








## FOUNDATION PHASE LIFE SKILLS

| BEGINNING KNOWLEDGE SOCIAL SCIENCE LESSON PLAN GRADE 3 |   |
|--|---|
| <b>TAPS TERM 3</b>                                     | Week: 4   |
| <b>Topic:</b>  | How people lived long ago.  |
| <b>Objective/ Aim:</b>                                 | <ul style="list-style-type: none"> <li>• Social Science is the study of society and the way people lives, social relationships and the manner in which people behave and influence the world around us. Aims at contributing to the development of informed, critical and responsible citizens who are able to participate constructively in a culturally diverse and changing society. It also equips learners to contribute to the development of a just and democratic society. The 7 concepts to be taught:               <ul style="list-style-type: none"> <li>○ Conservation</li> <li>○ Place</li> <li>○ Adaptation</li> <li>○ Relationships</li> <li>○ Interdependence and Diversity</li> <li>○ Individuality and Change</li> </ul> </li> </ul> |
| <b>Integration</b>                                     | <ul style="list-style-type: none"> <li>• Home Language</li> <li>- Reading, Writing, Phonics, Spelling</li> <li>- Listening and speaking, Vocabulary</li> </ul>  |
| <b>Lesson: Learning and Teaching material (LTSM):</b>  | <ul style="list-style-type: none"> <li>• DBE Workbooks page14-19</li> <li>• Flash cards – Cereal boxes</li> <li>• Pictures – Cut out from old magazines</li> <li>• Old pictures and photographs from family albums</li> <li>• Objects from the past and present: iron/electric iron, wooden toy car/toy car, phone/cellphone and camera</li> <li>• Posters of things long ago and now.</li> </ul>   |
| <b>eResources:</b>                                     | <ul style="list-style-type: none"> <li>• Eportal URL for Life Skills resource file</li> <li>• Video URLs: Then and now</li> </ul> <p><a href="https://www.youtube.com/watch?v=RKTYSnllwVY">https://www.youtube.com/watch?v=RKTYSnllwVY</a></p>  |

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|---|--|
|   | <p>Long ago and now<br/> <a href="https://www.youtube.com/watch?v=u978FVWsPzI">https://www.youtube.com/watch?v=u978FVWsPzI</a></p>   |
| <p><b>Introduction:</b></p>   | <p><b>PART 1</b></p> <ul style="list-style-type: none"> <li>• Teacher invites one or two of the learner's grandparents to come and talk about then (THE PAST) and now (The present) [recording, zoom, TEAMS etc.]</li> </ul>   |
| <p><b>Lesson: Content / Concepts / Skills CAPS</b><br/>         To be taught /guide/support...)</p>                    | <ul style="list-style-type: none"> <li>• Teacher explains the difference between Then and Now: <b>“Now”</b> tells about the life of a person as it is in the <b>present day</b> and has been for the past many years after some transition happened; whereas, <b>“then”</b> expresses the life of a person before some transition took place and is something which is a thing of <b>the past</b>.</li> <li>• The teacher shares some artifacts with the learners. She has an old phone, an iron, a camera, and a wooden toy car. The teacher shows them each of these items and ask them if they know what they are. Then she pulls out the modern versions of these same items: a cell phone, electric iron, digital camera, a plastic toy car. They compare the objects and discuss how these everyday items have changed over the years.</li> <li>• Teacher shows videos:             <ul style="list-style-type: none"> <li>• Then and now</li> <li>• Long ago and now</li> </ul> </li> </ul> |
| <p><b>Parent information:</b></p>    | <ul style="list-style-type: none"> <li>• Parents must assist learners to google:Then and now</li> <li>• They can print pictures.</li> <li>• Cut the pictures from old magazines.</li> </ul>  |
| <p><b>Learner activities:</b></p> <p><b>Reinforce consolidation and revision/ reflect/ /perform/communicate</b></p>  | <ol style="list-style-type: none"> <li>1. Learners show and tell about their pictures from the past.</li> <li>2. Learners also share their stories from what they heard from their grandparents.</li> <li>3. Learners make a photo frame to keep their valuable photos from the past.</li> <li>4. Worksheet: Present or past</li> </ol>  |
| <p><b>Objective/ Aim:</b></p>   | <ul style="list-style-type: none"> <li>• Objects used by older family and community members - such as tools, toys, cooking utensils</li> </ul>   |

