



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

# **CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY**

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## **BEAUTY AND NAIL TECHNOLOGY**

### **GRADE 4-5**

Curriculum and Assessment  
Policy Statement Grade R-5  
for learners with Severe  
Intellectual Disability

2018 Orientation

Learning programme

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# 1 SECTION 1

## INTRODUCTION

# 2 SECTION 2:

## INTRODUCTION TO BEAUTY AND NAIL TECHNOLOGY



### 2.1 What is Beauty and Nail Technology?

The purpose of the Beauty and Nail Technology subject is to develop self-directed skills and knowledge of those employed within the beauty industry as assistants to nail technologists, beauticians or make-up artists. It is designed for people who wish to extend their range of skills and knowledge of the industry and those wishing to follow a career in the beauty industry. The learners will be able to integrate the generic salon requisite skills, knowledge, values and attitudes with those specific to the beauty industry, ensuring that the business in which they operate runs smoothly and offers excellent customer service according to the industry standards.

This learning programme will open up entrepreneurial opportunities for learners who wish to join the profession and will enhance the self-image of the learners when he/she becomes more professional. Learners will be able to conduct the prescribed beauty service in a professional manner and will maintain service excellence in their operations, after the completion of the learning programme.

The skills and the content embedded in the skills are taught over two years in Grade 4 and three years in grade 5. With the exception of specialized manicure and pedicure all the topics are taught each year in each grade and the difficulty level of the content increases over the years as well as within the terms. The teacher is however, allowed to adapt the difficulty level of the skills to the ability of the learner.

### 2.2 Topics to be studied in Beauty and Nail Technology are listed in the table below

GENERAL	BEAUTY TECHNOLOGY	NAIL TECHNOLOGY
Introduction to Beauty and Nail technology	Back massage	Manicure
Safety	Neck massage	Pedicure

Security	Facial cleanse	Specialized manicure
Housekeeping	Back cleanse	Specialized pedicure
Sanitation	Facial consultancy	Fibre/silk
Entrepreneurship		Nail art

It is expected that the general topics, although listed as separate items would be taught as part of the Beauty and Nail Technology topics. The theoretical part of the subject should be embedded within the practical execution of the two sections within the subject.

### 2.3 Specific Aims:



In Beauty Technology the learner should be able to:

- Apply safety, security and housekeeping principles;
- Implement and apply sanitation to work environment, equipment and tools for public and personal protection;
- Perform a relaxing back and neck massage;
- Perform a facial and back cleanse service;
- Prepare for and perform a facial consultancy service;
- Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities.

In Nail Technology the learner should be able to:

- Apply safety, security and housekeeping principles;
- Implement and apply sanitation to work environment, equipment and tools for public and personal protection;
- Perform a manicure and pedicure service;
- Perform a specialized manicure and pedicure using paraffin;
- Apply fibre/silk technology;
- Prepare and perform nail art services;
- Demonstrating an understanding of entrepreneurship and develop entrepreneurial qualities.

### 2.4 Requirements for Beauty and Nail Technology as a subject

#### 2.4.1 Time Allocation

The compulsory instructional time for the Vocational Learning Programme for learners experiencing severe intellectual disabilities amounts to 8 hours per 5-day cycle. Schools may offer either three (3) or four (4) vocational subjects, depending on the number of learners in the school and the resources available. The compulsory instructional time for Beauty and Nail Technology is either:

- 2 hours per 5-day cycle plus three (3) other vocational subjects or
- 2½ hours per 5-day cycle plus two (2) other vocational subjects.

Twenty percent (20%) of the above mentioned time is utilized to teach subject content which should be embedded in teaching the learners to execute the skills. This implies that theoretical lessons should not be instructed in isolation, but during the teacher's demonstration that takes place before the learners practise the skills. The learners are required to utilize eighty percent (80%) of the time to practise the various skills in the classroom. The Beauty and Nail Technology periods should be divided into two (2) timeslots.

#### 2.4.2 Resources

##### Human Resources

An appropriately qualified teacher registered with SACE in line with the Collective Agreement 5 of 2001 is required to teach Beauty and Nail Technology.

#### 2.4.3 Infrastructure, equipment and finances

##### 2.4.3.1 Infrastructure

The subject may not be offered without the necessary infrastructure and equipment.

The minimum infrastructure and equipment for the subject are as follows:

- A work space conducive to allow not more than 15 learners to fully participate in the teaching and learning process;
- Enough ventilation and lighting;
- The floor must be covered with a non-slip surface;
- It is advisable that at least three-quarters of three of the wall surface should be painted or tiled;
- It is advisable that at least one wall surface should be covered in mirrors;

- Sufficient supply of electrical outlets;
- Sufficient supply of water outlet both hot and cold;
- A secure and safe storeroom/cupboard for the equipment to be stored;
- A green writing board for theory.

#### 2.4.3.2 Equipment

The school needs to supply the following minimum equipment for each learner to offer the Beauty and Nail Technology subject.

#### 2.4.3.3 Non consumables

- Cloth apron X 15
- Chairs with wheels X 2
- Towels (Small, medium and large)
- Manicure Nail brush X 15
- Pedicure Nail brush X 15
- Cuticle pusher X 15
- Nail file X 15
- Nail clipper X 15
- Facial clothes X 15
- Mask brushes X 15

#### 2.4.3.4 Consumables

Consumables to be shared between two learners for the most between four learners

- 1 Foot spa
- 1 Trolleys
- 1 Plinth
- 1 Dustbin
- 1 Steamer
- Facial Bowls X 15
- Glass Bowls
- Stainless Steel Kidney Bowls
- Manicure Plastic Bowls X 15

- 1 First Aid kit

#### 2.4.3.5 Consumable and Non Consumables to be used in the classroom

##### 1 Sterilizer for the Classroom

<b>Facials</b>	<b>Manicure and pedicure</b>	<b>Artificial nails</b>
Facial sponge	Cuticle remover	Silk/fibre strips
Facial gel wash	Hand cream	Gel liquid
Facial exfoliant	Nail files	Artificial nails
Facial toner	Base coat	Monomer
Facial cleanser	Nail varnish	Nail glue
Facial mask	Hand wash	Finishing wipe
Moisturizer	Paraffin wax	Gauze wipes
Cotton wool	Foot soak – powder	Primer
Ear buds	Foot rasps	Nail art stickers
	Cuticle sand sticks	Cotton wool
	Acetone	Nail hardener
	Cotton wool	Quick dry
	Cuticle oil	Acrylic powder
	Foot scrub	
	Buffing blocks	

#### 2.4.3.6 Finances

Finances may vary per school according to the number of learners that are enrolled in the Beauty and Nail Technology vocational skill class. The subject may not be offered without the necessary finances provided by the school.

The school must provide an annual budget for the maintenance equipment and the purchase of resources required for the learners to enable them to demonstrate the vocational skills.

The teacher is responsible for the stock, and will keep the classroom locked at all times when he or she is not present in the classroom.



Annual stock control is essential and should be undertaken at the last week of each year.

## 2.5 Career opportunities

- Set up a salon business from home with assistance
- An assistant in a salon business
- Perform a salon service
- Assist with the coordination and performance of a salon service
- Perform beauty services
- Perform nail services

### 3 SECTION 3:

## OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

Each week has a compulsory contact time of 2 or 2½ hours (depending on the number of vocational subjects offered at the school) for the subject **Beauty and Nail Technology**.

### 3.1 Content overview of topics

The content is embedded in the skills and the learners should execute the skills in a simulated working environment recreated in the classroom/centre. The table below indicates the topics and content in the **Beauty and Nail Technology** learning programme in Grade 4 and 5 with differentiation.

#### 3.1.1 GENERAL

TOPIC	Grade 4	Grade 5
Introduction to Beauty and Nail Technology	Identify what is beauty and what is nail concepts. Rules and procedures are explained and understood.	Respond to Beauty and Nail Technology concepts. Respond and identify the rules and procedures that apply in a Beauty and Nail Technology classroom.
Safety, Security and Housekeeping	Respond to <b>fire and burglary</b> by contacting the fire brigade and the South African Police Services for assistance during these emergency situations in retail/wholesale outlets.	Respond to <b>a hostage or shooting situation</b> by contacting the South African Police Services and medical support services in the event of fatalities for assistance during these emergency situations in retail/wholesale outlets.
	Respond, understand and list the instructions given out by safety representatives requiring staff cooperation during <b>fire and burglary</b> emergency situations in retail/wholesale outlets.	Understand list and/or respond to instructions given out by safety representatives requiring staff cooperation during a <b>hostage and or shooting</b> emergency situation in the retail/wholesale outlets.
	Assist with the evacuating of customers and staff from buildings	Plan and assist with the evacuating customers and staff

	during <b>fire or burglary</b> emergency situation arising in retail/wholesale outlets.	from buildings during a <b>hostage or a shooting</b> emergency situation arising in retail/wholesale outlets.
	Monitor safety of staff and customers by applying appropriate procedures for a <b>burglary</b> situation in retail/wholesale outlets.	Monitor safety of staff and customers by applying appropriate procedures for a <b>hostage</b> situation in retail/wholesale outlets.
	Apply a range of safety techniques when maintaining shelving and point of sale displays in retail/wholesale outlets.	Apply a range of safety techniques when maintaining shelving and point of sale displays in retail/wholesale outlets.
	Maintain safety of working environments when disposing of hazardous merchandise such as <b>bleach, dyes, acetones and gel remover</b> stocked in retail/wholesale outlets.	Maintain safety of working environments when disposing of hazardous merchandise such as <b>paraffin and blades</b> stocked in retail/wholesale outlets.
Sanitation	Different methods of sanitation procedures performed in the workplace.	Different methods of sanitation procedures performed in the workplace.
	Identify what is needed to maintain a clean and safe environment.	The importance of maintaining a clean and safe work environment
	List cleaning, sanitation and sterilisation equipment, materials and tools in the work environment.	Conduct cleaning, sanitation and sterilizing of equipment, materials and tools in the work environment.
	List what is needed for effective procedures for dealing with disposable waste in the work environment.	Conduct and perform effective procedures for dealing with disposable waste in the work environment.
Entrepreneurship	Able to explain in broad what is meant by entrepreneurship.	Able to explain in more detail what is meant by entrepreneurship.
	List and identify the characteristics of a successful entrepreneur.	Match and select characteristics of a successful entrepreneur:
	List and identify their own individual entrepreneurial	Match and tell to peers individual entrepreneurial characteristics.

	characteristics.	
	Understands business ethics broadly. Understands the meaning of social responsibility.	Provide examples of business ethics and social responsibility.

### 3.1.2 BEAUTY TECHNOLOGY

TOPIC	Grade 4	Grade 5
Back and neck massage	Identify and list the tools needed for the massage workstation preparation.	Explain and describe the tools needed for the massage workstation preparation.
	Find out the client's requirements for a back massage and what is needed to satisfy the requirements of the client.	Find out the client's requirements for a back and neck massage and what is needed to satisfy the requirements of the client.
	List what can be done to treat the identified area by the client.	Explain to a fellow learner what can be done to treat the identified area by the client.
	List and identify what is needed to perform and manage a <b>back massage</b> .	Explain to a fellow learner what is needed to perform and manage a <b>back and neck massage</b> .
	Prepare, perform and manage <b>back massage</b> on a fellow learner.	Prepare, perform and manage a <b>back and neck massage</b> as required by client.
	Describe what is <b>after care</b> service. Understand what is required to perform an <b>aftercare service</b> .	Provide an after care service for a client that came for a <b>back and neck massage</b> .
Facial and Back Cleanse	Identify and list the health and safety procedures in providing <b>facial cleanse</b> services.	Adhere to all the listed health and safety procedures in the previous year when providing a <b>facial and back cleanse</b> services.
	Identify and list what tools and equipment are needed for the <b>facial cleanse workstation</b> and client preparation.	Preparation of <b>the facial and back cleanse workstation</b> and client preparation with all the required tools and equipment.
	Client preparation for a <b>facial cleanses service</b> : List and name what is required in broad s for a	Client preparation for a <b>facial and back cleanse service</b> : Conduct and perform a <b>facial and back</b>

	<b>facial cleanse.</b>	<b>cleanse</b> with all the requirements adhered to.
	Understand what is a <b>facial cleanse</b> service.	Explain what a facial is <b>and back cleanse</b> service.
	Provide a <b>facial cleanse</b> service on a fellow learner.	Provide a <b>facial and back cleanse</b> service on a client.
	Match what is regarded as an <b>after care service</b> with the pictures provided.	Provide an <b>after care service</b> .
Facial consultancy	Prepare the <b>facial consultancy</b> workstation according to the organisational and hygienic requirements.	Prepare the <b>facial consultancy workstation</b> according to the organisational and hygienic requirements.
	List what is needed to prepare a client for a <b>facial consultancy</b> .	Client preparation with all the requirements fulfilled for a <b>facial consultancy</b> .
	Describe what exfoliation is. Name and list what is needed to conduct exfoliation. Prepare and perform an <b>exfoliation service</b> on a fellow learner.	Prepare and perform <b>exfoliation and deep cleanse</b> techniques on a client.
	Show and tell what is a mask.	Perform a mask procedure on a client.
	Explain the advantages of moisturizers for the face and décolleté (the upper part of a woman's chest, below the neck) (the upper part of a woman's chest, below the neck). Show different moisturizers for different skin types.	Perform a moisturising procedure on the face and décolleté (the upper part of a woman's chest, below the neck).

### 3.1.3 NAIL TECHNOLOGY

TOPIC	Grade 4	Grade 5
Manicure and pedicure	Understand what nail technology is.	Understand what nail technology is.
	Understand the basic anatomy	Understand the basic anatomy

	and physiology of the <b>hand</b> .	and physiology of the <b>foot</b> .
	List what is needed to perform a <b>manicure</b> service.	List what is needed to perform a <b>pedicure</b> service.
	Identify all the tools and surfaces needed to perform a <b>manicure</b> service.	Identify all the tools and surfaces needed to perform a <b>pedicure</b> service.
	Prepare the workstation for a <b>manicure</b> service with all the necessary tools needed to perform such a service.	Prepare the workstation for a <b>pedicure</b> service with all the necessary tools needed to perform such a service.
	Perform a <b>manicure</b> service.	Perform a <b>manicure and pedicure</b> service.
	Provide an <b>after care advice</b> .	Provide an <b>after care advice</b> .
Specialized manicure and pedicure		Identify the functions of the hand, foot, fingers, toes and nails.
		Prepare the workstation for a <b>specialised manicure and pedicure</b> service with all the necessary tools needed.
		Provide <b>after care advice</b> .
Nail Art	List what is needed at a workstation to perform <b>nail art</b> .	Prepare the workstation to perform <b>nail art</b> with everything that is needed.
	List and name what is needed to <b>apply nail art</b> .	Select what is needed to perform <b>nail and flat art</b> .
		List what is needed to perform <b>flat art</b> .
		Match what is <b>flat art</b> to pictures.
	Apply <b>nail art</b> on a fellow learner.	Apply <b>nail and flat art</b> on a client.

### 3.2 OVERVIEW OF TEACHING AND LEARNING PER GRADE

Topic	Grade 4	Grade 5
Introduction to Beauty and Nail Technology	✓	
Safety, Security and Housekeeping	✓	✓
Sanitation	✓	✓
Entrepreneurship	✓	✓
Back and Neck Massage	Back Massage	✓
Facial and Back Cleanse	Facial Cleanse	✓

Facial Consultancy	✓	✓
Manicure and Pedicure	Manicure	✓
Specialised Manicure and Pedicure		✓
Nail Art	✓	✓

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### 3.3 Content outline per term

Each term comprises of ten weeks and a minimum of 9 **practical sessions** is compulsory. The sequence within the term is not compulsory and the teacher may cover the learning content and skills in any appropriate sequence. Learners are two years in Grade 4, and therefore 2 suggested activities are provided for each week to allow the learners to perform the second suggested activity during their second year in grade 4. It is not advisable to repeat the same activities more than once as this will not provide the learner the opportunity to learn additional skills.

