggested activities for movement performance (10 marks)	Move to music 2: Movement sequence Part 2, Learner's Book 1, page 121. Note: Move to music 2 includes the movement sequence learners learnt in Move to music 1.		




Lesson set 4: Emotions: understanding a range of emotions

Time: 4.5 hours






CAPS

- Emotions
 - Understanding a range of emotions: love, happiness, grief, fear and jealousy
 - Understanding own emotions: appropriate ways to express own emotions
 - How to understand and consider others' emotions
- Weekly reading by learners: reading for enjoyment
 - Reading about how people express different emotions



Development of the self	Core knowledge and key messages	Activities and key skills	Book 1 pages 122 – 127
Lesson 4.1 We feel emotions 30m	Emotion is another word for a 'feeling'. Our emotions affect what we do and say. Talking about our emotions can help us to understand each other and resolve disagreements. It is easier to talk about our emotions if we can describe them, and think about why we feel that way.	Draw an Emotion Flower. Write words that describe different emotions in their flower. Mime an emotion to a classmate, who guesses the relevant emotion. Key skill: Talk about your feelings	 122 123
Note	Learners can add words to their Emotion Flower during this lesson set, and at other times. It is important for learners to develop a rich vocabulary that will enable them to be more aware of their feelings. The ability to categorise emotions is not important because emotions are complex and not easily categorised. Be aware of the fact that our emotions change; we cannot be defined by our emotions. For example, we can say "I feel angry", rather than "I am angry".		
Lesson 4.2 Our emotions change 30m	Our emotions come and go. They do not stay the same. They change. We show our emotions in different ways. We use our bodies, actions and words to express them.	Find the emotion words in the story 'Tsomo's emotional day'. Add new words to their Emotion Flower. Use their Emotion Flower to record the emotions they feel during one day. Key skill: Observe and describe	 124 125
Lesson 4.3 Listening to my body 30m	We can listen to our bodies to help us understand our emotions. We can then let some emotions go, so we can experience different emotions.	Read a story that shows how Kwazi listened to his body to understand his feelings. Draw a picture to show how they felt when they experienced a strong emotion. Key skill: Think about your thinking Practise doing the calming breath, to help release emotions such as stress, nervousness, anger. Use their journals to record their feelings before and after the exercise. Key skill: Be kind to yourself	 126 127
Note	Be sensitive to learners who may find it difficult to talk about their emotions, perhaps because they have experienced traumatic events. Reassure them that they do not have to speak about how they feel. They may prefer to draw a picture, do a dance, write a song, or a story. They could share this with someone they trust.		

Formal assessment task Term 2: Personal and Social Well-being: controlled test to cover work done in Terms 1 and 2, total 30 marks









Development of the self	Core knowledge and key messages	Activities and key skills	Book 1 pages 128 – 137
Lesson 4.4 My feelings, my choice 30m	Our emotions help us decide what to do. They give us information about what we need and what we want or do not want.	Read examples of how feelings inform what we do. Write sentences about what they do in response to certain feelings. Key skill: Choose what works best for you Describe an emotional response to a picture. Consider why they feel that way. Key skill: Think about your thinking	 128 129
Lesson 4.5 Emotions can help, not harm 30m	It is okay to feel any emotion. Our emotions cannot be right or wrong. It is what we do with our emotions that can be harmful or helpful.	Identify examples of when it is dangerous to rush to do something. For safety, we can stop, think, decide and then act. Key skill: Look back – look forward Read how Unathi dealt with jealousy. Consider a similar experience of their own. Sing a song about dealing with jealousy. Key skill: Show why it is helpful or harmful	 130 131
Lesson 4.6 Feeling grief and sadness 30m	When sad things happen in our lives we may feel strong emotions of sadness and grief. It helps to talk about how you feel to a person you trust. We cannot presume to know how another person feels, but we can show that we are there and will listen, if they want to talk.	Read two stories of children who experienced a loss, and what helped them through this difficult time. Choose one story and imagine they are the character's trusted friend. Decide what they say to the character to show they will listen to them. Key skill: Try to feel what someone else is feeling	 132 133
Lesson 4.7 Choosing our mood 30m	Mood is another word for the emotions we feel. We use the word to describe a general feeling. Our thoughts and ideas affect our mood. Sometimes we can use our thoughts and our strengths of mind to change our mood.	Read about how Tom used self-talk to change his mood. Write or draw a picture to reflect on their present mood. Consider what they can say, or do, to change their mood. Key skill: Ask questions about the things you want to know	 134 135
Lesson 4.8 A feelings game 1h	Make a flick-flack game and play it to practise using words that describe emotions and ways to respond to them.	Make a game using what they know about emotions and words from their Emotion Flower. Key skill: Make something to show what you think it is like Play the game. Key skill: Share and compare	 136 137
Note	Materials needed: A4 paper, scissors, coloured crayons. Make an example of the game and practise using it before the lesson.		





Lesson set 5: Personal experience of working in a group

Time: 3 hours

CAPS

- Personal experience of working in a group: at school and home
 - School: as member of a class, in a school or class or small group project or activity
 - Home: as member of a family, working and getting along with siblings
 - Benefits of working in a group
 - Challenges of working in a group
 - Useful responses to challenges of working in a group
- Weekly reading by learners: reading for enjoyment
 - Reading about ways to succeed in working in a group

Development of the self	Core knowledge and key messages	Activities and key skills	Book 1 pages 138 – 145
Lesson 5.1 Better together <div>30m</div>	In a group, work is shared. Each person uses their own personal strengths to do their task.	Give examples of group work. Describe their own experience of working in a group. Key skill: Observe and describe Play the 'pass the shape' game and consider why the shape at the end of the game may have changed. Talk about why working in a team sometimes goes wrong. Key skill: Share and compare	 <div>138</div>  <div>139</div>
Lesson 5.2 Communicate with respect <div>30m</div>	To communicate means to share information and ideas. We communicate by talking, writing, drawing and using our bodies in other ways. To avoid misunderstandings we need to communicate clearly and respectfully.	Consider rules for respectful communication. Identify who is not following certain rules in a picture. Act out what the people can do to follow the rule. Key skill: Give a reason for what you think	 <div>140</div>  <div>141</div>
Lesson 5.3 Listen to each other <div>30m</div>	To communicate respectfully we need to listen, or look, carefully to what people say.	Practise listening skills as they talk and listen to each other's ideas to resolve a conflict scenario. They work in pairs. Key skill: Share and compare	 <div>142</div>  <div>143</div>
Lesson 5.4 A group plan <div>30m</div>	A group plan tells you the purpose of the group's work and each person's task. It also tells you the things you need, and how much time you have to do the work. It is better if everyone in the group agrees to the plan.	Read 'Amaan's Story Part 1' that shows the need for a group plan. Consider their own experience of making something in a group, and describe what happened. Key skill: Look back – look forward	 <div>144</div>  <div>145</div>




Development of the self	Core knowledge and key messages	Activities and key skills	Book 1 pages 146 – 149
Lesson 5.5 Let's work together <div>30m</div>	We can work together better if we share ideas and encourage each other. We can give each other feedback and check our progress to keep on track. Sometimes we may need to change our plan.	Read 'Amaan's Story Part 2' that shows members of the group working better together, but ends with a conflict. Learners write, or draw, an ending to the story. Key skill: Work it out yourself	 <div>146</div>  <div>147</div>
Lesson 5.6 Let's sing together <div>30m</div>	Let's create a song about things that help us to work in a group. We can work together and use our group work skills.	Talk about things that help us to work in a group. Share and compare ideas as they work together to create a song. Key skill: Share and compare	 <div>148</div>  <div>149</div>




Lesson set 6: Bullying: appropriate responses to bullying

Time: 3 hours

CAPS

- Bullying: how to protect self from acts of bullying
 - Examples of acts of bullying
 - Appropriate responses to bullying: where to find help
- Weekly reading by learners: reading for enjoyment
 - Reading about appropriate responses to bullying

Development of the self	Core knowledge and key messages	Activities and key skills	Book 1 pages 150 – 155
Lesson 6.1 Bullying hurts <div>30m</div>	When a person does something to hurt another person, and does it again and again, we call it bullying. Bullying can hurt a person's body and a person's feelings. It can change the way a person behaves and thinks about themselves.	Consider different types of bullying. Draw a picture to show different types of bullying and what it feels like to be bullied. <i>Key skill: Try to feel what someone else is feeling</i> Read Part 1 of two stories about bullying. Identify the harmful, repetitive elements that makes Neo and Zanele's behaviour bullying. <i>Key skill: Show why it is helpful or harmful</i>	
Note	Two stories about bullying are told in this lesson set. In Lessons 6.1 to 6.4 a different part of each story is told. To prepare, read all the stories to see how each lesson explores a different aspect of bullying and responses to it. Take care not to label a person as 'a bully'. It is what they do that is bullying; it does not define who they are. Anyone can behave in a bullying way sometimes, and they can change that behaviour.		
Lesson 6.2 Responses to being bullied <div>30m</div>	If you are bullied, talk about it. Tell someone you trust. Bullying is never okay. Teachers and school principals have a duty to protect children from bullying at school.	Read Part 2 of the story and think about Msizi's response to Zanele's bullying. Consider a situation when such a response may not be appropriate. For example, if there is no trusted adult to talk to. <i>Key skill: Give a reason for what you think</i> Consider how Baraka's friend helped her in Part 2 of the story. Consider a situation when such a response may not be appropriate. For example if they feel unsafe. <i>Key skill: Be kind to yourself</i>	
Lesson 6.3 Why do we bully people? <div>30m</div>	We bully people to feel powerful, to feel important, or to feel more in control of our lives. We often learn to bully other people from people who bullied us. We can also learn to stop bullying. Our bullying harms people and is never okay.	Read Part 3 of the story about Zanele. Consider what causes people to bully and what can help them to stop. Identify questions that can help us to understand bullying better. <i>Key skill: Ask questions about the things you want to know</i> Read Part 3 of the story and identify what helped Neo to stop bullying. Consider how Neo felt after he stopped bullying. <i>Key skill: Try to feel what someone else is feeling</i>	





Development of the self	Core knowledge and key messages	Activities and key skills	Book 1 pages 156 – 161
Lesson 6.4 Being a witness to bullying <div>30m</div>	If we see, or witness, a person being bullied we can choose to do something to help.	Read what Dunia did in Part 4 of the story. Learners imagine how they would feel and what they would think if they witnessed a bullying situation. <i>Key skill: Think about your thinking</i> Read how Tuma was kind to Baraka in Part 4 of the story. Imagine they are a witness in one of the stories. Consider what they would do. <i>Key skill: Show why it is helpful or harmful</i>	
Lesson 6.5 Let's all stop bullying <div>30m</div>	To resolve a bullying situation, a first step is to talk about it. Some words we can use to help us describe who did what in a bullying situation are: <ul style="list-style-type: none">• perpetrator• target• accomplice• bystander.	Read the example of who did what in the Lunch Box Story, then complete sentences to identify who did what in the Name Calling Story. <i>Key skill: Work it out for yourself</i> Choose to do one of these activities: <ul style="list-style-type: none">• Act out what was done to stop the bullying in one of the stories.• Write, or draw, their own story about bullying and what was done to stop it.• Create a poster to show why bullying must stop. <i>Key skill: Make something to show what you think it is like</i>	
Lesson 6.6 Acts of kindness <div>30m</div>	We can make our school a better place through acts of kindness. Feeling gratitude, or thankful, for the good things in our lives, can help us be kinder to ourselves and other people.	Consider different acts of kindness. Draw and/or write a story about a person whose acts of kindness helps to stop bullying. <i>Key skill: Try to feel what someone else is feeling</i> Choose an act of kindness to do each day. Consider how it makes them feel, and write or draw about it in their journal. <i>Key skill: Choose what works best for you</i>	

Lesson set 7: Children's rights and responsibilities





Time: 3 hours

CAPS

- Children's rights and responsibilities: name, health, safety, education, shelter, food and environment
 - Children's rights as stipulated in the South African Constitution
 - Children's responsibilities in relation to their rights
- Weekly reading by learners: reading for enjoyment
 - Reading about children's rights and responsibilities

Social responsibility	Core knowledge and key messages	Activities and key skills	Book 1 pages 162 – 169
Lesson 7.1 The freedom to be me <div>30m</div>	Every child needs to learn and grow, to be who they want to be. To do this each child needs food, safety, shelter, health care and other rights. A right is something that allows us to be who we want to be in a way that is respectful and fair to other people.	Match a picture to one, or more, of the children's rights in the reading box. <i>Key skill: Choose what works best for you</i>	
Lesson 7.2 Our values, our rights <div>30m</div>	Our rights are protected in the Bill of Rights, in the South African Constitution. The Constitution is the highest law in the country. The Constitution is based on the values of human dignity, equality and freedom.	Read the summary of the Bill of Rights in Info Page B. Match a right to the values of dignity, equality and freedom. Find out more about children's rights in Info Page B. <i>Key skill: Find out more (ask someone – look it up)</i>	
Info Page B	Children's rights A summary of the South African Bill of Rights What are Children's Rights? A summary of Section 28 in the Bill of Rights Facilitate reading of these to give a sense of the scope of the Bill of Rights. Use the activities to help learners engage with relevant sections.		
Lesson 7.3 Our rights are human rights <div>30m</div>	Our rights are called human rights because they are for every human being in the world.	Play a game that affirms various rights. Look at Info Page C to see that the Children's Act is guided by international agreements that help to protect their rights. An understanding of our rights helps to protect ourselves and others from injustice. <i>Key skill: Be kind to yourself</i>	

Before the end of Term 2, explain the project learners will complete in Term 3. See Teacher's Guide for a suggested project. Explain the project mark allocations to learners for their guidance.

Social responsibility	Core knowledge and key messages	Activities and key skills	Book 1 pages 170 – 177
Info Page C	More about the Children's Act The Children's Act is guided by international agreements such as the United Nations Convention on the Rights of the Child and the Universal Declaration of Human Rights		
Lesson 7.4 Who protects our rights? <div>30m</div>	All adults should respect and protect children's rights. The government employs teachers, nurses, social workers, police officers and others to help. These people are called duty bearers.	Read Tendani's story. Consider how Tendani felt when she went to the children's home. Explain why the social worker wanted Tendani to sleep at the children's home. <i>Key skill: Give a reason for what you think</i> Create a poster to show what duty bearers can do to protect children's rights. <i>Key skill: Show why it is helpful or harmful</i>	
Lesson 7.5 We respect each other's rights <div>30m</div>	To respect other people's rights we can: respect their dignity; treat them equally and fairly and respect their freedom. If we do not respect other people's rights, they cannot respect ours. Our rights are connected. Sometimes we cannot respect our own rights and respect the rights of others at the same time. We have to work out what causes the least harm.	Read a scenario of a game with an unfair rule. Suggest how to make the game fairer. Consider how they felt when they experienced something that was not fair. Suggest what they would change. <i>Key skill: Share and compare</i> Consider a situation in which a child's right to play with friends conflicts with their right to be kept safe. Decide what they would do in that situation. Think of another example of a similar situation. <i>Key skill: Show why it is helpful or harmful</i>	
Lesson 7.6 Our house of rights <div>30m</div>	We need all our rights. If one right is missing it can be difficult to respect other rights. For example, if we are hungry we cannot learn at school.	Mime one of the rights in the house of rights. Talk about which duty bearers can help to protect that right; and what children can do to protect that right. Through their mime and discussions learners show what their chosen right means for them. <i>Key skill: Make something to show what you think it is like</i>	
Note	Consider creating a house of rights for the classroom. For example, draw the outline of a house on large sheets of paper on the wall. Ask learners to write or draw the rights on the house, or make paper bricks for each right to stick on the walls.		

