



PRESCHOOL



WASTE MANAGEMENT IN EDUCATION

Wise up on Waste – Preschool – Waste Management

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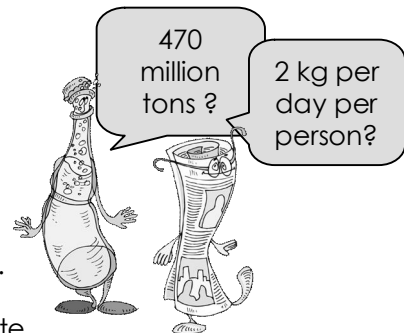


INTRODUCTION

Why work at waste at school?

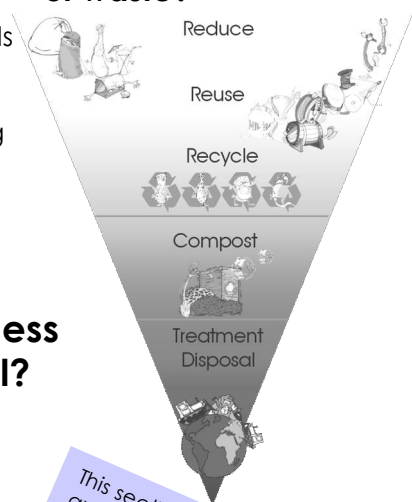
Problem Statement

South Africa produces 470 million tons of waste a year. Each person produces almost 2kg of domestic waste **A DAY**. Most of this waste is dumped and buried in landfill or waste dump sites. This causes precious resources to be wasted and the physical state of many of the landfill sites create **HUGE** environmental problems as well as **HEALTH** problems for those living close by. This situation is totally unacceptable and unsustainable.



"The government will promote the education and empowerment of South Africa's people with regards to integrated pollution and waste management by increasing their awareness of and concern for pollution and waste, and assisting in the developing of the knowledge, skills, values and commitment necessary for successful integrated management."
<http://easd.org.za/sapol/polwp6&7.htm#7.2>

What can be done to minimise the impact of waste?



How are you going to create awareness and concern for waste at your school?

The Bill of Rights

The most pertinent fundamental right in the context of integrated pollution and waste management is the Environmental Right (s 24) which provides that:

"Everyone has the right

- a. to an environment that is not harmful to their health or well-being; and
- b. to have the environment protected, for the benefit of present and future generations, through reasonable legislative and other measures that
 - (i) prevent pollution and ecological degradation;
 - (ii) promote conservation; and
 - (iii) secure ecologically sustainable development and the use of natural resources while promoting justifiable economic and social development.

This section of the Bill of Rights guarantees the people of South Africa the right to an environment not detrimental to human health or well-being, and specifically imposes a duty on the State to promulgate legislation and take other steps to ensure that the right is upheld and that, among other things, pollution and ecological degradation are prevented.

Why involving preschools in Waste Education?

The Broader picture

Schools play a major role in the education of tomorrow's consumers and decision makers. Involving your learners, at a very young age, reducing the amount of waste produced by your school can give them a broader perspective and start them thinking about their wider responsibilities to both community and the environment.



Involving learners

- Waste education requires these young learners to relate their learning to their everyday life, both at school and at home.
- Waste education can empower learners by getting them involved to reduce waste.
- Hands-on activities using waste can make learners aware of reusing materials.

The curriculum

Waste education can provide a way of linking Grade R National Curriculum Statement With the ages 4-5 and 2-3.



ACTIVITIES

The activities are based on the Grade R curriculum working “backwards” to develop skills and knowledge at a younger age level.

Mathematics

Learning Outcome 1: NUMBERS, OPERATIONS AND RELATIONSHIPS

The learner will be able to recognize, describe and represent numbers and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems

Count waste objects such as old bottle tops.

Using old games to recognize numbers.



Learning Outcome 3: SPACE AND SHAPE (GEOMETRY)

The learner will be able to describe and represent characteristics and relationships between two-dimensional shapes and three-dimensional objects in a variety of orientations and positions.

Waste comes in all shapes and sizes.



Learning Outcome 2: PATTERNS, FUNCTIONS AND ALGEBRA

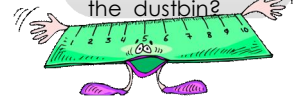
The learner will be able to recognize, describe and represent patterns and relationships, as well as to solve problems using algebraic language and skills.

Learning Outcome 4: MEASUREMENT

The learner will be able to use appropriate measuring units, instruments and formulae in a variety of contexts.



•The bucket is too full, you are wasting water.
•How many steps do I need to take to reach the dustbin?



Learning Outcome 5: DATA HANDLING

The learner will be able to collect, summarize, display and critically analyze data in order to draw conclusions and make predictions, and to interpret and determine chance variation.

We can sort waste and then send it to recyclers to be recycled.



Literacy

Learning Outcome 1: LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

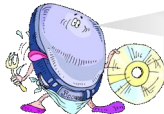
Do children listen to instructions?



Learning Outcome 2: SPEAKING

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

Discuss what we can do with waste



Learning Outcome 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

Use old magazines and newspaper to identify pictures.



Learning Outcome 4: WRITING

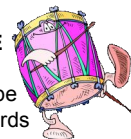
The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.



Learning Outcome 5: THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

Why do you waste?



ACTIVITIES

Life Skills

Learning Outcome 1: HEALTH PROMOTION

The learner will be able to make informed decisions regarding personal, community and environmental health.



Learning Outcome 2: SOCIAL DEVELOPMENT

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.

Keep our community clean.

Learning Outcome 3: PERSONAL DEVELOPMENT

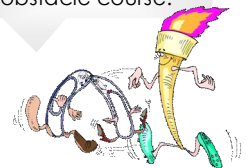
The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.



Learning Outcome 4: PHYSICAL DEVELOPMENT AND MOVEMENT

The learner will be able to demonstrate an understanding of, and participate in activities that promote movement and physical development.

Use waste objects to create an obstacle course.



RECOURCES

Poster

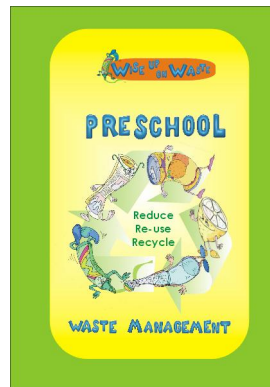
A fun bilingual poster. Link each character or what the character does with waste. This guide will provide you with an idea for each letter of the alphabet.



Module

This module will focus on the first 5 weeks of pre-schooling. It does not mean though that this is the only time 'waste education' will take place.

This section will make learners more aware of waste.



CD

A CD with notes, module, poster, workshop pictures and ideas.

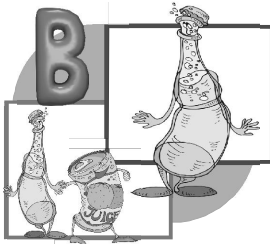
WASTE ALPHABET



Alarm: Make an 'Alarm' if you see somebody wasting.

Asblik: Gooi jou papiere in die Asblik. Maak soos 'n **alarm** as jy iemand sien mors.

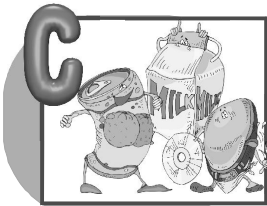
Air: We need clean air to breath.



Bottle: Reuse bottles. Reduce by purchasing big bottles of cold drink, rather than a few small ones.

Bottel: Hergebruik jou bottels. Verminder die gebruik van glas om eerder een groot bottel te koop as klomp kleintjies.

Bin: Always have a bin for your waste!

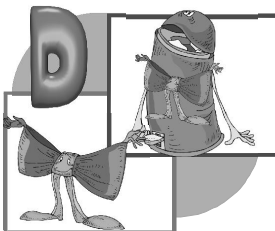


Can: Collect and sort cans to be recycled.

Cartoon: Use waste to make teaching aids, toys, gifts etc.

CD: Use old CDs to make decorations or use as coasters.