The Occupational Health and Safety (OHS) Act 85 of 1993 requires the teacher to comply with the safety regulations when issuing equipment and tools to the learners and the teacher may not leave learners unattended during Beauty and Nail Technology instructional time. A group discussion on the safety precautions that must be followed during all the instructional time is compulsory. Learners with severe intellectual disability are not always able to make abstract judgements, and they are often not able to apply learned knowledge from one topic to the next. Impulsive behavior as well as the inability to make fast decisions can easily lead to learners finding themselves in, or being exposed to dangerous situations.



### 3.3.1 Grade 4: Term 1

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
1	Introduction to Beauty and Nail Technology	<ul style="list-style-type: none"> <li>• <b>Show and tell</b> what is a beauty salon as well as what is offered at such a business.</li> <li>• <b>Show and tell</b> what tools/equipment/products are used in a beauty and nail technology salon.</li> <li>• <b>Identify</b> what these tools/equipment/products are used for in the context of beauty technology and nail technology.</li> <li>• <b>Operate</b> some of the basic tools/equipment and materials used within beauty technology and nail technology and what one normally use in everyday life as well such as a nail clipper, file, etc.</li> <li>• <b>Say</b> what kind of shops and businesses one find including a beauty and nail salon.</li> <li>• <b>Tell</b> why he/she would like to work in such a place.</li> <li>• <b>Identify</b> why rules are needed in a beauty and nail salon</li> </ul>	<p><b><u>Grade 4: First year:</u> Role-plays will be extensively used in this first week.</b></p> <p><u>Activity 1:</u> Perform in a role-play about a beauty and nail technology classroom, what one does there and what tools, equipment and products one uses.</p> <p><u>Activity 2:</u> Show videos or DVDs are shown to expose the learners to the world of beauty and nail technology and learners make a collage about what they consider beauty and nail technology is all about.</p> <p><u>Activity 3:</u> Demonstrate to familiarise the learners to the beauty and nail technology learning programme and classroom/workshop. Learners complete a worksheet.</p> <p><u>Activity 4:</u> Paste the rules of the classroom in their workbooks.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Complete a poem from a work bank about the tools and equipment one finds in the Beauty and Nail Technology classroom.</p> <p><u>Activity 2:</u> Paste pictures of the various businesses one can find in</p>

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<p>and therefore in the classroom/workshop.</p> <ul style="list-style-type: none"> <li>• <b>Set</b> rules for the classroom in conjunction with the teacher and the rest of the class.</li> </ul>	<p>their workbooks.</p> <p><u>Activity 3:</u> Paste the rules of the classroom in their workbooks.</p>
2	<b>Safety, Security and Housekeeping</b>	<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>list</b> some of the emergency situations that may arise in a school.</li> <li>• <b>Identify</b> and or <b>list</b> methods to contact services for assistance during fire and burglary.</li> <li>• <b>Identify</b> the number to contact SAPS and the Fire Brigade services for assistance during emergency situations in retail/wholesale outlets.</li> <li>• <b>Identify</b> what options are available when instructions are given out by safety representatives requiring staff cooperation during a fire and or burglary in wholesale/retail outlets.</li> <li>• <b>Identify</b> and or <b>list</b> the safety instructions and <b>demonstrate</b> the ability to monitor the safety of staff and customers by applying appropriate procedures for crime related incidents such as a burglary in a retail or</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Visit to either the SAPS or the Fire Brigade and complete a checklist to paste in the workbook.</p> <p><u>Activity 2:</u> Create a game with the numbers 0-9 on a piece of paper or outside on the ground/sand to reinforce the emergency numbers such as 10111 from a landline or 112 from a Cellular telephone. Use five fingers to reinforce the number.</p> <p><u>Activity 3:</u> Brain storm what can cause a fire.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Participate in an oral discussion on what can cause a fire.</p> <p><u>Activity 2:</u> Complete a worksheet on what can cause a burglary.</p> <p><u>Activity 3:</u> Design a song with words provided by the teacher to</p>

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		wholesale outlet.	highlight the dangers of a fire.
3	Sanitation	<ul style="list-style-type: none"> <li>• <b>Match</b> in pairs or groups the material needed to sanitise the manicure workstation, tools/equipment with pictures provided.</li> <li>• <b>Identify</b> the steps to sanitise the manicure workstation including the tools/equipment.</li> <li>• <b>List</b> the different methods of sanitation procedures performed at the manicure workstation.</li> <li>• <b>Identify/point</b> out or name the areas where contamination can occur at the manicure workstation.</li> <li>• <b>List/identify</b> the steps to limit the spread of contamination at the manicure workstation.</li> <li>• <b>List</b> the necessary steps to be taken to prevent transmission of diseases, non-infectious diseases and disorders at the manicure workstation.</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Practical demonstrations on sanitation firstly by the teacher and learners to complete a mix and match worksheet.</p> <p><u>Activity 2:</u> Written, oral or signing activities – Worksheets to match identify and name of tools, equipment and material to sanitise a manicure workstation.</p> <p><u>Activity 3:</u> Show videos and DVDs to demonstrate how contamination can occur and how it can be prevented – <b>Class discussion</b> to follow after the viewing of the DVD or Video about what they saw were not done to prevent contamination.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Participate in a sketch depicting how contamination and germs are spread.</p> <p><u>Activity 2:</u> Complete a puzzle in what steps are needed to prevent contamination before and after a manicure service is performed on a</p>

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> what is bleach, dyes, acetones and gel remover and how to dispose and use it safely.</li> </ul>	<p>fellow learner.</p> <p><u>Activity 3:</u> Pack and show the different material/ tools and equipment to use when sanitising the workstation.</p>
4-5	Manicure	<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>name</b> the basic anatomy and physiology of the hand.</li> <li>• <b>Show</b> a basic understanding that the hand consist of muscles and skeletal components within the context of a manicure.</li> <li>• <b>Show</b> a basic understanding of the different structure, shapes and growth of nails by showing it on a diagram provided by the teacher.</li> <li>• <b>Show</b> and <b>tell</b> a basic understanding of nail technology, including manicures, pedicures and nail art.</li> <li>• <b>Show</b> a basic understanding in pairs or groups the procedures for performing a manicure in terms of the steps to be followed by using of pictures.</li> <li>• <b>Identify</b> the basic tools and equipment needed for a</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Draw your hands on a piece of cloth with various mediums such as fabric paints, crayons, paper mache, collage etc. To be displayed in the classroom.</p> <p><u>Activity 2:</u> Cut and paste different hands in the workbook.</p> <p><u>Activity 3:</u> Participate in a group discussion on what is a manicure.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Match pictures of hands with labels of the terminology of the basic physiology and anatomy of the hands.</p> <p><u>Activity 2:</u> Practical demonstrations, firstly by the teacher and then the learner, on the way to hold your equipment when s/he performs a manicure.</p> <p><u>Activity 3:</u> Role play on the way to treat clients, including a fellow</p>

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<p>manicure and their specific uses.</p> <ul style="list-style-type: none"> <li>• <b>Prepare</b> the workstation for a manicure service.</li> <li>• <b>Select</b> and <b>prepare</b> in pairs or groups the equipment, products and materials to ensure efficiency of a manicure service.</li> <li>• <b>Complete</b> in pairs or groups the record keeping documents according to the organisational requirements.</li> <li>• <b>Consult</b> in pairs or groups with the client to determine the desired shape and length of their nails.</li> <li>• <b>Discuss</b> in pairs or groups the service the fellow learner wants to be performed.</li> <li>• <b>Prepare</b> a fellow learner in pairs/groups for a manicure service.</li> <li>• <b>Perform</b> in pairs or groups a basic manicure service.</li> <li>• <b>Soften</b> and <b>push back</b> the cuticles to minimize discomfort when removing cuticles with cuticle cutter as</li> </ul>	<p>learner.</p>

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		part of the aftercare service to the fellow learner.	
6	Nail Art	<ul style="list-style-type: none"> <li>• <b>Identify</b> what is nail art.</li> <li>• <b>Match</b> nail art products according to the nail size and treatment plan and confirmed with the client.</li> <li>• <b>Copy</b> nail art products such as a top coat and nail art base sequentially according to the manufacturer's instructions and the client's requirement on to a client's chart.</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Complete the client requirement card to determine what the client requires.</p> <p><u>Activity 2:</u> Write a song and perform in how to dispose of waste material after nail art was applied.</p> <p><u>Activity 3:</u> Cut out different nail varnishes, nail varnish removers, base coats and top coats and paste on a worksheet provided by the teacher.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Pack the workstation and demonstrate to the teacher that they understand what material, tools and equipment is needed for a nail art service with the first years' client requirement card as basis.</p> <p><u>Activity 2:</u> Participate in a role play about how the condition of your nails can influence other people.</p> <p><u>Activity 3:</u> Show how to dispose of waste material.</p>

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
7	Back Massage	<ul style="list-style-type: none"> <li>• <b>Show</b> and <b>tell</b> their understanding of beauty technology, including back, facial and back cleanses and facial consultancy.</li> <li>• <b>Prepare</b> the client's cubicle according to the health and safety requirements.</li> <li>• <b>Adjust</b> room temperature, lighting and ventilation according to the client and treatment needs</li> <li>• <b>Protect</b> the plinth/massage table according to the organisational requirements.</li> <li>• <b>Prepare</b> the trolley/work surface according to safety and hygiene requirements.</li> <li>• <b>Identify</b> and <b>list</b> the tools and equipment used during a massage.</li> <li>• <b>Adhere</b> to the safety and hygienic procedures throughout the whole process according to the occupational health and safety regulations.</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Complete a worksheet about the body, the back and its functions.</p> <p><u>Activity 2:</u> Compose an action song about the back.</p> <p><u>Activity 3:</u> Participate in a game where a back massage is illustrated.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Produce a board game such as snakes and ladders where bad things happen to you when a working area have been sanitised or not.</p> <p><u>Activity 2:</u> Perform in a sketch how to prevent contamination whilst busy with a back massage.</p> <p><u>Activity 3:</u> Complete a worksheet by matching pictures and words (column A and column B).</p>

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> <li><b>Provide</b> a cleansing service on a fellow learner.</li> </ul>	
8	Facial Cleanse	<ul style="list-style-type: none"> <li><b>Prepare</b> the facial consultancy workstation according to the organisational and hygienic requirements.</li> <li><b>Set</b> lighting, temperature and ventilation in an appropriate manner.</li> <li><b>Protect</b> the chair/plinth according to organisational requirements.</li> <li><b>Prepare</b> the trolley with relevant tools, materials, products, make-up cosmetics in accordance with organisational requirements and sanitise the workstation before and after the service.</li> <li><b>Position</b> a waste bin within reach of the workstation.</li> <li><b>Organise</b> equipment to be used during the assessment procedure in accordance with organisational requirements.</li> <li><b>Follow</b> and <b>adhere</b> to safety and hygienic practices</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Participate in a discussion about the facial cleanse cubicle.</p> <p><u>Activity 2:</u> Draw a facial cleanse cubicle on a worksheet provided.</p> <p><u>Activity 3:</u> Participate in a role play about a client coming to have a facial cleanse.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Cut and paste the material, tools and equipment used during a facial cleanse on a worksheet provided by the teacher.</p> <p><u>Activity 2:</u> Cut and paste pictures of what is considered waste and what is considered hazardous waste and paste on a worksheet provided.</p> <p><u>Activity 3:</u> Complete a worksheet on how to dispose of waste material after a facial cleanse was completed on a client.</p>



Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<p>throughout the process.</p> <ul style="list-style-type: none"> <li>• <b>Prepare</b> the client, assess the skin utilising appropriate equipment, and skin care products.</li> <li>• <b>Receive</b> and <b>consult</b> the client according to hygienic and professional attitude throughout the service.</li> <li>• <b>Prepare</b> the client for an exfoliation service.</li> <li>• <b>Name</b> and <b>list</b> what is needed to perform an exfoliation service.</li> <li>• <b>Describe</b> what an exfoliation service is/ what exfoliation is.</li> <li>• <b>Dispose</b> of waste material in a sanitary manner.</li> </ul>	
9	Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>Discuss</b> entrepreneurship.</li> <li>• <b>Describe</b> what entrepreneurship is.</li> <li>• <b>Identify</b> different types of business are identified.</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Cut and paste various entrepreneurs on a worksheet provided by the teacher.</p> <p><u>Activity 2:</u> Mix and match different entrepreneurs with the</p>

Grade 4 Term 1			
WEEK	TOPIC	CONTENT The learner must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Describe</b> different types of business.</li> <li>• <b>Discuss</b> different types of business.</li> <li>• <b>Discuss</b> the advantages and disadvantages of different types of entrepreneurship.</li> </ul>	<p>product they sell/produce.</p> <p><u>Activity 3:</u> Sing a song about different entrepreneurships.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Practise to operate different types of businesses through role-plays or sketches.</p> <p><u>Activity 2:</u> Make a collage or poster of various types of businesses in their communities.</p> <p><u>Activity 3:</u> Conduct interviews with various business people in their communities and make a mind map of what they found out. If the business belongs to a family member or family friend then the learner can conduct the interview on his/her own, otherwise if it is only the neighbourhood shop, etc. a family member should accompany the learner. Teacher will provide the questions that they have to ask and will provide a checklist for the responses.</p>

10	<p style="text-align: center;"><b>FORMAL ASSESSMENT TASK: GRADE 4</b></p> <p>Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.</p> <p style="text-align: center;"><b><u>GRADE 4: FIRST YEAR: TERM 1</u></b></p> <p><b><u>PRACTICAL ASSESSMENT</u></b></p> <p><b><u>Week 2:</u></b> View Videos or DVDs of emergency situations. Apply the various techniques shown in a role play.</p> <p><b><u>Week 3:</u></b> Pack the workstation for a manicure station. Identify the tools needed for a manicure service.</p> <p><b><u>Week 4 - 5:</u></b> Identify the equipment, tools and materials needed to perform a manicure and a pedicure Select the equipment, tools and materials needed to perform a manicure and a pedicure. Perform a manicure on a client. Perform a pedicure on a client.</p> <p><b><u>Week 6:</u></b> Identify what is needed for a nail art service. Select the material, items and equipment identified for the nail art service.</p> <p><b><u>Week 7:</u></b> Show the sequence of a back massage on a fellow learner. Perform a back massage on a fellow learner.</p> <p><b><u>Week 8:</u></b> Identify what is needed for a facial cleanse service. Select the items/ equipment and tools identified for a facial cleanse.</p> <p><b><u>Week 9:</u></b> Clean the workstation for a manicure service. Conduct a manicure and conduct on a fellow learner.</p> <p><b><u>THEORETICAL ASSESSMENT</u></b></p> <p>Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.</p> <p><b><u>Week 2:</u></b> Paste the rules of the Nail and Beauty Technology classroom in their workbooks.</p> <p><b><u>Week 3:</u></b> Visit the South African Police Services (SAPS) or the Fire Brigade and complete a checklist provided by the teacher. Past in the workbooks.</p> <p><b><u>Week 4:</u></b> Written/oral or signing activities worksheet to match, identify, and name of tools, equipment</p>
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and material to sanitise and sterilise a workstation.