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|  | <p>Note: Survey and clean an area - this will serve as an introduction to field work</p>   |
| <p><b>Lesson: Learning and Teaching material (LTSM):</b></p>   | <ul style="list-style-type: none"> <li>• <b>Introduction:</b></li> <li>• Vocabulary cards: past, present, long ago, cause, effect, transformation, develop, improve, artefacts,</li> <li>• DBE workbook 2: pages 13-18</li> <li>• Pictures</li> <li>• Videos</li> </ul>  |
| <p><b>e-Resources:</b></p>   | <p><a href="https://youtu.be/U-r-xHln6nE">https://youtu.be/U-r-xHln6nE</a><br/> Long ago and now<br/> <a href="https://www.youtube.com/f798488e-050d-4361-86df-1f50ee741493">https://www.youtube.com/f798488e-050d-4361-86df-1f50ee741493</a><br/> Kalahari bushmen Africa Tribes<br/> <a href="https://www.youtube.com/watch?v=1agNMvcCq4c">https://www.youtube.com/watch?v=1agNMvcCq4c</a><br/> The God's must be Crazy<br/> <a href="https://youtu.be/zEvWGYgmaTE">https://youtu.be/zEvWGYgmaTE</a><br/> Now and then<br/> <a href="https://youtu.be/jOYnsffnoPw">https://youtu.be/jOYnsffnoPw</a><br/> Invention of the wheel</p>  |
| <p><b>Introduction:</b></p>                              | <p><b>PART 2</b></p> <ul style="list-style-type: none"> <li>• Ask learners: How did you traveled to school?<br/> Allow them to answer.</li> <li>• Pose the next question: Do you know this was not always like this. People use different ways to travel. Let's look at the interesting video or look at the picture.<br/> <a href="https://youtu.be/jOYnsffnoPw">https://youtu.be/jOYnsffnoPw</a></li> <li>• Learners discuss their observations.</li> </ul>  |
|  <p><b>Lesson: Content / Concepts / Skills CAPS</b></p> | <p><b>Note:</b> It is important to use enquiring based strategy. This is where questions are posed to make learners think about environmental issues.</p> <p><b>It is important to keep the following in mind:</b></p> <ul style="list-style-type: none"> <li>• <b>Change:</b> Becoming different – It is the act of becoming different or the result of something; to transform, modify or switch.</li> <li>• Environmental education and human rights education.</li> <li>• <b>Enquiry:</b> The learner is able to use enquiry skills to investigate the past and present.</li> <li>• <b>Find RESOURCES</b> and work with RESOURCES: ask questions, find, organise, analyse and collate information.</li> <li>• <b>Write part of history</b> (answer of questions).</li> </ul> |

- **Sharing of knowledge and understanding** (transfer of answers).
- The learners are able to demonstrate history **knowledge and understanding** of history and chronology and time

**Parent information:**



- Allow you child to look at the picture or video. Ask relevant question.
- Use the objects, photos or picture from family
- The importance of this lesson is that your child must understand the life change endlessly.
  - To ask questions and allow the child to ask questions.
  - To consider the change and the effect on people and environment.
  - To take a stand, have an opinion and to act towards.
  - To treasure own and other's history.

**Learner activities:**

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



- Look at the pictures or use real object (Artifacts).
- Discuss and pose the above questions.



Ensure that learners make the connection with past and present.