Community: Every person in the community is responsible to keep the environment clean.

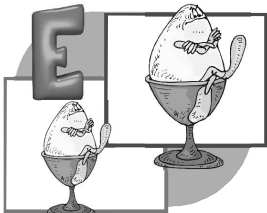


Dustbin: Throw it in the dustbin, not on the floor.

Decoration: Decorate objects using waste.

Dekorasies: Versier alrehande voorwerpe met afval.

Dump: Don't dump rubbish anywhere but in the rubbish bin!



Egg containers: Use various egg containers in Arts and Culture.

Egg shells: Throw eggshells in your compost.

Eierhouers: Gebruik eierhouers in kuns en kultuur.

Eierdoppe: Gooi eierdoppe in jou komposhoop.

Earth: We have only one earth, so we better look after it.



Skills to introduce:

- Asks questions.(L), (N), (LO), (T), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Answers questions.(L), (N), (LO), (T), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Says first and last names.(L)
- Holds a book the right way up and turns pages appropriately.(L)
- Draws a person with up to 6 recognizable parts.(L)
- Names colours.(L)
- Names common objects.(L)
- Counts and recognizes numbers 1-3.(N)
- Copies triangles.(N)
- Copies squares made of pegs.(N)
- Understands the concept of day and night.(N)
- Collects physical objects.(N)
- Understands the importance of drinking clean water.(LO)
- Plays games.(LO)
- Explores through adult instruction.(T)
- Identifies different types of homes.(G)
- Answers question and understands why thing happen.(H)
- Responds to events of the past.(H)
- Co-ordinates simple gross and fine motor movements.(D)
- Walks forwards and backwards.(D)
- Adds sounds and makes action moves when playing.(DR)
- Enjoys make believe play.(DR)
- Demonstrates understanding of concepts of loud and soft and fast and slow.(M)
- Explores and creates with rhythm instruments.(M)
- Draws and colors in various mediums.(VA)
- Gives examples and reasons for school and community rules.(EMS)

Literacy

Numeracy

Life Skills

Monday



Learners sit in a large circle. Ask the learner to his/her right, his/her first and last name.



Show learners where the rubbish bin is. Explain to them why it is important to use it.



In all Learning Areas give learners the opportunity to ask and answer questions.



Learners count different objects in the classroom. (1-3)



Learners match the correct symbol to the objects on the worksheet.
Send learners outside and ask them to get 3 items that's lying around that should be in the rubbish bin.



Explain to learners where they can get clean glasses and clean water to drink.

•Have a discussion why it's important to drink clean water.
•Discuss the school and classroom rules with the learners. (We speak soft in the classroom and loud on the playground, we walk slow in the classroom and run fast on the playground.)

Tuesday



Provide various mediums. Learners draw a picture of his/her first day of school.



Talk about the quality of the air in the area of the school. Are there industries close to the school that causes air pollution? Is the school burning waste? If so, does this pollute the air?



Learners copy squares made of pegs.



Send a letter to parents asking for all the old washing pegs "X"



Show learners pictures of different homes and let them identify the different types of homes.

"N" Newspapers



Create an obstacle course for learners where they will use their gross and fine motor skills.

Wednesday



Give learners the worksheet with pictures of the different objects. Learners identify the objects in the classroom and color the pictures the same as the physical object.

"B", "C", "E" and "P"



Show learners a triangle. Ask learners to identify as many triangles as possible in the classroom. Learners complete the worksheet.

"X" Make a triangle with washing pegs.



Have a discussion on why do we need to go to school.



Give learners music instruments to play with. Make your own music instruments. (See instructions.)



"M" Make musical instrument from waste.

Thursday



Point to objects in the classroom and let learners name the different objects. (e.g. Desk, chair, basin, rubbish bin, etc.)
Learners name the uses of the objects you are pointing to.

"D" Point to dustbin. Why do we have a dustbin in class?



Give each learner a specific object to collect in the classroom. (Use this as an opportunity for our learners to get to know the lay-out of the classroom.)

Link objects with objects on poster.



Learners play follow the leader. Make sure they walk forwards and backwards during the game.



Ask learners questions about their previous school or class. Talk about ways learners can keep their school and community clean.



"D" and "I" Throw in dustbin.

Friday



Learners explore through adult instruction and use magazines to cut pictures of the objects named in Thursday's activity.

"P" Re-use paper such as magazines.



Learners have a discussion about what activities they do during the day and what activities they do during the evening.
Learners think of products they use during the day that they can reuse. (e.g. Glass bottles, magazines, etc.)



Observe learners during free-play to see if they add sounds and action moves when playing. Do they enjoy make believe play?



Learners play a game.

Week: /

My School



Skills to introduce:

- Asks questions.(L), (N), (LO), (T), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Answers questions.(L), (N), (LO), (T), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Says first and last names.(L)
- Holds a book the right way up and turns pages appropriately.(L)
- Draws a person with up to 6 recognizable parts.(L)
- Names colors.(L)
- Names common objects.(L)
- Counts and recognizes numbers 1-3.(N)
- Copies triangles.(N)
- Copies squares made of pegs.(N)
- Understands the concept of day and night.(N)
- Collects physical objects.(N)
- Understands the importance of drinking clean water.(LO)
- Plays games.(LO)
- Explores through adult instruction.(T)
- Identifies different types of homes.(G)
- Answers question and understands why thing happen.(H)
- Responds to events of the past.(H)
- Co-ordinates simple gross and fine motor movements.(D)
- Walks forwards and backwards.(D)
- Adds sounds and makes action moves when playing.(DR)
- Enjoys make believe play.(DR)
- Demonstrates understanding of concepts of loud and soft and fast and slow.(M)
- Explores and creates with rhythm instruments.(M)
- Draws and colors in various mediums.(VA)
- Gives examples and reasons for school and community rules.(EMS)

Literacy

Numeracy

Life Skills

Monday



Learners sit in a large circle and ask the learner to his/her right, his/her first name.



Show learners where the rubbish bin is. Explain to them why it is important to use it.



Learners count different objects in the classroom (1-2).



Send learners outside and ask them to get 2 items that's lying around that should be in the rubbish bin.



Explain to learners where they can get clean glasses and clean water to drink.

•Have a discussion on why it is important to drink clean water.
•Discuss the classroom rules with the learners. (We speak soft in the classroom and loud on the playground, we walk slow in the classroom and run fast on the playground.)

Tuesday



Talk about first day at school. Say some school words.



Learners copy squares made of pegs.



Send a letter to parents asking for all the old washing pegs



Learners identify family and own home on photo's.



Create an obstacle course for learners where they will use their gross and fine motor skills.

Use "Waste objects".

Wednesday



Learners identify the objects in the classroom.



Waste objects



Show learners a circle. Ask learners to identify as many circles as possible in the classroom.



Give learners music instruments to play with. Ask parents to make a music instrument for their child to bring to school to play with. (See instructions.)

Thursday



Point to objects in the classroom and let learners name the different objects. (e.g. Desk, chair, basin, rubbish bin, etc.)



Give each learner a specific object to collect in the classroom. (Use this as an opportunity for our learners to get to know the lay-out of the classroom.)



Learners play follow the leader. Make sure they run forwards during the game.

Friday



Learners explore through adult instruction and use magazines to start to cut pictures of the objects named in Thursday's activity.



Show learners pictures of activities that you do during the day and evening.



Observe learners during free-play to see if they add sounds and action moves when playing. Do they enjoy make believe play?



Learners play a game.

Make your own musical instruments

Reuse some of your rubbish to make musical instruments.