**Week 5:** Learner draws his/her hands on a piece of cloth with various mediums such as fabric paints, crayons, paper Mache, etc. display in classroom.

**Week 6:** Participate in a group discussion on what is a manicure.

**Week 7:** Write a song and perform the song: how to dispose of waste and hazardous material.

**Week 8:** Complete a worksheet about the body, the back and its function.

**Week 9:** Draw a facial cleanse cubicle on a worksheet provided.

#### **GRADE 4: SECOND YEAR: TERM 1**

#### **PRACTICAL ASSESSMENT**

##### **Week 2:**

Participate in a fire drill.

Assist the fire Marshall with instructions.

##### **Week 3:**

Demonstrate how to wash hands before and after a manicure is performed on a fellow learner.

Identify what is needed to wash hands.

##### **Week 4 – 5**

Perform a hand massage as part of a manicure on a family member or friend.

Identify what is needed for a manicure.

Select the materials, tools, equipment and items needed for a manicure.

Pack the workstation for a manicure.

##### **Week 6:**

Perform a nail art service on a fellow learner.

Identify what is needed for a nail art service.

##### **Week 7:**

Identify what is needed to sanitise a workstation before and after a back massage.

Select what is needed to sanitise a workstation before and after a back massage.

##### **Week 8:**

Assess the clients' needs for a facial cleanse.

Transfer the client's needs on a job card.

##### **Week 9:**

Fill out a client's requirement card.

Conduct a nail art service on a fellow learner.

#### **THEORETICAL ASSESSMENT**

**Week 2:** Design a song with words provided by the teacher.

**Week 3:** Participate in a sketch depicting how contamination and germs can spread.

**Week 4:** Role-plays on how to treat a client, including a fellow learner.

**Week 5:** Match pictures of hands with labels of the terminology of the basic physiology and anatomy of the hands.

**Week 6:** Cut out pictures of waste and hazardous material and paste on a poster. Present to the

class.

**Week 7:** Produce a board game similar to snakes and ladders. Bad things will happen to the player when a working area is not sanitised and vice versa.

**Week 8:** Cut and paste the material, tools and equipment used during a facial cleanse on a worksheet provided by the teacher.

**Week 9:** Conduct interviews with various business people in the community. The teacher provides the questions for the interview and the instructions.

PUBLIC COMMENT

### 3.3.2 Grade 4: Term 2

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
1	<b>Safety, security and housekeeping</b>	<ul style="list-style-type: none"> <li>• <b>Recap</b> on identified and listed emergency situations that may arise in a school.</li> <li>• <b>Match</b> the emergency service one find to the logo/pictures of the service.</li> <li>• <b>Respond</b> to emergency situations by and <b>match</b> the emergency service to be contacted.</li> <li>• <b>Select</b> the best possible option route evacuate clients during a fire and or burglary in retail/wholesale outlets whilst busy with a manicure or back massage service.</li> <li>• <b>Show</b> an understanding of the safety instructions and demonstrate the ability to monitor the safety of staff and customers by applying appropriate procedures for crime related incidents, such as a burglary or a fire whilst busy with a manicure or back massage service.</li> <li>• <b>Identify</b> what is bleach, dyes, acetones and gel remover and how to dispose and use it safely.</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Make a poster to depict various ways how people react to a burglary or a fire whilst busy with a manicure or back massage service.</p> <p><u>Activity 2:</u> Participate in a discussion on how to prevent a burglary or a fire.</p> <p><u>Activity 3:</u> Brain-storm best options how to react to a fire and or burglary.</p> <p><u>Activity 4:</u> Cut and paste pictures of the emergency services, e.g. South African Police Services and Fire Brigade in South Africa and what each of the service offer to the public.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Fill out puzzles to reinforce safety measures in the Beauty and Nail Technology classroom.</p> <p><u>Activity 2:</u> Practice making calls to the emergency service providers</p>

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
			<p>such as SAPS and the Fire Brigade in a role play set up.</p> <p><u>Activity 3:</u> Cut out pictures about emergency service providers and paste it next to the service provider.</p> <p><u>Activity 4:</u> Complete a word search activity sheet about emergency services and paste in the workbooks.</p>
2	Sanitation	<ul style="list-style-type: none"> <li>• <b>Select</b> in pairs or groups the material needed to sanitise the manicure workstation, tools/equipment.</li> <li>• <b>Select</b> and <b>demonstrate</b> the different methods of sanitation procedures performed at the manicure workstation.</li> <li>• <b>Select</b> and <b>demonstrate</b> the steps to sanitise the manicure workstation.</li> <li>• <b>Use</b> the various tools, equipment and materials sanitise the workstation.</li> <li>• <b>Discuss</b> in groups the different reasons why contamination can happen at the manicure workstation.</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Participate in a class discussion focusing on the advantages of sanitation.</p> <p><u>Activity 2:</u> Complete a worksheet/diagram on contamination, how it occurs and how it can be prevented.</p> <p><u>Activity 3:</u> Cut out and paste pictures of bad practices that can lead to contamination in a Beauty and Nail Technology Classroom/ Salon.</p> <p><u>Activity 4:</u> Complete sentences on a worksheet by filling in the missing word and paste in the workbook. Missing words are to be provided in a word bank.</p> <p><b><u>Grade 4: Second year:</u></b></p>

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> the various waste materials including biologically contaminated waste.</li> </ul>	<p><u>Activity 1:</u> Produce a board game such as snakes and ladders where bad things happen to you when a working area have been sanitised or not.</p> <p><u>Activity 2:</u> Perform in a sketch how to prevent contamination.</p> <p><u>Activity 3:</u> Perform a simple experiment to show how bacteria can grow and produce evidence such as photographs or drawings.</p> <p><u>Activity 4:</u> Complete a worksheet by matching pictures and words (column A and column B).</p>
3-4	Manicure	<ul style="list-style-type: none"> <li>• <b>Match</b> the basic anatomy and physiology of the hand with pictures provided.</li> <li>• <b>Know</b> that the hand are made up of muscles and skeletal components and how that impact on the manicure service.</li> <li>• <b>Copy</b> the different structures, shapes and growth of nails on a diagram provided by the teacher.</li> <li>• <b>Prepare</b> the workstation for a manicure service by</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Complete tables with pictures to mix and match terminology of the basic anatomy and physiology of the hand with pictures provided.</p> <p><u>Activity 2:</u> Make a model of their hands with clay and paint it for display purposes in the classroom.</p> <p><u>Activity 3:</u> Search for pictures of hands on the Internet sites such as Google or Pinterest or clip art images and past on a worksheet provided by the teacher.</p>



Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<p>complying with safety standards.</p> <ul style="list-style-type: none"> <li>• <b>Match</b> the basic tools and equipment needed for a manicure to their specific uses.</li> <li>• <b>Complete</b> in pairs or groups the record keeping documents according to the organisational requirements.</li> <li>• <b>Prepare</b> a client in pairs/groups for a manicure service.</li> <li>• <b>Select</b> and <b>prepare</b> in pairs or groups the equipment, products and materials to ensure efficiency of a manicure service.</li> <li>• <b>Perform</b> a basic manicure service on a fellow learner.</li> <li>• <b>Soften</b> and <b>push back</b> the cuticles to minimize discomfort when removing cuticles with cuticle cutter.</li> <li>• <b>Demonstrate</b> in pairs or groups the techniques for relaxing hand and forearm massage.</li> </ul>	<p><u>Activity 4:</u> Sew with the hands a mitten and decorate it with various gems, rhinestones, threads, etc.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Role-play on the way to treat clients.</p> <p><u>Activity 2:</u> Complete diagrams of the structures and shapes, growth of the nails.</p> <p><u>Activity 3:</u> Complete a worksheet on the various functions a hand can do.</p> <p><u>Activity 4:</u> Cut out various pictures of a manicure and present as a chart to put up in the classroom.</p>
5	Nail Art	<ul style="list-style-type: none"> <li>• <b>Select</b> nail art products according to the treatment plan</li> </ul>	<b><u>Grade 4: First year:</u></b>

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<p>and confirm with the client.</p> <ul style="list-style-type: none"> <li>• <b>Select</b> and <b>apply</b> nail art products such as top coat and nail art base sequentially according to the manufacturer's instructions and the client's requirements.</li> <li>• <b>Dispose</b> of waste material in a safe manner.</li> </ul>	<p><u>Activity 1:</u> Role-play how to receive a client for a nail art service.</p> <p><u>Activity 2:</u> Fill out a worksheet that represent the reception and administrative services that consultants have to complete upon receiving and consulting clients.</p> <p><u>Activity 3:</u> Personalise an appointment book with various methods such as collage, crayons and colour pencils, fabric paint, etc.</p> <p><u>Activity 4:</u> Complete a worksheet (Column A to Column B) about consultation with a client in a professional manner.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Complete a puzzle to depict nail art, nail products, etc.</p> <p><u>Activity 2:</u> Clean the classroom after a nail art service was performed as part of safety and housekeeping rules.</p> <p><u>Activity 3:</u> Lock the stock away after it has been used.</p> <p><u>Activity 4:</u> Write a song in a group (teacher is to supply some words) about nail art and how it makes a person feel and perform the song in a group.</p>

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
6	Back Massage	<ul style="list-style-type: none"> <li>• <b>Match</b> and <b>name</b> the client's cubicle according to the health and safety requirements.</li> <li>• <b>Tell</b> the reason why room temperature, lighting and ventilation should be according to the client and treatment needs.</li> <li>• <b>Explain</b> how to protect the plinth/massage table according to the organisational requirements.</li> <li>• <b>Copy</b> the safety and hygiene requirements for the trolley.</li> <li>• <b>Sanitise</b> the workstation before and after the neck massage service.</li> <li>• <b>Adhere</b> to the safety and hygienic procedures throughout the whole process according to the occupational health and safety regulations.</li> <li>• <b>Provide</b> a back massage service on a fellow learner.</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Oral discussion about the anatomy of the body.</p> <p><u>Activity 2:</u> Match labels with their body parts and identify their functions.</p> <p><u>Activity 3:</u> Complete a song about the body and parts thereof and concentrate on the back.</p> <p><u>Activity 4:</u> Play a fun game about the body.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Participate in the counting of the stock in the storeroom and record on a worksheet provided.</p> <p><u>Activity 2:</u> Complete a word search activity provided by the teacher and paste in the workbook.</p> <p><u>Activity 3:</u> Work out a dance sequence about a back massage and how to ensure that clients get on and off the plinth safely.</p> <p><u>Activity 4:</u> Discuss how to make a client feel comfortable during a</p>

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
			back massage.
7 – 8	Facial Cleanse	<ul style="list-style-type: none"> <li>• <b>Match</b> what is needed in the facial consultancy workstation according to its organisational and hygienic requirements.</li> <li>• <b>Label</b> the lighting, temperature and ventilation on a chart.</li> <li>• <b>Explain</b> in pairs what the function of the chair/plinth is.</li> <li>• <b>Re-arrange</b> the trolley that was ill prepared by the teacher with relevant tools, materials, products, make-up cosmetics in accordance with organisational requirements.</li> <li>• <b>Clean</b> the waste bin after every session according to safety and health regulations.</li> <li>• <b>Label</b> and <b>match</b> equipment to be used during the assessment procedure in accordance with organisational requirements.</li> <li>• <b>Follow</b> and <b>adhere</b> to safety and hygienic practices</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p>Activity 1: Learners are provided with a worksheet with a facial cleanse workstation and separate pictures of material, equipment and tools. They have to identify those that belong on the worksheet by cutting it out and pasting it on the worksheet.</p> <p><u>Activity 2:</u> Develop a board game with cues provided by the teacher about what is a facial cleanse and how one conduct it.</p> <p><u>Activity 3:</u> Create a dance with a fellow learner and show to the class depicting receiving a client for a facial cleanse.</p> <p><u>Activity 4:</u> Identify what would be considered as good after care service by mix and match activity on a worksheet provided.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Practical demonstrations on practical equipment.</p> <p><u>Activity 2:</u> Role plays how to complete a work chart with all the relevant information on it.</p>

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<p>throughout the process.</p> <ul style="list-style-type: none"> <li>• <b>Observe</b> and <b>discuss</b> in pairs how fellow learners prepare the client, assess the skin utilising appropriate equipment, and skin care products.</li> <li>• <b>Observe</b> and <b>discuss</b> how fellow learners receive and consult the client according to hygienic and professional attitude throughout the service.</li> <li>• <b>Prepare</b> in pairs the skin for assessment by thoroughly removing (use of toner, cleanser, scrub etc.) of make-up ensuring effectiveness at hairline lips and lashes.</li> <li>• <b>Apply</b> moisturizer to the face.</li> <li>• <b>Prepare</b> the client for an exfoliation service.</li> <li>• <b>Name</b> and <b>list</b> what is needed to perform an exfoliation service.</li> <li>• <b>Describe</b> what an exfoliation service is/ what exfoliation is.</li> </ul>	<p><u>Activity 3</u>: Practical demonstrations by the learners how to evacuate the workstation during a fire and or burglary.</p> <p><u>Activity 4</u>: Participate in a sketch about preparing the skin for a facial cleanse service.</p>

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
9	Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>Identify</b> various businesses in their communities.</li> <li>• <b>Match</b> pictures to labels of different entrepreneurs and businesses.</li> <li>• <b>Draw</b> up a list of characteristics of a good entrepreneur.</li> <li>• <b>Mix</b> and <b>match</b> advantages and disadvantages of various entrepreneurship.</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Practise to operate different types of businesses through role-plays and sketches.</p> <p><u>Activity 2:</u> Complete a worksheet with picture cues on best practices that an entrepreneur should aspire to have in his/her entrepreneurship.</p> <p><u>Activity 3:</u> Un-jumble sentences provided by the teacher and paste in the workbook.</p> <p><u>Activity 4:</u> Make a collage or poster of various types of businesses in their communities.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Collect empty products that can be sold in a Beauty and Nail Salon and make a poster in a group. Display in the classroom.</p> <p><u>Activity 2:</u> Participate in a mini -market day and prepare a catalogue in a group.</p> <p><u>Activity 3:</u> Price the various services that will be provided at the mini-</p>

Grade 4 Term 2			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
			<p>market day after comparing with prices in the communities.</p> <p><u>Activity 4:</u> Make flyers to advertise the services the class will be provided at the mini-market day and distribute it in the school.</p>

10	<p style="text-align: center;"><b>FORMAL ASSESSMENT TASK: Grade 4</b></p> <p>Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.</p> <p style="text-align: center;"><b><u>GRADE 4: FIRST YEAR: TERM 2.</u></b></p> <p><b><u>PRACTICAL ASSESSMENT</u></b></p> <p><b><u>Week 2:</u></b> Conduct an evacuation procedure in the classroom. Practice it during manicure, and massage services conducted on fellow learners and clients.</p> <p><b><u>Week 3:</u></b> Clean their workspace after a service is provided. Ensures that disposable waste is correctly disposed.</p> <p><b><u>Week 4:</u></b> Perform a manicure on a fellow learner. Identify what is needed for a manicure.</p> <p><b><u>Week 5:</u></b> Fill out a client's card with his/her personal information. Conduct a nail art service.</p> <p><b><u>Week 6:</u></b> Pack the work trolley for a back massage to be performed. Select what is needed to sterilise and sanitise equipment and tools.</p> <p><b><u>Week 7- 8:</u></b> Receive a client for a facial cleanse. Conduct a consultation about what she/he requires. Transfer the client's needs on the job card. Fill out the personal information for future use.</p> <p><b><u>Week 9:</u></b> Prepare the workstation for back massage by adhering to safety regulations. Perform a back massage service on a fellow learner.</p> <p><b><u>THEORETICAL ASSESSMENT</u></b></p> <p>Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.</p> <p><b><u>Week 2:</u></b> Brain storm best options on how to react to a fire/burglary.</p> <p><b><u>Week 3:</u></b> Complete sentences on a worksheet. Filling in the missing words. Post in workbook. Words are provided in a word bank.</p> <p><b><u>Week 4:</u></b> Make a model of their hands with clay and paint it for display in the classroom.</p> <p><b><u>Week 5:</u></b> Personalise an appointment book with various mediums such as collages, crayons, colour</p>
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pencils, fabric paint, etc.