- **Look at the following pictures and say whether if it belongs to the present (now) or past (long ago). Write the answer in the box below the picture.**

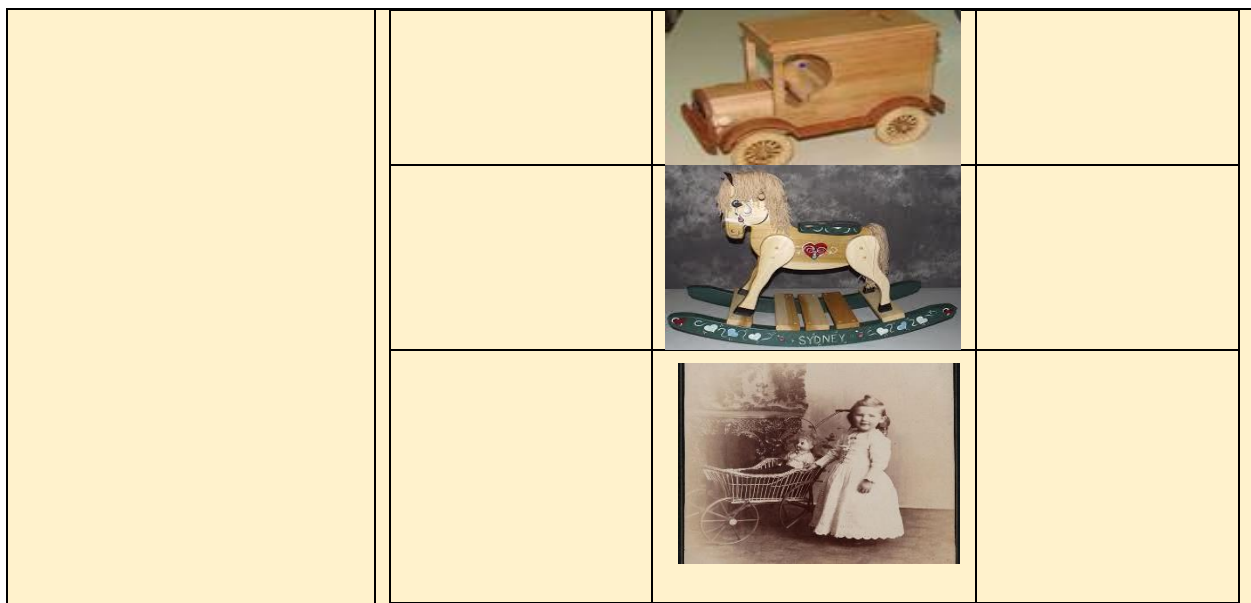
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**Ask the following questions**

What is it? (define)  
 What is it like? (identify the characteristics)  
 How does it happen? (cause- of transformation)  
 What is the consequence? (effect/impact- on people and environment)  
 How do we deal with it?  
 Where do I stand? (value)

- **Children also played in the past. What do you think how did the toys change? Complete the table. Write a paragraph about the item (artifact).**

|          |      |         |
|----------|------|---------|
| Long ago | Past | Present |
|----------|------|---------|



• **Consolidation:** Look at one of the video or read a story

I was born on 7 July 1922 on a Karoo farm called Gannaslaagte. My father was a labourer on the farm and my mother worked in the farmhouse. Every Friday we got meat from the farmer, which we cooked over the weekend. We did not have proper ways of keeping it cold. So we hardly ever ate meat. A few times we had enough meat to make into bitlong, especially when the farmer shot kudu or springbok.

We mostly ate mealies as mealie meal or with dried beans – we called it *umngqusha*. My father often got some coarse bread flour which came from the roller mills in Jansenville. With great patience my mother baked bread in a heavy iron pot on coals because we did not have a stove. Or she made my favourites; roosterkoek or gridalle-cakes. These we ate with prickly-pear syrup. Our "sweets" were pieces of gum from thorn-trees.



We did not get to see many other people. My father and mother worked very hard and long hours. On Sundays we would visit our friends on other farms. We sometimes went by ox-cart.

We liked visiting because we could play with our friends.

We enjoyed playing with bones, clay, seed pods from the thorn trees and stones at a big dam nearby or in the river. My sister and her friends had great fun making clay dolls.