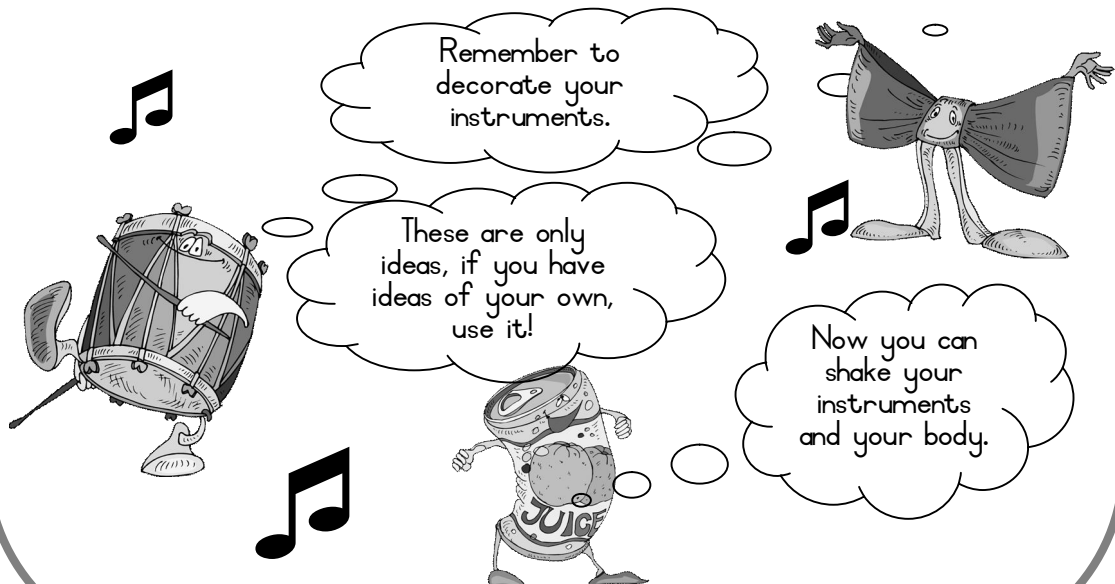
What will you need:

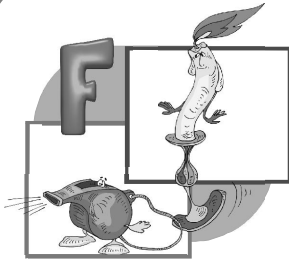
Empty bottles, cereal boxes, plastic containers, foil, elastic bands, rice, pasta, sand and sticky tape.



How to make your instruments:

1. Look at everything you've got and think about what instrument you can make. (e.g. Elastic band guitar or a shaker)
2. Make shakers by placing pasta, rice or sand in bottles and decorating them.
3. Make a guitar by stretching elastic bands over a yogurt pot with no lid.
4. Fill glass bottles with different amounts of water and blow over them.





Fire: Reduce burning waste.

Fluitjie: Blaas jou fluitjie as jy iemand sien iets mors.

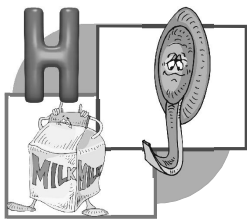


Glue: Make use of glue to make objects from waste materials.

Garden: Make a school vegetable garden.

Gom: Maak voorwerpe van afval materiale deur gom te gebruik.

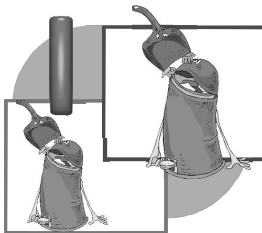
Glass: We can recycle and re-use glass jars.



Hook: Make a hook from old bottle tops and waste materials.

Houer: Maak gebruik van ou houters in Kuns en Kultuur.

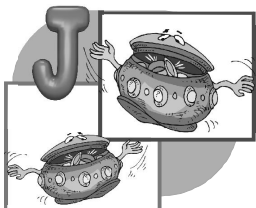
Hazardous: Waste is hazardous for your health.



In the dustbin: Throw your waste IN the dustbin.

Binne IN die blik: Gooi jou vuilgoed binne IN die blik

Idea: Always think of an idea to re-use before dumping an item.



Jewelry: Make jewelry from waste materials.

Juwele: Maak juwele van afval materiale.

Junk: There's only one place for junk, and that's the rubbish bin.



Skills to introduce:

- Asks questions.(L), (N), (LO), (T), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Answers questions.(L), (N), (LO), (T), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Takes turns in conversation.(L)
- Speaks with people.(L)
- Holds a book the right way up and turns pages appropriately.(L)
- Draws a person with up to 6 recognizable parts.(L)
- Recognizes objects as same or different.(L)
- Names common objects.(L)
- Matches numbers.(N)
- Copies designs with blocks.(N)
- Builds a 12 piece puzzle.(N)
- Identifies methods of measuring time.(N)
- Sorts objects.(N)
- Puts toys away and cleans up.(LO)
- Participates in games and organized activities.(LO)

- Manipulates laces, buttons, snaps and zippers.(T)
- Cuts along designated line.(T)
- Names buildings and objects found in the city and on the farm.(G)
- Uses time concepts of yesterday, today and tomorrow.(H)
- Responds to events of the past.(H)
- Names ways we can keep our world pollution free.(NS)
- Gallops, turns and do somersaults.(D)
- Explores through adult instruction.(D)
- Walks forwards and backwards.(D)
- Adds sounds and makes action moves when playing.(DR)
- Imitates and creates rhythmic movements.(M)
- Distinguishes between talking and singing voice.(M)
- Colors within the lines.(VA)
- Describes role in family.(EMS)
- Plays house.(EMS)

Literacy

Numeracy

Life Skills

Monday



Have a discussion about my favorite shirt, toy, fruit, vegetable, etc.



What can I do with left over fruit and food?

Make compost!



In all Learning Areas give learners the opportunity to ask and answer questions.



Give learners different shapes and let them copy it with blocks.

"X" You can also use pegs to make different shapes.



Observe learners to see if they help to clean-up and put toys away.



Learners performs a sequence of gallops, turns, somersaults, walking forwards and backwards.

Tuesday



Provide various mediums. Learners draw a picture of themselves playing with their favorite toy.



Learners decorate a bottle to put their stationary in it.



"B" Learners bring old jam bottles from home.



Give each learner a 12 piece puzzle to build.



Learners name the different buildings they see on their way to school.



What can they do to make their classroom and school cleaner?
What can they do to keep their home and community clean?



Observe learners to see if they help to clean-up and put toys away.

Wednesday



Learners cut pictures from magazines of people wearing the same color clothes as they are wearing. **"N"**



Learners paste their pictures on construction paper. **"G"**



Make sure to clean all the paper clips after finishing. **"S"** & **"D"**



Name a time of day and learners say what they would do at that time. (e.g. Early morning they wake-up and in the afternoon they play, etc.)



Ask learners what did they do yesterday that was nice. What will they do tomorrow? What are they doing today?



Learners form small groups and play house.



Observe learners to see if they help to clean-up and put toys away.

Thursday



Learners name objects they use to get ready in the morning for school. (e.g. Toothbrush, hair brush, spoon, cereal bowl, clothes, etc.)



Learners discuss why it is important to take the rubbish out as part of their daily routine. What does hazardous mean? **"D"**



Give learners the objects or pictures of the objects that was named for preparing themselves for school. Ask them to sort it in groups. (e.g. Objects used for breakfast, etc.)



Learners color and cut the pictures of the objects they use to prepare for school.



This is a nice item for their portfolio's.



Learners sing "If you are happy and You know it"
Observe learners to see if they change tone of voice when singing.

Friday



Learners describe their role in the family. (e.g. Youngest, have a dad and mom, etc.)



Talk about who's duty in the family it is to take the waste out. **"D"**



Learners look at one another's clothes and form groups. (e.g. All learners with blue tops, all learners with pants, etc.)



Learners match the correct symbol to the pictures on the worksheet.



Observe learners during free-play to see if they add sounds and action moves when playing.



Observe learners to see if they can manipulate laces, buttons, snaps and zippers.
"Waste materials"



Teacher demonstrates a simple dance and learners copy the dance.