Resources:

- Open space
- Found or made musical instruments, including drum/ tambourine
- Audio equipment and audiovisuals with a range of suitable music
- Music may include pieces composed specifically to demonstrate the instruments of the orchestra, such as “Carnival of the Animals” by Saint-Saens, “Peter and the Wolf” by Prokofiev, “The Sorcerer’s Apprentice” by Dukas, etc.
- Charts and posters of musical notes/substitutes e.g. animals representing note values
- Objects for making instruments: stones, seeds, cans, rice, pipes, bottles, containers, etc
- Textbook

Topic 1: Warm up and play

Time: 2.5 hours (15 minutes per class)

CAPS

- Awareness of breathing in relaxation and movement (e.g. simple sequences where each movement is on an ‘in’ or ‘out’ breath, to music or drum beat)
- Imaginative breathing exercises (such as ‘painting, imaginary pictures, inspired by music, with the breath)
- Rolling up and down the spine
- Body part isolations in warm ups as part of an imaginative experience (e.g. waking up ritual; on a sailing ship; the market, etc.)
- Directional games in general space
- Creative games combining music and movement (e.g. physical movements to describe high/low notes)
 - Call and response games (e.g. call and response songs with movements)
 - Rhythm games (e.g. recall contrasting rhythm patterns, keeping a steady beat and using different timbres)

Topic 2: Improvise and create

Time: 3 hours

CAPS

- Instruments using found objects (e.g. stones, cans, seeds, pipes, bottles etc.)
- Sound pictures based on themes (a thunderstorm, a train journey) using voice, body and found or made instruments (considering pitch, dynamics, tempo and rhythms)
- Movement responses to sound pictures (considering levels, directions rhythms and weights of movement)

Topic 3: Read, interpret and perform

Time: 3.5 hours

CAPS

- Melodies to demonstrate difference in pitch and note values, using voice and found and natural instruments, in the range of 5th (doh to soh)
- Rhythmic patterns (e.g. crotchets, quavers, minims, crotchet rests, minim rests) in meter (2/4, 3/4, 4/4) using body percussion or percussion instruments)
- Movement sentences in 4/4, using units of action: travelling, stillness and gesture (considering levels, directions and weights of movement) in pairs, using call and echo, or meetig and parting

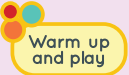





Topic 4: Appreciate and reflect on

Time: 1 hour


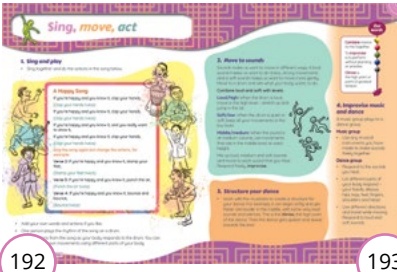













CAPS






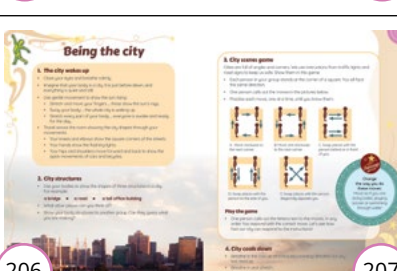


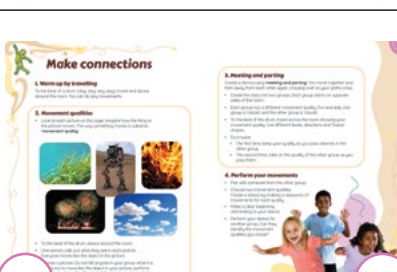
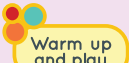




- The expressive qualities of melodic musical instruments in an African music piece. Classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch (high-low)
- Own and other’s performances and processes using simple creative arts terminology

Key terms: Spine, pitch, call and response, sound pictures, crotchet, quaver, minim, rest, stave, doh-soh, time signature, travelling, stillness/freeze, gesture, call and echo, meeting and parting

Performing Arts	Core knowledge and key messages	Activities and key skills	Book 1 pages 178 – 181
Breath is life 	There are different techniques we can use to become more aware of the way we breathe, and the difference between tension and relaxation in our bodies.	You can choose one of these activities to do at the beginning of each Performing Arts lesson. It will help learners to warm up their bodies, and get their minds into the creative zone!	 178  179
Playing with sound Improvise and create 	Anything that makes a sound can be used to make music. Resources: The classroom box of percussion instruments, and objects to make additional instruments as needed.	Find different ways to create sounds. Describe the feeling that each sound evokes. This is a way for learners to think about the different qualities of the sounds. Use voices to create a sound picture.	 180  181

Performing Arts	Core knowledge and key messages	Activities and key skills	Book 1 pages 182 – 191
Sound pictures with instruments Improvise and create 	We can use percussion instruments to make sound pictures. Note: After practising their sound pictures, each group could play their picture to the rest of the class. And/or you may decide to have a reflective discussion about the process.	Choose a topic for their sound picture. Identify different sound elements for their picture. Put the sounds into a sequence to create a sound picture.	 182  183
Perform sound pictures Read, interpret and perform 	We can write sound pictures to remember them and so other people can perform them. Note: Remind learners of the dog, cat and cow notations they used in Term 1. Read the example score on page 184 together with the class for practise.	Write a score for their sound pictures and use it to perform with a conductor. Take turns to listen to another group’s music and respond using body movements. Perform another group’s sound picture, using a score.	 184  185
Train sound pictures Read, interpret and perform 	Trains have a whistle, and many metallic sounds. There are also other sounds at the train stations. Resources: Hand rattles made out of tins or plastic containers with rice inside; ankle rattles (made in Term 1) and objects with metal bits that can be hit together.	Practise making train sounds. Read a notation for a rhythm to move to as they perform a train sound picture. Listen to the sound picture made by the other half of their group.	 186  187
Kazoo sound pictures 	A kazoo is a kind of wind instrument. It is used to make your voice louder and to change what it sounds like. Note: You may need to ask learners to play their kazoos outside, so as not to disturb other learners	Make a kazoo. Practise playing a kazoo to make two different types of sound. In groups, choose a topic and create a sound picture using kazoos and other instruments.	 188  189
Warm up for action! 	Warm up before dance activities, to help avoid injury. Note: you can use this warm up at the start of every dance lesson.	Roll down and up the spine. Note: Assist learners with this exercise to make sure they do not strain their necks or other muscles. If some learners cannot touch the floor, that’s okay.	 190  191

Performing Arts	Core knowledge and key messages	Activities and key skills	Book 1 pages 192 – 201
Sing, move, act Improvise and create 	We can respond to sounds in different ways. Note: Here's a link to play 'If you're happy and you know it' for learners: https://www.youtube.com/watch?v=M6LoRZsHMSs For activity 4 you could organise the class so a group of musicians work with a group of dancers. The dancers move in response to the music.	Sing a song with actions. Respond to sounds of different volumes by moving their bodies at different levels – high, medium and low. Improvise music and dance.	 192  193
Melody in music Improvise and create Read, interpret and perform 	A melody, or tune, is a sequence of musical sounds. After listening to music we often remember the melody and sing or hum it. Melody often carries the emotion in the music – the way it makes you feel. Note: Provide plain paper (with no lines) for learners to draw on as they listen to the music. Here's a link to play 'Mary had a little lamb': https://www.youtube.com/watch?v=OHWoM2hoRbc Refer to Extra Info M in book 2 when you look at the music notation for this song.	A warm up activity begins the lesson. You can use this in other singing lessons. Identify a song by its melody. Identify melodic instruments. This builds on what they learnt in Term 1 about tuned instruments. Distinguish a melody as they sing, by drawing its shape. Identify new words to go with a melody they know.	 194  195
Aerophones or wind instruments Appreciate and reflect on 	Aerophones are instruments that make sound when air is blown into them. Note: You can read this page with learners. Remind them about what they learned in Term 1 about different groups of instruments. Try to find a recording of a lesiba to play to learners.	Identify traditional African aerophones. Read about a famous penny whistle player. Find out about lesiba music. Identify another instrument that belongs to more than one family.	 196  197
Note: Idea for lessons about instruments: Find pictures, e.g. from magazines or newspapers, of different instruments being played and display them in class. Facilitate a conversation with learners to check their understanding of any unfamiliar words.			
Kazoo Big Band Improvise and create 	Kazoos can be used to play popular songs. Note: Find recordings of different wind instruments for learners to listen to, including saxophone, flute, oboe, trumpet and trombone.	Listen to different types of wind instruments. Practise making similar sounds with a kazoo. Organise themselves into a band, use percussion instruments and kazoos to play Mbube. Perform a song of their choice using kazoos.	 198  199
Chordophones or string instruments Appreciate and reflect on 	Chordophones are instruments that make sound when strings are pulled or hit. Resources: Blank paper, pencils, pens or crayons for drawing to music. Recordings of two very different types of music.	Draw to express feelings evoked by two different types of music. Read about Madosini. Listen to two of her pieces and identify the instruments being played. Talk about how different string instruments are played, and identify the resonator in each instrument.	 200  201

Performing Arts	Core knowledge and key messages	Activities and key skills	Book 1 pages 202 – 211
The stick-passing song Read, interpret and perform 	Let's sing and do actions in time to a beat. Note: Refer to Extra Info N, see Book 2 to help learners read the music notations, which include the tonic sol-fa Here's a link to play the song during the activity: https://www.youtube.com/watch?v=5_lwV-YayoY	Learn a song, keeping a steady beat. Sing and coordinate actions with the beat. Adjust the tempo of the song, as needed so the sticks move smoothly around the circle.	 202  203
Keep the pulse in a song Improvise and create 	Every song that we learn teaches us something about rhythm, pulse and dynamics. Songs can also teach us languages. You can use this link to play the song during the activity: https://www.youtube.com/watch?v=44sNAYH-XJc	Sing a song, recognise the number of beats and clap the pulse. Sing the song in different ways using canon, and percussion instruments.	 204  205
Being the city  Improvise and create	How to use movement and breath to enact the sights and sounds of the city. Note: Remind learners that it is important to cool down after being active. You can use the 'City cools down' activity at the end of each Performing Arts lesson.	Learners act out a day in a city: using their bodies they create the city structures, and shows the city as it wakes up, goes through its day, and cools down at the end.	 206  207
Make connections  Improvise and create Read, interpret and perform	We can express the movement qualities of different things through dance. Resources: a drum or similar instrument to provide a beat.	Travel and dance freely around the room to warm up. Move in a way that expresses the movement quality of seaweed, a robot, fire, fireworks and clouds. Improvise a dance that involves taking on the movement quality shown by dancers in another group as they pass them. In pairs, create and perform a dance using two movement qualities.	 208  209
Call and echo Improvise and create Read, interpret and perform 	One way of moving with a partner is to 'echo' their movements. You copy their moves a moment after they make them. Note: Have a brief conversation about echoes, to check learners' understanding of the word.	Practise dancing call and echo, in pairs. Choose a different movement quality and use call and echo to create a duet. Perform their duet to another pair. Reflect on the lesson in pairs, as they sit and cool down. Do the Thank You Dance as a class.	 210  211

Topic: Visual literacy

Time: 1 hour

CAPS

- Observe and discuss visual stimuli like photographs and real objects to identify and name all art elements in lettering and/or pattern-making
- Observe and discuss visual stimuli like photographs and real objects to identify and name contrast and proportion in lettering and/or pattern-making
- Questions to deepen and extend observation of elements and design principles in lettering and/or pattern-making
- Apply learning to own work

Topic: Create in 2D, creative lettering and/ or pattern-making

Time: 2 hours

CAPS

- Drawing and/or colour media: exploring a variety of media and techniques
- Art elements: line, shape, colour used in own lettering and/or pattern-making; drawing, cutting and sticking shapes in series
- Design principles: contrast used in own shapes and sizes of lettering and/or pattern

Topic: Create in 3D, mobiles or stables

Time: 2 hours

CAPS










- Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials
- Art elements: texture, shape/form used in own construction of mobile
- Design principles: introduce proportion, e.g. the size of one form in relation to another in construction of own mobile
- Spatial awareness: conscious use of space, e.g. front, back and sides of objects for mobile to be completed
- Appropriate use of tools



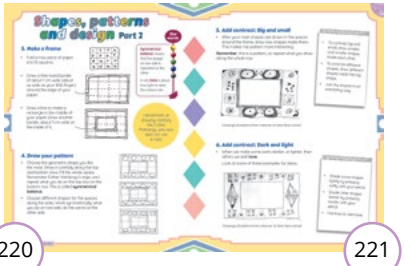
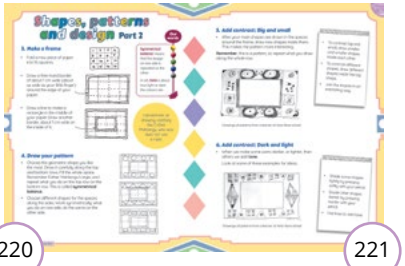


Words to know




Geometric shapes, pattern, symmetrical balance, tone, contrasting colours

Formal assessment task Term 2: Creative Arts Task (CAT): Visual Arts, total 40 marks

Suggested activities that take a minimum of three periods to complete: Shapes, patterns and design Parts 1, 2 and 3, create an artwork inspired by the paintings of Esther Mahlangu.

Visual Arts	Core knowledge and key messages	Activities and key skills	Book 1 pages 212 – 217
Talking shapes 	The circle, triangle and square are three geometric shapes that have special meanings in different cultures and are used in symbols.	Draw geometric shapes in the air. Discover the difference in the regularity of the geometric shapes compared to a cloud or leaf. Talk about the meanings of shapes in different languages. Consider how shapes are used in symbols in artworks.	 212  213
Reading the beads 	The patterns in the beadwork of people from the Nongoma region have special meaning. Shapes can be joined together to form patterns.	Identify shapes in beadwork patterns. Read about the meaning of the shapes. Consider how shapes and colours can be joined together to form patterns, and the use of contrast in patterns. Identify patterns around them. Find patterns in plants and animals.	 214  215
Dr Esther Mahlangu 	Dr Esther Mahlangu is an artist that uses patterns in the traditional Ndebele style in her artwork.	Read about the life of Esther Mahlangu. Discuss the colours, shapes and contrasts in one of her paintings. Identify how the pattern has been made.	 216  217

Visual Arts	Core knowledge and key messages	Activities and key skills	Book 1 pages 218 – 223
Shapes, patterns and design Part 1 2D	To create an artwork inspired by the paintings of Esther Mahlangu, a first step is to draw some different designs using circles, triangles and squares.	Make a grid. Create different designs using three basic shapes, the circle, triangle and square. Consider the use of contrast in their design.	 218  219
Shapes, patterns and design Part 2 2D	To create an artwork inspired by the paintings of Esther Mahlangu, a second step is to make a frame and draw a pattern that has symmetrical balance, and contrast. Note: To make their frame, remind learners to follow the method of paper folding described in Part 1 of this process.	Make a frame, draw a pattern that has symmetrical balance, different sized shapes, and areas of light and dark.	 220  221
Shapes, patterns and design Part 3 2D	To create an artwork inspired by the paintings of Esther Mahlangu, a third step is to make a symmetrically balanced design to go in the middle of the frame. Resources: You will need some A4 sheets of paper of different contrasting colours for learners to choose from; scissors and glue to share.	Stick a piece of coloured paper in the middle of the frame created in the previous activity. Choose a contrasting colour, draw a symmetrically balanced design on it and cut it out. Stick it in the middle of the frame. Use questions in a checklist to review the artworks displayed on the classroom wall.	 222  223
Formal assessment Term 2: Creative Arts Task (CAT): Visual Arts (40 marks) Suggested activities and mark allocations	Shapes, patterns and design Part 1 (18 marks) Book 1, pages 218-219 <ol style="list-style-type: none">1. Make your grid (base for your artwork) (2 marks)2. Draw new shapes: shapes in 1st column (4 marks); completion of remaining rows for shape variation and contrast (12 marks) Shapes, patterns and design Part 2 (13 marks) Book 1, pages 220-221 <ol style="list-style-type: none">3. Make a frame: fold the paper into 16 squares (1 mark); draw a free-hand border (1 mark); draw a line to make a rectangle in the middle of your paper (1 mark)4. Draw your pattern: draw a geometric shape along the top and bottom rows (2 marks); fill the whole space (2 marks); symmetrical balance (shapes in top row match shapes in bottom row) (2 marks)5. Add contrast: Big and small (2 marks)6. Add contrast: Dark and light (2 marks) Shapes, patterns and design Part 3 (9 marks) Book 1, pages 222-223 <ol style="list-style-type: none">7. Add colour: Cut or tear an A4 sheet of coloured paper into four equal pieces (1 mark); Use glue to stick one piece of paper to the middle of the frame (1 mark)8. Add shape: Choose a piece of paper of contrasting colour (1 mark); Fold the paper in half and cut patterns along the three outside edges (4 marks)9. Finish up (2 marks)		

Visual Arts	Core knowledge and key messages	Activities and key skills	Book 1 pages 224 - 229
<div>Making mobiles Part 1</div> <div>3D</div>	<p>A mobile is a 3D artwork that is hung up to move in the wind. We can make mobiles out of things that may otherwise be thrown away (an example of upcycling, or reusing waste).</p> <p>Resources: Plastic bags and bottles. Perhaps you and your learners can collect these, make sure they are clean.</p>	<p>Practise techniques for cutting plastic bags and braiding strips of plastic. These can be used to make mobiles.</p>	<div></div>
<div>Making mobiles Part 2</div> <div>3D</div>	<p>We can creatively use a plastic bottle to make a mobile.</p>	<p>Practise various techniques for cutting a plastic bottle to make a mobile, and create interesting shapes.</p>	<div></div>
<div>Making mobiles Part 3</div> <div>3D</div>	<p>We can join different parts of a mobile together in creative ways.</p>	<p>Use plastic braids or strips to tie different pieces of the bottles together to create a mobile. Hang the mobile up to blow in the wind.</p>	<div></div>





A variety of modified invasion games





Time: 10 hours

CAPS


- Participation in a variety of modified invasion games (6 hours)
- Safety issues during games
- Movement performance in a variety of modified invasion games (4 hours)
- *Examples of possible activities:* netball, basketball, soccer, rugby, indigenous or community games, etc
- *Safety measures:* Surface of the play area, use and condition of apparatus, warm up and cool down, basic first aid, spacing of learners during activities, following instructions

Formal assessment task Term 2: Physical Education Task (PET) total 30 marks: participation 20 marks, movement performance 10 marks. Refer to the assessment tool in CAPS Section 4.