I got my first pair of shoes when I was 12 years old. My father made them from cowhide. It was wonderful not to have to pull out thorns from my feet or to suffer from "iced toes" from the frost in the winter mornings.



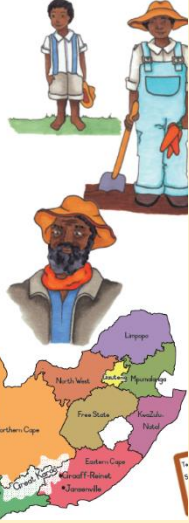
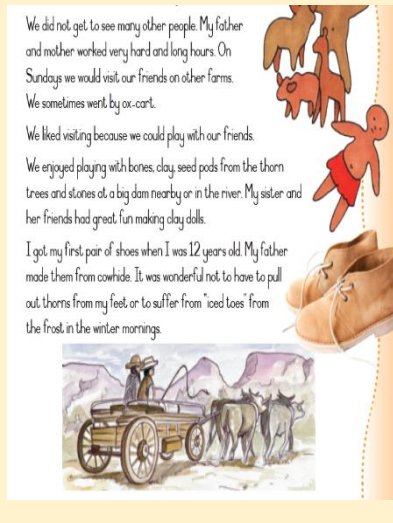
• **Consolidation-Homework:** Collect any picture, photo, object (artefact) or story from past to share with friends in the next lesson.




**Objective/ Aim:**

- Objects used by older family and community members - such as tools, toys, cooking utensils
- Note: Survey and clean an area - this will serve as an introduction to field work

**Integration**

- Home Language: vocabulary
- Mathematics: Time

|  |   |
|--|---|
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| <p><b>Introduction:</b></p>                                  | <p><b>PART 3</b><br/> <b>Revise the story by asking questions:</b></p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="565 877 803 1396" style="width: 45%;"> <p>I was born on 7 July 1922 on a Karoo farm called Giannaslaagte. My father was a labourer on the farm and my mother worked in the farmhouse. Every Friday we got meat from the farmer, which we cooked over the weekend. We did not have proper ways of keeping it cold. So we hardly ever ate meat. A few times we had enough meat to make into biltong, especially when the farmer shot kudu or springbok.</p> <p>We mostly ate meales as meale meal or with dried beans – we called it <i>unngusho</i>. My father often got some coarse bread flour which came from the roller mills in Jansenville. With great patience my mother baked bread in a heavy iron pot, on coals because we did not have a stove.</p> <p>Or she made my favourites; roosterkoek or griddle-cakes. These we ate with prickly-pear syrup. Our "sweets" were pieces of gum from thorn trees.</p> </div> <div data-bbox="803 877 990 1396" style="width: 45%;">  </div> <div data-bbox="998 877 1388 1396" style="width: 45%;"> <p>We did not get to see many other people. My father and mother worked very hard and long hours. On Sundays we would visit our friends on other farms. We sometimes went by ox-cart.</p> <p>We liked visiting because we could play with our friends. We enjoyed playing with bones, clay, seed pods from the thorn trees and stones at a big dam nearby or in the river. My sister and her friends had great fun making clay dolls.</p> <p>I got my first pair of shoes when I was 12 years old. My father made them from cowhide. It was wonderful not to have to pull out thorns from my feet or to suffer from "iced toes" from the frost in the winter mornings.</p>  </div> </div> <ul style="list-style-type: none"> <li>- Was it better to be a child then or better being a child today? Why?</li> <li>- Which part of the story do you like? Motivate.</li> <li>- Think of the tools and equipment today. How does it differ from what we use today?</li> </ul> <p><b>Revision:</b> Look at the table that you have completed before. It show the development of the toy. We call this a <b>timeline</b>.</p> |

| Long ago? | Past   | Present |
|-----------|--|---------|
|           |  |         |
|           |  |         |
|           |  |         |



**Lesson: Content /  
Concepts / Skills CAPS**

**Note:** It is important to use enquiring based strategy. This is where questions are posed to make learners think about environmental issues.

