

# Addendum and annexure to Chapter 4

## 4.5.2.1 Spiritual development

<b>Activity 1</b> An example of the integration of areas of the holistic development of the young child	<b>Learning and teaching support material (LTSM)</b>
<p><b>Spiritual:</b>            Children look at their pictures (either photographs or self-portraits) and their names written by themselves or the teacher at each photo or drawing. The teacher includes one of him- or herself.</p> <p>The teacher prompts the children by asking questions like: do we all look the same? Why not? What are the similarities and differences?</p> <p>The teacher asks each child to introduce him- or herself by talking about his or her name, culture or habits at home, religion, etc.</p> <p>The class discusses the difference of the names in terms of the meaning, the sex of each child, the culture, religion.</p> <p>To conclude the activity, the teacher reflects with the children on the value of respect and the principle of democracy (see annexures 1 and 2): although different, we are all in one classroom, learning together, all of us in one school, one community; although a diverse nation with many differences, we are bound by the South African Constitution as one nation.</p> <p><b>Moral:</b>            Children listen with respect to each other. The teacher explains the meaning of the word respect.</p> <p><b>Social development:</b>            Children learn that they are members of the class community within the broader school and beyond the school community.</p> <p><b>Cultural:</b>            Children learn about cultures, habits, religions.</p> <p><b>Critical thinking:</b>            Children need to answer the questions posed by the teacher.</p>	<p>Photos of each child, or self-portraits, are pasted on a big poster. Each child's name is written in Grade 1 font next to his or her photo or drawing. The teacher can also include: girl/ boy.</p> <p>The teacher writes a slogan at the caption of the poster (e.g. Unity in diversity OR Embrace diversity).</p> <p>This can be an integrated activity with art and incidental reading.</p> <p>Use the pictures from annexure 1 – value of respect.</p> <p>Word card – respect.</p> <p>Dramatise respect and disrespect.</p> <p>Pictures of groups of diverse people            Pictures of the SA flag – symbol of diversity (different colours) forming a unity (the SA nation)</p> <p>Posters and/or pictures of different cultural activities, different religions.</p> <p>Sing the national anthem. Discuss the meaning of the words of the anthem and the purpose of the anthem: many different people, different cultures, different languages, etc. – one nation.</p> <p>The teacher writes down the children's answers regarding the similarities and differences between classmates. Emergent writing exercise – children observe her when writing</p> <p>The teacher allows children to ask questions.</p>

## 4.5.3.3 An extended class and school activity on voting

## Scenario

Teachers Thembi and Anienie were tasked by their preschool's head of department (HOD) to plan a project for citizenship education involving age groups four to six.

They both felt it was a difficult topic, so they decided to commence their planning by making a mind map with of all the key aspects related to citizenship education.

Next, they considered possible projects, such as starting a vegetable garden to grow food for the homeless people in their preschool's community. Since the area was experiencing water shortages due to a dry spell, they discarded this idea. Another one that came to mind was for all the children to assist in painting the outside wall of the school, but this would cost money which the preschool could not afford.

Then Tembi remembered that there was a national voting day later in the month and a project on voting related well with all the key concepts. Anienie agreed that this project would allow all their preschool children to participate as well as the parents.

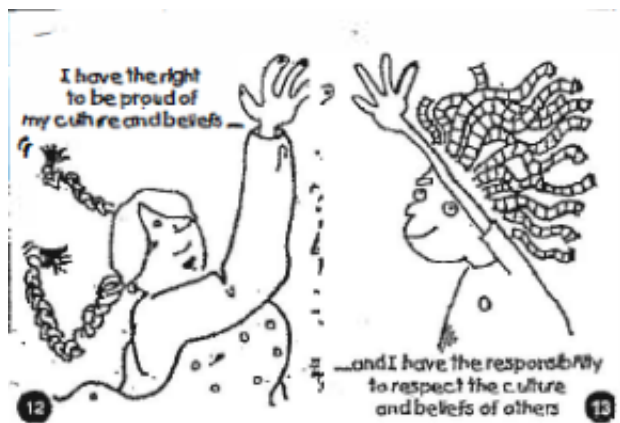
They felt excited and were ready to share their initial ideas with their HOD the next morning.

**Reflect on the actions of the two teachers. Provide some more ideas and suggestions to assist them.**

## ANNEXURE 1

## 1. Rights and responsibilities – pictures and explanations in the idiom of young children





Source: Adapted from Department of Justice. 1995. Children's rights are really cool. Issued by the Directorates: Children's Issues and Publications. Pretoria: Government Printers.

