

## FOUNDATION PHASE LIFE SKILLS

PERSONAL AND SOCIAL WELL-BEING LESSON PLAN GRADE 3	
<b>TAPS TERM</b>	Week: 7-8
<b>Topic:</b>	Health Protection and Keeping my body safe
<b>Objective/ Aim:</b>	<p><b>LESSON 1:</b> Health Protection</p> <ul style="list-style-type: none"> <li>To teach learners about Health protection</li> <li>How to keep themselves safe</li> <li>How to treat wounds</li> </ul> <p><b>LESSON 2:</b> Keeping my body safe</p> <ul style="list-style-type: none"> <li>Learners understand that they need to protect themselves</li> <li>Rules to keep my body safe</li> <li>Trusting 'Yes' and 'No' feelings</li> <li>How to say 'No' to any form of abuse</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>❖ Home Language</li> <li>- Reading</li> <li>- Writing</li> <li>- Phonics</li> <li>- Spelling</li> <li>- Listening and speaking</li> <li>- Vocabulary</li> </ul>
<b>Lesson: Learning and Teaching material (LTSM):</b>	<ul style="list-style-type: none"> <li>❖ DBE Workbooks page 18-21</li> <li>❖ Flash cards – Cereal boxes</li> <li>❖ Pictures – Cut out from old magazines</li> <li>❖ Posters of Health Protection</li> </ul>
<b>eResources:</b>	<ul style="list-style-type: none"> <li>❖ ePortal URL for Life Skills resource file</li> <li>❖ Video URLs: Learn about Health Protection <a href="https://youtu.be/RgnCUrdZ688">https://youtu.be/RgnCUrdZ688</a></li> <li>❖ How to slow the spread of Corona – 19 <a href="https://youtu.be/9kvWo1QYF6w">https://youtu.be/9kvWo1QYF6w</a></li> </ul>
<b>Introduction:</b>	<ul style="list-style-type: none"> <li>❖ The teacher shows the following videos to the learners to introduce them to Health Protection.</li> <li>❖ Video: Learn about Health Protection <a href="https://youtu.be/RgnCUrdZ688">https://youtu.be/RgnCUrdZ688</a></li> <li>❖ How to slow the spread of Corona-19 <a href="https://youtu.be/9kvWo1QYF6w">https://youtu.be/9kvWo1QYF6w</a></li> </ul>
<b>Lesson: Content / Concepts / Skills CAPS</b>  (To be taught /guide/support...)	<p><b>Teacher may start a discussion about Healthy habits to find out what learners know, understand and think. The flow of the lesson will be determined by what learners share and teacher may center the lesson around this</b></p>



**building on their knowledge to inculcate good practices to become part of daily routines.**

Since COVID is a threatening disease teacher may add this as incidental and current but also include the other aspects mentioned in CAPS.

- ❖ The teacher explains Healthy habits to the learners to eliminate any misconceptions, if any.

**Daily physical activity/daily habits:**

Daily habits which lead to a physically active and healthy life includes the following: -

- ❖ Personal Cleanliness (e.g. change your underwear daily, clean clothes, shower, bath.
- ❖ Rest/Sleep (getting enough sleep, taking a nap)
- ❖ Healthy eating is very important. ( food from the five food groups)

**Food Group Functions:**

- ❖ **Fruit and Vegetables** contain important vitamins and minerals that help prevent diseases.
- ❖ **Starchy foods** like potatoes, breads, rice and pasta are calcium and is a good source for energy.
- ❖ **Meats** are proteins for growth.
- ❖ **Dairy products** are a good source of protein and vitamins which keep our bones healthy and strong.
- ❖ **Fat** can be found in oils in spreads

**Dental hygiene:**

- ❖ Brushing your teeth twice a day and visit the dentist every six months. Teacher conduct a survey to find out how many times a day the learners brush their teeth.
- ❖ Discuss how learners can improve their dental care habits. (e.g. by flossing, using a good toothpaste and toothbrush to help prevent plague.)

**Water and its importance**

- ❖ Water is important for the body system function for your brain, blood tissue and organs.