**Week 6:** Complete a song about the body and parts thereof. Concentrate on the back.

**Week 7:** Identify what would be considered as good after care service by mixing and matching activities on a worksheet provided.

**Week 8:** Un-jumble sentences provided by the teacher and paste in the workbook.

**Week 9:** Perform a dance to depict how to assist a client to safely get on the plinth and off the plinth when performing a back massage.

#### **GRADE 4: SECOND YEAR: TERM 2**

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

#### **PRACTICAL ASSESSMENT**

##### **Week 2:**

Conduct security checks to ensure that the clients and their possessions are safe when frequenting/visiting the beauty and Nail technology classroom for a service.

Discuss the rules of the classroom.

##### **Week 3:**

Sanitise the workstation before and after manicure.

Pack the manicure workstation.

##### **Week 4:**

Perform a hand massage as part of the manicure service on a fellow learner.

Select what is needed to perform a hand massage.

##### **Week 5:**

Apply top coat to a fellow learner's nails and show the process before the application.

Select what is needed to apply a top coat.

##### **Week 6:**

Show during a back massages how they would receive the client.

Show how to assist the client to safely sit on the plinth and get off the plinth.

##### **Week 7 - 8:**

Practical demonstration by the learners how to assess the clients' needs and record on a work chart provided.

Provide a basic facial cleanse.

Identify what is needed for a facial cleanse.

Select what is needed for a facial cleanse.

##### **Week 9:**

Assist to set up the working stations in the classroom for the mini-market day.

Receive the clients and complete their job cards for execution.

### **THEORETICAL ASSESSMENT**

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

**Week 2:** Fill out puzzles to reinforce safety measures in Nail and Beauty Technology classroom.

**Week 3:** Perform a simple experiment to show how bacteria can grow and produce basic evidence such as photographs or sketches.

**Week 4:** In a group, cut out various pictures of a manicure and present as a chart to put up in the classroom.

**Week 5:** Write a song in a group (the teacher supplies the words) about nail art and how it makes a person feel. Perform the song.

**Week 6:** Work out a dance sequence about back massage and how to ensure that a client safely gets on and off a plinth.

**Week 7:** Participate in a sketch about preparing the skin for a facial cleanse service.

**Week 8:** Collect empty product holders that are sold in a Nail and Beauty salon. Display in the classroom.

**Week 9:** Complete a worksheet from a word bank provided by the teacher about how to sanitise the Beauty and Nail Technology Classroom

### 3.3.3 Grade 4 Differentiated: Term 3

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
1-3	<b>Manicure</b>  Safety, Security and Housekeeping;  Sanitation;  Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Complete</b> the job card and personal information of the client and save as per organisational requirements.</li> <li>• <b>Prepare</b> the trolley with all the relevant tools, equipment and material according to the service the client prefer.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during a fire and or burglary.</li> <li>• <b>Dispose</b> of any waste material and hazardous</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Show how to incorporate safety, security and housekeeping principles before, during and after a manicure service to a client in the form of a role-play.</p> <p><u>Activity 2:</u> Sanitise all the equipment, tools and materials to use for a manicure on your mother, sister or a friend that you invite for a manicure service.</p> <p><u>Activity 3:</u> Take stock of what you took out for a manicure service and what has been used during the service. Book the tools, equipment and if there are still products left overs, back into the store room.</p> <p><u>Activity 4:</u> Dress up for a modelling session as your favourite nail and beauty technician.</p> <p><u>Activity 5:</u> Demonstrate how you can ensure the safety and security of a client and his/her belongings by participating in a board game focusing on emergency situations such as a fire and or burglary.</p>

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<p>material in a safe and secure manner.</p> <ul style="list-style-type: none"> <li>• <b>Conduct</b> a manicure on a client/ fellow learner.</li> <li>• <b>Draw up</b> a budget with assistance to cost a manicure service.</li> <li>• <b>Provide</b> a professional after care service to the client.</li> <li>• <b>Identify</b> what is bleach, dyes, acetones and gel remover and how to dispose and use it safely.</li> </ul>	<p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Visit a cosmetic shop, retail outlet, etc. to cost the various tools, materials and equipment needed to start a small beauty and nail salon from home.</p> <p><u>Activity 2:</u> Collect labels of the various preferred products and paste that on a worksheet for display in the classroom.</p> <p><u>Activity 3:</u> Demonstrate how to make a client comfortable and show how to treat clients.</p> <p><u>Activity 4:</u> Cut and paste pictures of bad publicity of beauty and nail salons and what are the pitfalls. Discuss that in a small group.</p> <p><u>Activity 5:</u> Complete a puzzle on how to deal with emergency situations such as a fire and burglary.</p>
4	<p><b>Nail Art</b></p> <p><b>Safety, Security and Housekeeping</b></p>	<ul style="list-style-type: none"> <li>• <b>Select</b> the nail art as per the client's specifications.</li> <li>• <b>Complete</b> a job card for the client and store in a database according to the organisational requirements.</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Act out on how to receive a client, and how to deal with difficult clients.</p> <p><u>Activity 2:</u> Write a poem with possible words provided by the teacher about how to sanitise and why one has to sanitise a nail art</p>

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
	<b>Sanitation</b>  <b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• <b>Apply</b> nail art, including top coat, base coat, etc. as part of a manicure service.</li> <li>• <b>Dispose</b> of hazardous material such as nail varnish removal, bleach, etc.</li> <li>• <b>Sanitise</b> the workstation before and after a service is to be performed.</li> <li>• <b>Secure</b> the client by having regular security and safety checks.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during a fire and or burglary.</li> <li>• <b>Ensure</b> that the service provided is measurable with entrepreneurship in the community.</li> <li>• <b>Identify</b> what is bleach, dyes, acetones and gel remover and how to dispose and use it safely.</li> </ul>	<p>workstation.</p> <p><u>Activity 3:</u> Cut out different nail varnishes, nail varnish removers, base coats and top coats group under the various labels provided by the teacher on a worksheet. Paste in the workbook.</p> <p><u>Activity 4:</u> Learners to complete a worksheet on emergency situations and how to deal with a client during a fire and or burglary.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Compose an action song on what to pack on the workstation.</p> <p><u>Activity 2:</u> Perform the action song.</p> <p><u>Activity 3:</u> Circle all the verbs in the action song and transfer on a worksheet. Paste in the workbook.</p> <p><u>Activity 4:</u> Perform an action song on how to prevent clients getting hurt during an emergency situation such as a fire and or burglary.</p>
5-6	Back Massage;	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p>

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
	Safety, Security and Housekeeping;  Sanitation;  Entrepreneurship	<p>client.</p> <ul style="list-style-type: none"> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Prepare</b> the trolley with all the relevant tools, equipment and material such as massage oils, lotions, warm towels etc. according to the service the client prefer.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during a fire and or burglary.</li> <li>• <b>Draw up</b> a budget to cost a back massage service.</li> <li>• <b>Perform</b> a back massage on a client/ fellow learner.</li> <li>• <b>Dispose</b> of any waste material and hazardous material in a safe and secure manner.</li> <li>• <b>Clean</b> the classroom and the workstation after the</li> </ul>	<p><u>Activity 1:</u> Practical demonstrations by the learners to show that they incorporate safety, security and housekeeping principles during the provisioning of the back massage service.</p> <p><u>Activity 2:</u> Budgeting and costing of a back massage service: Learners to buy the products at various outlets to determine where the prices are best under the supervision of the teacher.</p> <p><u>Activity 3:</u> Develop a board game in groups depicting what the beauty and nail technician has to do to assist clients during an emergency situation such as a fire and or burglary.</p> <p><u>Activity 4:</u> Participate in a role play about a back massage service that went wrong and how to handle the situation.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Collect pictures of tablets for back aches and paste in the workbooks.</p> <p><u>Activity 2:</u> Discuss in pairs how back pain and back illnesses can occur and how to prevent it.</p> <p><u>Activity 3:</u> Show on a chart by pasting the correct picture the correct</p>

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<p>service has been conducted.</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> what is bleach, dyes, acetones and gel remover and how to dispose and use it safely.</li> </ul>	<p>sequence of a back massage.</p> <p><u>Activity 4:</u> Visit the neighbourhoods' Beauty and Nail salon and chat to the clients about what they want from their beauty and nail technician. Identify the security and safety measures the salon has to protect and secure the safety of their clients and their possessions during a fire and or burglary. Record their responses on an interview sheet provided by the teacher.</p>
7-9	Facial Cleanse;  Safety, Security and Housekeeping;  Sanitation;  Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Prepare</b> the trolley with all the relevant tools, equipment and material such cleanser, toner, moisturizer, cotton wool, masks, scrub, etc. according to the service the client prefer.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> <li>• <b>Ensure</b> that the client and his or her possession, and</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Match Column A with Pictures in Column B: what is considered a good client reception service for a facial cleanse service.</p> <p><u>Activity 2:</u> Sanitise the workstation before performing of a facial cleanses service on a fellow learner.</p> <p><u>Activity 3:</u> Select all the products for a facial cleanse service and tick off on a tick list provided by the teacher when it is used (before, during and after).</p> <p><u>Activity 4:</u> Cut out faces and various facial cleanse products and</p>

Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<p>premises are safe and secure during a fire and or burglary.</p> <ul style="list-style-type: none"> <li>• <b>Draw up</b> a budget to cost a facial cleanse service.</li> <li>• <b>Perform</b> a back or facial cleanse on a client/ fellow learner.</li> <li>• <b>Dispose</b> of any waste material and hazardous material in a safe and secure manner.</li> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> what is bleach, dyes, acetones and gel remover and how to dispose of use safely.</li> <li>• <b>Ensure</b> the correct disposal of dyes when used in the nail and beauty classroom.</li> <li>• <b>Prepare the client</b> for an exfoliation service.</li> <li>• <b>Name and list</b> what is needed to perform an exfoliation service.</li> </ul>	<p>pack it in the correct sequence. Paste in the workbook.</p> <p><u>Activity 5:</u> Tick from a tick list provided by the teacher what the security and safety measures are needed to protect a client during emergency situations such as a fire and or burglary.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Complete a worksheet where they match Column A with Column B indicating how best to secure a client before, during and after a facial cleanse service and discuss in pairs.</p> <p><u>Activity 2:</u> Perform in a group dance how to deal with a difficult client for a facial cleanse service.</p> <p><u>Activity 3:</u> Cut out various faces and hang on string for display in the classroom.</p> <p><u>Activity 4:</u> Complete a puzzle about safety and security measures during an emergency situation such as a fire and or burglary, and housekeeping in the Beauty and Nail Technology classroom.</p>



Grade 4 Term 3			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Describe</b> what an exfoliation service is/ what exfoliation is.</li> </ul>	

10	<p style="text-align: center;"><b>FORMAL ASSESSMENT TASK: Grade 4 :</b></p> <p>Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.</p> <p style="text-align: center;"><b><u>GRADE 4: FIRST YEAR: TERM 3</u></b></p> <p><b><u>PRACTICAL ASSESSMENT</u></b></p> <p><b><u>Week 2:</u></b> Complete a cost sheet of a manicure service provided by the teacher. Paste the completed cost sheet for a manicure service in their workbooks.</p> <p><b><u>Week 3:</u></b> Pack the workstation for a nail art service. Sanitise all the tools and equipment for a nail art service.</p> <p><b><u>Week 4:</u></b> Select the identified items/ materials/ tools and equipment needed for a nail art service. Perform a nail art service on a friend/ family member the learner has invited to the Beauty and Nail Technology classroom.</p> <p><b><u>Week 5 - 6:</u></b> Perform a back massage service on the client/ fellow learner. Identify what is needed for a back massage. Select the identified materials/ items/ tools and equipment needed for a back massage. Assist the client to safely get on the plinth.</p> <p><b><u>Week 7 - 8:</u></b> Prepare the face of a fellow learner for a facial cleanse service. Identify what is needed for a facial cleanse service. Select the identified materials/ items/ tools and equipment needed for a facial cleanse service. Assist the learner to safely get on the plinth.</p> <p><b><u>Week 9:</u></b> Select the identified materials/ items/ tools and equipment needed for a nail art service. Perform a nail art service.</p> <p><b><u>THEORETICAL ASSESSMENT</u></b></p> <p>Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.</p> <p><b><u>Week 2 -3:</u></b> Dress up for a modelling session as your favourite nail and beauty technician .Collect information of the technician and share that in the classroom.</p> <p><b><u>Week 4:</u></b> Learners complete a worksheet on emergency situations and how to deal with a client during a fire and or burglary.</p> <p><b><u>Week 5 - 6:</u></b> Budget and cost a back massage service for a client.</p>
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**Week 7 - 8:** Cut out faces and various facial cleanses. Pack in the correct sequence. Paste in workbook.

**Week 9:** Match Column A with Pictures in Column B: what is considered a good client reception service for a facial cleanse service.

#### **GRADE 4: SECOND YEAR: TERM 3**

#### **PRACTICAL ASSESSMENT**

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

#### **Week 2 - 3:**

Identify what is needed for a manicure service.

Select the identified materials/ items/ tools and equipment needed for a manicure service.

Conduct a manicure on a fellow learner they have invited to the classroom.

Pack the workstation for a manicure.

#### **Week 4:**

Select the identified materials/ items/ tools and equipment needed for a nail art service.

Prepare a fellow learner for a nail art service.

#### **Week 5 - 6:**

Identify what is needed for a back massage service.

Select the identified materials/ items/ tools and equipment needed for a back massage service.

Perform a back massage on a fellow learner or a friend they invite to the classroom.

Assist the client to safely get off the plinth.

#### **Week 7 - 9:**

Identify what is needed for a back massage service.

Select the identified materials/ items/ tools and equipment needed for a back massage service.

Perform a back massage on a fellow learner or a friend they invite to the classroom.

Pack the workstation.

Assist the client to safely get on the plinth.

Assist the client to safely get off the plinth.