Skills to introduce:

- Asks questions.(L), (N), (LO), (T), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Answers questions.(L), (N), (LO), (T), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Takes turns in conversation.(L)
- Speaks with people.(L)
- Holds a book the right way up and turns pages appropriately.(L)
- Draws a person with up to 6 recognizable parts.(L)
- Recognizes objects as same or different.(L)
- Names common objects.(L)
- Matches numbers.(N)
- Copies designs with blocks.(N)
- Builds a 12 piece puzzle.(N)
- Identifies methods of measuring time.(N)
- Sorts objects.(N)
- Puts toys away and cleans up.(LO)
- Participates in games and organized activities.(LO)

- Manipulates laces, buttons, snaps and zippers.(T)
- Cuts along designated line.(T)
- Names buildings and objects found in the city and on the farm.(G)
- Uses time concepts of yesterday, today and tomorrow.(H)
- Responds to events of the past.(H)
- Names ways we can keep our world pollution free.(NS)
- Gallops, turns and do somersaults.(D)
- Explores through adult instruction.(D)
- Walks forwards and backwards.(D)
- Adds sounds and makes action moves when playing.(DR)
- Imitates and creates rhythmic movements.(M)
- Distinguishes between talking and singing voice.(M)
- Colors within the lines.(VA)
- Describes role in family.(EMS)
- Plays house.(EMS)

Literacy

Numeracy

Life Skills

Monday



Have a discussion about my favorite shirt, toy, fruit, vegetable, etc.



Tell learners what we can do with left over food and fruit.



Give learners squares and let them copy it with blocks.

"X" Use pegs to make shapes.



In all Learning Area's give learners the opportunity to ask and answer questions.



Observe learners to see if they help to clean-up and put toys away.



Learners perform a sequence of gallops, turns and walking forwards.

Tuesday



Provide various mediums. Learners draw a picture of themselves.



Learners paste stickers on an old bottle to decorate it.



Learners bring jam bottles from home. **"B"**



Give each learner a 4-6 piece puzzle to build.



What can they do to make their classroom cleaner?

What can they do to keep their home clean? Show the sweeping, scooping and cleaning movements copying the teacher.



Observe learners to see if they help to clean-up and put toys away.

Wednesday



Learners cut pictures from magazines. **"N"**



Learners paste their pictures on paper. **"G"**



Make sure to clean all the paper clips after finishing.



Act out what they do in the morning, for example waking up and yawning and stretching arms.



Ask learners what did they do during the day. What did you do today that was nice?



Observe learners to see if they help to clean-up and put toys away.

Thursday



Learners identify objects they use to get ready in the morning for school. (e.g. Toothbrush, hair brush, spoon, cereal bowl, clothes, etc.)



Explain to learners that it's important to take the rubbish out everyday and that we must keep our surroundings clean because waste can be hazardous.



Give learners pictures from old Magazines and newspapers ask them to identify or say what the picture is all about.



Learners listens to songs, for example "If you are happy and You know it"
Observe learners to see if they start singing with music.

Friday



Learners tell you if they have brothers or sisters answering yes or no.



Learners identify a picture in a book, magazine or newspaper. **"N"**



Observe learners during free-play to see if they add sounds and action moves when playing.



Observe learners to see if they can manipulate buttons, snaps and zippers.
Use old buttons, materials and zips.



Teacher demonstrates a simple dance and learners copy the dance.



Composting is the decomposition of organic or green waste into a rich soil conditioner.

So you work it into your garden?



That is so cool dude, getting rid of waste in a good way.



Yes, it is good for the plants and soil. Your plants grow better and you are recycling waste!

Recipe for compost

Ingredients

Soft Ingredients

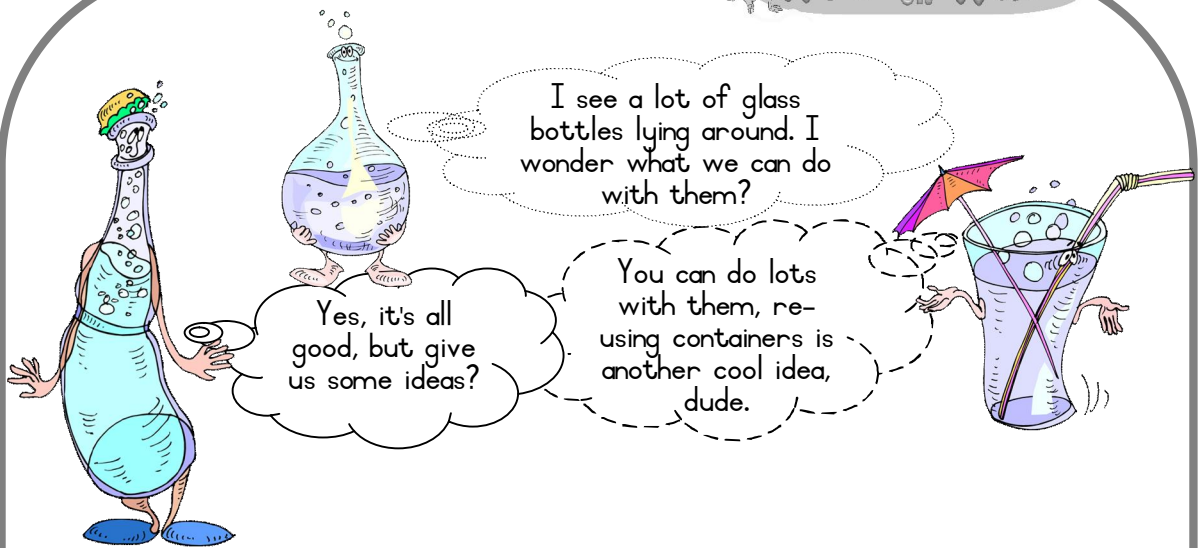
Grass cuttings
Tea leaves/bags
Coffee grounds
Tree leaves
Fruit peelings
Vegetable peelings
Chicken manure
Flowers
Young weeds

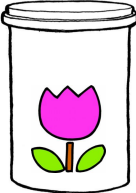
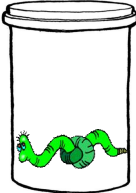

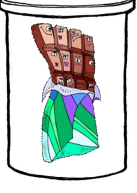
Tough Ingredients

Rose pruning
Kitchen paper roll
Egg shells
Small amount of cardboard
Hedge clippings

Method:

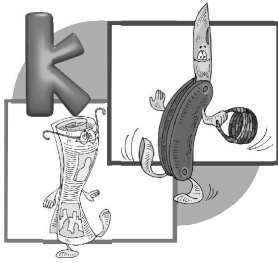
1. Take a large plastic container with a lid or make a hole in the ground. (e.g. Plastic rubbish bin)
2. Add a mixture of soft and tough ingredients from the list above.
3. Repeat step two and turn the compost to allow air into the process. (The more soft ingredients, the more you have to turn.)
4. Turn the compost once a week until all decomposable materials have rotted well.
5. Cover and leave to mature. In Summer it takes about 6-8 weeks and in Winter a bit longer.



<p>Wash it and fill it with flowers from your garden</p> 	<p>You can put worms in it when you go fishing.</p> 	<p>Store left over food in it.</p> 
<p>Put all your marbles in it.</p> 	<p>Decorate it and put pens and pencils in it.</p> 	<p>Use it as a sweet jar.</p> 



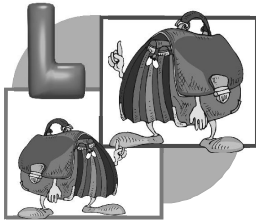




Knife: Cut down on waste.

Koerant: Koerante kan herwin word en ook in die klas gebruik word.

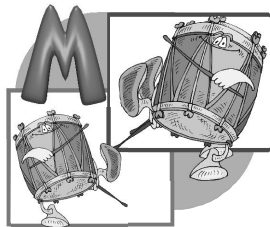
Kids: Make a difference by not littering.



Learn: We should learn how to reduce, re-use and recycle.

Leer: Ons moet leer hoe om te verminder, hergebruik en herwin.

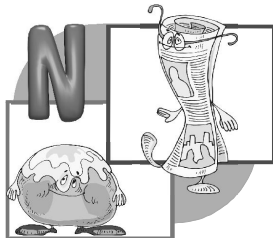
Landfill: All rubbish that we can't recycle or re-use goes to a landfill.