Physical Education	Core knowledge	Activities	Book 1 pages 230 – 233
<div>Get ready for sports</div> <div></div> <div>1h</div>	For games like football, netball and hockey we need to run, jump and control a ball.	<p><i>Warm up:</i> Remind learners about dynamic and static stretches and why it is important to warm up and cool down before doing physical activity.</p> <p>Talk about different types of games that involve teams running into a space defended by another team, to score points or goals. Explain that the skills needed for these games will be the focus of Term 2.</p> <p>Organise five activity stations for learners to practise the following skills:</p> <p>Station 1: Running through a ladder and hopping.</p> <p>Station 2: Jumping over obstacles and backwards skipping.</p> <p>Station 3: Kicking with the front of the foot and stopping a ball with the bottom of the foot.</p> <p>Station 4: Kicking with the inside of the foot and stopping a ball with the inside of the foot.</p> <p>Station 5: Shuffling sideways and forward jumps (you may need to clarify these for learners: in a shuffle the feet are not picked up completely off the ground, a forward jump can also be called a ‘driving jump’.</p> <p><i>Cool down.</i></p>	<div></div> <div>230</div> <div>231</div>
<p>Note: Equipment needed for the activity stations:</p> <p>Station 1: A ladder or rope to lay out a line of squares, or use chalk to draw a ladder on the floor; chalk to draw a hopscotch pattern, or use tape to make the pattern.</p> <p>Station 2: Use school bags, or similar items, to act as rocks over which learners jump; use tape, chalk or rope to mark the edges of a river down which they skip backwards.</p> <p>Stations 2 and 5: Orange cones, bags, chairs or other items to mark the beginning and end of the courses.</p> <p>Stations 3 and 4: A ball</p>			
<div>Ball control</div> <div></div>	With practice, we can learn to control a ball with our feet, hands or stick. Controlling a moving ball as we run is called dribbling.	<p><i>Warm up:</i> Mark out a rectangular course for learners to move around as they do their dynamic stretches.</p> <p>Organise three activity stations for learners to practise the following skills:</p> <p>Station 1: Dribbling with your hands.</p> <p>Station 2: Dribbling with your feet.</p> <p>Station 3: Dribbling with a stick.</p> <p>The group dribbling activity can be done with either feet, hands or sticks. You can make it into a competition between different groups if appropriate.</p> <p><i>Cool down.</i></p>	<div></div> <div>232</div> <div>233</div>

Physical Education	Core knowledge	Activities	Book 1 pages 234 – 237
<p>Note: Safety precautions for the hockey dribbling activity: remind learners to stand far enough away from each other so there is no danger of them being hit by a raised hockey stick, or an out of control ball (hockey balls are very hard). If learners hit the ball, they must do so gently. Tell learners to keep their sticks low, and not to lift them high in the air. They must not play with the hockey sticks, as they may get badly injured. Make sure you supervise learners while they are using hockey sticks and balls.</p> <p>Note: If hockey sticks are not available, learners can practise dribbling with their feet or by bouncing the balls with their hands. They can practise passing the ball by throwing or kicking the ball to each other. If hockey balls are not available, use another type of small ball, such as tennis balls.</p>			
<div>Pass the ball</div> <div></div>	In ball games, we need to throw or kick a ball so our teammates can get it. Let’s practise our throwing, catching and kicking skills.	<p><i>Warm up.</i></p> <p>Throwing and catching skills Organise three activity stations:</p> <p>Station 1: Practising overarm and underarm throws, aiming to get the ball into different sized boxes.</p> <p>Station 2: Throwing to a partner who has to move to catch the ball.</p> <p>Station 3: Throwing a ball so it goes over a marker and bounces before their partner catches it.</p> <p>Kicking skills Organise three activity stations:</p> <p>Station 1: Kicking the ball towards a marker, partner runs to stop the ball. Depending on the height of the ball, learners can use their hands or feet to stop the ball. Remind learners of the activities on page 231 where they learnt to stop the ball with the front of the foot (laces), and side of the foot.</p> <p>Station 2: Kicking a ball that is thrown towards you.</p> <p>Station 3: Kicking a ball between two markers, the space between which reduces after each successful kick.</p> <p><i>Cool down.</i></p>	<div></div> <div>234</div> <div>235</div>
<p>Note: Equipment needed:</p> <ul style="list-style-type: none">• Balls, for example tennis balls and/or footballs; Cones or other items to use as markers. <p>Throwing and catching: Station 1: Empty boxes, of different sizes</p>			
<div>Let’s play sports</div> <div></div>	In sports like soccer, rugby, basketball, netball or hockey, when we get the ball there are different ways we can move with it and pass it on to a teammate. Let’s practise some of these skills.	<p><i>Warm up.</i></p> <p>Organise three stations for learners to practise the moves relevant to the sports they play at your school. For example, throws and/or chest passes for netball, rugby passes, or passing with a stick in hockey.</p> <p>Then, if time allows, play an actual game, or modified version of it.</p> <p><i>Cool down.</i></p>	<div></div> <div>236</div> <div>237</div>
Formal assessment Term 2: Physical Education Task (PET) Suggested activities for movement performance (10 marks)	Ball control, Book 1, pages 232–233 Pass the ball, Book 1, pages 234–235 Note: The modified invasion games played will also provide opportunities for assessment of movement performance.		

It's a wrap

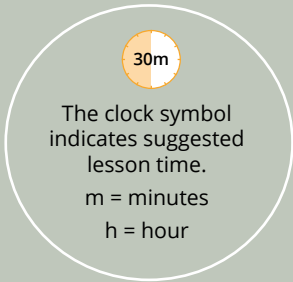
	Activities	Book 1 pages 238 – 239
It's a wrap	Now that the Grade 4 Life Skills journey for Terms 1 and 2 is complete, give your learners an opportunity to reflect on and share their experiences.	

Lesson set 8: Cultures and moral lessons

Time: 4.5 hours

CAPS

- Cultures and moral lessons:
 - Cultural groups in South Africa
 - Menus from different cultures in South Africa
 - Moral lessons selected from the narratives of cultural groups in South Africa
- Weekly reading by learners: reading for enjoyment
 - Reading about moral lessons found in narratives of different cultures





Social responsibility	Core knowledge and key messages	Activities and key skills	Book 2 pages 2 – 9
Lesson 8.1 My different cultures <div>30m</div>	Culture is about belonging to a group that shares similar values, beliefs, ideas and ways of doing things. Each of us belongs to many cultures. We can think of each of these cultures as 'My culture'.	Identify a variety of cultural groups to which a person may belong. Key skill: Observe and describe Draw a picture to show the cultural groups they belong to, and share it with a classmate. Listen to their classmate and identify questions to find out more about their cultures. Key skill: Ask questions about the things you want to know	<div>23</div>
Lesson 8.2 Our cultures, our stories <div>1h</div>	One way we learn about our cultures is through stories. Stories help us to think about what we feel is right and wrong in different situations.	Read the story 'Sand of Forgiveness', and relate it to their own experience of forgiving a person who hurt them, and remembering something good that a friend did for them. Imagine the opposite scenario of not forgiving a person but bearing a grudge, and the implications of that for friendship. Key skill: Give a reason for what you think Think about a story, how they feel about it, what they can learn from it, and how the story will help them in the future. Key skill: Think about your thinking	<div>45</div>
Lesson 8.3 Sharing food, sharing cultures <div>30m</div>	Sharing food is an interesting way to find out about different cultures.	Read some respectful things to say as we share our food. Tell a classmate about a special meal their family enjoys. Imagine sharing a meal at a friend's house. Act out what they do and say to show respect. Key skill: Share and compare	<div>67</div>
Lesson 8.4 Our recipes <div>1h</div>	A recipe tells you what to do when you cook, or prepare, a particular meal. A recipe has two parts: a list of ingredients and the method.	Adapt a recipe for Jollof rice. Act out how to make it. Key skill: Choose what works best for you Use information in Info Page D to work out if Lamisi kept to her budget. Key skill: Work it out yourself Use a recipe from home to create a page for a class recipe book. Key skill: Make something to show what you think it is like	<div>89</div>

Formal assessment task Term 3: Personal and Social Well-being: Project: total 30 marks

Project suggestion: Lesson 9.6: Create a belief in action poster, based on research about a faith to which the learner does not belong. Lesson set 8 builds towards the scaffolded project assessment task. See Teacher's Guide.

Social responsibility	Core knowledge and key messages	Activities and key skills	Book 2 pages 10 – 17
Info Page D	Keeping to a budget This financial literacy Info Page D, shows the basic principles of costing a meal and budgeting. You can also use this to show the principle of saving. Lamisi's Jollof rice meal cost R80.50 because she only used half a bag of rice (R15), and one clove of garlic (R1). She did not have to buy spice or thyme. So she did keep to her budget (R100), and she saved some rice and garlic for another meal. Note: the calculation for the cost of Lamisi's Jollof rice ingredients is: R99.50 (total on till slip) minus R15 minus R4.00 = R80.50		<div>1011</div>
Lesson 8.5 One country, many cultures <div>30m</div>	The South African Constitution says everyone has the right to take part in any cultural life they choose. Cultures change as people learn new things about the world.	Read a story about a decision to change school culture in order to accommodate another culture. Identify the rights they think were not respected by the teacher. Consider if they agreed or disagreed with the teacher, and the school principal's decision. Key skill: Show why it is helpful or harmful	<div>1213</div>
Lesson 8.6 Unity in diversity <div>30m</div>	A symbol is an image, word or action that stands for something else. A coat of arms is a picture that is a symbol of identity. South Africa's coat of arms tells us about our country.	Look at the national coat of arms. Consider how appropriate the motto is for South Africa. Identify the symbols in the coat of arms, consider what they mean to them. Talk about the symbols in the coat of arms for their province, Info Page E. Key skill: Talk about your feelings	<div>1415</div>
Info Page E	South Africa's provincial coats of arms Suggested activity to encourage learners to engage with the pictures: For each group, make two photocopies of Info Page E and cut out the coats of arms to create a pack of 'cards'. Learners use the cards to play games, for example 'snap' and/or 'memory' (in memory learners take turns to turn over two cards, if the images do not match they turn the cards over again, if they do match they keep the pair of cards).		<div>1617</div>

Social responsibility	Core knowledge and key messages	Activities and key skills	Book 2 pages 18 - 21
Lesson 8.7 Our human rights culture <div>30m</div>	We are all human beings who share a human rights culture. Our rights are protected in the Bill of Rights in the South African Constitution.	Read the Preamble to the Constitution, then consider how it makes the feel. Plan an event to celebrate our freedom to enjoy different cultures. Create a poster for the event. Key skill: Choose what works best for you Draw a picture to show what they like about our human rights culture. Key skill: Talk about your feelings	
Info Page F	A summary of the Bill of Rights You can read the summary aloud to learners, focus on Sections 30 and 31.		

Lesson set 9: Knowledge of religions in South Africa

Time: 6 hours




CAPS




- Knowledge of major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i Faith and African Religion
 - Significant places, buildings and worship symbols of different religions
- Weekly reading by learners: reading for enjoyment
 - Reading about religions in South Africa

Formal assessment task Term 3: Project suggestion: Lesson 9.6: Create a belief in action poster, based on research about a faith to which the learner does not belong.

Introduce the project at the end of Term 2, by looking at Book 2 pages 22–23 with learners. Read the introductory text and the box with learners. Parts 4 and 5 of the activity 'My questions about faith', serves as a starting point for learners' research outside class. Explain the mark allocation to learners to guide them.

During Term 3, check to see how learners are progressing gathering information for their project. There are opportunities to do this during Lesson set 8 as you discuss cultural diversity and human rights, for example Lesson 8.1 (faith as one of a person's cultures), Lesson 8.2 (stories from different faiths), Lesson 8.3 (special meals may be related to faith) , Lesson 8.7 (a person's Constitutional right to follow the religion/faith of their choice).

Social responsibility	Core knowledge and key messages	Activities and key skills	Book 2 pages 22 – 27
Lesson 9.1 Our many different faiths 1h	A religion, or faith, is the shared belief in a divine or spiritual order that we can take part in and discover a purpose in life. In South Africa there are many different faiths. The South African Constitution says that everyone is free to choose what they want to believe.	Consider what 'religion' or 'faith' means to them. Read about some of the faiths to which people in South Africa belong. Choose a faith they do not belong to and identify what they would like to know about it. Key skill: Ask questions about the things you want to know	 22 23
Lesson 9.2 Sacred places 1h	There are special places where people go to practise their faith, celebrate their beliefs, or to think about themselves in the world. These places are sacred spaces.	Read about sacred spaces of different faiths. Give an example of their own special place and consider how they feel when they are there. Key skill: Talk about your feelings	 24 25
Lesson 9.3 Symbols of faith 1h	Symbols can represent certain beliefs or ideas in a faith. We may find these symbols on buildings, clothes or religious books.	Read about symbols of different faiths. Draw a symbol related to the faith they chose to find out about (in lesson 9.1). Key skill: Find out more (ask someone – look it up)	 26 27

Social responsibility	Core knowledge and key messages	Activities and key skills	Book 2 pages 28 – 33
Lesson 9.4 Sacred teachings 1h	All faiths have stories and rules that are taught to believers. These teachings connect believers to the divine. In some faiths the teachings are passed on through word of mouth. In others they are written down in sacred, or holy, books. The Constitution says that everyone has the right to practise their culture and beliefs, as long as it does not interfere with the rights of others.	Read about sacred books, texts or teachings in different faiths. Talk about the religious texts or practices they have seen. Consider ways in which people can practise their belief and respect the rights of others. Key skill: Work it out yourself	 28 29
Lesson 9.5 Living our beliefs 1h	All faiths help people to feel connected – connected to each other and to something bigger than themselves. This can encourage a feeling of compassion and kindness for other living beings – people, plants and animals.	Read examples of people from different faiths helping others. Identify what helps to bring people from different faiths together, and when faith may separate us and cause conflict. Key skill: Observe and describe	 30 31
Lesson 9.6 Our beliefs in action poster 1h	We can share what we know about different faiths.	Create a poster to tell others about the faith they chose to find out about. Consider what they most like about the faith, and why they think it is important for us to understand each other's faiths. Key skill: Make something to show what you think it is like	 32 33
Formal assessment Term 3: project (30 marks) Suggested activities and mark allocations	Lesson 9.1 Our many different faiths My questions about faith (5 marks) 4. Choose a faith that you do not belong to. Write it down (2 marks) 5. What questions would you like to ask a person who belongs to that faith? Write down your questions (3 marks) Lesson 9.6 Our beliefs in action poster Beliefs in action ... (25 marks) 1. Create a poster to tell others about the faith you found out about. On your poster include five things about the faith: allocate 3 marks for each of the five things (15 marks). Check the poster for presentation (2 marks), clarity of wording (2 marks), inclusion of drawings (2 marks), design and layout (2 marks) 2. What do you like most about this faith? Write it down (1 mark) 3. Do you think it is important for us to understand each other's faiths? Write a reason for your answer (1 mark)		

Lesson set 10: Dangers in and around water

Time: 3 hours

CAPS

- Dangers in and around water: at home and public swimming pools and in rivers and dams
 - Responsible safety measures in and around water
- Weekly reading by learners: reading for enjoyment
 - Reading about dangers in and around water

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Book 2 pages 34 – 41
Lesson 10.1 Water in our world <div>30m</div>	All living things need water to live.	Look at a picture that shows different aspects of water in the world and how people use it. Consider reasons for why water is important for people. Key skill: Give a reason for what you think	<div>34</div> <div>35</div>
Note	When talking about the ways in which we use water you can go beyond the basic needs of water to drink, wash and grow crops, and as a source of food (for fish and other animals that live in water), to include sport, recreation, hydro-electric power, inspiration, etc.		
Lesson 10.2 Water safety at home <div>30m</div>	We can use water carefully to help avoid accidents in our homes and schools.	Identify the dangers relating to the use of water in different situations. Suggest what can be done to avoid the danger. Key skill: Look back – look forward Read Info Page G. Make a water safety card to show what their family can do to use water safely. Key skill: Find out more (ask someone – look it up)	<div>36</div> <div>37</div>
Info Page G	Water safety in the home Summarises safety precautions to help avoid accidents, explains drowning. Clean water Shows what to be aware of when collecting water from a stream or river. It also mentions how to purify water. A first step is to filter the water by pouring it through a cloth to remove particles of soil and small stones.	<div>38</div> <div>39</div>	
Lesson 10.3 Learning to swim <div>30m</div>	One way to feel safer around water is to learn to swim. In a swimming class you can learn to swim safely. An adult, who is a good swimmer, can teach you to swim. Some things are fun and dangerous at the same time. We have to care for ourselves and protect ourselves from danger, even when we are having fun.	Read the safety rules for a swimming pool and give a reason for each rule. Key skill: Look back – look forward Read different reasons for why people swim. Consider how they feel about swimming, or if they cannot swim, whether they would like to learn. Key skill: Be kind to yourself	<div>40</div> <div>41</div>