#### **THEORETICAL ASSESSMENT**

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

**Week 2 - 3:** Learners collect labels of products and paste that on a worksheet for display in the classroom.

**Week 4:** Compose an action song on what to pack on a workstation. Perform the song.

**Week 5 - 6:** Discuss in pairs how back pain and back illnesses can occur and how to prevent it.

**Week 7 - 8:** Cut out various faces and hung it on a string. Display in the classroom.

	<b>Week 9:</b> Complete a puzzle about safety, security, and housekeeping in the Beauty and Nail Technology classroom.
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PUBLIC COMMENT

### 3.3.4 Grade 4 Differentiated: Term 4

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
1-3	Manicure  Safety, Security and Housekeeping  Sanitation  Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Prepare</b> the trolley with all the relevant tools, equipment and material such as massage oils, lotions, warm towels etc. according to the service the client prefers.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during a fire and or burglary.</li> <li>• <b>Draw up</b> a budget to cost a manicure service.</li> <li>• <b>Perform</b> a manicure on a client/ fellow learner.</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Prepare the workstation for a manicure service.</p> <p><u>Activity 2:</u> Demonstrate how a manicure service can go wrong and how to rectify the situation.</p> <p><u>Activity 3:</u> Role play activity 2.</p> <p><u>Activity 4:</u> Dispose of any waste material used during a manicure service.</p> <p><u>Activity 5:</u> Write a short story with words provided by the teacher about safety and security measures during a fire and or burglary. Past in their workbooks.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Participate in a discussion about safety, security, including how to keep your client safe during a fire and or burglary and housekeeping.</p>

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Dispose</b> of any waste material and hazardous material in a safe and secure manner.</li> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> what is bleach, dyes, acetones and gel remover and how to dispose and use it safely.</li> </ul>	<p><u>Activity 2:</u> Visit the local retail store and a cosmetic shop and compare prices of manicure products, equipment and tools and transfer that on a comparison sheet provided by the teacher.</p> <p><u>Activity 3:</u> Sanitise and pack a workstation for a manicure service.</p>
4	Nail Art  Safety, Security and Housekeeping  Sanitation  Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> <li>• <b>Draw up</b> a budget to cost a nail art service.</li> <li>• <b>Select</b> the nail art as per the client's specifications.</li> <li>• <b>Complete</b> a job card for the client and store in a database according to the organisational</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Sing an action song that the group developed and paste the song in their workbooks.</p> <p><u>Activity 2:</u> Complete a puzzle about nail art and what safety, security, including safety and security during a fire and burglary and housekeeping the learner has to remember when performing a nail art service. Teacher supply the puzzle and instructions.</p> <p><u>Activity 3:</u> Play a fun game about the reception of a client for a nail art service.</p> <p><u>Activity 4:</u> Sanitise the workstation after the nail art service was</p>

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<p>requirements.</p> <ul style="list-style-type: none"> <li>• <b>Apply</b> nail art, including top coat, base coat, etc. as part of a manicure service.</li> <li>• <b>Dispose</b> of hazardous material such as nail varnish removal, bleach, etc.</li> <li>• <b>Sanitise</b> the workstation before and after a service is to be performed.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during a fire and or burglary.</li> <li>• <b>Ensure</b> that the service provided are measurable with entrepreneurship in the community.</li> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> what is bleach, dyes, acetones and gel remover and how to dispose and use it safely.</li> </ul>	<p>performed.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Receive a client for a nail art service and transfer their personal information on a job card and clientele information sheet.</p> <p><u>Activity 2:</u> Take stock in a group and report to the teacher on a tick sheet provided by the teacher.</p> <p><u>Activity 3:</u> Identify a good nail technician in the community and discuss with him/her what they regard as good client service. Report back to the class.</p> <p><u>Activity 4:</u> Practice in pairs how to contact the emergency service on a play telephone during a fire and or burglary emergency situation.</p>

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
5-6	Back Massage  Safety, Security and Housekeeping  Sanitation  Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Prepare</b> the trolley with all the relevant tools, equipment and material such as massage oils, lotions, warm towels etc. according to the service the client prefer.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during a fire and or burglary.</li> <li>• <b>Draw up</b> a budget to cost a back massage service.</li> <li>• <b>Perform</b> a back massage on a client/ fellow learner.</li> <li>• <b>Dispose</b> of any waste material and hazardous</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Participate in a class game where learners perform a dry massage on the backs of the fellow learners in a circle.</p> <p><u>Activity 2:</u> Discuss why they feel back massages are important.</p> <p><u>Activity 3:</u> Collect information about how many times family and friends visited/ frequented a salon to have a back massage service and transfer onto a worksheet.</p> <p><u>Activity 4:</u> Practice back massage services on their family and friends at home and indicate in a short writing piece how that made them feels.</p> <p><u>Activity 5:</u> Participate in a fun game depicting how a burglary can be prevented and what to do in the case of an emergency situation such as a burglary or fire.</p> <p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Complete a puzzle on back massages and paste in the workbook.</p> <p><u>Activity 2:</u> Complete a worksheet (Column A match with Column B)</p>



Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<p>material in a safe and secure manner.</p> <ul style="list-style-type: none"> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> what is bleach, dyes, acetones and gel remover and how to dispose and use it safely.</li> </ul>	<p>that the teacher provides and paste in the workbook.</p> <p><u>Activity 3:</u> Participate in a role play where an older client enters your salon and you have to make her safe and prevent her from being a victim of a burglary and or fire and make her/him comfortable in your salon.</p> <p><u>Activity 4:</u> Search on the Internet (Google, Pinterest) for pictures about back massages and places that offer that service in your community.</p>
7-9	<p>Facial Cleanse</p> <p>Safety, Security and Housekeeping</p> <p>Sanitation</p> <p>Entrepreneurship</p>	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Prepare</b> the trolley with all the relevant tools, equipment and material such cleansers, toners, moisturizers, scrub, etc. according to the service the client prefer.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the</li> </ul>	<p><b><u>Grade 4: First year:</u></b></p> <p><u>Activity 1:</u> Discuss with a client what she/he requires and transfer the request onto a job card.</p> <p><u>Activity 2:</u> Participate in an action song that the group wrote about facial cleansing.</p> <p><u>Activity 3:</u> Perform sanitation procedures like hand washing before performing of a facial cleanse.</p> <p><u>Activity 4:</u> Visit the local cosmetic shop and buy stock from a shopping list provided by the teacher.</p>

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<p>workstation before and after the service.</p> <ul style="list-style-type: none"> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during a fire and or burglary.</li> <li>• <b>Draw up</b> a budget to cost a facial cleanse service.</li> <li>• <b>Perform</b> a facial and back cleanse on a client/ fellow learner.</li> <li>• <b>Dispose</b> of any waste material and hazardous material in a safe and secure manner.</li> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> what is bleach, dyes, acetones and gel remover and how to dispose and use it safely.</li> <li>• <b>Prepare</b> the client for an exfoliation service.</li> <li>• <b>Name</b> and <b>list</b> what is needed to perform an exfoliation service.</li> </ul>	<p><b><u>Grade 4: Second year:</u></b></p> <p><u>Activity 1:</u> Participate in a board game they develop in a group about facial cleanse and how to perform it in a safe and secure manner.</p> <p><u>Activity 2:</u> Price the stock/ material needed for a full facial cleanse and transfer the prices on a sheet provided by the teacher.</p> <p><u>Activity 3:</u> Perform a dance in a group with song depicting dealing with a younger client that visited a salon for a facial cleanse.</p> <p><u>Activity 4:</u> Collect empty jars and make your own products from organic material that can be used for a facial cleanse service.</p>

Grade 4 Term 4			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Describe</b> what an exfoliation service is/ what exfoliation is.</li> </ul>	

10	<p style="text-align: center;"><b>FORMAL ASSESSMENT TASK: Grade 4 :</b></p> <p>Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.</p> <p style="text-align: center;"><b><u>GRADE 4: FIRST YEAR: TERM 4</u></b></p> <p><b><u>PRACTICAL ASSESSMENT</u></b></p> <p><b><u>Week 2 - 3:</u></b></p> <p>Identify what is needed for a manicure service.</p> <p>Select the identified materials/ items/ tools and equipment needed for a manicure service</p> <p>Perform a manicure on a fellow learner.</p> <p>Pack the workstation for a manicure.</p> <p><b><u>Week 4:</u></b></p> <p>Select the identified materials/ items/ tools and equipment needed for a nail art service.</p> <p>Perform a nail art service.</p> <p><b><u>Week 5 - 6:</u></b></p> <p>Identify what is needed for a back massage service.</p> <p>Select the identified materials/ items/ tools and equipment needed for a back massage service.</p> <p>Prepare the client for a back massage.</p> <p>Assist the client to safely get on the plinth.</p> <p><b><u>Week 7 - 8:</u></b></p> <p>Identify what is needed for a facial cleanse service.</p> <p>Select the identified materials/ items/ tools and equipment needed for a facial cleanse service.</p> <p>Prepare a client for a facial cleanse.</p> <p>Use the job card to identify what is needed.</p> <p><b><u>Week 9:</u></b></p> <p>Select the identified materials/ items/ tools and equipment needed for a facial cleanse service.</p> <p>Prepare the work station with all the required tools, equipment and material/products for a facial cleanse service.</p> <p><b><u>THEORETICAL ASSESSMENT</u></b></p> <p>Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.</p> <p><b><u>Week 2 - 3:</u></b> Write a short story with words provided by the teacher about safety and security measures during a fire and or burglary. Paste in the workbook.</p> <p><b><u>Week 4:</u></b> Complete a puzzle about nail art. The teacher supplies the puzzle.</p> <p><b><u>Week 5 - 6:</u></b> Participate in a game where learners perform dry back massages on fellow learners in a circle.</p>
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**Week 7 - 8:** Visit the local cosmetic shop and buy stock from a shopping list provided by the teacher.

**Week 9:** Complete a job card for a client and transfer all the relevant information for the database of the salon and for future references.

#### **GRADE 4: SECOND YEAR: TERM 4**

##### **PRACTICAL ASSESSMENT**

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

##### **Week 2 - 3:**

Identify what is needed for a manicure service.

Select the identified materials/ items/ tools and equipment needed for a manicure service.

Perform a manicure on a friend or family member they invited to the classroom.

Receive the client for the manicure service.

##### **Week 4:**

Identify what is needed for a nail art service.

Perform hand massage as part of the nail art service.

##### **Week 5 - 6:**

Identify what is needed for a back massage service.

Select the identified materials/ items/ tools and equipment needed for a facial cleanse service.

Sanitise the workstation, tools and equipment and perform a back massage.

Transfer the client's information in the client book.

##### **Week 7 - 9:**

Identify what is needed for a facial cleanse service.

Select the identified materials/ items/ tools and equipment needed for a facial cleanse service.

Perform a facial cleanse service and indicate how to secure and keep the clients safe in the event of a burglary.

Identify what is needed for a manicure service.

Select the identified materials/ items/ tools and equipment needed for a manicure service.

Perform a manicure service on a fellow learner.

##### **THEORETICAL ASSESSMENT**

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

**Week 2 – 3:** Visit the local retail store and cosmetic shop and compare prices of manicure product, tools and equipment. Transfer the prices on a sheet provided by the teacher.

	<p><b><u>Week 4:</u></b> Receive a client for a nail art service and transfer their personal information on a job card and client sheet.</p> <p><b><u>Week 5 - 6:</u></b> Complete a puzzle on back massages and paste in the workbook.</p> <p><b><u>Week 7 - 9:</u></b> Collect empty jars and make your own organic facial products.</p>
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PUBLIC COMMENT

Learners are three years in Grade 5. It is not advisable to repeat the same activities/projects more than once as this will not provide the learner the opportunity to learn additional skills.

### 3.3.5 Grade 5 Differentiated: Term 1

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
1-3	Manicure and Pedicure  Safety, Security and Housekeeping  Sanitation  Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Prepare</b> the trolley with all the relevant tools, equipment and material such as massage oils, lotions, warm towels etc. according to the service the client prefers.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during a hostage and or shooting incident.</li> </ul>	<p><b><u>Grade 5: First year:</u></b></p> <p><u>Activity 1:</u> Prepare the workstation for a specialised manicure and pedicure service.</p> <p><u>Activity 2:</u> Perform an action song about a specialised manicure and pedicure for a senior client.</p> <p><u>Activity 3:</u> Perform in groups a sketch about good client reception and focus on how to receive a young client.</p> <p><u>Activity 4:</u> Sanitise and sterilise the workstation, tools, equipment for a specialised manicure and pedicure service.</p> <p><b><u>Grade 5: Second year:</u></b></p> <p><u>Activity 1:</u> Sanitise and sterilise the workstation for a specialised manicure and pedicure service.</p>

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Draw up</b> a budget to cost a manicure and pedicure service.</li> <li>• <b>Perform</b> a manicure and a pedicure on a client/ fellow learner.</li> <li>• <b>Dispose</b> of any waste material and hazardous material in a safe and secure manner.</li> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> the functions of the hand, foot, fingers, toes and nails.</li> <li>• <b>Prepare</b> the workstation for a specialised manicure and pedicure service with all the necessary tools and equipment.</li> <li>• <b>Identify</b> what is paraffin and blades and how to dispose or use safely.</li> </ul>	<p><u>Activity 2:</u> Develop in groups a role play about how to receive a difficult client for a specialised manicure and pedicure service and how such a service can go wrong and how to rectify the situation.</p> <p><u>Activity 3:</u> Perform in groups sketch how to evacuate the classroom whilst busy with a specialised manicure and pedicure and how to assess the situation before, during and after such an incident.</p> <p><u>Activity 4:</u> Sanitise the workstation, tools, equipment after a specialised manicure and pedicure service.</p> <p><b><u>Grade 5: Third year:</u></b></p> <p><u>Activity 1:</u> Participate in a board game regarding the reasons why one has to sanitise and sterilise the workstation before and after a specialised manicure and pedicure service.</p> <p><u>Activity 2:</u> Visit the local retail store and a cosmetic shop and compare prices of specialised manicure and pedicure products, equipment and tools and transfer that on a comparison sheet provided by the teacher.</p> <p><u>Activity 3:</u> Sanitise and pack a workstation for a specialised manicure and pedicure service.</p>



Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
4	Nail Art  Safety, Security and Housekeeping  Sanitation  Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> <li>• <b>Draw up</b> a budget to cost a nail and flat art service.</li> <li>• Select the nail and flat art as per the client's specifications.</li> <li>• <b>Complete</b> a job card for the client and store in a database according to the organisational requirements.</li> <li>• Apply nail art, including top coat, base coat, etc. as part of a manicure service.</li> <li>• <b>Dispose</b> of hazardous material such as nail varnish removal, bleach, etc.</li> <li>• <b>Sanitise</b> the workstation before and after a service is to</li> </ul>	<p><b><u>Grade 5: First year:</u></b></p> <p><u>Activity 1:</u> Sing an action song that the group developed and paste the song in their workbooks.</p> <p><u>Activity 2:</u> Complete a puzzle about nail and flat art and what safety, security and housekeeping the learner has to remember when performing a nail and flat art service. Teacher supply the puzzle and instructions.</p> <p><u>Activity 3:</u> Play a fun game about the reception of a client for a nail and flat art service.</p> <p><u>Activity 4:</u> Sanitise and sterilise the workstation after the nail and flat art service was performed.</p> <p><b><u>Grade 5: Second year:</u></b></p> <p><u>Activity 1:</u> Develop a board game based on the action song that the group developed and paste the board game in their workbooks.</p> <p><u>Activity 2:</u> Complete an action song about nail and flat art and what safety, security and housekeeping the learner has to remember when performing a nail and flat art service.</p>

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<p>be performed.</p> <ul style="list-style-type: none"> <li>• <b>Secure</b> the client by having regular security and safety checks.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during hostage and or shooting incident.</li> <li>• <b>Ensure</b> that the service provided are measurable with entrepreneurship in the community.</li> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> what is paraffin and blades and how to dispose or use safely.</li> </ul>	<p><u>Activity 3:</u> Write a short sketch within pairs about the reception of a client for a nail and flat art service. Teacher to supply appropriate words for the sketch from which learners can choose.</p> <p><u>Activity 4:</u> Sanitise and sterilise the workstation after the nail and flat art service is performed.</p> <p><b><u>Grade 5: Third year:</u></b></p> <p><u>Activity 1:</u> Practise to operate different types of businesses through role-plays or sketches but all get a chance to operate as a nail art technician.</p> <p><u>Activity 2:</u> Make a collage or poster of various types of businesses in their communities. There has to be at least one nail art shop.</p> <p><u>Activity 3:</u> Conduct interviews with various business people in their communities and make a mind map of what they found out. If the business belongs to a family member or family friend than the learner can conduct the interview on his/her own, otherwise if it is only the neighbourhood shop, etc. a family. Teacher will provide the questions that they have to ask and will provide a checklist for the responses.</p>