**It is important to keep the following in mind:**

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- **Enquiry:** The learner is able to use enquiry skills to investigate the past and present.
- **Find RESOURCES** and work with RESOURCES: ask questions, find, organise, analyse and collate information.
- **Write part of history** (answer of questions).
- **Sharing of knowledge and understanding** (transfer of answers).
- The learners must be able to demonstrate history **knowledge and understanding** of history, chronology and time.

**Parent information:**



- Allow you child to look at the picture or video. Ask relevant question.
- Use the objects, photos or picture from family
- This is an excellent time to bond and share your family's history.
- The importance of this lesson is that your child must understand that life changes endlessly.
- **Keep the following in mind:**
  - To ask questions and allow the children to ask questions.
  - To consider the change and the effect on people and environment.
  - To take a stand, have an opinion and to act towards.
  - To treasure own and other's history.

**Learner activities:**

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



**Homework:**

Collect any picture, photo, object (artefact) or story from past to share for the next lesson.

- Ask learners to take out their "artefact". (Ensure that you have some common tools or equipment for children that couldn't bring objects to school.

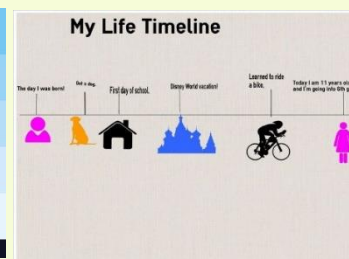
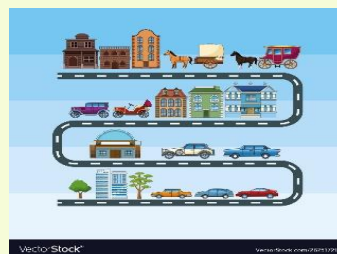
- **Interview:**

**The teacher/parent models:**

Ask a learner/ a child to interview you about what you brought from home. (The learners love this activity.) The interviewer will use the following clues.

| INTERVIEW   |         |        |
|---|---------|--------|
| What did you bring?(Define)                           |         |        |
| Describe your object? (characteristics)               |         |        |
| How did it happen that you got it? (cause)            |         |        |
| What is the effect on you /family /environment?       |         |        |
| How do you deal with it? What are you doing with it?  |         |        |
| How do you feel about it? (value)                     |         |        |
| Draw our object (Artifact) by completing the timeline |         |        |
| Past  | Present | Future |
|   |         |        |

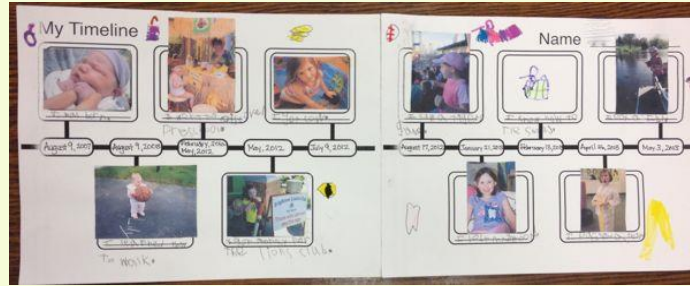
- **Work in pairs:** The learners work in pairs and interview each other. At the end of the interview they recall the information by completing the interview information. Ask volunteers to show case their interview.
- A very good idea is also to work in groups of three. Two learners can take part in the interview, while the third person make a video record with a cell phone. **Make sure that all the safety and authority matters are in place for carrying and using of cellphone. Consult the school's policy. If this interview is done at home, the parent must grant permission.**





Show the video to the whole class as feedback oral as a lesson.

- **Timeline:** Look at the various types of timelines. Interpret the information of the timeline and discuss it.



Design a timeline of your own life. Record important events.

**Assessment:**

Informal: Checklist: How people lived long ago: Compare between the past and the present (Clothes, transport, tools, toys, cooking utensils)  
Oral and practical.