**Teacher also explains common communicable diseases to the learners.**

- ❖ When people sneeze or cough they must turn their heads and sneeze or cough into their hands or elbow otherwise their germs are projected into the air, and those around them may get the same illness by breathing the contaminated air.
- ❖ People who are sick must wash their hands to avoid transmitting their infection unto others.
- ❖ Contact with some insects like flies and mosquitoes can cause diseases.
- ❖ Wash your hands regularly to avoid the spread of germs, especially before you eat.

**Basic first aid practices in situations such as :**

❖ **Nose bleeds**

**Here is what to do to treat a nose bleed:**

- ❖ Calm and comfort the **child**.
- ❖ Have the **child** sit up and lean forward slightly.
- ❖ Tell the **child** to breathe out of his or her mouth.
- ❖ Apply a cold compress to the bridge of the **nose**.
- ❖ If **bleeding** does not **stop**, repeat the above steps again.

❖ **Animal bites**

**Here is what to do to treat an animal bite**

- ❖ Wash the **bite** area with soap and water. If the **bite** is bleeding, put pressure on it using sterile gauze or a clean cloth.
- ❖ If the bleeding has stopped, put antibiotic ointment on the area.
- ❖ Cover the area with a bandage or sterile gauze.
- ❖ If your **child** has pain, give a pain-killer which is child-friendly.

❖ **Cuts**

**Here is what to do to treat a cut which is not gaping and very deep and in need of emergency treatment:**

**Clean the Wound**

- ❖ [Wash your hands.](#)
- ❖ Clean the wound with lots of cool water. Make sure all dirt and debris are removed.
- ❖ Clean the area around the wound with mild soap and water.

**Stop the Bleeding**

- ❖ Cover the wound with gauze or a clean towel and press down with your palm.
- ❖ If the gauze soaks through, don't remove it. Put another layer of gauze on top.

	<ul style="list-style-type: none"> <li>❖ Keep up the pressure for a few minutes after the bleeding stops.</li> <li>❖ Try to elevate the area where the wound is, such as the leg or arm.</li> </ul> <p><b>❖ Burns</b></p> <p><b>Here's what to do to treat a burn:</b></p> <ul style="list-style-type: none"> <li>❖ <b>Cool the burn.</b> Run cool running water over the burn for about five minutes. This helps stop the burning process and decreases pain and swelling. Do not put ice on a burn. Do not rub a burn, because this can worsen the injury. Do not break blisters as this can increase the risk of infection at the burn site.</li> <li>❖ <b>Cover the burn.</b> Cover the burned area with a clean bandage that will not stick to the burned site. This helps decrease the risk of infection and decreases pain.</li> <li>❖ <b>Protect the burn.</b> Keep the burn site clean with gentle washing with soap and water. Do not apply any ointments to the burn site unless instructed by your pediatrician. Never apply butter, greases, or other home remedies to a burn before discussing with your pediatrician, as these can increase the risk of infection as well.</li> </ul> <p><b>Basic health and hygiene</b></p> <ul style="list-style-type: none"> <li>❖ Including not touching another person's blood</li> <li>❖ Talk about the risks and safety</li> </ul> <p>Learners could be asked to practice these on a doll.</p> <p><b>Role-play</b> – Be the “doctor”. What to do to treat wounds.</p> <p><b>Role-play</b> being aware of dangers in the home. How to stay safe.</p>
	<p><b>LESSON 2: KEEPING MY BODY SAFE</b></p> <p><b>Introduction:</b></p> <p><b>Have an open discussion about their bodies and that it belongs to them. Talk about their rights about hugging and kissing adults.</b></p> <ul style="list-style-type: none"> <li>❖ Identify danger</li> <li>❖ Knowledge of protecting oneself</li> <li>❖ Who to communicate with</li> </ul>

**Lesson:**

**Awareness is KEY! YOU CAN GAUGE WHAT THEY KNOW AND WHERE YOU MUST PITCH BUT THE INFORMATION IN ITS ENTIRETY MUST BE SHARED**

Talk about body parts early.