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
5-6	Back and Neck Massage  Safety, Security and Housekeeping  Sanitation  Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Prepare</b> the trolley with all the relevant tools, equipment and material such as massage oils, lotions, warm towels etc. according to the service the client prefers.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during a hostage and or shooting incident.</li> <li>• <b>Draw up</b> a budget to cost a back and neck massage service.</li> <li>• <b>Perform</b> a back and neck massage on a client/ fellow learner.</li> </ul>	<p><b><u>Grade 5: First year:</u></b></p> <p><u>Activity 1:</u> Participate in a class game where learners perform a dry massage on the backs and necks of the fellow learners in a circle.</p> <p><u>Activity 2:</u> Discuss why back and neck massages are important.</p> <p><u>Activity 3:</u> Collect information about how many times family and friends visited/ frequented a salon to have a back and neck massage service and transfer onto a worksheet.</p> <p><u>Activity 4:</u> Practice back and neck massage services on their family and friends at home and indicate in sketch how those made them feel.</p> <p><b><u>Grade 5: Second year:</u></b></p> <p><u>Activity 1:</u> Participate in a class game where learners perform a dry massage on the backs and necks of the fellow learners in a circle.</p> <p><u>Activity 2:</u> Discuss why back and neck massages are important.</p> <p><u>Activity 3:</u> Collect information about how many times family and friends visited/ frequented a salon to have a back and neck massage</p>

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Dispose</b> of any waste material and hazardous material in a safe and secure manner.</li> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> what is paraffin and blades and how to dispose or use safely.</li> </ul>	<p>service and transfer onto a worksheet.</p> <p><u>Activity 4:</u> Practice back and neck massage services on their family and friends at home and indicate in an action song how those made them feel.</p> <p><b><u>Grade 5: Third year:</u></b></p> <p><u>Activity 1:</u> Complete a song on back and neck massages and paste in the workbook. Use words, pictures, drawings etc, to complete the song.</p> <p><u>Activity 2:</u> Complete a worksheet (Column A match with Column B) that the teacher provides and paste in the workbook.</p> <p><u>Activity 3:</u> Participate in a role play where an older client enters your salon and you have to make her safe and comfortable in your salon.</p> <p><u>Activity 4:</u> Search on the Internet (Google, Pinterest) for pictures about back and neck massages and places that offer that service in your community.</p>
7-9	Facial and Back Cleanse	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> </ul>	<p><b><u>Grade 5: First year:</u></b></p> <p><u>Activity 1:</u> Discuss with a client what she/he requires and transfer the</p>

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
	Safety, Security and Housekeeping  Sanitation  Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Prepare</b> the trolley with all the relevant tools, equipment and material such cleansers, toners, moisturizers, scrub, etc. according to the service the client prefers.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during hostage and or shooting incident.</li> <li>• <b>Draw up</b> a budget to cost a facial and back cleanse service.</li> <li>• <b>Perform</b> a facial and back cleanse on a client/ fellow learner.</li> <li>• <b>Dispose</b> of any waste material and hazardous material in a safe and secure manner.</li> <li>• <b>Clean</b> the classroom and the workstation after the</li> </ul>	<p>request onto a job card.</p> <p><u>Activity 2:</u> Participate in an action song that the group wrote about facial and back cleanse.</p> <p><u>Activity 3:</u> Perform sanitation and sterilisation procedures like hand washing before performing of a facial and back cleanse.</p> <p><u>Activity 4:</u> Visit the local cosmetic shop and buy stock from a shopping list provided by the teacher.</p> <p><b><u>Grade 5: Second year:</u></b></p> <p><u>Activity 1:</u> Develop in groups or pairs a board game on facial and back cleanse service, the products, tools and equipment used in such a service.</p> <p><u>Activity 2:</u> Discuss why facial and back cleanse service is important.</p> <p><u>Activity 3:</u> Collect information about how many times family and friends visited/ frequented a salon to have a facial and back cleanse service and transfer onto a worksheet.</p> <p><u>Activity 4:</u> Practice facial and back cleanse services on their family and friends at home and indicate in a poem how that made them</p>

Grade 5 Term 1			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<p>service has been conducted.</p> <ul style="list-style-type: none"> <li>• <b>Prepare</b> the client for a deep cleanse service.</li> <li>• <b>Name</b> and <b>list</b> what is needed to perform a deep cleanse service.</li> <li>• <b>Describe</b> what is a deep cleanse service/ what is deep cleanse?</li> <li>• <b>Identify</b> what is paraffin and blades and how to dispose or use safely.</li> </ul>	<p>feel.</p> <p><b><u>Grade 5: Third year:</u></b></p> <p><u>Activity 1:</u> Participate in a role play where learners perform facial and back cleanse on their fellow learners.</p> <p><u>Activity 2:</u> Cut out pictures to show why they feel a facial and back cleans is important. These are to be paste in the workbooks.</p> <p><u>Activity 3:</u> Collect information about how many times family and friends visited/ frequented a salon to have a facial and back cleanse service and transfer onto a worksheet. Learners have to also verify do these visits happen frequently (once a week/ month) or is it a once-off occasion? This they discuss with their friends in a small group.</p> <p><u>Activity 4:</u> Practice facial and back cleanses services on their family and friends at home and develops a simple puzzle about back and facial cleanse. Teacher supply the appropriate words to the learners. Learners choose the words they prefer for their puzzle.</p>

10	<p style="text-align: center;"><b>FORMAL ASSESSMENT TASK:Grade 5:</b></p> <p>Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.</p> <p style="text-align: center;"><b><u>GRADE 5: FIRST YEAR: TERM 1</u></b></p> <p><b><u>PRACTICAL ASSESSMENT</u></b></p> <p><b><u>Week 2:</u></b></p> <p>Check the stock in the storeroom.</p> <p>Transfer the totals on a check list provided by the teacher.</p> <p><b><u>Week 3:</u></b></p> <p>Select the identified materials/ items/ tools and equipment needed for a specialised manicure and pedicure service.</p> <p>Perform a specialised manicure and pedicure service.</p> <p><b><u>Week 4:</u></b></p> <p>Select the identified materials/ items/ tools and equipment needed for a nail and flat art service.</p> <p>Perform a nail and flat art service.</p> <p><b><u>Week 5 - 6:</u></b></p> <p>Identify what is needed for a back and neck service.</p> <p>Select the identified materials/ items/ tools and equipment needed for a back and neck massage service.</p> <p>Prepare the client for a back and neck massage.</p> <p>Perform a back and neck massage on a teacher.</p> <p><b><u>Week 7 -8:</u></b></p> <p>Prepare the work station with all the required tools, equipment and material/products.</p> <p>Pack the workstation.</p> <p>Identify what is needed for a facial and back cleanse service.</p> <p>Select the identified materials/ items/ tools and equipment needed for a facial and back cleanse service.</p> <p><b><u>Week 9:</u></b></p> <p>Prepare a client for a facial and back cleanse.</p> <p>Perform a facial and back cleanse after the client consultancy is completed.</p> <p><b><u>THEORETICAL ASSESSMENT</u></b></p> <p>Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.</p> <p><b><u>Week 2 - 3:</u></b> Perform an action song about specialised manicure and pedicure.</p> <p><b><u>Week 4:</u></b> Play a fun game about the reception of a client for a nail and flat art service.</p>
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**Week 5 - 6:** Collect information about how many times family and friends visited/frequented a salon for a back and neck massage over a year period. Transfer on a worksheet.

**Week 7 - 8:** Discuss with a client what s/he requires and transfer the information on a job card.

**Week 9:** Complete a puzzle about nail and flat art and what safety, security and housekeeping the learner has to remember when performing facial and back cleanse service. Teacher supply the puzzle and instructions.

## **GRADE 5: SECOND YEAR: TERM 1**

### **PRACTICAL ASSESSMENT**

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

#### **Week 2 - 3:**

Sanitise and sterilise the workstation.

Select all the relevant tools, equipment and products for a specialised manicure and pedicure.

Pack the workstation for a specialised manicure and pedicure.

Perform a specialised manicure and pedicure on a teacher.

#### **Week 4:**

Perform a nail and flat art service on a family friend.

Identify what is needed for a nail and flat art service.

#### **Week 5 – 6:**

Prepare the client for a back and neck massage.

Assist the client to safely get on the plinth.

Select all the identified tools, equipment, material and items for a back and neck massage service.

Perform a back and neck massage.

#### **Week 7 – 9:**

Prepare a client for a facial and back cleanse service.

Record the requirements for the facial and back cleanse service.

Complete a job card.

Assist the client to safely get on the plinth.

Select all the identified tools, equipment, material and items for a facial and back cleanse service.

Perform a facial and back cleanse.

### **THEORETICAL ASSESSMENT**

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

**Week 2 -3:** Make a sketch on how to evacuate a classroom/nail and beauty salon whilst busy with a specific manicure and pedicure.



**Week 4:** Complete an action song about nail and flat art service and what safety, security and housekeeping the learner has to remember when performing a service.

**Week 5 -6:** Discuss why back and neck massage is important.

**Week 7 - 9:** Develop in pairs/ groups a board game on facial and back cleanses, the products, tools and equipment one uses in such a service.

#### **. GRADE 5: THIRD YEAR: TERM 1**

#### **PRACTICAL ASSESSMENT**

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

#### **Week 2 - 3:**

Perform a specialised manicure and a pedicure on a friend or family member they invited to the classroom.

Identify what is needed for a specialised manicure and pedicure service.

Select all the identified tools, equipment, material and items for a specialised manicure and pedicure service.

Pack the workstation for a specialised manicure and pedicure.

#### **Week 4:**

Identify what is needed for a nail and flat art service.

Perform a flat and nail art service on a client.

#### **Week 5 – 6:**

Pack the workstation for a back and neck massage.

Perform a back and neck massage.

Identify what is needed for a back and neck massage service.

Select all the identified tools, equipment, material and items for a back and neck massage service.

#### **Week 7 - 9:**

Prepare the client for a facial and back cleanse service.

Assist the client to safely get on the plinth.

Perform a facial and back cleanse.

Identify what is needed for a facial and back cleanse service.

Select all the identified tools, equipment, material and items for a facial and back cleanse service.

Record all the client's details on the client database for future usage.

#### **THEORETICAL ASSESSMENT**

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

**Week 2 - 3:** Participate in a board game regarding the reasons why one has to sanitise and sterilise a workstation before and after a specialised manicure and pedicure service.

**Week 4:** Make a collage/poster of various businesses in their local community. There has to be at least one nail and beauty shop.

**Week 5 -6:** Complete a song on back and neck massages and paste in the workbook. Add drawings, pictures, etc. to accentuate the song.

**Week 7 - 8:** Cut out pictures to show why they feel a facial and back cleans is important. These are to be paste in the workbooks.

**Week 9:** Discuss good client reception and focus on how to receive a young client

### 3.3.6 Grade 5 Differentiated: Term 2

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
1-3	Manicure and Pedicure  Safety, Security and Housekeeping  Sanitation  Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Prepare</b> the trolley with all the relevant tools, equipment and material such as massage oils, lotions, warm towels etc. according to the service the client prefers.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during a hostage or shooting incident.</li> <li>• <b>Draw up</b> a budget to cost a manicure and pedicure service.</li> <li>• <b>Perform</b> a manicure and a pedicure on a client/ fellow</li> </ul>	<p><b><u>Grade 5: First year:</u></b></p> <p><u>Activity 1:</u> Prepare the workstation for a specialised manicure and pedicure service.</p> <p><u>Activity 2:</u> Develop in groups a board game about how to receive clients for a specialised manicure and pedicure service.</p> <p><u>Activity 3:</u> Compose an action song about the way one has to handle different types of clients (age groups).</p> <p><u>Activity 4:</u> Sanitise and sterilise the workstation, tools, equipment for a specialised manicure and pedicure service.</p> <p><b><u>Grade 5: Second year:</u></b></p> <p><u>Activity 1:</u> Sing an action song that the group developed and paste the song in their workbooks.</p> <p><u>Activity 2:</u> Complete a puzzle about a specialised manicure and pedicure service and what safety, security and housekeeping the learner has to remember when performing a specialised manicure</p>

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<p>learner.</p> <ul style="list-style-type: none"> <li>• <b>Dispose</b> of any waste material and hazardous material in a safe and secure manner.</li> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> what is paraffin and blades and how to dispose or use safely.</li> <li>• <b>Identify</b> the functions of the hand, foot, fingers, toes and nails.</li> <li>• <b>Prepare</b> the workstation for a specialised manicure and pedicure service with all the necessary tools and equipment.</li> </ul>	<p>and pedicure service. Teacher supply the puzzle and instructions.</p> <p><u>Activity 3:</u> Play a fun game about the reception of a client for a specialised manicure and pedicure service and what to do during a hostage or shooting incident.</p> <p><u>Activity 4:</u> Sanitise and sterilise the workstation after the manicure and pedicure service was performed.</p> <p><b><u>Grade 5: Third year:</u></b></p> <p><u>Activity 1:</u> Participate in a discussion about safety, security and housekeeping during a specialised manicure and pedicure service.</p> <p><u>Activity 2:</u> Visit the local retail store and a cosmetic shop and compare prices of manicure and pedicure products, equipment and tools and transfer that on a comparison sheet provided by the teacher. Choose one of the items on the sheet provided by the teacher and pay for it with money provided by the teacher.</p> <p><u>Activity 3:</u> Sanitise and pack a workstation for a specialised manicure and pedicure service.</p>

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
4	Nail Art  Safety, Security and Housekeeping  Sanitation  Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> <li>• <b>Draw up</b> a budget to cost a nail and flat art service</li> <li>• <b>Select</b> the nail and flat art as per the client's specifications.</li> <li>• <b>Complete</b> a job card for the client and store in a database according to the organisational requirements.</li> <li>• <b>Apply</b> nail art, including top coat, base coat, etc. as part of a manicure service.</li> <li>• <b>Dispose</b> of hazardous material such as nail varnish removal, bleach, etc.</li> <li>• <b>Sanitise</b> the workstation before and after a service is to</li> </ul>	<p><b><u>Grade 5: First year</u></b></p> <p><u>Activity 1:</u> Participate in a class game where learners perform nail and flat art of the fellow learners in a circle.</p> <p><u>Activity 2:</u> Discuss why nail and flat art service is important.</p> <p><u>Activity 3:</u> Collect information about how many times family and friends visited/ frequented a salon to have a nail and flat art service and transfer onto a worksheet.</p> <p><u>Activity 4:</u> Practice a nail and flat art service on their family and friends at home and indicate in a short writing piece how that made them feels.</p> <p><b><u>Grade 5: Second year:</u></b></p> <p><u>Activity 1:</u> Participate in a discussion about safety, security and housekeeping.</p> <p><u>Activity 2:</u> Visit the local retail store and a cosmetic shop and compare prices of nail art and flat art products, equipment and tools and transfer that on a comparison sheet provided by the teacher.</p> <p><u>Activity 3:</u> Sanitise and sterilise and pack a workstation for nail and</p>

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<p>be performed.</p> <ul style="list-style-type: none"> <li>• <b>Secure</b> the client by having regular security and safety checks.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during hostage and or shooting incident.</li> <li>• <b>Ensure</b> that the service provided are measurable with entrepreneurship in the community.</li> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> what is paraffin and blades and how to dispose or use safely.</li> </ul>	<p>flat art service.</p> <p><b><u>Grade 5: Third year:</u></b></p> <p><u>Activity 1:</u> Complete a puzzle on nail and flat art and paste in the workbook.</p> <p><u>Activity 2:</u> Complete a worksheet (Column A match with Column B) that the teacher provides and paste in the workbook.</p> <p><u>Activity 3:</u> Participate in a role play where an older client enters your salon and you have to make her safe and comfortable in your salon.</p> <p><u>Activity 4:</u> Search on the Internet (Google, Pinterest) for pictures about nail and flat art and places that offer that service in your community.</p>