## 2. Values from the Constitution of South Africa, 1996 related to those embedded in CAPS

Adult level	Level of young child in Grade R
The values based on the Constitution of South Africa, 1996	Embedded in CAPS curriculum (Department of Basic Education. 2011. Curriculum and Assessment Policy Statement (CAPS) for Grades R–3, Life Skills. Pretoria: Government Printers.)
1. Democracy	Being able to say what you want to say
2. Social justice and equity	Fairness
3. Non-racism and non-sexism	Treating everyone the same
4. Ubuntu (human dignity)	Being worthy of honour and respect
5. An open society	Communicating with the people around you
6. Accountability	Being responsible
7. Respect	Respecting the rights of others
8. The rule of law	Obedying the laws of the country and the rules of the school, traffic rules, rules at swimming pools, rules at parks etc.
9. Reconciliation	Making peace
10. Equality	Treating everyone the same

## 3. Examples of values for teaching and learning with young children

Honesty, forgiveness, second chances, self-control, acceptance, perseverance, responsibility, grace

### ANNEXURE 2: MANIFESTO FOR YOUNG CHILDREN

This can be designed as an activity: Teachers can involve the children in deciding on a declaration on agreed-upon values for their class. This can be written on poster paper as a manifesto and displayed in the classroom for all children to see and *read*. This can be done instead of, or together with, class rules.

### ANNEXURE 3: LESSON PLAN FOR THE STORY LEOPARD MAKES A PLAN

Lesson plan outline and content	
<b>Date:</b>	<b>17 August 2021</b>
<b>Theme and topic:</b>	<b>Theme:</b> Citizenship/wild animals <b>Topic:</b> Story – traditional story
<b>Lesson outcomes:</b> *CAPS (Department of Basic Education. 2011. Curriculum and Assessment Policy Statement (CAPS) for Grades R–3, Life Skills. Pretoria: Government Printers, 23, 26.) *Bloom's taxonomy for questioning technique	<b>Listening and speaking:</b> Listen and respond to simple questions <b>Emergent reading skills:</b> Pretend to read and adopt a "reading voice" <b>Values:</b> Appreciate the value of <b>responsibility</b> as part of citizenship and citizenship education

<b>Learning and teaching support material (LTSM)</b>	Oral narration with “dress-up”, pictures, sandpit, plastic or clay animals, word cards, books, poster
<p><b>Lesson presentation:</b></p> <ol style="list-style-type: none"> <li><b>Teacher-guided activity</b></li> <li><b>Workstations:</b> Drawing animals, making clay animals, making a collage of the story, playing with animals in sand</li> <li><b>Free play outside:</b> Imitating these animals and the story</li> </ol>	<ol style="list-style-type: none"> <li><b>Introduction:</b> Review – link to background knowledge/frame of reference. Revise the concept of values, specifically the value of responsibility.</li> <li><b>Presentation</b> of story by using LTSM. New knowledge: <ol style="list-style-type: none"> <li>Vocabulary – wild animals, leopard, wolf, hyena, responsibility</li> <li>Enhancement of concept – responsibility. Read the word “responsibility” with the children and talk about its meaning and how it should determine each citizen’s life.</li> </ol> </li> <li><b>Conclusion:</b> Summary of story. Use questions from low to high cognitive level for the purpose of informal assessment. For example: <ul style="list-style-type: none"> <li>What are the names of the animals in the story?</li> <li>What are the meanings of the vocabulary words (e.g. wild animal, responsibility)?</li> <li>What happened at the beginning and the end of the story (story line)?</li> <li>What was the problem?</li> <li>How was the problem solved by Leopard?</li> <li>What does this story tell us about responsibility?</li> <li>How will you show that you are responsible in the classroom and at home?</li> </ul> </li> </ol>
<p><b>Plan learner activities:</b></p> <p><b>Prepare:</b> The materials/stationary at the work stations – books, pictures of wild animals, clay or plastic wild animals, word cards on the display table</p>	<p><b>First ring/circle:</b> Sit on the carpet/blanket.</p> <p><b>Workstations:</b> Drawing the animals or any aspect of the story, making clay animals, making a collage of the story or the bush veld, playing with animals in sandpit.</p>
<p><b>Assessment of learning</b></p>	<p><b>Informal assessment</b> through questions in order to evaluate if learning outcomes were reached. Make a note of learners that did not achieve outcomes for follow-up activities with them. Consider: did learners understand the meaning of responsibility related to the story? Can they relate this to their own lives?</p> <p><b>Analyse artefacts at work stations:</b> Talk about the children’s drawings on aspects of the story (e.g. one of the animals) and write down verbatim the reflections of each on his or her drawing.</p>
<p><b>“Homework”</b></p>	<p>Tell the story to people at home.</p>