Music: Make musical instruments by using old containers and other waste materials.

Musiek: Maak musiek instrumente deur van ou houters and materiale gebruik te maak.

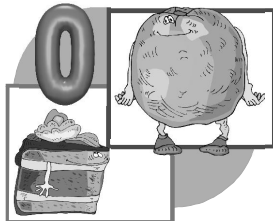
Misplace: Don't misplace rubbish, put it in the rubbish bin.



Newspapers: Newspapers can be recycled. Use old newspapers for classroom activities.

Nagereg: Maak 'n lekker nagereg soos 'n broodpoeding met oorskiet brood.

Noise: Loud noise is also a form of pollution.



Orange: Orange peels and other pieces of fruits and vegetable can go into the compost.

Oorskiet: Maak 'n heerlike toebruidjie van oorskiet kos.

Organic: Organic products are good for you.

My Body



Skills to introduce:

- Asks questions.(L), (N), (LO), (T), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Answers questions.(L), (N), (LO), (T), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Listens to stories.(L)
- Takes turns in conversations and role-plays with people.(L)
- Holds a book the right way up and turns pages appropriately.(L)
- Draws a person with up to 6 recognizable parts.(L)
- Uses time concepts of yesterday, today and tomorrow.(L)
- Names common objects.(L)
- Solves and explains solutions.(N)
- Extends a simple pattern.(N)
- Imitates a 2-step triangle fold.(N)
- Collects physical objects.(N)
- Says own name, town and street.(LO)
- Demonstrates abilities in ball handling skills.(LO)
- Makes simple product from a range of materials and expresses own feelings about the product.(T)
- Matches objects found in the home to appropriate rooms.(G)
- Knows age and responds to events of the past.(H)
- Distinguish between healthy and junk food.(NS)
- Names and describes uses of body parts.(NS)
- Practice good health habits.(NS)
- Categorizes common foods.(NS)
- Demonstrates directional orientation.(D)
- Shows dance and expresses ideas creatively through movements.(D)
- Enjoys make-believe play.(DR)
- Repeats nursery rhymes and sings class songs from memory.(M)
- Explores through adult instruction.(VA)
- Explores the difference between needs and wants.(EMS)

Literacy

Numeracy

Life Skills

Monday



•Supply samples of fruit, vegetables and objects you would use to keep your body healthy and clean.



•Learners name the objects and have a discussion on keeping your body healthy and clean.



•Learners demonstrate how they wash their hands.



Remember to use your peels for the compost!



Learners collect objects from the interest table and explain what they would do with the object and why.
Which of the object can we re-use again? Why?



In all learning areas give learners the opportunity to ask and answer questions.



•Show learners objects that you would find in the home that you would use to take care of your body.

•Learners name the object, explain how you would use it and in which room will you find it. (e.g. Fruit – You eat it to keep your body healthy and you'll find it in the kitchen.)

Tuesday



•Learners name things they did yesterday that was good for their bodies.

What will they do today?
What can they do tomorrow?



•Supply pictures of junk and healthy food. Learners sort it in 2 groups. Learners discuss which food they want and which food they need for a healthy body.



•Talk about organic products.



•Give each learner 2 different types of counters (3 of each).

•Learners form 2 groups/sets with the counters.

•Ask learners how did they sort their counters.

“B” bottle tops



•Give learners different sized balls to play with on a large open space.

•While they run around give them instructions to change direction.

•Explain to learners that we need physical exercise to keep our bodies healthy.

Wednesday



•Learners draw a picture of themselves and cut pictures of healthy habits they can follow to keep their bodies healthy and clean.

•They paste the picture they drew in the middle of a poster and paste all the other pictures around it.

•The heading for their poster: Keeping my body healthy.



Give learners a simple pattern to copy with blocks or beads.

“B” bottle tops



•Explain to learners what a landfill is and why we need it.



•Learners create a landfill with clay.



•Give learners the opportunity to express their feelings about their landfill they've made.



Supply fruit for learners to look at while they're creating their fruit.

Thursday



•Give each learner a copy of the book: I am extremely special.
•Learners complete the activities in the book.



Each learner need to bring a photo of themselves.
You'll need wool etc. for each learner to complete the picture of themselves.



Learners cut a triangle and imitates a 2-step triangle fold. Learners paste it in their books. (I am extremely special.)



“N” Learners can use old newspapers to fold triangles



This is a nice project to add to learners portfolios.



•Learners answer the questions on the last page in their books.



•Ask learners to think about every thing they've learned about keeping their bodies healthy. Let learners name ways in which they can keep their bodies and community healthy and clean.



•Talk to learners about noise and explain to them that it's also a form of pollution.



•Learners sing a song about My body. (e.g. Head and shoulders)
•Learners performs action movements.

Friday



Read any story about My body. A nice story to read is Lucy Moonflower. Available at Childline. (www.childline.co.za)



Show learners simple patterns with beads.

“B” bottle tops with holes
Let them copy the patterns by coloring the pictures on the worksheet.



Remember to do it step-by-step with them!



Learners pick up all the papers in school and throw it in the rubbish bins. **“B”**



Observe learners during free-play to see if they enjoy make-believe play.

My Body



Skills to introduce:

- Asks questions.(L), (N), (LO), (T), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Answers questions.(L), (N), (LO), (T), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Listens to stories.(L)
- Takes turns in conversations and role-plays with people.(L)
- Holds a book the right way up and turns pages appropriately.(L)
- Draws a person with up to 6 recognizable parts.(L)
- Uses time concepts of yesterday, today and tomorrow.(L)
- Names common objects.(L)
- Solves and explains solutions.(N)
- Extends a simple pattern.(N)
- Imitates a 2-step triangle fold.(N)
- Collects physical objects.(N)
- Says own name, town and street.(LO)
- Demonstrates abilities in ball handling skills.(LO)
- Makes simple product from a range of materials and expresses own feelings about the product.(T)
- Matches objects found in the home to appropriate rooms.(G)
- Knows age and responds to events of the past.(H)
- Distinguish between healthy and junk food.(NS)
- Names and describes uses of body parts.(NS)
- Practice good health habits.(NS)
- Categorizes common foods.(NS)
- Demonstrates directional orientation.(D)
- Shows dance and expresses ideas creatively through movements.(D)
- Enjoys make-believe play.(DR)
- Repeats nursery rhymes and sings class songs from memory.(M)
- Explores through adult instruction.(VA)
- Explores the difference between needs and wants.(EMS)

Literacy

Numeracy

Life Skills

Monday



- Supply samples of fruit, vegetables and objects you would use to keep your body healthy and clean.
- Learners name the objects.
- Learners demonstrate how they wash their hands.



Remember to use your peels for the compost! "V"



- Learners collect objects from the interest table and explain what they would do with the objects and why.



- Show learners objects that you would find in the home that you would use to take care of your body.
- Learners name the objects.

Use wrapping of materials and objects to clean one self.

Tuesday



- Learners name food from pictures.

Talk about fruit and vegetables. (Organic products)

"N" Use old magazines and newspapers.



- Give each learner 2 different types of counters (3 of each). Ask learners to sort it.
- "B" Replace counters with bottle tops.



- Give learners different size balls to play with in a large open space.
- Ask them to run with or without the ball.

Wednesday



- Show learners pictures of healthy people ask them what they do. Learners attempt to draw a fruit or vegetable.



- Give learners a simple pattern to copy with blocks or beads.
- "B" You can also use bottle tops.



- Learners play with clay.



- Ask them where they think our waste is going.



Thursday



- Ask learner to bring a picture of themselves. Learner identify him or herself on pictures pinned to board.



- Learners paste a circle in their books and color it.
- "N"



- Ask learners simple questions about themselves.



- Explain to learners that even kids can keep the classroom and home clean.

Friday



- Read any story about My body.



- Show learners simple patterns with beads.
- "B" You can also use bottle tops.



Remember to do it step-by-step with them!



- Learners listen to a song.
- Note if learners move to the rhythm.



- Learners pick up all the papers in school and throw it in the rubbish bins.