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
5-6	Back and Neck Massage  Safety, Security and Housekeeping  Sanitation  Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Prepare</b> the trolley with all the relevant tools, equipment and material such as massage oils, lotions, warm towels etc. according to the service the client prefers.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during a hostage and or shooting incident.</li> <li>• <b>Draw up</b> a budget to cost a back and neck massage service.</li> <li>• <b>Perform</b> a back and neck massage on a client/ fellow learner.</li> </ul>	<p><b><u>Grade 5: First year:</u></b></p> <p><u>Activity 1:</u> Participate in a class game where learners perform a dry back and neck massage of the fellow learners in a circle.</p> <p><u>Activity 2:</u> Discuss why a back and neck massages are important.</p> <p><u>Activity 3:</u> Collect information about how many times family and friends visited/ frequented a salon to have a back and neck massage service and transfer onto a worksheet.</p> <p><u>Activity 4:</u> Practice back and neck massage services on their family and friends at home and indicate in a short writing piece how those made them feel.</p> <p><b><u>Grade 5: Second year:</u></b></p> <p><u>Activity 1:</u> Prepare the workstation for a back and neck massage service.</p> <p><u>Activity 2:</u> Design in groups a board game about how a back and neck service can go wrong and how to rectify the situation.</p> <p><u>Activity 3:</u> Make a sketch or perform role play about good client</p>

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Dispose</b> of any waste material and hazardous material in a safe and secure manner.</li> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> what is paraffin and blades and how to dispose or use safely.</li> </ul>	<p>reception and after care service.</p> <p><u>Activity 4:</u> Sanitise and sterilise the workstation, tools, equipment for a back and neck service.</p> <p><b><u>Grade 5: Third year:</u></b></p> <p><u>Activity 1:</u> Complete a puzzle on back and neck massages and paste in the workbook.</p> <p><u>Activity 2:</u> Complete a worksheet (Column A match with Column B) that the teacher provides and paste in the workbook.</p> <p><u>Activity 3:</u> Participate in a role play where an older client enters your salon and you have to make her safe and comfortable in your salon.</p> <p><u>Activity 4:</u> Search on the Internet (Google, Pinterest) for pictures about back and neck massages and places that offer that service in your community.</p>



Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
7-9	Facial and Back Cleanse  Safety, Security and Housekeeping  Sanitation  Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Prepare</b> the trolley with all the relevant tools, equipment and material such cleansers, toners, moisturizers, scrub, etc. according to the service the client prefers.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during hostage and or shooting incident.</li> <li>• <b>Draw up</b> a budget to cost a facial and back cleanse service.</li> <li>• <b>Perform</b> a facial and back cleanse on a client/ fellow learner.</li> </ul>	<p><b><u>Grade 5: First year:</u></b></p> <p><u>Activity 1:</u> Discuss with a client what she/he requires and transfer the request onto a job card.</p> <p><u>Activity 2:</u> Participate in an action song that the group wrote about the advantages of a facial and back cleanse service.</p> <p><u>Activity 3:</u> Perform sanitation procedures like hand washing before performing of a facial and back cleanse.</p> <p><u>Activity 4:</u> Visit the local cosmetic shop and buy stock for a facial and back cleanse service from a shopping list provided by the teacher.</p> <p><b><u>Grade 5: Second year:</u></b></p> <p><u>Activity 1:</u> Sing an action song that the group developed about facial and back cleanse and paste the song in their workbooks.</p> <p><u>Activity 2:</u> Complete a puzzle about facial and back cleanse and what safety, security and housekeeping the learner has to remember when performing a facial and back cleanse service. Teacher supply the puzzle and instructions.</p>

Grade 5 Term 2			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Dispose</b> of any waste material and hazardous material in a safe and secure manner.</li> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> what is paraffin and blades and how to dispose or use safely.</li> <li>• <b>Prepare</b> the client for a deep cleanse service.</li> <li>• <b>Name</b> and <b>list</b> what is needed to perform a deep cleanse service.</li> <li>• <b>Describe</b> what is a deep cleanse service/ what is deep cleanse?</li> </ul>	<p><u>Activity 3:</u> Play a fun game about the reception of a client for a facial and back cleanse service.</p> <p><u>Activity 4:</u> Sanitise and sterilise the workstation after the facial and back cleanse service was performed.</p> <p><b><u>Grade 5: Third year:</u></b></p> <p><u>Activity 1:</u> Participate in a discussion about safety, security and housekeeping during a facial and back cleanse service.</p> <p><u>Activity 2:</u> Visit the local retail store and a cosmetic shop and compare prices of facial and back cleanse products, equipment and tools and transfer that on a comparison sheet provided by the teacher.</p> <p><u>Activity 3:</u> Sanitise and pack a workstation for a facial and back cleanse service.</p>

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

### **GRADE 5: FIRST YEAR: TERM 2**

#### **PRACTICAL ASSESSMENT**

##### **Week 2 - 3:**

Practice a fire drill during a specialised manicure and pedicure service.

Perform a specialised manicure and pedicure service as part of a manicure and pedicure service.

Identify what is needed for a manicure and pedicure service.

Select all the identified tools, equipment, material and items for a manicure and pedicure service.

##### **Week 4:**

Prepare the client for a nail and flat art service.

Perform a nail and flat art service.

##### **Week 5 – 6:**

Prepare the client for a back and neck massage.

Assist the client to safely get on a plinth.

Perform a back and neck massage on a teacher.

Select all the identified tools, equipment, material and items for a back and neck massage service.

##### **Week 7 – 9:**

Prepare a client for a facial and back cleanse.

Use the job card for requirements from the client.

Prepare the workstation with all the required tools, equipment and material/products.

Perform a facial and back cleanse.

Identify what is needed for a facial and back cleanse service.

Select all the identified tools, equipment, material and items for a facial and back cleanse service.

#### **THEORETICAL ASSESSMENT**

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

**Week 2 -3:** Use a tick list (provided by the teacher) indicating what you have identified as products, tools and equipment needed for a specialised manicure and pedicure.

**Week 4:** Participate in a game where learners perform nail and flat art service techniques in a fun way.

**Week 5 – 6:** Participate in a discussion on why is back and neck massages important.

**Week 7 - 8:** Discuss with a client what s/he requires. Transfer the information to a job card.

**Week 9:** Practice facial and back cleanse service on their family and friends at home and indicate in a short writing piece how that made them feel.

## **GRADE 5: SECOND YEAR: TERM 2**

### **PRACTICAL ASSESSMENT**

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

#### **Week 2 - 3:**

Perform a specialised manicure and pedicure service.

Identify what is needed for a specialised manicure and pedicure service.

Select all the identified tools, equipment, material and items for a specialised manicure and pedicure service.

Transfer the client's needs on a job card.

#### **Week 4:**

Perform a nail and flat art service on a friend or family member they invited to the classroom.

Select all the identified tools, equipment, material and items for a nail and flat art service.

#### **Week 5 - 6:**

Identify what is needed for a back and neck massage service.

Select all the identified tools, equipment, material and items for a back and neck massage service.

Perform a back and neck massage on a family member or a friend.

Assist the client to safely get on the plinth.

#### **Week 7 - 8:**

Perform a facial and back cleanse service.

Identify what is needed for a facial and back cleanse service.

Select all the identified tools, equipment, material and items for a facial and back cleanse service.

Pack the workstation for a back and facial cleanse service.

#### **Week 9:**

Perform a nail and flat art service on a family member or teacher.

Select all the identified tools, equipment, material and items for a nail and flat art service.

### **THEORETICAL ASSESSMENT**

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

**Week 2 - 3:** Use a tick list (provided by the teacher) indicating what you have selected as products, tools and equipment needed for a specialised manicure and pedicure.

**Week 4:** Participate in a discussion about safety, security and housekeeping in a nail art setting.

**Week 5 - 6:** Participate in a discussion about why back and neck massages are important.

**Week 7 - 8:** Discuss with a client what s/he wants and transfer that information on a job card.

**Week 9:** Participate in a discussion about safety, security and housekeeping during a facial and back cleanse service.

### **GRADE 5: THIRD YEAR: TERM 2**

#### **PRACTICAL ASSESSMENT**

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

#### **Week 2 - 3:**

Perform a specialised manicure and pedicure on a teacher.

Identify what is needed for a specialised manicure and pedicure service.

Select all the identified tools, equipment, material and items for a specialised manicure and pedicure service.

Pack the workstation for a specialised manicure and pedicure.

#### **Week 4:**

Perform a nail art and flat art service.

Select all the identified tools, equipment, material and items for a nail and flat art service.

#### **Week 5 – 6:**

Transfer the needs of the client on a job card.

Transfer the client's information in a clients' database for future usage.

Discuss the client's needs with the client.

Perform a back and neck massage on a family member or friend.

#### **Week 7 – 9:**

Perform a facial and back cleanse service on a friend or family member.

Identify what is needed for a facial and back cleanse service.

Select all the identified tools, equipment, material and items for a facial and back cleanse service.

Pack the workstation for a facial and back cleanse.

Perform a specialised manicure and pedicure on a family member, friend or teacher.

Select all the identified tools, equipment, material and items for a nail manicure and pedicure service.

#### **THEORETICAL ASSESSMENT**

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

**Week 2 - 3:** Use a tick list (provided by the teacher) indicating what you have identified and selected as products, tools and equipment needed for a specialised manicure and pedicure.

**Week 4:** Complete a worksheet on nail and flat art. (Match Column A with Column B). Teacher provides worksheet. Paste in workbook.

**Week 5 - 6:** Search on the Internet (e.g. Google, Pinterest, etc.) for pictures and local businesses that offer back and neck massages. Paste in workbook.

**Week 7 - 8:** Participate in a discussion about safety, security and housekeeping during a facial and back cleanse.

**Week 9:** Perform sanitation procedures like hand washing before performing of a facial and back cleanse and complete a check list.

PUBLIC COMMENT

### 3.3.7 Grade 5 Differentiated: Term 3

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
1-3	Manicure and Pedicure  Safety, Security and Housekeeping  Sanitation  Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Prepare</b> the trolley with all the relevant tools, equipment and material such massage oils, lotions, warm towels etc. according to the service the client prefers.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during hostage and or shooting incident.</li> <li>• <b>Draw up</b> a budget with assistance to cost a manicure and pedicure service.</li> <li>• <b>Perform</b> a manicure and a pedicure on a client/ fellow</li> </ul>	<p><b><u>Grade 5: First year:</u></b></p> <p><u>Activity 1:</u> Prepare the workstation for a specialised manicure and pedicure service.</p> <p><u>Activity 2:</u> Complete a worksheet (Match Column A with pictures in Column B about specialised manicures and pedicures.</p> <p><u>Activity 3:</u> Make a poem with words from a word bank that the teacher provided. Paste in their workbooks.</p> <p><u>Activity 4:</u> Sanitise and sterilise the workstation, tools, equipment for a manicure and pedicure service.</p> <p><b><u>Grade 5: Second year:</u></b></p> <p><u>Activity 1:</u> Complete a puzzle on specialised manicure and pedicure service and paste in the workbook.</p> <p><u>Activity 2:</u> Complete a worksheet on specialised manicures and pedicures (Column A match with Column B) that the teacher provides and paste in the workbook.</p>

Grade 5 Term 3

WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<p>learner.</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> the functions of the hand, foot, fingers, toes and nails.</li> <li>• <b>Prepare</b> the workstation for a specialised manicure and pedicure service with all the necessary tools and equipment.</li> <li>• <b>Dispose</b> of any waste material and hazardous material in a safe and secure manner.</li> <li>• Clean the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> what is paraffin and blades and how to dispose or use safely.</li> </ul>	<p><u>Activity 3:</u> Participate in a role play where an older client enters your salon and you have to make her safe and comfortable in your salon.</p> <p><u>Activity 4:</u> Search on the Internet (Google, Pinterest) for pictures about specialised manicures and pedicures and places that offer that service in your community.</p> <p><b><u>Grade 5: Third year:</u></b></p> <p><u>Activity 1:</u> Participate in a discussion about safety, security and housekeeping.</p> <p><u>Activity 2:</u> Visit the local retail store and a cosmetic shop and compare prices of manicure and pedicure products, equipment and tools and transfer that on a comparison sheet provided by the teacher.</p> <p><u>Activity 3:</u> Sanitise, sterilise and pack a workstation for a specialised manicure and pedicure service.</p>



Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
4	Nail Art  Safety, Security and Housekeeping  Sanitation  Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> <li>• <b>Draw up</b> a budget to cost a nail and flat art service.</li> <li>• <b>Select</b> the nail and flat art as per the client's specifications.</li> <li>• <b>Complete</b> a job card for the client and store in a database according to the organisational requirements.</li> <li>• <b>Apply</b> nail art, including top coat, base coat, etc. as part of a manicure service.</li> <li>• <b>Dispose</b> of hazardous material such as nail varnish removal, bleach, etc.</li> </ul>	<p><b><u>Grade 5: First year:</u></b></p> <p><u>Activity 1:</u> Sing an action song that the group developed and paste the song in their workbooks.</p> <p><u>Activity 2:</u> Complete a puzzle about nail and flat art and what safety, security and housekeeping the learner has to remember when performing a nail and flat art service. Teacher supply the puzzle and instructions.</p> <p><u>Activity 3:</u> Play a fun game about the reception of a client for a nail and flat art service.</p> <p><u>Activity 4:</u> Sanitise and sterilise the workstation after the nail and flat art service was performed.</p> <p><b><u>Grade 5: Second year:</u></b></p> <p><u>Activity 1:</u> Participate in a discussion about safety, security and housekeeping during a nail and flat art service.</p> <p><u>Activity 2:</u> Visit the local retail store and a cosmetic shop and compare prices of nail and flat art products, equipment and tools and transfer that on a comparison sheet provided by the teacher.</p>

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Sanitise</b> the workstation before and after a service is to be performed.</li> <li>• <b>Secure</b> the client by having regular security and safety checks.</li> <li>• <b>Ensure</b> that the service provided are measurable with entrepreneurship in the community.</li> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> what is paraffin and blades and how to dispose or use safely.</li> </ul>	<p><u>Activity 3:</u> Sanitise, sterilise and pack a workstation for a nail and flat art service.</p> <p><b><u>Grade 5: Third year:</u></b></p> <p><u>Activity 1:</u> Prepare and sanitise/ sterilise the workstation for a nail and flat art service.</p> <p><u>Activity 2:</u> Anticipate how a nail and flat art service can go wrong and how to rectify the situation.</p> <p><u>Activity 3:</u> Role play activity 2.</p> <p><u>Activity 4:</u> Dispose of any waste and hazardous material used during a nail and flat art service.</p>
5-6	<p>Back and Neck Massage</p> <p>Safety, Security and Housekeeping</p> <p>Sanitation</p>	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Prepare</b> the trolley with all the relevant tools, equipment and material such as massage oils, lotions,</li> </ul>	<p><b><u>Grade 5: First year:</u></b></p> <p><u>Activity 1:</u> Participate in a class game where learners perform a dry massage on the backs and necks of the fellow learners in a circle.</p> <p><u>Activity 2:</u> Discuss why back and neck massages are important.</p> <p><u>Activity 3:</u> Collect information about how many times family and friends visited/ frequented a salon to have a back and neck massage</p>