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Book 2 pages 42 – 51
Lesson 10.4 Check the danger, assess the risk <div>15m</div>	Playing in and around water can be fun. It can also be dangerous. We need to think about the possible danger, or risk, before we play. When we do this, we assess the risk.	Use a picture and questions in a table to assess the risk of playing in a river or dam. Apply the same process to assess the risk in a swimming pool. Key skill: Choose what works best for you	<div>42</div> <div>43</div>
Lesson 10.5 Water safety near rivers <div>15m</div>	The water in rivers moves, or flows. Rivers flow downhill, from higher land to lower land. Sometimes rivers flow very fast, and the water can be deep. It is dangerous to cross rivers even if you can swim.	Read about the danger of currents in rivers. Suggest what could be done to make a river safer to cross. Read Info Page H about the danger of floods. Key skill: Work it out yourself	<div>44</div> <div>45</div>
Info Page H	Stay safe in storms and floods Provides information about lightning and floods. You can use the questions and ideas in the 'Flood safety precautions' section to facilitate a conversation with learners. The intention is not to make learners feel afraid of floods, but rather to feel more in control having thought about what could be done if they are in such a situation.		<div>46</div> <div>47</div>
Note	With climate change, more severe storms are predicted. If your school is at risk of flooding, this provides an opportunity to prepare learners so they know what to do, especially how to get home safely if the school closes due to a flood. Perhaps remind learners of fire drills at school, as a similar principle applies – of being prepared and knowing what to do, or expect, in an emergency.		
Lesson 10.6 Water safety by the sea <div>30m</div>	South Africa has a beautiful coastline with sandy and rocky beaches. We need to know how to enjoy these places safely.	Identify safety precautions people can take by the sea. Key skill: Observe and describe	<div>48</div> <div>49</div>
Lesson 10.7 Our raindrops of learning <div>30m</div>	Tiny drops of water in the air come together to make clouds. When the water drops are big and heavy enough, they fall as rain.	Draw a raindrop. Inside it draw or write something they have learnt about water or water safety. Key skill: Make something to show what it is like Create a thank you card for a lifeguard. Consider if they would like to do a job connected with water. Key skill: Try to feel what someone else is feeling	<div>50</div> <div>51</div>

Resources:

- Open space
- Found or made musical instruments, including drum/ tambourine
- Audio equipment and audiovisuals with a range of suitable music
- Charts and posters of musical notes on stave
- Objects for sensory work including shakers, triangles, feathers, stones, sandpaper etc.
- Props such as cans, suitcases, hats, newspapers, balls and a large variety of different sized and shaped objects
- Textbook

Topic 1: Warm up and play
Time: 2.5 hours (15 minutes per class)
CAPS

- Rolling up and down the spine and side bends
- Floor work, including rounding and lengthening the spine and stretching, sitting and lying down
- Body part isolations in warm ups as part of an imaginative experience (e.g. flexing/pointing feet and hands, raising/ lowering head)
- Concentration and focus games
- Sensory awareness games (including listening, seeing, touching, smelling, tasting in simple actions)
- Voice warm ups (e.g. humming, yawning and sighing)
- Call and response games (in speaking, singing and movement)
- Action songs (doing actions related to the specific rhythms of the song)

Topic 2: Improvise and create
Time: 3 hours
CAPS

- Movement responses to different types of music, exploring how mood of music informs mood of movement, and vice versa
- Movement sequences exploring verbal dynamics in words such as action words, directional words (words conveying a

straight, turning or broken movement), contrasting words (big/ small, wide/narrow, expand/contract, stretch/shrink), and word sequences

- Characters using props as stimulus. (Ask: “Who would use this prop? How would they use it? Why would they use it?”) Consider body language, posture and gesture

Topic 3: Read, interpret and perform
Time: 3.5 hours
CAPS

- Building a drama from a stimulus: characters (connect to Topic 2). Develop a storyline (beginning/middle/end), characters, space and time through mimed action
- Songs to improve ability to sing in tune. Relate character of the chosen songs to suit characters in the drama. Recognise melodies in the range of 5th using tonic sol-fa (doh to soh)
- Sound pictures using instruments (body percussion, self-made, found, traditional) to create a soundtrack for the drama and to introduce the characters (considering dynamics, pitch, timbre and tempo)

Topic 4: Appreciate and reflect on
Time: 1 hour
CAPS







- The expressive qualities of musical instruments used in Topic 2. Classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch (high-low)
- Own and other’s performances and processes using simple creative arts terminology

Key terms: Character, posture, gesture, facial expression, prop, emotion, spine, isolation, timbre, doh-soh, pitch, sound picture (soundscape)
















Note: Performing Arts topics are interrelated and so more than one topic may be addressed during a lesson and over a number of pages in the Learner’s Book.















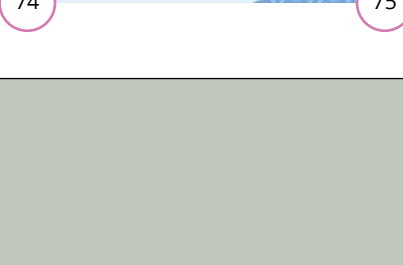
Note: Choose appropriate warm up activities to do before the start of each Performing Arts lesson. Remind learners of the importance of warming up before doing physical activity. Also remind them the day before a Performing Arts lesson to bring comfortable clothes to wear, e.g. track suit pants, leggings, T-shirts, shorts. They will be active and moving around.

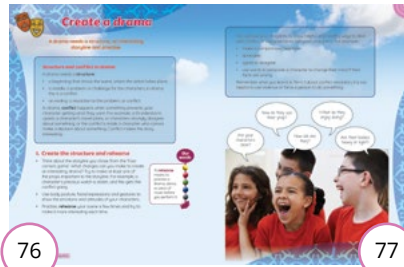
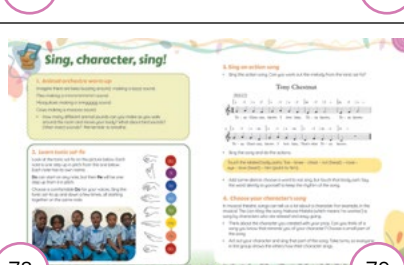

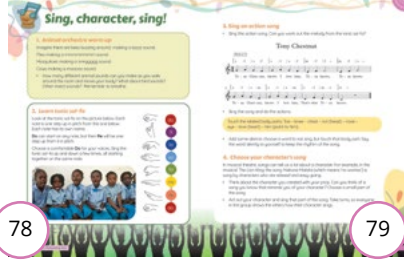









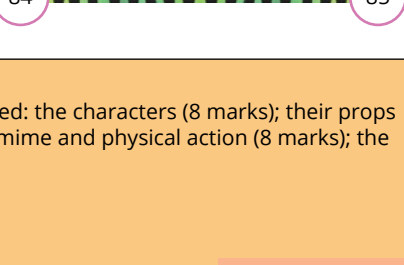
See Info Pages M, N and O (Learner’s Book 2 pages 182-187) for music words and concepts, they give a summary of what learners will learn about music in Grades 4, 5 and 6.

Performing Arts	Core knowledge and key messages	Activities and key skills	Book 2 pages 52 – 55
Different instruments, different sounds Appreciate and reflect on 	We can describe a sound by its pitch, its loudness and its quality. Note: Continue to use the ‘new word’ flash cards made for Terms 1 and 2, and make others as needed. For example, in this activity use your flash card to remind learners what ‘pitch’ means.	Sing a song, and distinguish the quality of the different voices. Listen to some music played by a brass band and a wind band. Choose words to describe the quality (timbre) of each type of music. https://www.google.com/search?client=safari&rls=en&q=Hanpoort+brass+band&ie=UTF-8&oe=UTF-8#fpstate=ive&vld=cid:cea1a0a3,vid:vjvJuDjflkg,st:0	 52  53
Strings and percussion Appreciate and reflect on 	String instruments and percussion instruments have different sound qualities. Note: There are many recordings of the Buskaid string ensemble available on You Tube, you can choose one to play for learners.	Read about string instruments. Identify which string instruments are high-pitched and which are low-pitched. Listen to music played by Buskaid. Describe the timbre of the music. Discuss the sounds made by different percussion instruments. Choose an instrument to create a particular mood and explain how they would play it.	 54  55

Formal assessment task Term 3: Creative Arts Task (CAT): Performing Arts, total 40 marks
Suggested activities that combine music and drama: Rehearse and perform the drama learners have worked on over a series of lessons. See Teacher’s Guide for suggested mark allocations.

Performing Arts	Core knowledge and key messages	Activities and key skills	Book 2 pages 56 – 65
Sensory games 	In the creative arts, we use our bodies and our senses to communicate, to experience the world and to make art. If we are aware of our sense of touch, smell, taste, hearing and sight it helps us to be more sensitive to each other.	Become more aware of their senses through different sensory activities.	 56  57
Floor warm up 	We need to warm up before Performing Arts lessons, it will help our bodies to move more easily and may help to prevent injury.	Warm up using the floor as the base for the movement. Vary the exercises in response to music. Select poses to make into a dance sequence.	 58  59
Isolations warm up 	We can warm up one part of the body at a time, by doing body part isolations.	Warm up the legs while lying on the floor. Warm up the arms while in a sitting position.	 60  61
Words that move you Improvise and create 	Think about timbre in music, words also have sound qualities. We can move to the sound of words.	Identify words that sound like the things they describe. Use the voice and movement to explore the sound qualities in such words. Explore the sound qualities of words related to rain. In pairs, create movements linked to contrasting words. Use their words to create a phrase and dance to express how the words make them feel. Create a dance to a poem.	 62  63
Music moves dance, dance makes music 	A warm up that can be done in time to different pieces of music. Note: choose appropriate music for learners to warm up to, once they have practised the moves.	Learn a sequence of warm-up moves. Do the warm up to music.	 64  65

Performing Arts	Core knowledge and key messages	Activities and key skills	Book 2 pages 66 – 75
Same moves, different moods Improvise and create 	We can do the same moves in many different ways. Note: Choose three pieces of music to play to learners. Each piece must have a different mood, but all the pieces must make them feel like dancing.	Do a warm up routine in different ways to explore how motion factors change the mood of our movements. Identify how movements change in response to different moods of music.	 66  67
Dance the mood Improvise and create 	We can dance to match the mood of the music. We can also create music to match the mood of a dance. Note: Learners can work in groups of about five to eight learners. You will need: The pieces of music you used in the previous lesson. Musical instruments, these can be from your collection of percussion instruments.	Use units of action to improvise a dance that matches the mood of some music. Create music to match a dance. Participate in a relaxing cool down activity.	 68  69
Be my mirror Improvise and create 	We can show something about a character's personality by their posture (the way they hold their body).	Copy a partner's movements, like a reflection in a mirror. Consider how a character's personality changes when they hold a different posture.	 70  71
Explore props Improvise and create 	In a drama, actors use props to tell us more about their character.	Identify things in the classroom that can be used as props. Use a prop to act out a character. Consider what props can tell us about a character in a movie.	 72  73
Create characters for a story Improvise and create Read, interpret and perform 	Before they perform a drama, actors get to know their characters and imagine their personalities, life experiences, and how they behave in different situations. Note: Learners can do activities 3 and 4 in groups of four to six. In activity 4, if there are more than one person for each letter, they can stand together at the same corner of the square.	Imagine the lives and personalities of different characters. Get to know a character and move like them, using a prop. Practise playing a character in a particular situation, explore their relationships with other characters. Develop storylines with their characters.	 74  75

Performing Arts	Core knowledge and key messages	Activities and key skills	Book 2 pages 76 – 85
Create a drama Improvise and create 	A drama needs a structure, an interesting storyline and practise. Note: Clarify learner's understanding of the use of conflict as a dramatic device. It is not limited to resolving conflict or disagreements between characters.	Develop a storyline, refine the structure and rehearse a scene. If the storylines include a disagreement between characters, remind learners of helpful conflict resolution methods they learnt in Term 1.	 76  77
Sing, character, sing! Read, interpret and perform 	The tonic sol-fa can help us to sing in tune. We can sing songs that suit a character in a drama.	Warm up their voice. Use the tonic sol-fa to recognise a melody in a song. Sing the song with actions and some rests (silent notes). Choose a song to suit their drama character, and sing the song in the style of their character.	 78  79
Sing the breakfast song Improvise and create Read, interpret and perform 	We can act different characters as we sing a song.	Follow a process to learn a song: identify the rhythm, the beat, tempo and melody. Sing each verse of the song in the style of a different character, using body movements and voice. Sing the song in the style of their own drama character.	 80  81
Music for your drama Improvise and create Appreciate and reflect on 	In drama, songs and other music help to show the mood of a place, give the audience a feeling about what may happen next, and tell the audience more about the characters.	Identify songs for their drama. Create an underscore, for another group's drama, considering mood, tempo and dynamics.	 82  83
Rehearse and perform Read, interpret and perform Appreciate and reflect on 	Bring together your storyline, characters, props and underscore to create a drama.	Consider the role of a conductor and choose a conductor for their drama. Practise their drama, using different dramatic elements. Perform their drama for their classmates. Read about appropriate audience behaviour. Participate in making a list for such behaviour that everyone in the class agrees with. Follow those rules as they watch their classmates' dramas.	 84  85
Formal assessment Term 3: Creative Arts Task (CAT): Performing Arts (40 marks) Suggested activity and mark allocations	Rehearse and perform (40 marks) Book 2 page 82 Perform your drama to the class. Include all the elements you have created: the characters (8 marks); their props (8 marks); the development of the story and its conflict (8 marks); use of mime and physical action (8 marks); the music and the songs (8 marks).		

Topic 3: Visual literacy
Time: 1 hour
CAPS

- Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of wild and domestic animals
- Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name contrast and proportion in images of wild and domestic animals.
- Questions to deepen and extend observation of elements and design principles in images of wild or domestic animals
- Apply learning to own work

Topic 1: Create in 2D, wild or domestic animals and their environment
Time: 2 hours
CAPS

- Drawing and/or colour media: exploring a variety of media and techniques
- Art elements: Use related colour in own images of wild or domestic animals

- Design principles: reinforce use of contrast and proportion through own images of wild or domestic animals

Topic 2: Create in 3D, wild or domestic animals





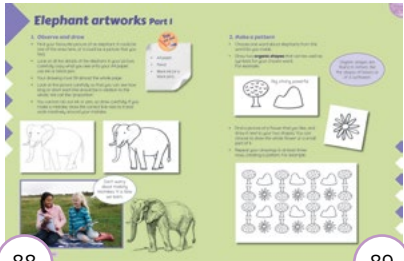
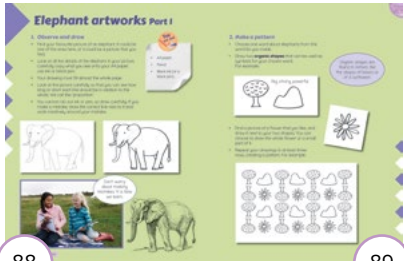

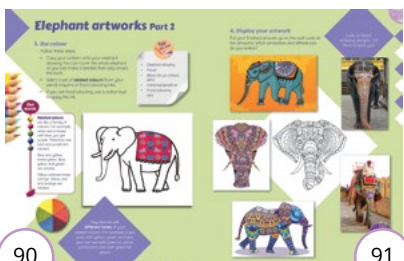
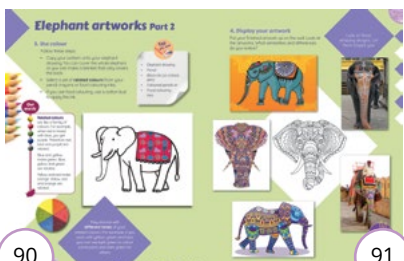
Time: 2 hours











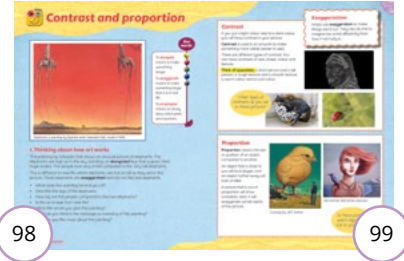
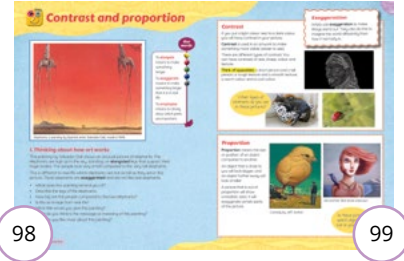