- Observe learners during free-play to see if they enjoy make-believe play.



Here's a fun activity for you to do.
This will teach you how a landfill works and why we need it.
To make a real landfill they dig a hole in the ground and line it with protective covering, fill it with trash and cover it with soil. When a landfill is full they cover it with clay and soil. They put pipes in each layer of trash to remove hazardous gas that's forming.
We are running out of space to create landfills, that's why we all have to reduce our waste.

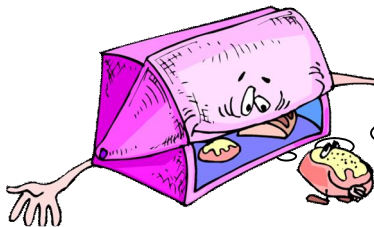
You'll need:

- ❖ Large plastic cup
- ❖ Clay
- ❖ Trash
- ❖ Plastic bag
- ❖ Soil
- ❖ Straws

Method:

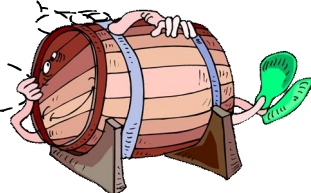
1. Line a plastic cup with approximately 2mm of clay. Leave a window of about 5cmx5cm covered by clay.
2. Cut a piece of plastic bag to fit over the clay. (Leave the window uncovered.)
3. Place a 4cm layer of waste in the cup, insert a straw and cover the waste with a 1cm layer of soil.
4. Repeat step 3.
5. Cover the upper layer of soil with a thin layer of clay.
6. Lastly cover the clay with soil.

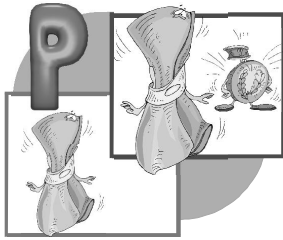
Now you have your own landfill.



Why do we need landfills again?

We need to store the waste.

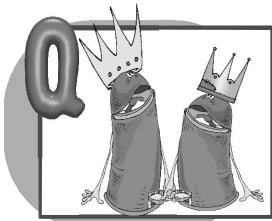




Paper: Replace paper serviettes with material serviettes that you can re-use.

Papier: Vervang papierservette met materiaal servette wat jy kan hergebruik.

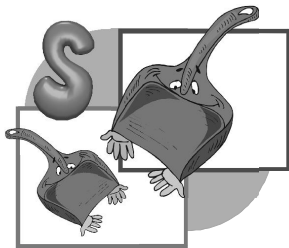
Paper: Don't throw your papers on the ground, throw it in the rubbish bin.



Queen: You are a Queen or a King when you don't waste.

Ons gebruik nie sommer 'n Q in Afrikaans nie.

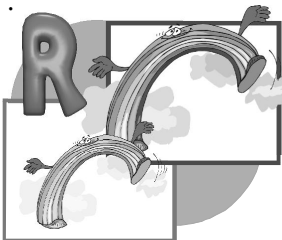
Quickly: There's only one way to deal with rubbish and that is quickly.



Scoop: Scoop it up and throw it into the bin. (Make your own rhyme or song to go with it)

Skoppie: Gebruik 'n skoppie om jou vloerafval maklik mee op te tel.

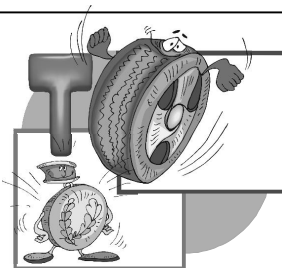
Sort: Sort rubbish so that it can be recycled.



Rainbow:

Reënboog:

Noise: Loud noise is also a form of pollution.



Tire: Use old tires to make an obstacle course.

Trots: Wees trots op 'n skoon skool.

Organic: Organic products are good for you.

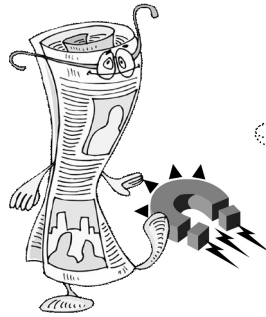
This is to certify that

has been awarded the title of

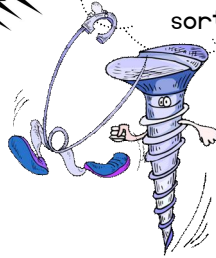
Litter picker of the week

Signed by teacher





A magnet pulls some metals closer and this can be used to sort rubbish.



You'll need:

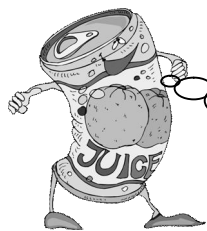
- ❖ A magnet
- ❖ A selection of rubbish
- ❖ 2 Cardboard boxes

Method:

1. Arrange the rubbish on the table.
2. Move the magnet over the rubbish.
3. Put all the rubbish that sticks to the magnet in one box and the other rubbish in the other box.

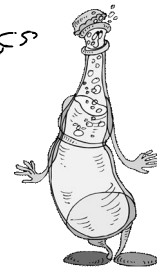
Discuss:

1. What happens to some of the rubbish when you put the magnet near it?
2. Can we use magnets to sort rubbish?
3. What can we do with the steel and iron that is recovered from waste?



This is a great idea for recycling products.

Yes, you are right.



Senses



Skills to introduce:

- Asks questions.(L, (N), (LO), (T), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Answers questions.(L, (N), (LO), (T), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Talks about family and friends.(L)
- Reads by means of pictures.(L)
- Names and explains pictures.(L)
- Explores through adult instruction.(L)
- Says and repeats sentences.(L)
- Matches numbers.(N)
- Strings beads.(N)
- Sorts objects according to size.(N)
- Uses time concepts of yesterday, today and tomorrow.(N)
- Sorts objects.(N)
- Says own name, town and street.(LO)
- Plays games.(LO)
- Explores through adult instruction.(T)
- Manipulates laces, buttons, snaps and zippers.(T)
- Identifies different types of homes.(G)
- Names buildings and objects found in the city and on the farm.(G)
- Retells tales and stories in own words.(H)
- Responds to events of the past.(H)
- Discriminates objects tactilely.(NS)
- Co-ordinates simple gross and fine motor movements.(D)
- Adds sounds and makes action moves when playing.(DR)
- Enjoys playing dress up and make believe play.(DR)
- Sings class songs from memory.(M)
- Imitates natural sounds.(M)
- Tears and cuts paper into approximate shapes and sizes.(VA)
- Enjoys being in a group.(VA)
- Names jobs and workers in the community.(EMS)
- Cuts out simple shapes.(EMS)

Literacy

Numeracy

Life Skills

Monday



- Show learners the pictures of the different body parts.
- Learners name the body parts and describe its use. (Nose, eyes, ears, mouth and hand.)

"N" Cut body part from old magazines and newspapers



- In all Learning Areas give learners the opportunity to ask and answer questions.



- Talk about things that smell good or bad. Give learners pictures or objects to sort into 2 groups: good smells and bad smells.



- Talk about the bad smells that is caused by waste and that waste can be toxic.



- Supply different fruit and vegetables for learners to feel, smell, look at and taste. Ask questions about where we will find fruit and vegetables.
- Play different city and farm sounds to learners and let them identify it. Give learners the opportunity to make their own sounds. Compare buildings on the farm to buildings in the city.

Tuesday



- Recap the 5 senses again.
- Now show learners pictures where the senses are used.



- Ask questions about each picture. (e.g. What senses are used in this picture? Do you think the person is enjoying it? Why or why not?)



- Talk about which senses will be affected in a negative way by waste. What can we do to stop it?



- Give each learner number cards. (1-3)
- Ask questions like: How many claps do you hear? How many objects are on my table?
- Remember to keep your sounds and objects between 1-3. Learners show the correct number for each question with their number cards.



- Read a short story about the farm. Let learners retell the story and talk about the senses you can use on the farm.
- Learners move and make a sound like a farm animal and the other learners guess which animal it is.