1. Name body parts and talk about them very early. Use proper names for body parts, or at least teach children what the actual words are for their body parts. Feeling comfortable using these words and knowing what they mean can help a child talk clearly if something inappropriate has happened
2. Teach them that some body parts are **private**. Tell children that their private parts are called private because **they are not for everyone to see**. Explain that mommy and daddy can see them naked, but people outside of the home should only see them with their clothes on.
3. Explain how their doctor can see them without their clothes because mommy and daddy are there with them and the doctor is checking their body.
4. Teach children body boundaries. Tell them matter-of-factly that no one should touch their private parts and that no one should ask them to touch somebody else's private parts. Parents will often forget the second part of this sentence. Sexual abuse often begins with the perpetrator asking the child to touch them or someone else.
5. Tell children that **body secrets are not okay**. Most perpetrators will tell the child to keep the abuse a secret. This can be done in a friendly way, such as, "I love playing with you, but if you tell anyone else what we played they won't let me come over again." Or it can be a threat: "This is our secret. If you tell anyone I will tell them it was your idea and you will get in big trouble!" Tell your children that no matter what anyone tells them, body secrets are not okay and they should always tell you if someone tries to make them keep a body secret. Even if it is a family member. This is rife.
6. Tell your child that no one should take pictures of their private parts. This is an epidemic and it puts your child at risk. Tell your kids that [no one should ever take pictures of their private parts](#).
7. Teach your child how to get out of scary or uncomfortable situations. Some children are uncomfortable with telling people "no"—especially older peers or adults. Tell them that [it's okay to tell an adult they have to leave](#) or they can shout out loud... **NO**, if something that feels wrong is happening, and

help give them words to get out of uncomfortable situations.

**8.** Tell your children they will never be in trouble if they tell you a body secret.

Children often say that they didn't say anything because they thought they would get in trouble, too. This fear is often used by the perpetrator. Tell your child that no matter what happens, when they tell you anything about body safety or body secrets **they will NEVER get in trouble.**

**Parent information:**



- ❖ Parents must assist learners to google: Health Protection
- ❖ They can print pictures.
- ❖ Cut the following pictures from old magazines:
  - The five food groups
  - People who are sick
  - Water
  - Personal Cleanliness
  - Dental Hygiene
- ❖ Being safe at home; speak about dangers of appliances and safety measures
- ❖ Discuss treating of wounds
- ❖ Also the dangers of touching someone else's blood

**Learner activities:**

**Reinforce consolidation and revision/ reflect/ /perform/communicate**



1. Worksheet: Dental Health/ Treatment of injuries
2. Worksheet: Draw a picture of yourself busy with physical activity.
3. **Write:** Write sentences on good health habits using the following words:
4. **Role-play**

<b>water</b>	<b>food</b>	<b>Personal hygiene</b>
<b>dental hygiene</b>	<b>diseases</b>	<b>sleep</b>
<b>disinfect</b>	<b>blood</b>	<b>safety</b>
<b>remedies</b>	<b>careful</b>	<b>risk</b>
<b>infection</b>	<b>bandage</b>	<b>running water</b>
<b>wounds</b>	<b>Dettol</b>	<b>health</b>
<b>habits</b>	<b>Animal bites</b>	<b>pressure</b>
<b>wash</b>	<b>precaution</b>	<b>gloves</b>

Please do add to the list of words/vocabulary

**Assessment:**

The following activities can be used for informal assessment during lessons after multiple opportunities:  
Use informal assessment tools

- ❖ Posters of Personal and Dental Hygiene
- ❖ Some of the **activities mentioned above** could also be used as a possible informal assessment  
**[Some also links to HL]**
- ❖ Dramatisation and role-play
- ❖ Paragraphs
- ❖ Poster making with text – Give good instructions and a possible rubric

The following formal activities can be used to assess which require a rubric:

- Worksheet: Dental Health
- Worksheet: On other topics included in this lesson

Rubric:			
Criteria	Support needed	Fair attempt	Good attempt
Learner match 1-3 words with the pictures.			
Learner match 4-6 words with the pictures.			
Learner match all the words with the pictures			