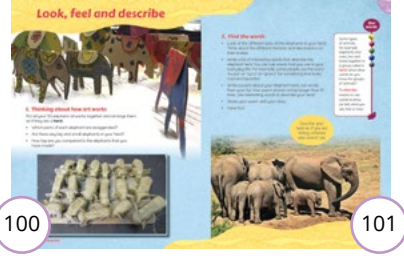
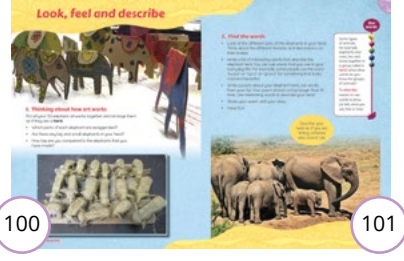



CAPS

- Skills and techniques: earthenware clay
- Art elements: texture, shape/form reinforced through own modeling of wild or domestic animals
- Design principles: reinforce conscious use and naming of contrast and proportion in own models of wild or domestic animals
- Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides
- Appropriate use of tools

Words to know

Tone, form, pattern, related colours

Visual Arts	Core knowledge and key messages	Activities and key skills	Book 2 pages 86 – 91
Elephants are amazing 	Elephants are the biggest land animal. They have big ears and long trunks.	Read about elephants. Identify the difference between an African elephant and an Asian elephant. Identify words that can be used to describe elephants.	 86  87
Elephant artworks Part 1 	If we observe something closely, it will help us to draw it. We can use organic shapes to make patterns. Note: Collect some pictures of elephants from newspapers, magazines or books for learners to refer to.	Observe an elephant in a picture. Practise the skill of drawing in ink as they copy the elephant. Identify organic shapes to use as symbols for their descriptive elephant words. Create a pattern using those shapes.	 88  89
Elephant artworks Part 2 	We can use related colours to colour a pattern on our elephant.	Identify related colours on a colour wheel. Use related colours to draw a pattern on an elephant. Identify similarities and differences in elephant artworks.	 90  91

Visual Arts	Core knowledge and key messages	Activities and key skills	Book 2 pages 92 – 103
From 2D to 3D 	In the previous lesson, you created a two-dimensional (2D) drawing of an elephant. Now let's create a three-dimensional (3D) model of an elephant. Note: If you do not have any clay, learners can make a cardboard model of an elephant, see page 94-95 of the Learners' Book.	Read about the difference between 2D and 3D. Read about how to work with clay. Practise wedging to prepare the clay. Practise scoring and using slip to attach one piece of clay to another.	 92  93
Make a 3D elephant from clay 	The process of making a model elephant using clay.	Follow a process to make and decorate a model elephant using clay.	 94  95
Make a 3D elephant fom cardboard 	The process of making a model elephant using cardboard. Note: This as an optional activity if you do not have clay. However, depending on the time available, learners may like to make a cardboard elephant as well as a clay one.	Follow a process to make and decorate a model elephant using cardboard.	 96  97
Contrast and proportion 	Contrast and proportion are two design principles in visual art.	Read about contrast and proportion. Identify ways in which artists use contrast and proportion, for example to make some things more visible, or to show the world in a different way.	 98  99
Look, feel and describe 	When we observe a group of model elephants, we may notice different things about the artworks. We can use words to express our feelings about artwork.	Observe their model elephant as part of a herd. Identify words that describe the elephant herd and create a poem about it.	 100  101
Falko One – graffiti artist 	We can observe and identify art elements in artworks that are part of homes and the community, for example murals.	Identify and talk about line, colour, shape and contrast in a mural of an elephant. Express their feelings about the artwork. Consider creating their own elephant mural, the symbols they would use and where they would paint it. Draw their design.	 102  103

Rhythmic movements with focus on posture

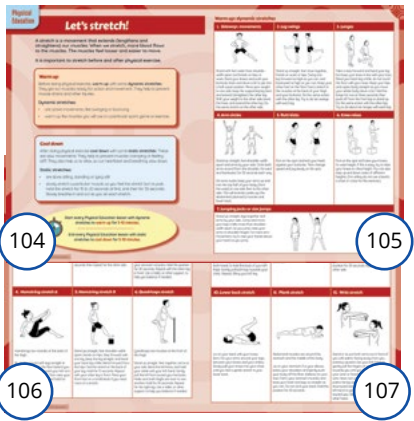
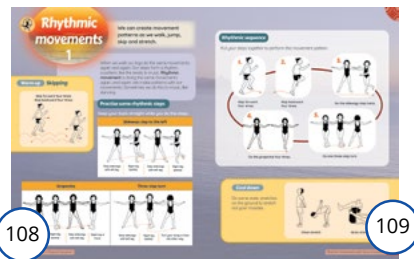
Time: 10 hours

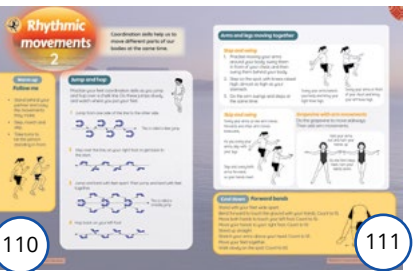


CAPS

- Participation in rhythmic movements with focus on posture (6 hours)
- Safety measures during rhythmic movements
- Movement performance in rhythmic movements with focus on posture (4 hours)
- *Examples of possible activities:* marching, aerobics, stepping, rhythmic gymnastics, etc.
- *Safety measures:* Surface of the play area, use and condition of apparatus, warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions

Formal assessment task Term 3:
Physical Education Task (PET) total 30 marks: participation 20 marks, movement performance 10 marks. Refer to the assessment tool in CAPS Section 4.

Time allocation: Allocate time and supplement or adapt activities as needed to suit your resources and learners' abilities. Note that 20 minutes of each lesson will comprise of warm-up and cool-down activities (5-10 minutes for warm up and 5-10 minutes for cool down).

Physical Education	Core knowledge	Activities	Book 2 pages
Let's stretch!	A stretch is a movement that extends (lengthens) and straightens) our muscles. When we stretch, more blood flows to the muscles. The muscles feel looser and easier to move. It is important to stretch before and after physical exercise.	Facilitate a conversation to remind learners about dynamic and static stretches. Talk about why it is important to warm up before physical exercise, and to cool down afterwards. Learners will spend 5-10 minutes at the beginning of each lesson doing some dynamic stretches to warm up. At the end of each lesson they will do some static stretches to cool down for 5 to 10 minutes.	104 – 109
			
Note: In their books, learners are given examples of warm up and cool down activities. However, you may need to supplement these with other dynamic and static stretches to make sure that learners warm up and cool down effectively. Chose the stretches that are most appropriate for the particular lesson. Spend 5 – 10 minutes for each warm up and each cool down. <i>In these tables, the words in italics 'warm up' and 'cool down' are to remind you about this.</i>			
Rhythmic movements 1	We can create movement patterns as we walk, jump, skip and stretch. When we walk our legs do the same movements again and again. Our steps form a rhythm, a pattern, like the beats in music. Rhythmic movement is doing the same movements again, and again. We make patterns with our movements. Sometimes we do this to music. like	Warm up. Have a conversation to check learners' understanding of rhythmic movements. You can remind them of the 'Move to music' lessons in Term 1, and dance lessons in Creative Arts. Show learners how to do the sideways step; grapevine and the three-step turn. Refer them to the pictures and instructions in the learners' book. Make sure learners keep their backs straight and face forwards until they turn. These are aerobic movements, so will exercise their cardiovascular systems. Learners put together the movements they have learned to perform a rhythmic sequence. Demonstrate the sequence to learners. Cool down.	108 – 109
			

Physical Education	Core knowledge	Activities	Book 2 pages
Rhythmic movements 2	Coordination skills help us to move different parts of our bodies at the same time.	Warm up. Learners practise feet coordination skills as they jump and hop over a chalk line. Show learners how to do this and watch them so they do not injure themselves. Remind them to jump and hop slowly and look where they are going. Arm and leg coordination For each of these activities, ask learners to practise the arm movements and leg movements separately, before moving arms and legs at the same time. Ask them to repeat each coordinated movement a few times. Demonstrate how to do the movements as needed, especially the step and swing movements. Cool down: In these forward bends, if learners cannot reach their feet, they can hold their legs higher up. Explain that they need to try to hold each position, or stretch, for 10 seconds. They time themselves by slowly counting to 10, in silence. They do 60 steps walking on the spot. Praise them at the end. Ask them how they feel. Do they feel more relaxed?	110 – 115
			
Note: To avoid learners tripping over a rope, it is suggested you draw a chalk line on the floor for them to jump over.			
Rope skipping 1	Skipping with a rope helps to develop our coordination skills, not only of arms and legs but also hand-eye and foot-eye coordination.	Warm up: A fun game that links different types of jumps to the seasons. Practise balancing skills with the balance walk activity. Learn how to skip with a rope. Begin with simple jumps and get used to swinging the rope from side to side before skipping with it. Then as their confidence grows they can gradually introduce some different jumps, such as the skier and straddle jumps they practised in a previous lesson. Cool down.	112 – 113
			
Note: A long, thick rope is suggested for the balance walk activity, if you do not have a rope you can draw chalk letters on the ground.			
Rope skipping 2	Skipping with a long rope can be a fun way to develop coordination skills.	Warm up. Practise how to turn the long rope, jump in and out of the rope, and how to stop the skipping game. Cool down.	114 – 115
			
Formal assessment Term 3: Physical Education Task (PET) Suggested activities for movement performance (10 marks)	Rhythmic movements 1, Book 2, pages 108–109 Rhythmic movements 2, Book 2, pages 110–111		




Lesson set 11: Traffic rules for road users; railway safety



Time: 1.5 hours

CAPS

- Traffic rules relevant to road users:
 - Pedestrians and cyclists
 - Passenger behaviour
 - Railway safety
- Weekly reading by learners: reading for enjoyment
 - Reading about traffic rules relevant to road users

Formal assessment task Term 4:
Personal and Social Well-being: end-of-year examination, total 30 marks

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Book 2 pages 116 – 121
Lesson 11.1 Safety rules for pedestrians <div>30m</div>	We use roads every day to travel, to go from one place to another. We follow rules to help us travel safely.	Complete sentences to identify different road users. Consider their journey to school, and dangers on the road. Act out how to cross a road safely Key skill: Observe and describe Use Info Page I to identify safer places to cross. Draw a road safety sign. Test it with a classmate, make changes as needed. Key skill: What's new? Try it	 <div>116117</div>
Note	Find more pictures of relevant road traffic signs, to supplement those shown on Info Page I.		
Info Page I	Safer places to cross a road or a railway track When looking at these examples, encourage learners to talk about similar places in their own context. Use the questions in the 'Is it safe to cross?' box to facilitate a broader conversation about road safety. Emphasise the importance of being observant and aware when on the road.	 <div>118119</div>	
Lesson 11.2 Safety rules for passengers <div>30m</div>	There are safety rules that passengers in motor vehicles must follow. Passengers can also help drivers to follow road safety rules. Alcohol affects people's brains. A pedestrian who is drunk cannot walk on roads safely. If a person drinks alcohol, they cannot drive safely. The law says no one must drink and drive.	Read a story that shows the value of wearing a seatbelt. Consider the implications of not wearing a seat belt. Read safety rules for passengers and give a reason for each rule. Key skill: Look back – look forward	 <div>120121</div>

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Book 2 pages 122 – 125
Lesson 11.3 Safety on trains and buses <div>15m</div>	Passengers must follow safety rules on buses and trains.	Read safety rules for bus and train travel. Identify a reason for each rule. Consider how following safety rules is an act of kindness to ourselves and other people. Key skill: Be kind to yourself	 <div>122123</div>
Note	Point out the similarities between the safety rules for passengers learnt in Lesson 11.2, and the rules for buses and trains. The additional rules in LS11.3 are to stand back from the platform edge and wait for the bus or train to stop before getting on.		
Lesson 11.4 Safety rules for cyclists <div>15m</div>	When cyclists are on the road, they must follow the rules of the road, like drivers of motor vehicles. But there are some rules that are only for cyclists.	Read what some young cyclists say. Write four safety rules for cyclists, giving a reason for each rule. Identify another rule for pedestrians to follow when walking in the dark. Key skill: Work it out for yourself	 <div>124125</div>
Note	Three important rules for learners to identify here are wearing a helmet; reflectors; and keeping the bike in good condition with working brakes and bell.		

Lesson set 12: Personal and household hygiene; dietary habits

Time: 3 hours

CAPS

- Personal and household hygiene:
 - Personal hygiene items that cannot be shared
 - Germ breeding areas in the house
- Dietary habits of children:
 - Impact on dental and oral hygiene
- Weekly reading by learners: reading for enjoyment
 - Reading about personal and household hygiene and dietary habits of children

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Book 2 pages 126 – 133
Lesson 12.1 Tiny and strong – the world of germs <div>30m</div>	There are germs that help us and germs that harm. We learn about germs so we can stop harmful germs that make us sick.	Consider where harmful germs live in their classroom. Imagine what the germs may look like. Share ideas of what can be done to reduce the harmful germs in the classroom. <i>Key skill: Share and compare</i>	<div>126</div> <div>127</div>
Note	In this lesson set, it is important that learners do not feel afraid of germs. The activity in which learners imagine, in a fun way, what germs may look like is one way for them to express, and so release, any such feelings. Understanding about germs and what to do to protect ourselves reduces any fear.		
Lesson 12.2 The germiest places in our homes <div>30m</div>	Many types of germs in our homes do not harm us. But some can make us sick. We can stop harmful germs getting into our bodies if we know what they need to multiply and spread.	Consider what can be done to reduce harmful germs in the kitchen. Talk about their ideas <i>Key skill: Observe and describe</i> Look at a picture story that shows the faecal-oral transmission route of disease. Identify actions that break this cycle. <i>Key skill: Look back – Look forward</i>	<div>128</div> <div>129</div>
Lesson 12.3 Clean hands, clean bodies <div>30m</div>	To keep harmful germs away we keep our bodies clean. This is personal hygiene. For our personal hygiene, we use things like towels, facecloths, combs and toothbrushes. We need to keep these things clean, and try not to share them with others.	Read about how to wash hands correctly on Info Page J. Act out washing hands correctly. Draw a picture to show when it is important to wash hands. <i>Key skill: Be kind to yourself</i> Find out why we try not to share the things we use for personal hygiene, and how to stop harmful germs that are spread through the air when we sneeze or cough. <i>Key skill: Find out more (ask someone - look it up)</i>	<div>130</div> <div>131</div>
Info Page J	Protecting ourselves from germs This Info Page J reinforces precautions we take to reduce the risk of spreading communicable diseases such as flu, tuberculosis and COVID-19.	<div>132</div> <div>133</div>	



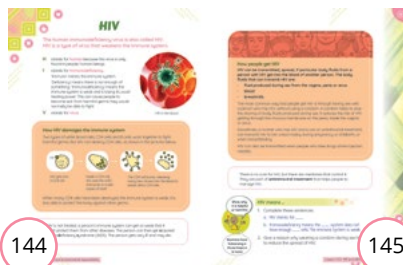
Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Book 2 pages 134 – 139
Lesson 12.4 Clean teeth, healthy teeth <div>30m</div>	Having clean, healthy teeth is part of having a healthy body. When we clean our teeth we brush away the germs that stick to them. Healthy food helps us to grow healthy teeth.	Draw or write about losing their first tooth. <i>Key skill: Make something to show what you think it is like</i> Read about teeth brushing. Consider what they do to care for their teeth. <i>Key skill: Be kind to yourself</i>	<div>134</div> <div>135</div>
Lesson 12.5 My tooth hurts, what can I do? <div>30m</div>	If we do not keep our teeth clean, we get tooth decay and gum disease. If these conditions get bad we get toothache and can lose our teeth. For healthy teeth we brush our teeth, eat healthy food, not sugary snacks or drinks, and visit the dentist regularly.	Read about what causes tooth decay and gum disease. Provide advice for the child in the scenario of one needing another filling. Identify questions they would like to ask a dentist. Complete a sentence in response to being offered sweets. <i>Key skill: Work it out yourself</i>	<div>136</div> <div>137</div>
Note	A conversation with learners about the causes of tooth decay and the importance of healthy eating, provides an opportunity to consider alternatives to any unhealthy snacks, and sugary drinks, learners may buy in the school tuck shop or eat on their way to and from school. Also consider learners' ideas for reducing the frequency of eating such snacks, and cleaning teeth after eating them.		
Lesson 12.6 Let's keep those harmful germs away! <div>30m</div>	Clean homes and personal hygiene helps to keep harmful germs away.	Write, or draw, a story about a day in the life of a harmful germ and what stopped it getting into a person's body. <i>Key skill: Make something to show what you think it is like</i> Take turns to say something they do to protect themselves from harmful germs, and give a reason for it. <i>Key skill: Be kind to yourself</i> Create a poster to explain what we can do to keep our teeth healthy. <i>Key skill: Give a reason for what you think</i>	<div>138</div> <div>139</div>


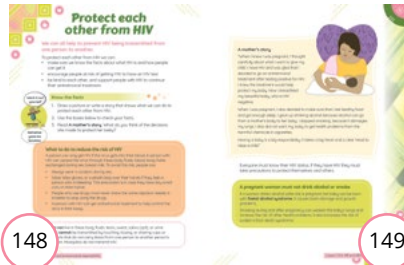

Lesson set 13: HIV and AIDS education: basic facts

Time: 3 hours

CAPS

- HIV and AIDS education: basic facts including blood management
 - Basic explanation of HIV and AIDS
 - Transmission of HIV through blood
 - How HIV is not transmitted
 - How to protect oneself against infection through blood
- Weekly reading by learners: reading for enjoyment
 - Reading basic facts about HIV and AIDS

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Book 2 pages 140 – 145
Lesson 13.1 Our immune system 1h	Our bodies can protect us from harmful germs. We have an immune system. The word 'immune' means 'protected'.	Read about white blood cells. Consider how they felt when they had a cold. Tell a classmate what their white blood cells did to make them better. Find out more about the immune system in Info Page K. Key skill: Be kind to yourself Write a paragraph about how the immune system works and how we can keep our immune system strong. Key skill: Give a reason for what you think	
Info Page K	Skin, blood and bones The immune system is complex, so check learners' understanding as you read Info Page K with them. It also shows how to put a plaster on a cut or graze without touching the blood or the sterile side of the plaster that goes onto the cut.		
Note	Add interest to the lesson with a practical demonstration of how to put a plaster on correctly. If you have a school nurse, perhaps they can talk to learners about first aid.		
Lesson 13.2 HIV 30m	The human immunodeficiency virus is also called HIV. HIV is a type of virus that weakens the immune system. Antiretroviral treatment helps people to manage HIV. Learners will find out more about this in Lesson 13.3.	Read about how HIV damages the immune system and how people get HIV. Complete sentences about HIV using what they know about its effect on the immune system. Key skill: Show why it is helpful or harmful	
Note	Be sensitive to the needs of learners who may be living with HIV. For clarity, and to avoid confusion, only the ways in which HIV can be transmitted is given on the pages for this lesson. However, in response to learners' questions you may need to mention the body fluids that cannot transmit HIV, see the box in Lesson 13.4.		





Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Book 2 pages 145 – 151
Lesson 13.3 Living with HIV 30m	The only way to find out if a person has HIV is to have a blood test. If a person thinks they have put themselves at risk of getting HIV, they must go to a clinic for a blood test. A person with HIV may not be ill, or show any signs or symptoms, for many years. They can transmit the virus to other people without knowing it. But if they have a blood test they can protect others and get treatment for themselves.	Read about HIV testing. Consider what to say to encourage a person to have an HIV test. Act out getting an HIV test, including asking questions of the 'nurse', who then answers them. Read about antiretroviral treatment. Key skill: Ask questions about the things you want to know	
Lesson 13.4 Protect each other from HIV 30m	We can all help to prevent HIV being transmitted from one person to another. To protect each other from HIV we can: <ul style="list-style-type: none">• make sure we know the facts about HIV• encourage people at risk of getting HIV to have an HIV test• be kind to each other, and support people living with HIV. Everyone must know their HIV status. If they have HIV they must take precautions to protect themselves and others.	Draw a picture or write a story to show what we can do to protect each other from HIV. Use the information about precautions, and ways that people cannot get HIV, to check their facts. Read a story from a mother who is HIV positive and consider the lifestyle changes she made to protect her baby. Key skill: Work it out yourself	
Lesson 13.5 Symbols of support 30m	December 1 each year is World AIDS Day. On this day people all over the world show their support for people with HIV. They wear red ribbons as a symbol of this. We can show our support for others on any day of the year.	Make a red ribbon to wear on World AIDS Day to show support for people with HIV. Make a paper people chain as a symbol of people caring for each other. Key skill: Try to feel what someone else is feeling Display their ribbons and paper chains at school. Consider what else they would like to share about the immune system, and HIV. Key skill: Give a reason for what you think	
Note	Encourage learners to identify a place in the school where they can display their ribbons, paper people chains and other messages. They can also research some songs to sing.		






Lesson set 14: Healthy environment and personal health

Time: 4.5 hours

CAPS

- Healthy environment and personal health: home, school and community
 - Examples of environments that are unhealthy: pollution (air, water and land) including illegal dumping sites
 - Dangers of unhealthy environments to personal health
 - Strategies to keep environments healthy: conservation of environment
 - Celebrating arbor day
- Weekly reading by learners: reading for enjoyment
 - Reading about healthy environments and personal health

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Book 2 pages 152 – 159
Lesson 14.1 The gifts of our environment <div>30m</div>	Our environment gives us the gifts of air, water, food, shelter, beauty and inspiration. People are part of our environment.	Use their senses to explore their environment. Key skill: Observe and describe Identify some gifts of our environment. Draw a picture of something in their environment that makes them feel happy. Tell a classmate about it. Key skill: Talk about your feelings	 <div>152151</div>
Lesson 14.2 Pollution – a danger to our environment <div>30m</div>	When people put harmful things on the land or into the air or water, we call it pollution. Pollution harms people's health. It also harms other animals and plants. We can reduce pollution.	Consider examples of air, water and land pollution. For each type of pollution, identify the danger to people's health and the environment, and the causes of the pollution. Draw a picture of a place in their environment that is polluted. Consider how it makes them feel and what they want to change. Share ideas for reducing pollution. Key skill: Work it out yourself	 <div>154155</div>
Lesson 14.3 Less waste, more upcycling! <div>30m</div>	Rubbish, or waste, is anything that we throw away. If it is not disposed of safely, waste can pollute our air, water and land. Reducing waste can reduce pollution.	Identify examples of upcycling. Choose an item of waste and draw what they would do to upcycle it. Ask a classmate how their idea can be improved. Write about their idea. Key skill: What's new? Try it	 <div>156157</div>
Note	The term 'upcycling' may be new, but the concept is not. Many people use things that others throw away, to make other products or artworks. If possible, show examples of these in the lesson, include artwork from Creative Arts lessons.		
Lesson 14.4 Less waste, more recycling! <div>30m</div>	Some things that we throw away can be recycled. Paper, glass, metal and some types of plastic can be recycled. This means they go to a factory where they are broken down to make new paper, glass, metal and plastic. Recycling saves raw materials.	Use images and text to find out about glass recycling. Draw and/or write a story about a glass item that is recycled. Share their story with a classmate and identify similarities and differences. Identify reasons for recycling. Find out about recycling cans, paper or plastic. Key skill: Give a reason for what you think	 <div>158159</div>

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Book 2 pages 160 – 169
Note	Find out about any recycling opportunities in the community around your school. Share these with learners. Perhaps your school already has a recycling scheme in operation.		
Lesson 14.5 Sorting our waste <div>1h</div>	Sorting waste is a first step to reducing it. Some things we can upcycle, some we can recycle, some we can repair. Then we can safely dispose of what is left.	Think about what they usually throw away. Consider what else they can do with those things. What can they upcycle, recycle or repair? Work out the steps needed to make an upcycling station for the classroom. Key skill: Think about your thinking Read Info Page L and give at least one reason for each rule for safer waste disposal. Key skill: Give a reason for what you think	 <div>160161</div>
Info Page L	Dispose of waste safely Provides information about composting and what happens in a landfill site. Many municipalities in South Africa are still developing safer waste disposal systems. The effectiveness of those also depends on individual behaviour at household level.		 <div>162163</div>
Lesson 14.6 Life in our garden <div>30m</div>	A garden is an example of how people, plants and animals are connected to each other. Plants and animals depend on each other for food and shelter.	Identify practices that care for plants and animals in a garden. Imagine a garden of their own. Draw a picture to show what they would like in it, and what they would do to make it a healthy place for people, plants and animals. Key skill: Look back – look forward	 <div>164165</div>
Lesson 14.7 Trees for our health and wellbeing <div>30m</div>	Trees provide us with food, shelter, shade and improve the air we breathe. Trees and other plants can also affect people's emotions.	Read a story about a child's relationship with a tree. Talk about how it makes them feel, and people's connections with trees. Read about Arbor Day. Key skill: Try to feel what someone else is feeling	 <div>166167</div>
Lesson 14.8 Our gifts for our environment <div>30m</div>	Our environment gives us the gifts of air, water, food, shelter, beauty and inspiration. In return we can reduce waste and pollution. We can also care for the plants and animals that share our environment.	Read about nature reserves and Mpielo's story. The example of turtles is given to encourage a sense of awe and wonder about the natural world, you could ask learners to share what they know about other interesting animals. Draw a picture to celebrate their favourite animal. Include three gifts it gives them and three things they can do to look after the animal. Key skill: Make something to show what you think it is like	 <div>168169</div>

Resources:

- Open space
- Found or made musical instruments, including drum/tambourine
- Audio equipment and audiovisuals with a range of suitable music
- Charts and posters of musical notes, stave and tonic sol-fa (doh - soh)
- Sheet music of simple melodies/songs
- Blindfolds
- Textbook

Topic 1: Warm up and play

Time: 2.5 hours (15 min per class)

CAPS

- Posture games, exploring neutral posture and character's postures
- Body part isolations and stretching as part of imaginative experiences
- Different kinds of jumps (with soft landings) and other travelling movements
- Trust and listening games (such as blindfolding and leading a partner, etc.)
- Body percussion 'songs' in unison and canon
- Musical games focusing on numeracy and literacy (such as number songs and rhymes)

Topic 2: Improvise and create

Time: 3 hours

CAPS

- Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression
- Physical shapes using gesture, posture and balance (balancing on different body parts)

- Group tableaux (frozen pictures) in response to locations and/or themes (considering focus and levels)
- Melodies and rhythms on self-made, found or traditional instruments to enhance the mood of a tableau

Topic 3: Read, interpret and perform

Time: 3.5 hours

CAPS

- Building a drama from a stimulus: tableaux in response to location or theme. Consider:
 - introducing and resolving conflict
 - storyline, characters, space and time
 - tableaux to start and end the drama
 - limited dialogue appropriate to the drama
- Sound pictures using instruments (body percussion, self-made, found, traditional) to create appropriate soundtrack for the drama, including interludes (between actions) and underscoring (during action)
- Songs to improve in-tune singing, related to themes of the drama, recognising melodies in range of 5th (doh to soh)
- Musical symbols of stave, minims, crotchets, quavers and respective rests in short musical phrases


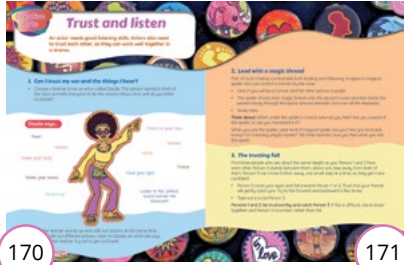
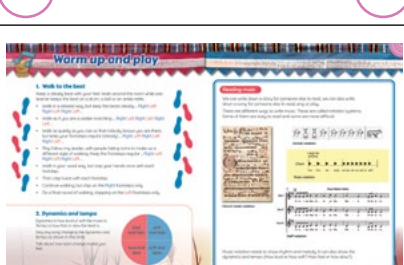

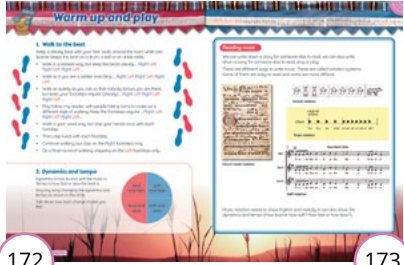
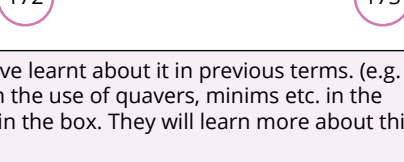
Topic 4: Appreciate and reflect on


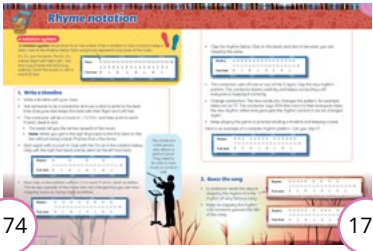
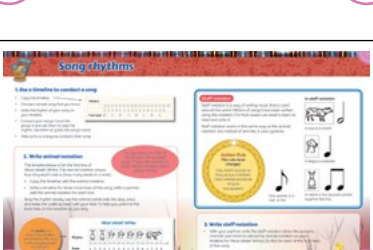

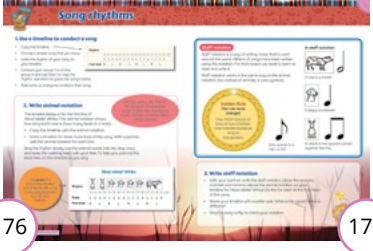





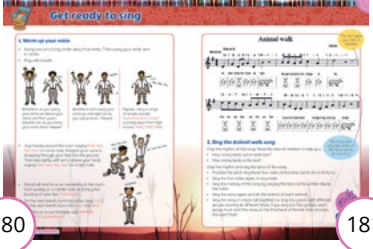
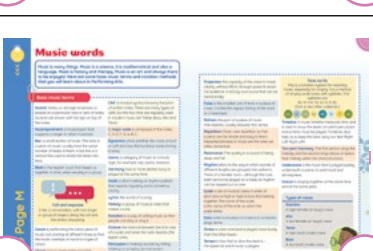



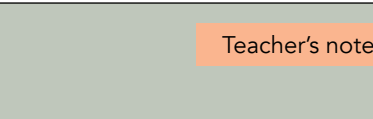
Time: 1 hour









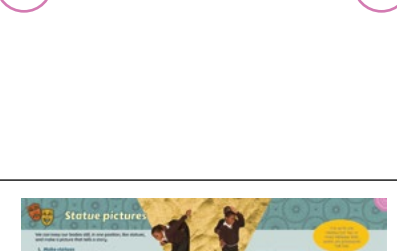






CAPS












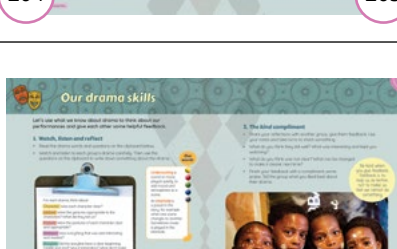



- Own and other's performances and processes using simple creative arts terminology

Key terms: tableau/x, trust, balance, canon, interludes, underscoring, focus, levels, gesture, time, space, mood, theme, storyline

Performing Arts	Core knowledge and key messages	Activities and key skills	Book 2 pages 170 – 173
Trust and listen 	An actor needs good listening skills. Actors also need to trust each other, so they can work well together in a drama. Note: Learners will need some personal space to move in this activity.	Listen to instructions, despite another person trying to confuse. Experience a feeling of trust/not trust in an imaginary leading and following game. Put their trust in others in a falling/catching game.	 170  171
Warm up and play 	Explore keeping a steady beat with your feet.	Walk in different ways around the room, keeping footsteps to a steady beat. Consider how changing the dynamics of a song changes the feeling of the song. Read examples of music notation.	 172  173
Note: Use the 'Reading music' box to consolidate learners' understanding of notation, as they have learnt about it in previous terms. (e.g. the cow is two beats long, rabbit has two short sounds for one beat). They can compare that with the use of quavers, minims etc. in the staff notation. Perhaps ask learners to clap, or sing the rhythm or melody in the examples given in the box. They will learn more about this in later lessons. Also refer to Info Pages M, N and O to help you when teaching music.			