Wednesday



- Each learner brings the following from home:

- Something that smells nice.
 - Something that taste nice.
 - Something they like to touch.
 - Something they like to listen to.
 - Something they like to look at.
- Learners talk to the class about their 5 objects.



- Give each learner a string and beads and let them create a necklace.
- Ask questions like: How does it sound when you shake it? How does it feel when the beads glide on the string? What colors do you see? Does the beads have a smell? etc.



- Learners sort rubbish using a magnet.



- Give each learner a picture of a child eating fruit. Give them colored paper to tear in small pieces and paste it on the fruit until the fruit is covered.
- Ask learners which senses will this child use when eating the fruit.

Thursday



- Ask learners questions like: Who in your family makes food that tastes and smells nice? Is there someone you know that makes music you can listen to? Do you know someone who makes paintings you can look at? What in your rubbish is smelly? What can you do to recycle it?



- Give learners different size fruits. Let them sort it according to size.
- When you are done with sorting the fruit, wash it and cut it in chunky pieces.
- Give each learner pieces of different fruit, ask questions like: Do they smell the same? Do they feel the same? Do they taste the same? etc.



- Show learners the pictures of the different professions. Ask them to identify the senses that you would use for each profession. Learners can name other profession and the senses you would use.



- Observe learners to see if they can manipulate laces, buttons, snaps and zippers.

Friday



- Learners perform the action song: 5 Senses.



- Learners make recycled paper. Ask them how the different stages feel and to describe it.



- Ask learners to name ways they used their senses yesterday. How did they and how will they use it today? How will they use it tomorrow?



- Learners cut the triangle and keep it with them during the senses game. They show it whenever they see a music instrument that looks the same.
- Play the senses game. (See instructions in worksheet book.)



- Observe learners during free-play to see if they play dress-up.

Senses



Skills to introduce:

- Asks questions.(L, (N), (LO), (T), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Answers questions.(L, (N), (LO), (T), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Talks about family and friends.(L)
- Reads by means of pictures.(L)
- Names and explains pictures.(L)
- Explores through adult instruction.(L)
- Says and repeats sentences.(L)
- Matches numbers.(N)
- Strings beads.(N)
- Sorts objects according to size.(N)
- Uses time concepts of yesterday, today and tomorrow.(N)
- Sorts objects.(N)
- Says own name, town and street.(LO)
- Plays games.(LO)
- Explores through adult instruction.(T)
- Manipulates faces, places, buttons, snaps and zippers.(T)
- Identifies different types of homes.(G)
- Names buildings and objects found in the city and on the farm.(G)
- Retells tales and stories in own words.(H)
- Responds to events of the past.(H)
- Discriminates objects tactilely.(NS)
- Co-ordinates simple gross and fine motor movements.(D)
- Adds sounds and makes action moves when playing.(DR)
- Enjoys playing dress up and make believe play.(DR)
- Sings class songs from memory.(M)
- Imitates natural sounds.(M)
- Tears and cuts paper into approximate shapes and sizes.(VA)
- Enjoys being in a group.(VA)
- Names jobs and workers in the community.(EMS)
- Cuts out simple shapes.(EMS)

Literacy

Numeracy

Life Skills

Monday



- Point to the different body parts.
- Learners name the body parts. (Nose, eyes, ears, mouth and hand.)



- Talk about things that smells good or bad.



- Supply different fruit and vegetables for learners to feel, smell, look at and taste.



- Learners listen to music.

Tuesday



- Recap the body parts again.
- Let learners use their senses.



- Talk about the fact that waste can smell bad. We have to remove waste quickly when there are any waste.



- Give each learner 2 counters.
- Ask questions like: How many claps do you hear? How many objects are on my table?
- Remember to keep your sounds and objects between 1-2.
- Learners show the correct number for each question with their number cards.



- Read a short picture story about the farm, show pictures. Learners move and make a sound like a farm animal and the other learners guess which animal it is.



Wednesday



- Let learners use their senses to find.
- Something that smells nice.
- Something that tastes nice.
- Something they like to touch.
- Something they like to listen to.
- Something they like to look at.



- Give each learner a string and beads to create necklace with.
- “B” You can also use bottle tops.



- Give learners pictures of fruit. Ask them to identify it. Learners attempt coloring a fruit.



Thursday



- Let learners use their senses to find.
- Something that smells nice.
- Something that taste nice.
- Something they like to touch.
- Something they like to listen to.
- Something they like to look at.



- Give learners different fruit to smell, touch and to identify.



- Show learners pictures of various people to identify.



- Observe learners to see if they can manipulate buttons, snaps and zippers. “Waste materials”

Friday



- Learners perform the action song: 5 Senses.



- Learners make recycled paper. Ask them to feel the different stages.



- Ask learners if they use their senses and if so, when did they use it?



- Give each learner a triangle and keep it with them during the senses game. They show it when ever they see a music instrument that looks the same.

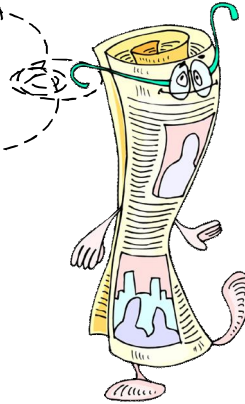


- Play the senses game. (See instructions in worksheet book.)



- Observe learners during free-play to see if they play dress-up.

Here's the recipe for making your own paper and this is another great idea for recycling.



You'll need:

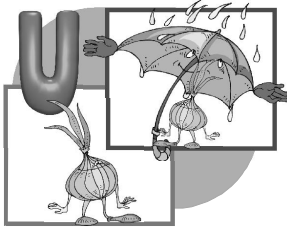
- ❖ Old newspapers
- ❖ A bucket
- ❖ Water
- ❖ A wooden spoon
- ❖ A square tray or pan
- ❖ Thin mesh or netting
- ❖ A flat piece of wood

Method:

1. Tear up 2 sheets of newspaper, place it in the bucket and add 5 cups of water and leave it to soak over night.
2. When the paper is soft mush it into a pulp with your hands.
3. Pour about 2cm depth of water into the pan and place the mesh in the pan.
4. Take a cupful of mushy paper and pour it over the mesh and spread the pulp evenly over the mesh using your fingers.
5. Carefully lift the mesh and place it on newspaper to drain.
6. Put newspaper on top of the pulp and turn it over so that the mesh is now on top.
7. Place your wood on the newspaper and push it down to squeeze out the water.
8. Remove the top newspaper and the mesh. Leave the pulp to dry for at least 24 hours.



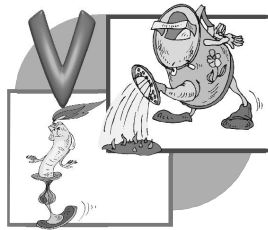
You can use the handmade paper to make cards, etc.



Umbrella

Papier: Vervang
papierservette met
materiaalservette wat
jy kan hergebruik.

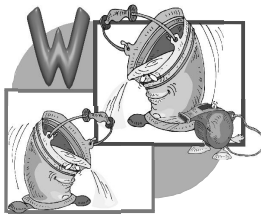
Underground: Toxic rubbish can make the water under the ground bad.



Vegetable garden: Start
your own vegetable garden
at school.

Vuur: Moenie
sommer onnodig
goed verbrand nie.

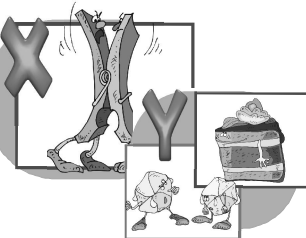
Voice: Use your voice to speak out against littering.



Water: We should use
water sparingly.

Water: Ons moet water
spaarsamig gebruik.

Waste: We need to reduce our waste.



X: Make an X with pegs
or any other waste
materials. The "X" stands
for it is wrong to waste.

Yummy: I can make a
Yummy sandwich with
some leftovers.

Ys: Ek kan vrugte en
koeldrank saam ys om
'n lekker ys-lollietop te
maak.

You: You can make a difference.