Performing Arts	Core knowledge and key messages	Activities and key skills	Book 2 pages 174 – 187
Rhyme notation Read, interpret and perform 	A timeline helps musicians to keep a beat. Note: Write a timeline on the board, and make the changes as needed, so learners do not have to look down at their books. They can be conducted by a volunteer conductor. In the next lesson, learners are told this song is <i>Nkosi sikelel' iAfrika</i> . You could play the song to learners after they have guessed what it is.	Clap different rhythms using a timeline. Identify a song by reading a timeline and clapping the rhythm.	 174  175
Song rhythms Read, interpret and perform 	We can use different notations to write music.	Write a timeline and use it to conduct a song.	 176  177
Let us rest Read, interpret and perform 	A silence in music is called a rest. Rests in music help to make rhythm. They also give time for singers and people playing wind instruments to breathe. Note: If learners cannot think of a song, you can choose any well-known song for the exercise, such as <i>The wheels on the bus</i> . Here's a useful link to it: https://www.youtube.com/watch?v=e_04ZrNroTo	Read about rests in music. Try to sing without a rest to experience the importance of rests for breathing. Write a notation for a well-known song with rests. Read a rhythm and guess the song.	 178  179
Get ready to sing Read, interpret and perform 	We warm up our voices before we sing. It helps to clap the rhythm of a song first, then use the tonic sol-fa (in range of 5th) to practise the pitch before we sing the melody with the lyrics. Note: Here's a link to the <i>Animal Walk</i> song so you can hear the melody: https://www.youtube.com/watch?v=Ityh84uo8h8	Warm up the voice and do breathing exercises. Read the notation for <i>Animal Walk</i> . Identify the rhythm, practise the pitch and sing the song in unison or canon.	 180  181
Info Page M Info Page N Info Page O 	These pages provide a summary of the main music words and concepts for Grades 4, 5 and 6. Music words Basic music terms and definitions. Music time values Semibreve, minim, crotchet and quaver. Music notation Staves, dynamics and scales		 182  183  184 185 186 187

Performing Arts	Core knowledge and key messages	Activities and key skills	Book 2 pages 188 – 197
Body shapes Improvise and create 	A healthy posture is a 'neutral' posture because it helps our muscles to work and improves breathing. In drama, the way a character holds their body can tell us something about them.	Consider their own posture. Identify something about a character by their posture. Improvise various body shapes that are used in sport.	 188  189
Move like a tennis player Improvise and create 	A fun way to warm up for dance is to pretend to play a sport. The movements can also inspire a dance sequence. Note: you can remind learners about body part isolations (Term 3) here as they focus on arm movements to throw and hit imaginary tennis balls.	Move different parts of the body using an imaginary tennis ball and racquet. Play an imaginary game of tennis and use the moves to create a movement sequence.	 190  191
Balance and gesture Improvise and create Read, interpret and perform 	In dance, we can balance on different body parts and use gestures to help us tell a story. Note: you can organise learners in groups so each group divides into two teams, for example to act out a soccer game, or a basketball game. Show learners what is meant by the word 'gesture'. For example, a wave can mean goodbye or make a gesture that indicates 'come here'.	Play a team sport in slow motion, with control, in order to practise balance, using different parts of the body. Identify the meaning of different gestures. Act out gestures in a situation of disagreement. Identify meaning in gestures in dance.	 192  193
Statue pictures Improvise and create 	We can keep our bodies still, in one position, like statues, and make a picture that tells a story.	Practise making statues and creating frozen pictures that tell a story (tableaux).	 194  195
Create tableaux Improvise and create Read, interpret and perform 	We can create tableaux that tell two parts of a story. Note: Refer to page 193 for the definition of a tableau; note that tableau is singular, tableaux is plural.	Create a positive and a negative tableau, and perform both. Interpret a tableau and say what happens in the story.	 196  197

Performing Arts	Core knowledge and key messages	Activities and key skills	Book 2 pages 198 – 207
Character postures Improvise and create 	Our posture tells us something about the character. Note: For Activity 1 learners can form two lines on either side of the room, with each person facing a partner. This will give them space to move as they walk towards each other.	Practise leading with a body part and consider how this makes them feel, or think about character. Use posture to portray different characters.	 198  199
Mime moves Improvise and create Appreciate and reflect on 	To mime is to tell a story without words. A mime artist uses body movements, gestures and facial expressions to create an imaginary situation.	Mime an imaginary scenario of a marble travelling around their body to warm up different body parts. Mime walking in different environments. Mime the qualities of an object (heavy, light, big, small). Interpret other learners' mimes and reflect on what to do to make mime clearer.	 200  201
Stories without words Improvise and create Read, interpret and perform Appreciate and reflect on 	We can create our own stories to mime. Note: For the mime story each learner needs three small pieces of paper to write down an idea for a character, place and object. These are put into three piles for the class, then each group chooses a paper from each pile. This is a technique for sharing ideas and gives the group the challenge of creating a story from 'surprise' words.	Warm up by using their body to make shapes. Create a group machine, to practise making repetitive actions and sounds. Create a story and mime it, using a tableau at the start and end of the story. Reflect on the mimes of other groups.	 202  203
Create a drama with tableaux Improvise and create Read, interpret and perform 	We can create a drama that uses mime, tableaux and words. All dramas need a clear beginning, middle and end.	Create a drama that uses mime, tableaux and dialogue to tell a story.	 204  205
Our drama skills Read, interpret and perform Appreciate and reflect on 	Let's use what we know about drama to think about our performances and give each other some helpful feedback. Note: Before watching other group's performances, consider taking a few minutes to recap what learners know about elements of drama. Refer to the drama words on the clipboard on page 206 and previous pages in the learner's book as needed.	Perform the drama to their classmates. Watch and listen carefully to other group's dramas and reflect on their use of dramatic elements. Give feedback to another group in a positive, supportive way.	 206  207

Topic 3: Visual literacy

Time: 1 hour
CAPS

- Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name art elements found in the natural world
- Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name examples of contrast and proportion found in the natural world
- Questions to deepen and extend observation of elements and design principles
- Apply learning to own work

Topic 1: Create in 2D, the natural world

Time: 2 hours
CAPS

- Drawing and/or colour media: exploring a variety of media and techniques
- Art elements: reinforce secondary and related colour in own images of the natural world, including tints and shades
- Design principles: reinforce use of contrast and proportion in own images of the natural world







Topic 2: Create in 3D, a kite/dream catcher/bird feeder

Time: 2 hours
CAPS

- Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials
- Art elements: texture, shape/form, colour reinforced through use in own construction
- Design principles: reinforce conscious use and naming of contrast and proportion in construction
- Spatial awareness: reinforce conscious awareness of extending parts of models into space
- Appropriate use of tools









Words to know



Engraving, weaving

Visual Arts	Core knowledge and key messages	Activities and key skills	Book 2 pages 208 – 213
Fabulous fish 	There are many amazing animals that live in water. We can identify art elements in pictures of wild fish. Note: As part of the lead-in to this lesson, and to help develop learners' appreciation of the diversity of wildlife in our oceans and rivers, you could show magazine or newspaper pictures of other animals that live in water, such as octopus, jellyfish, turtles, seals and whales (note whales are mammals not fish).	Observe and talk about shape, colour and pattern in different types of fish. Choose a fish and draw it. Identify art elements in pictures of wild fish, including artworks of Craig Bertram Smith.	
Fish magic 	Observe and discuss art elements in Paul Klee's paintings. Note: Activity 2 is not a writing activity. Learners can answer the questions as part of a class or group discussion. Facilitate a conversation about the picture to clarify their understanding of the artist's use of shape, colour and other art elements.	Identify similarities and differences between Paul Klee's painting of a goldfish and a photograph of a real goldfish. Observe in detail Paul Klee's <i>Fish Magic</i> . Consider specific questions about the art elements he used. Compare Paul Klee's fish to the more realistic drawings of Craig Bertram Smith.	
Fish on a plate Part 1 	We can draw a picture with a pencil or paint one with a brush. We can also engrave a picture. To engrave we use a sharp tool to scratch into something. Let's make a multi-crayon engraving on a paper plate. Note: If you do not have wax crayons, consider another way to show the technique of engraving. Alternatively, learners can paint or draw a fish on a plate, and revise what happens when you mix primary colours together. Focus on the related colours of yellow, blue and green for the water theme.	Identify wild animals in a picture of a rock engraving. Make a wax surface for a multi-crayon engraving. Use a scratching tool to engrave a picture of a fish.	

Formal assessment task Term 4: Creative Arts Task (CAT): Visual Arts, total 40 marks

Suggested activities that take a minimum of three periods to complete: Create a fish kite Parts 1 and 2, the process of making a windsock kite in the shape of a fish. See Teacher's Guide for mark allocations.

Visual Arts	Core knowledge and key messages	Activities and key skills	Book 2 pages 214 – 221
Fish on a plate Part 2 	A black and white pattern can make an interesting inner border for the fish. For the outer border different effects can be achieved depending on whether paint, pastels or pencil crayons are used. Mixing white into colours creates tints, which are lighter colours. Mixing black into colours creates darker shades.	Use pattern and colour to design interesting borders around their fish engraving. Explore the colour family of green, yellow and blue, and tints and shades.	
Fish on a plate Part 3 	Weaving and collage techniques can make interesting borders.	Add interest and complexity to the border of their plate by using weaving and collage techniques.	
Fantastic fish creatures 	Fish have inspired artists around the world. Here are some examples of the meaning of fish in different artworks. Note: Read these pages with learners. Facilitate a discussion about their reactions to the different artworks.	Consider the different ways fish have been used in art, and the different meanings they convey.	
Jackson Hlungwani 	A sculpture made from wood can look like a fish with texture, colour and movement. Note: In activity 2, if time is short, learners can share their descriptive words aloud, instead of writing them. For their drawing they will each need a pencil and half an A4 sheet of paper. If time allows, learner can draw more than one sculpture.	Read about Jackson Hlungwani. Observe and describe one of his fish sculptures, imagine being the fish in the sculpture. Use the experience to inform the process of drawing the sculpture. Identify special features about one sculpture, in the role of an art dealer.	

Visual Arts	Core knowledge and key messages	Activities and key skills	Book 2 pages 222 – 225
Create a fish kite Part 1 <div>3D</div>	<p>A kite is a toy that can fly in the wind. Most kites are made on a frame covered with paper or other material. They are attached to a long string that is used to control them as they fly.</p> <p>Note: See the list of resources given on the learner's page. It will help you explain the process to learners if you make a kite before the lesson. You can adapt the process as needed to suit the materials available.</p>	<p>Begin to make a windsock kite. Make the body, tail and fins of the fish kite.</p>	
Create a fish kite Part 2 <div>3D</div>	<p>Finish the windsock kite and practise flying it.</p> <p>Note: If you use this as an assessment opportunity, remember to look at the kites before learners fly them.</p>	<p>Add string and a stick to control the kite. Practise flying the kite.</p>	
Formal assessment Term 4: Creative Arts Task (CAT): Visual Arts (40 marks) Suggested activities and mark allocations	<p>Create a fish kite Part 1 (25 marks) Book 2, pages 222–223</p> <ol style="list-style-type: none">1. Make the body for a windsock kite: roll a sheet of paper up tightly to form a paper stick, secure with tape (3 marks); roll the top of another piece of paper around the stick and glue or tape it down (3 marks); draw eyes and gills on your fish (4 marks); draw fish scales and any other patterns you want on your fish, you can use different colours (6 marks)2. Add the tails and fins: cut three pieces of paper to make fins – two fins on the side of the fish and one fin for the tail (3 marks); cut each fin into strips to make streamers that blow in the wind when you fly your kite (3 marks); use glue and/or tape to stick the fins to the body of your fish (3 marks) <p>Create a fish kite Part 2 (15 marks) Book 2, pages 224–225</p> <ol style="list-style-type: none">3. Make the mouth of the fish: bend the stick at the top of your fish to make a circle, tie the two ends in a knot or join them together with tape (4 marks); tape or glue the sides of your fish together (2 marks)4. Add string and a stick to control your kite: make three small holes under the stick in the mouth of your fish, space the holes equal distance apart (3 marks); thread the string through the holes, tie the pieces of string together (2 marks); tie the end of the long piece of string to a stick (2 marks)5. Fly your kite: hold your stick and run with your fish (2 marks)		

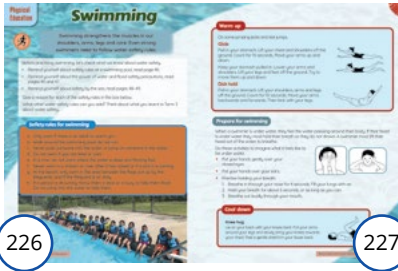

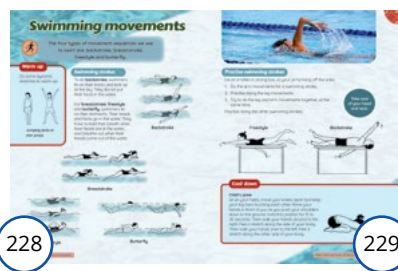
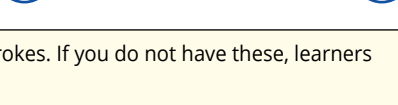
Basic field and track athletics or swimming activities


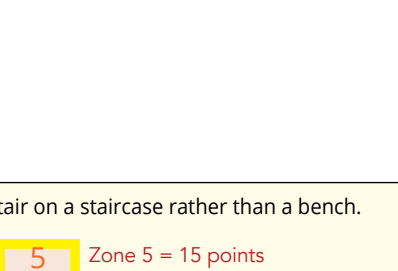

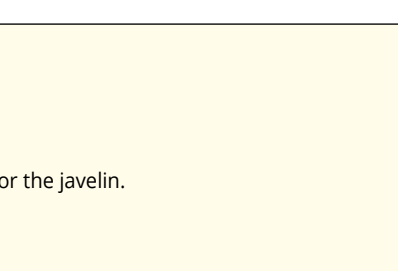
Time: 10 hours

CAPS

- Participation in basic field and track athletics or swimming activities (6 hours)
- Safety measures during athletic or swimming activities
- Movement performance in basic field and track athletics or swimming activities (4 hours)
- *Examples of possible activities:*
 - Field athletics: adapted shot put, discus, javelin, long jump, high jump etc.
 - Track athletics: sprints, middle and long distances and relays, etc.
 - Swimming: confidence exercises, breathing, kicking, gliding, arm and leg actions of various swimming styles, swimming races, etc.
- *Safety measures:* Surface of the play area, use and condition of apparatus, warm up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions

Formal assessment task Term 4:
Physical Education Task (PET) total 30 marks: participation 20 marks, movement performance 10 marks. Refer to the assessment tool in CAPS Section 4.

Physical Education	Core knowledge	Activities	Book 2 pages 226 – 229
Swimming	Swimming strengthens the muscles in our shoulders, arms, legs and core. Even strong swimmers need to follow water safety rules.	<i>Warm up.</i> Even if you cannot take learners to a swimming pool, you can talk with them about the benefits of swimming. Many people drown in the sea and rivers because they cannot swim. Begin the lesson by revising safety rules for swimming. Learners think of reasons for each of the safety rules for swimming, drawing on their knowledge from Term 3 Lesson 10: Dangers in and around water. Look back to the relevant pages in the Learner's Book as needed. Encourage learners to share their experiences of swimming, or playing, in rivers, dams or swimming pools. Ask them what they do to keep themselves safe when in or near water. To prepare for swimming, learners can begin to imagine what it may be like to put their head under water. With practise, learners may be able to hold their breath for longer. <i>Cool down.</i>	 226  227
Note: Consider contacting Lifesaving South Africa or Sea Rescue, they may come to your school and talk with learners about water safety, and the role of lifeguards.			
Swimming movements	The four types of movement sequences we use to swim are: backstroke, breaststroke, freestyle and butterfly.	<i>Warm up.</i> Learners practise the arm and leg movements for the four main strokes in swimming. Demonstrate the movements to learners. Watch carefully how they practise the strokes to make sure they do not injure themselves. <i>Cool down.</i>	 228  229
Note: You will need suitable boxes, crates or low tables for learners to lie on to practise swimming strokes. If you do not have these, learners could stand up to practice the arm movements, and lie on the floor to practise the leg movements.			

Physical Education	Core knowledge	Activities	Book 2 pages 230 – 233
Field and track athletics	Field and track athletics include sports like running, walking, long jump, high jump, javelin or discus throwing. Like other sports people, athletes need to exercise to stay fit and strong.	<i>Warm up.</i> Organise the appropriate stations for the activities in the fitness course. Encourage learners to run the between stations. The activities in the fitness course focus on building: cardiovascular fitness , so heart and lungs get better at sending oxygen-rich blood to the muscles (running and step-ups encourage this); and muscle strength and endurance for the core, arms and legs (muscular endurance is when your muscles can carry something heavy for a long time). Demonstrate the basic movements for long jump and high jump. <i>Cool down.</i>	 230  231
Note: For the step-ups (done either as a warm up or as part of an activity), it is safer to use the first stair on a staircase rather than a bench. Remind learners to step up and down slowly, and to watch where they are going as they move. It is important to show learners the correct technique for jumping and landing to avoid injury. Also make sure there is a suitable surface for them to land on, e.g. a sand pit for the long jump. Idea for a long jump station: Set up a long jump pit of 5m long. Mark out each metre as a zone. Learners can get points for landing in each zone. Idea for a high jump station: Set up hurdles, 3m apart, for learners to jump over. Learners get a point for every hurdle they jump over. Here is a link to a helpful video about children learning to jump for length and height: https://www.youtube.com/watch?v=P1jGqZFtJ9I			
Field athletics	There are three types of throwing activities in athletics: shot put, discus, and javelin. Each activity strengthens an athlete's muscles in different ways.	<i>Warm up.</i> Organise three stations for learners to practice shot put; discus and javelin. Demonstrate each of the throws. <i>Cool down.</i>	 232  233
Note: You will need: <ul style="list-style-type: none">• Bean bags, or sand bags (about 2kg or less), for the shot put.• Use a frisbee or three paper plates stuck together for a discus.• Long sticks or broom handles for the javelin. Mark out the fields with each zone 2 m apart for the shot put and discus. Each zone to be 4 m apart for the javelin. A helpful video for javelin technique: https://www.youtube.com/watch?v=5Ro_65dDQHI Idea for a running route: Consider including a long distance running activity for learners. Create a 1.2 km running route. If that is not possible, set up two cones (A and B), 100 m apart. Organise learners into two groups, each lined up behind a cone. Learners run between cone A to cone B, 12 times.			
Formal assessment Term 4: Physical Education Task (PET) Suggested activities for movement performance (10 marks)	Swimming movements, Book 2 pages 228–229 Field and track athletics, Book 2 pages 230–231 Field athletics, Book 2 pages 232–233		

5

4

3

2

1

Zone 5 = 15 points

Zone 4 = 12 points


Zone 3 = 9 points

Zone 2 = 6 points

Zone 1 = 3 points

Athletes do a fast run up before they jump.