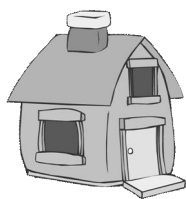


Zero: Zero waste.

Ons gebruik nie 'n
Z sommer in
Afrikaans nie. 'n
Zebra begin wel
met 'n Z.

Zero: There must be zero tolerance for kids littering.

Home



Skills to introduce:

- Asks questions.(L), (N), (LO), (I), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Answers questions.(L), (N), (LO), (I), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Takes turns in conversation.(L)
- Uses language imaginatively.(L)
- Discriminates and identifies common sounds.(L)
- Demonstrates left-to-right and top-to-bottom orientation.(L)
- Solves and explains solutions.(N)
- Strings beads.(N)
- Awareness of right and left.(N)
- Compares and orders capacity and mass.(N)
- Sorts objects.(N)
- Says own name, town and street.(LO)
- Runs around obstacles.(LO)
- Explores through adult instruction.(I)
- Cuts along designated line.(I)
- Identifies different types of homes.(G)
- Matches common objects found in the home to appropriate rooms.(G)
- Retells tales and stories in own words.(H)
- Uses concepts of yesterday, today and tomorrow.(H)
- Names some elements that make up our universe.(NS)
- Identifies the stars, moon, sun and earth in pictures.(NS)
- Co-ordinates simple gross and fine motor movements.(D)
- Demonstrates directional orientation.(D)
- Walks forwards and backwards.(D)
- Adds sounds and makes action moves when playing.(DR)
- Enjoys playing dress up and make believe play.(DR)
- Sings class songs from memory and repeats nursery rhymes.(M)
- Manipulates hands correctly for action songs and finger-plays.(M)
- Creates pictures with paints.(VA)
- Uses scissors and other classroom equipment.(VA)
- Plays house.(EMS)

Literacy

Numeracy

Life Skills

Monday



Show learners pictures of different homes. Discuss why we need homes/shelters to stay in? What different types of homes do we get?



Explain to learners that they need to speak out against people that litter in their community.



Learners color the house and surroundings according to the instructions on the worksheet.



In all Learning Areas give learners the opportunity to ask and answer questions.



Learners bring large boxes. Cut windows and doors in some of the boxes.



Paste the boxes together to create a box-house with different types of rooms. Learners paint and decorate their box-house.



If you have enough boxes you can make more than one house.

Tuesday



Discuss with learners what an address is and why do we have an address? Each learner states their name, town and street.



Have a discussion that we need to keep our communities clean. If we do not do that, the waste can even poison the water under the ground.



Give learners pictures of household equipment and let them sort it and place it in the correct rooms of the box-house.



Learners tell the class about things they did at their home yesterday and what will they be doing today and tomorrow.

Wednesday



Learners complete the worksheet demonstrating left-to-right and top-to-bottom orientation.



Learners think of ideas they can use to reduce the waste in their homes. (Think back to the previous weeks)



Learners make curtains for the box-house using strings of beads. (See instructions in the worksheet book.)



You'll need small beads, nylon gut and small drawing-pins.



Explain to learners that the stars, moon, sun and earth are elements that are part of our universe. (We live on planet Earth.) Ask learner to identify the stars, moon, sun and earth in the pictures. Give learners the opportunity to name/recall the elements they saw in the pictures.

Thursday



Play a recording of common household sounds, such as a toilet flushing, a mixer, a doorbell, a phone, a lawn mower and a vacuum cleaner. Learners listen and identify the sounds. You can also discuss the uses for these items. Learners name people that can reduce waste in their own homes. Can they make a difference? How?



Take different containers and use the same cup to fill each container. Write the number of cups it took to fill each container. Use a balancing scale and ask questions like: Which container is heavy? Which container took the most number of cups to fill? etc.



Learners play running games where they run around obstacles, change direction on command, walk forwards and backwards and co-ordinates simple gross and fine motor movements.

Friday



Learners describe how their dream home would look like. Learners cut their dream house from the worksheet and paste it on a blank page. Learners use paint and other art materials to decorate their dream houses.



Give learners pictures of different household equipment. Learners sort it according to the room it belongs to. Ask questions like: Which room has the most? Which room has the least? Are their rooms that have the same amount? Give a certificate to the learners that helped to pick up the litter.



Learners perform the action rhyme: This is my house.



Observe learners during free-play to see if they add sounds and action moves when playing. Do they enjoy make believe play and playing dress-up.

Home



Skills to introduce:

- Asks questions.(L), (N), (LO), (T), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Answers questions.(L), (N), (LO), (T), (G), (H), (NS), (D), (DR), (M), (VA) and (EMS).
- Takes turns in conversation.(L)
- Uses language imaginatively.(L)
- Discriminates and identifies common sounds.(L)
- Demonstrates left-to-right and top-to-bottom orientation.(L)
- Solves and explains solutions.(N)
- Strings beads.(N)
- Awareness of right and left.(N)
- Compares and orders capacity and mass.(N)
- Sorts objects.(N)
- Says own name, town and street.(LO)
- Runs around obstacles.(LO)
- Explores through adult instruction.(T)
- Cuts along designated line.(T)

- Identifies different types of homes.(G)
- Matches common objects found in the home to appropriate rooms.(G)
- Retells tales and stories in own words.(H)
- Uses concepts of yesterday, today and tomorrow.(H)
- Names some elements that make up our universe.(NS)
- Co-ordinates simple gross and fine motor movements.(D)
- Demonstrates directional orientation.(D)
- Walks forwards and backwards.(D)
- Adds sounds and makes action moves when playing.(DR)
- Enjoys playing dress up and make believe play.(DR)
- Sings class songs from memory and repeats nursery rhymes.(M)
- Manipulates hands correctly for action songs and finger-plays.(M)
- Creates pictures with paints.(VA)
- Uses scissors and other classroom equipment.(VA)
- Plays house.(EMS)

Literacy

Numeracy

Life Skills

Monday



Show learners pictures of different homes such as houses and nests. Where do you live?



Explain to learners that they need to speak out against kids that litters in the classroom.



Learners identify houses in pictures.



In all Learning Areas give learners the opportunity to ask and answer questions.



Teacher brings large boxes to school.



Cut windows and doors in some of the boxes.

Paste the boxes together to create a box-house with different types of rooms. Learners paint and decorate their box-house.



If you have enough boxes you can make more than one house.

Tuesday



Talk to learners where they live.



Ask people from the community to donate old utensils and kitchenware made from plastic. Learners use it for pretend and play activities.



Learners tell the class about things they did at their home.

Wednesday



Learners follow the path on the worksheet.



Explain to learners what waste is.



Learners string beads.



Learners name their family members or part of a family?

Thursday



Play a recording of common household sounds, such as a toilet flushing, a mixer, a doorbell, a phone, a lawn mower and a vacuum cleaner. Learners listen and identify the sounds.



Learners name ways how they can clean the classroom and their homes.



Take different containers and use the same cup to fill each container. Let learners fill containers using sand.



Learners play running games where they run around obstacles, change direction on command, walk forwards and co-ordinates simple gross and fine motor movements.

Friday



Learners paint house made in life skills.



Teacher: You can make various furniture using old boxes, paper mache and wall paper glue.



Give learners pictures of different household equipment to play with, with support learners sort them.



Give a certificate to the learners that helped to pick up the litter.



Learners perform the action rhyme: This is my house.



Observe learners during free-play to see if they add sounds and action moves when playing. Do they enjoy make believe play and playing dress-up.

Litter Detectives

This project is there to help learners to develop a positive attitude against littering.

You'll need:

- ❖ Garbage bags
- ❖ A map of the school buildings and grounds

What to do:

1. Ask learners what littering is. Ask learners if any of them have littered. Do they know of areas in and around the school where litter can be found?
 2. Learners go to the places where litter was identified and collect the litter.
 3. Mark the area on the map and move to the next area. Repeat this activity as often as possible so that you can keep your school litter free.
- By marking the areas on the map, you do not waste time to go to the same spot before cleaning the whole school.