It's a wrap

	Activities	Book 2 pages 232 – 233
It's a wrap	Now that the Grade 4 Life Skills journey is complete, give your learners an opportunity to reflect on and share their experiences.	



Antoninis, M. (2018, March 19). A global framework to measure digital literacy. UNESCO Institute for Statistics Blog. <https://uis.unesco.org/en/blog/global-framework-measure-digital-literacy>

Center for Curriculum Redesign. (2019). Competencies/ subcompetencies framework (Rev. 1.0). <https://curriculumredesign.org/framework/>

Center for Curriculum Redesign. (2023). Knowledge modernization [Draft concept note]. National Education Collaboration Trust.

Croucamp, A. (2022, January 17). Dialogue workshop – We’re in this together. Sacred Heart College.

Department of Basic Education. (2017, August 8). Life orientation textbooks grades 4 to 12: Guiding principles to inform writers and designers.

Ecological Approaches to Social Emotional Learning (EASEL) Laboratory. (2022). Personal correspondence.

Gwarube, S. (2024, August 19). Address at the 40th Annual Conference of the AEAA. Century City Conference Centre and Hotels, Cape Town.

Heard, J., Scoular, C., Duckworth, D., Ramalingam, D., & Teo, I. (2020). Critical thinking: Skill development framework. Australian Council for Educational Research. https://research.acer.edu.au/ar_misc/41

Jones, S. M., & Kahn, J. (2017). The evidence base for how we learn: Supporting students’ social, emotional, and academic development. National Commission on Social, Emotional, and Academic Development. Aspen Institute.

Organisation for Economic Co-operation and Development. (2019). OECD future of education and skills 2030 conceptual learning framework: Attitudes and values for 2030. OECD Publishing.

Organisation for Economic Co-operation and Development. (2019). OECD future of education and skills 2030 conceptual learning framework: Skills for 2030. OECD Publishing.

Piggott, C. L., Spray, C. M., Mason, C., & Rhind, D. (2024). Using sport and physical activity interventions to develop life skills and reduce delinquency in youth: A systematic review. International Review of Sport and Exercise Psychology. Advance online publication. <https://doi.org/10.1080/1750984X.2024.2349994>

Ramalingam, D., Anderson, P., Duckworth, D., Scoular, C., & Heard, J. (2020). Creative thinking: Skill development framework. Australian Council for Educational Research. https://research.acer.edu.au/ar_misc/40

Scoular, C., Duckworth, D., Ramalingam, D., & Heard, J. (2020). Collaboration: Skill development framework. Australian Council for Educational Research. https://research.acer.edu.au/ar_misc/42

UNESCO International Bureau of Education. (n.d.). Literacy. In Glossary of curriculum terminology. Retrieved May 15, 2023, from <https://www.ibe.unesco.org/en/glossary-curriculum-terminology/l/literacy>

UNESCO International Bureau of Education. (n.d.). Numeracy. In Glossary of curriculum terminology. Retrieved May 15, 2023, from <https://www.ibe.unesco.org/fr/node/12279>

UNESCO. (2020). Education for sustainable development: A roadmap. Paris: UNESCO.

UNESCO. (2021). Local and indigenous knowledge systems (LINKS). Retrieved January 10, 2023, from <https://en.unesco.org/links>

UNESCO. (2023). What you need to know about education for sustainable development. Retrieved May 10, 2023, from <https://www.unesco.org/en/education-sustainable-development/need-know>

Watson, P., Volmink, J., Mdaka, M. J., & Croucamp, A. P. (n.d.). Values in education: Animating the care and support for teaching and learning framework. Department of Basic Education, Pretoria, South Africa.

Acknowledgements



The development of the *At the Crossroads Life Skills* and *Life Orientation* textbooks and Teacher's Guides (Grades 4 to 12) involved collaboration between many partners, writers, designers, reviewers, and coordinators. We thank all those who have been involved with the project.

Series Editor: Patricia Watson, Department of Basic Education

Phase Editors Intermediate Phase: Rachel Adatia, Thulani Sibeko, Esther Ramani and Leah Marais; Senior Phase: Diane Favis, Leah Marais and Bhuti Nkosi; Further Education and Training Phase: Trevor Waller. All phases benefitted from the editorial feedback from subject advisors as coordinated by Jerry Zitha and Martha Bernard-Phera

Project Guiding Document: Patricia Watson, André Croucamp, Rachel Adatia, Sally Whines, Yumnah Hattas & Desmond Ntshalintshali

Teacher Guides generic section: Diane Favis, Patricia Watson, John Ostrowick and Sally Whines and Teacher Guide grade specific sections for Intermediate Phase: Rachel Adatia, Thulani Sibeko and Leah Marais; Senior Phase: Diane Favis, Leah Marais and Bhuti Nkosi; Further Education and Training Phase: Trevor Waller. All phases benefitted from the editorial feedback from subject advisors as coordinated by Jerry Zitha and Martha Bernard-Phera

Editorial contributors

Antoinette Gennrich, Karen Hurt, Maren Bodenstein, Maylani Louw, Shanu Misser, Thandile Ntshwanti, Catherine Garson, Diane Favis, Daniella Favis, Esther Ramani, Gillian Mcdowell, Jennifer Button, Leah Marais, Rachel Adatia, Sally Clark, Thulani Sibeko, Trevor Waller, Una Seery, Wendy Rodseth, Barbara Rodwell, Catherine Alexander, Cheryl Minkley, Dorita Du Toit, Ernestina Mudau, Estelle Lawrence, Illiska Crossley, Jane Argall, Kekeletso Mbombo, Kent De Klerk, Lausanne Olvitt, Lloyd Leach, Maia Marie, Makganwana Mokgalong, Mamotha Ratlhankana, Marion Drew, Marta Heri, Michelle Petersen, Neville Josie, Nico Van Der Merwe, Nicole Levin, Nomagugu Mukadah, Ntombi Qoyi, Priya Vallabh, Refiloe Mofelehetsi, Shamim Meer, Shamin Chibba, Sharon Cort, Thabile Mangele, Vanishree Naamdhow, Zintle Tyuku, Desmond Ntshalintshali, Nandipha Mbangula, Nombuso Makhathu, Samuel Maraba, Ntombikayise Mota, Rosalee Telela, Julia Raynham, Makhosazane Mngadi, Khulekani Kanye, Bhuti Nkosi, Cyrilise Scholtz, Yvonne Shapiro, Patricia Dianne Tucker, Ismail Teladia, Lesedi Mogoathle, Zonke Mpotulo

Reviewers & Specialists

Andreas Beutal, Didi Chokwe, Susan Naude, Nanjani Lungu, Rebone Ntsie, Andrew Simpson, Hayley Walker, Johanna Moolman, Judy Connors, Lesedi Mogoathle, André Croucamp, Elmari Briedenhann, David Mendes, Jacqui Makowem, Joanne Newton, Joanne Potterton, Nicolette Prea Naidoo, Finn Reygan, Renet Strehlau, Maude de Hoop, Timothy Fish Hodgson, Andrew Ingram, Sijabule Behane, Carina Muller, Ravi Pillay, Dineo Molatedi, Tshikovhi Madidimalo, Mpho Mkhonto, Grandville Whittle, Mpho Mkhonto, Saadhna Panday, Preeya Seetal, Krishni Perumal, Letha Ukuthula Makhanga, Lucy Matini, Nomfundo Somhlahllo, Kwanele Mabuza, Mmoloki Legodi, Kekeletso Mbombo, Nokuthula Prusent, Wycliffe Otieno, Nwabisa Tsengiwe, Sibongiseni Henna, Noluthando Mvabaza.

Life Orientation Subject specialists

Intermediate and Senior Phase: Boitumelo Keebine, Christabel Jabulile Mkhathswa, Dinah Mosia, Eliza Thokozani Vilakazi, Gloria Ntombikazi Dekeza-Tsomo, Ismail Teladia, KG Modiba, Mangoma Hulisani Mulweli, Margie Clarke, Mark Antonels, Millicent Smith, Phillip Molala, Pumla Pretty Zimema, Rachel Kika, Reggy Mashego, Sibongile Moloko, Simon Mandewo, SV Moodley

FET Phase: Betty Twala, Disemelo Maphate-Mrubata, Fairouz Cassiem, June Darries, Marilyn Villaflores, Moses Nsimbini, Peace Merementsi, Robertha Nazer, Thato Adoro

Managerial and Administrative support: Doris Mahlobogoane, Jerry Zitha, Luvuyo Cebo, Makondele Tshitema, Martha Bernard-Phera, Mimi Mini, Ntebo Mkhondo, Pumla Mdontswa, Sifiso Sibiya, Tumi Montja, Virginia Mputla

Translators

Benny Mojela, Khanyisile Mndebele, Themba Mahlangu, Claudine Rambau, Nombulelo Sambo, Bie Venter, Noma-Gcina Mtshontshi, Kubeka Prinscilla Nelisiwe, Ismael Stene, Ntombikayise Zulu, Michael Louw, Marcel Devos, Maureen Wilson, Lusanda Goli, Thompho Rambuda, Risuna Wisdom Nkolele.

Design & Images

Adam Rumball, Alicia Arntzen, Arline Stoffberg, Brian Switala, Candice Turvey-Green, Jenny Hattingh, Landi Terblanche, Melinda Bosch, Michele Dean, Rizelle Haartmeier, Robert Machiri, Tatjana Godoy, Sally Whines, Emma Bosman, Francis Burger, Keabetswe Makgoane, Nkosinathi Khumalo, Rita Potenza, Sarie Potter

Illustrators

Alastair Findlay, Bosslady Ami, Anri Terblanche, Chenoa Nwokedi, Dumisani Shambale, Emma Bosman, Emeka Ntone Edjabe, Francis Burger, Galaletsang Majatladi, Georgia Rae Luce, Michael Lawrence, Mninawa Ncombo, Nkosinathi Nzima, Paige Steyn, Sally Whines, Tamsin Hinrichsen, Tarika Pather, Vusi Malindi, Zenande Mtati

Content developer – Creative Arts

Assitej South Africa

Administrative Support

Cynthia Manamela, Eric Richardson, Shalette Bester, Thabo Motshweni, Tsitsi Magwiro, Quanita Buys, Mantsha Maponya and Boitumelo Madie

Special thanks to:

The curriculum strengthening team that supported the DBE to develop the Competency Framework led by Cheryl Weston: Shirley Eadie, Cathryn Moodley James, Sharon Grussendorff, Leketi Makalela, Andre Croucamp, Lauren Tracey Temba, Shafika Isaac who cocreated the Competency Framework for DBE

Gauteng Department of Basic Education officials and teachers who attended workshops and shared their experience of Life Orientation in the classroom and ideas to inform the textbooks

Schools that took part in photo shoots and illustrations: Emadwaleni High School, Greenside High School, Pretoria Tech High School, Queens High School, Thatha Ezakho Primary School, Vista Nova School

Kara Heritage Institute and the houses of traditional leadership that informed the indigenous knowledge priority

MindBurst Workshop for sharing their experience of developing and facilitating critical thinking skills with schools. The skills scaffold and the project lenses are based on their work

The South African Human Rights Commission (SAHRC), particularly Commissioner Ameermia and the Access to Justice Programme Discovery Vitality who hosted the Physical Education 'Big Ideas' specialist workshop

Soul City for permission to draw on their extensive archive of Soul Buddyz materials

The European Union for funding the initial phase of the project

The National Collaboration Trust, particularly Godwin Khosa, Peter Kimingi, Sandile Mkhonto, Kanyisa Diamond, Tsitsi Magwiro, Hlayisani Mabutana and Thabo Motshweni

The senior managers of Basic Education, particularly Dr Granville Whittle, Mamiki Maboya, Patricia Watson, Moses Simelane, Rufus Poliah, Seliki Tlhabane, Cheryl Westen, Mark Chetty, Bulara Monyaki, Pule Rakgoathe, Martha Bernard-Phera, Jerry Zitha, Likho Bottoman, Sifiso Ngobese, Given Mabena, Neo Sediti, Muzi Ndlovu, Sibongile Monareng

Organisations who have contributed to the project, including those who participated in workshops and provided resource materials to inform the textbooks:

Adopt-a-School Foundation
African Centre of Excellence for Information Ethics
African Storybook Project
Aids Accountability International
Altus Sport
Amnesty International
ASSITEJ
British Council
Cape Peninsula University of Technology: Centre for International Teacher Education
Class Act
Constitution Hill: Education Outreach
Constitutional Literacy and Service Initiative (CLASI)
Cool to be Me
Department of Arts and Culture
Department of Cooperative Governance and Traditional Affairs
Department of Basic Education: Life Orientation Education Specialists across the nine provinces
Department of Health
Department of Higher Education and Training
Department of Justice and Constitutional Development
Department of Social Development
Department of Sport and Recreation South Africa
Department of Transport
Discovery Vitality
Durban Gay Centre
Durban University of Technology: International Centre of Nonviolence
ENSAfrica
Equal Education Law Centre
Eskom
Facing History and Ourselves
Flemish Association for Development Cooperation and Technical Assistance (VVOB)
Foundation for Human Rights (FHR)
GALA (Gay and Lesbian Memory in Action)
Gauteng Department of Education
Gay and Lesbian Network (GLN)
Gender Dynamix
GIZ – Deutsche Gesellschaft
Grassroot Soccer
Higher Education and Training HIV/AIDS Programme (heads)
Human Sciences Research Council (HSRC)
I.B.I ART
Inclusive Education South Africa
Institute for Security Studies
Intel South Africa Corporation

Iranti-org
Kara Heritage Institute
Kenya Institute of Education
King David High School
Know Your Constitution Campaign (KYC)
Learning Matters
Lifesaving South Africa
Macsteel Maestros
Mapungubwe Institute for Strategic Reflection
Media in Education Trust Africa (MiET Africa)
Mindset TV Network
Motsepe Foundation
Move-It Moving Matters
Nal'ibali Reading Clubs
Namibia Ministry of Education
National Education Collaboration Trust (NECT)
National Sea Rescue Institute (NSRI)
Masihlangane Communications CC
Milk SA
Momentum Metropolitan Holdings Limited
Nelson Mandela Children's Fund
Nelson Mandela Children's Hospital
Mandela University
Nestlé
North-West University
Phaphama Initiatives
Phoenix College of Johannesburg
Physical Education Institute of South Africa (PEISA)
Railway Safety Regulator (RSR)
Regional Psychosocial Support Initiative (REPSSI)
Road Accident Fund (RAF)
Road Traffic Management Corporation (RTMC)
Save the Children South Africa
SCORE
Section27
SGS Consulting
Shanduka Foundation
Shikaya
Socio-Economic Rights Institute
Soul City Institute
South African Human Rights Commission
South African Institute for Drug Free Sports
South African Local Government Association (SALGA)
South African Medical Research Council
South African National Roads Agency Ltd (SANRAL)
South African Sugar Association
South African Universities Physical Education Association (SAUPEA)
Special Olympics South Africa

Sport for Social Change Network (SSCN)
Sports Science Institute of South Africa (SSISA)
Street Law
Swiss Agency for Development and Cooperation
The Global Hope: The Chicago School of Professional Psychology
The Institute for Justice and Reconciliation
The Other Foundation
Triangle Project
Tshwane University of Technology
UNESCO: Quality Physical Education
UNICEF
United Nations Human Rights: Office of the High Commissioner
Unity Actions
University of Cape Town: Children's Institute of South Africa
University of Cape Town: Exercise Science and Sports Medicine
University of Johannesburg School of Education
University of KwaZulu-Natal: DST-NRF Centre in Indigenous Knowledge Systems (CIKS)
University of Kwa Zulu-Natal: School of Education
University of Pretoria: Centre for Sexualities, AIDS and Gender
University of Pretoria: TUKS AIDS Reference Group
University of South Africa (UNISA): Department of Inclusive Education
University of Stellenbosch
University of the Free State
University of the Western Cape: School of Education
University of the Witwatersrand: Centre for Diversity Studies
University of the Witwatersrand: School of Education
University of the Witwatersrand: School of Law
University of Zululand
USAID: Education Development Centre
Valued Citizens Initiative
Violence Prevention Forum
Woolworths
World Health Organization (WHO)