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
	Entrepreneurship	<p>warm towels etc. according to the service the client prefer.</p> <ul style="list-style-type: none"> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during hostage and or shooting incident.</li> <li>• <b>Draw up</b> a budget to cost a back and neck massage service.</li> <li>• <b>Perform</b> a back and neck massage on a client/ fellow learner.</li> <li>• <b>Dispose</b> of any waste material and hazardous material in a safe and secure manner</li> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> what is paraffin and blades and how to dispose or use safely.</li> </ul>	<p>service and transfer onto a worksheet.</p> <p><u>Activity 4:</u> Practice back and neck massage services on their family and friends at home and indicate in a short writing piece how those made them feel.</p> <p><b><u>Grade 5: Second year:</u></b></p> <p><u>Activity 1:</u> Compile a poem from a work bank about the tools and equipment one finds in the back and neck massage service product kit.</p> <p><u>Activity 2:</u> Collect pictures of massage parlours, products and pricelist found/ advertised on search engines such as Google, Pinterest, etc. and paste in their workbooks.</p> <p><u>Activity 3:</u> Discuss the rules of the class again and let learners complete a tick sheet of rules they are always follow, sometimes follow or never follow. Let them share with a friend the rules they always follow, sometimes follow and never follow and why.</p> <p><b><u>Grade 5: Third year:</u></b></p> <p><u>Activity 1:</u> Make a poster to depict various ways how people react to a burglary or a fire whilst busy with a back and neck massage</p>

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
			<p>service.</p> <p><u>Activity 2:</u> Participate in a discussion on how to prevent a burglary or a fire whilst performing a back and neck massage on a client.</p> <p><u>Activity 3:</u> Brain-storm best options how to react to a fire and or burglary and how to keep the client safe who came for a back and neck massage.</p> <p><u>Activity 4:</u> Cut and paste pictures of the emergency services, e.g. South African Police Services and Fire Brigade in South Africa and what each of the service offer to the public .</p>
7-9	<p>Facial and Back Cleanse</p> <p>Safety, Security and Housekeeping</p> <p>Sanitation</p> <p>Entrepreneurship</p>	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Prepare</b> the trolley with all the relevant tools, equipment and material such cleansers, toners, moisturizers, scrub, etc. according to the service the client prefers.</li> </ul>	<p><b><u>Grade 5: First year:</u></b></p> <p><u>Activity 1:</u> Discuss with a client what she/he requires and transfer the request onto a job card.</p> <p><u>Activity 2:</u> Participate in an action song that the group wrote about facial and back cleansing.</p> <p><u>Activity 3:</u> Perform sanitation procedures like hand washing before performing of a facial and back cleanse.</p> <p><u>Activity 4:</u> Visit the local cosmetic shop and buy stock such a toners,</p>

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure.</li> <li>• <b>Draw up</b> a budget to cost a facial and back cleanse service.</li> <li>• <b>Perform</b> a facial and back cleanse on a client/ fellow learner.</li> <li>• <b>Dispose</b> of any waste material and hazardous material in a safe and secure manner.</li> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> what is paraffin and blades and how to dispose or use safely.</li> <li>• <b>Prepare</b> the client for a deep cleanse service.</li> <li>• <b>Name</b> and <b>list</b> what is needed to perform a deep</li> </ul>	<p>moisturisers, cleansers, scrubs, etc. from a shopping list provided by the teacher.</p> <p><b><u>Grade 5: Second year:</u></b></p> <p><u>Activity 1:</u> Participate in a discussion about the facial and back cleanse cubicle.</p> <p><u>Activity 2:</u> Draw a facial and back cleanse cubicle on a worksheet provided and indicate all the products, tools and equipment by pasting the names on the arrow.</p> <p><u>Activity 3:</u> Participate in a role play about a client coming to have a facial and back cleanse.</p> <p><b><u>Grade 5: Third year:</u></b></p> <p><u>Activity 1:</u> Cut and paste the material, tools and equipment used during a facial and back cleanse on a worksheet provided by the teacher.</p> <p><u>Activity 2:</u> Cut and paste pictures of what is considered waste and what is considered hazardous waste and paste on a worksheet provided. Paste in workbook.</p>

Grade 5 Term 3			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<p>cleanser service.</p> <ul style="list-style-type: none"> <li>• <b>Describe</b> what is a deep cleanser service/ what is deep cleanser?</li> </ul>	<p><u>Activity 3:</u> Complete a worksheet on how to dispose of waste material after a facial and back cleanser was completed on a client.</p>

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

### **GRADE 5: FIRST YEAR: TERM 3**

#### **PRACTICAL ASSESSMENT**

##### **Week 2:**

Receive a client for a specialised manicure and pedicure.

Transfer their request on the job card for record keeping.

##### **Week 3:**

Perform a specialised manicure and pedicure service.

Select all the identified tools, equipment, material and items for a specialised manicure and pedicure service.

##### **Week 4:**

Perform a nail and flat art service on a friend or family member.

Identify what is needed for a nail and flat art service.

##### **Week 5 - 6:**

Prepare the client for a back and neck massage.

Assist the client to safely get on the plinth.

Perform a back and neck massage.

Select all the identified tools, equipment, material and items for a back and neck massage service.

##### **Week 7 – 9:**

Prepare the client for a facial and back cleanse by checking on the job card.

Prepare the workstation with all the required tools, equipment and material/products.

Identify what is needed for a facial and back cleanse service.

Select all the identified tools, equipment, material and items for a facial and back cleanse service.

Perform a facial and back cleanse.

Assess the client's expectation before and after the service has been rendered.

Select all the identified tools, equipment, material and items for a facial and back cleanse service.

#### **THEORETICAL ASSESSMENT**

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

**Week 2 - 3:** Learners complete a worksheet (Match Column A with Column B0 provided by the teacher about specialised manicure and pedicure. Paste in the workbook.

**Week 4:** Complete a puzzle about nail and flat art and how safety, security and housekeeping rules must be obeyed during such a process.

**Week 5 - 6:** Participate in a game where learners perform a dry back massage on fellow learners.

**Week 7 – 8** Draw a facial and back cleanse cubicle and colour it in with various mediums such as colour pencils, etc.

**Week 9:** Visit the local retail store and a cosmetic shop and compare prices of facial and back cleanse products, equipment and tools and transfer that on a comparison sheet provided by the teacher.

### **GRADE 5: SECOND YEAR: TERM 3**

#### **PRACTICAL ASSESSMENT**

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

#### **Week 2 - 3:**

Sanitise and sterilise the workstation, tools and equipment.

Perform a specialised manicure and pedicure on a teacher.

Identify what is needed for a specialised manicure and pedicure service.

Select all the identified tools, equipment, material and items for a specialised manicure and pedicure service.

#### **Week 4:**

Perform a nail and flat art service on a friend or family member.

Select all the identified tools, equipment, material and items for a nail and flat art service.

#### **Week 5 – 6:**

Learners take out the tools and equipment to use for a back and neck massage.

Identify what is needed for a back and neck massage service.

Select all the identified tools, equipment, material and items for a back and neck massage service.

Perform a back and neck massage.

#### **Week 7 – 9:**

Prepare and pack the workstation for a facial and back cleanse service on a teacher.

Perform a back and facial cleanse on a teacher.

Identify what is needed for a facial and back cleanse service.

Select all the identified tools, equipment, material and items for a facial and back cleanse service.

Record the client's needs on a job card.

Assess the client's satisfaction with the job against the job card.

#### **THEORETICAL ASSESSMENT**

**Week 2- 3:** Participate in a role play where an older client enters your salon and you have to make her/him feel safe and comfortable.

**Week 4:** Complete a worksheet (Match Column A with Column B) about nail and flat art service.

**Week 5 - 6:** Complete a poem with words provided by the teacher about tools and equipment one finds in the back and neck massage service product kit.



**Week 7 - 8:** Draw a facial and back cleanse cubicle and paste it in your workbook.

**Week 9:** Learners complete a poem from a work bank about the tools and equipment one finds in the facial and back cleanse service product kit.

### **GRADE 5: THIRD YEAR: TERM 3**

#### **PRACTICAL ASSESSMENT**

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

#### **Week 2 – 3:**

Perform a specialised manicure and pedicure on a friend or family member.

Identify what is needed for a manicure and pedicure service.

Select all the identified tools, equipment, material and items for a manicure and pedicure service.

Assess the client's satisfaction against the job card.

#### **Week 4:**

Perform a nail and flat art service on family members and friends.

Select all the identified tools, equipment, material and items for a nail and flat art service.

#### **Week 5 – 6:**

Complete a job card for a client.

Assess the client's need from the job card.

Assess the client's satisfaction after the service has been performed according to the job requirements.

Perform a neck and back massage.

#### **Week 7:**

Assess the clients' needs.

Discuss the client's needs.

#### **Week 8:**

Perform a facial and back cleanse on a teacher.

Select all the identified tools, equipment, material and items for a facial and back cleanse service.

#### **Week 9:**

Perform a facial and back cleanse on a family member or friend.

Select all the identified tools, equipment, material and items for a facial and back cleanse service.

#### **THEORETICAL ASSESSMENT**

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

**Week 2 - 3:** Visit the local retail store and compare prices from a list that the teacher provided. Paste in

workbook the comparison sheet provided by the teacher.

**Week 4:** Learners develop in groups a sketch about how a nail and flat art service can go wrong and how to prevent it.

**Week 5 - 6:** Make a poster to depict various ways in which people can react to a fire or burglary.

**Week 7 - 8:** Make labels for some of the products used in a salon. Beautify the labels.

**Week 9:** Cut and paste pictures of what is considered waste and what is considered hazardous waste and paste on a worksheet provided. Paste in workbook.

PUBLIC COMMENT

### 3.3.8 Grade 5 Differentiated: Term 4

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
1-3	Manicure and Pedicure Safety, Security and Housekeeping Sanitation Entrepreneurship	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Prepare</b> the trolley with all the relevant tools, equipment and material such as massage oils, lotions, warm towels etc. according to the service the client prefers.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during a hostage and or shooting incident.</li> <li>• <b>Draw up</b> a budget to cost a manicure and pedicure service.</li> <li>• <b>Perform</b> a manicure and a pedicure on a client/ fellow learner.</li> <li>• <b>Dispose</b> of any waste material and hazardous material in a safe and secure manner.</li> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> </ul>	<p><b><u>Grade 5: First year:</u></b></p> <p><u>Activity 1:</u> Prepare the workstation for a specialised manicure and pedicure service.</p> <p><u>Activity 2:</u> Cut and paste the material, tools and equipment used during a specialised manicure and pedicure on a worksheet provided by the teacher.</p> <p><u>Activity 3:</u> Draw a manicure and pedicure cubicle on a worksheet provided and indicate all the products, tools and equipment by pasting the names on the arrows.</p> <p><u>Activity 4:</u> Sanitise the workstation, tools, equipment for a specialised manicure and pedicure service.</p> <p><b><u>Grade 5: Second year:</u></b></p> <p><u>Activity 1:</u> Collect pictures of manicures and pedicures and how to perform manicures, pedicures and specialised manicures and pedicures and paste in the workbooks.</p> <p><u>Activity 2:</u> Discuss in pairs how feet and hand illnesses can occur and how to prevent it.</p> <p><u>Activity 3:</u> Show on a chart by pasting the correct picture the correct sequence of a manicure, pedicure and specialised manicure and pedicure.</p> <p><u>Activity 4:</u> Visit the neighbourhoods' Beauty and Nail salon and chat</p>

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Identify</b> what is paraffin and blades and how to dispose or use safely.</li> <li>• <b>Identify</b> the functions of the hand, foot, fingers, toes and nails.</li> <li>• <b>Prepare</b> the workstation for a specialised manicure and pedicure service with all the necessary tools and equipment.</li> </ul>	<p>to the clients about what they want from their beauty and nail technician. Record their responses on an interview sheet provided by the teacher.</p> <p><b><u>Grade 5: Third year:</u></b></p> <p><u>Activity 1:</u> Participate in a discussion about safety, security and housekeeping whilst busy with a manicure, pedicure and specialised manicure and pedicure.</p> <p><u>Activity 2:</u> Visit the local retail store and a cosmetic shop and compare prices of manicure and pedicure products, equipment and tools and transfer that on a comparison sheet provided by the teacher.</p> <p><u>Activity 3:</u> Sanitise and pack a workstation for a manicure and pedicure service as well as for a specialised manicure and pedicure service.</p>
4	<p>Nail Art</p> <p>Safety, Security and Housekeeping</p> <p>Sanitation</p> <p>Entrepreneurship</p>	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> </ul>	<p><b><u>Grade 5: First year:</u></b></p> <p><u>Activity 1:</u> Sing an action song that the group developed and paste the song in their workbooks.</p> <p><u>Activity 2:</u> Complete a puzzle about nail and flat art and what safety, security and housekeeping the learner has to remember when performing a nail and flat art service. Teacher supply the puzzle and</p>

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Draw up</b> a budget to cost a nail and flat art service.</li> <li>• <b>Select</b> the nail and flat art as per the client's specifications.</li> <li>• <b>Complete</b> a job card for the client and store in a database according to the organisational requirements.</li> <li>• <b>Apply</b> nail art, including top coat, base coat, etc. as part of a manicure service.</li> <li>• <b>Dispose</b> of hazardous material such as nail varnish removal, bleach, etc.</li> <li>• <b>Sanitise</b> the workstation before and after a service is to be performed</li> <li>• <b>Secure</b> the client by having regular security and safety checks.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during hostage and or shooting incident.</li> </ul>	<p>instructions.</p> <p><u>Activity 3:</u> Play a fun game about the reception of a client for a nail and flat art service.</p> <p><u>Activity 4:</u> Sanitise the workstation after the nail and flat art service was performed.</p> <p><b><u>Grade 5: Second year:</u></b></p> <p><u>Activity 1:</u> Practical demonstrations on sanitation at the nail and flat art service workstation by the learners and learners to complete a mix and match worksheet.</p> <p><u>Activity 2:</u> Written, oral or signing activities – Worksheets to match identify and name of tools, equipment and material to sanitise a nail and flat art service workstation.</p> <p><u>Activity 3:</u> Watch videos and DVDs to demonstrate how contamination can occur and how it can be prevented at the nail and flat art workstation – <b>Class discussion</b> to follow after the viewing of the DVD or Video about what they saw were not done to prevent contamination.</p>

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> what is paraffin and blades and how to dispose or use safely.</li> </ul>	<p><b><u>Grade 5: Third year:</u></b></p> <p>Activity 1: Learners are provided with a worksheet with a nail and flat art nail service workstation and separate pictures of material, equipment and tools. They have to identify those that belong on the worksheet by cutting it out and pasting it on the worksheet.</p> <p><u>Activity 2:</u> Develop a board game with cues provided by the teacher about what is nail and flat art and how one conduct it.</p> <p><u>Activity 3:</u> Create a dance with a fellow learner and show to the class depicting receiving a client for a nail and flat art service.</p> <p><u>Activity 4:</u> Identify what would be considered as good after care service by mix and match activity on a worksheet provided.</p>
5-6	<p>Back and Neck Massage</p> <p>Safety, Security and Housekeeping</p> <p>Sanitation</p>	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Prepare</b> the trolley with all the relevant tools, equipment and material such massage oils, lotions,</li> </ul>	<p><b><u>Grade 5: First year:</u></b></p> <p><u>Activity 1:</u> Participate in a class game where learners perform a dry massage on the backs and necks of the fellow learners in a circle.</p> <p><u>Activity 2:</u> Discuss why back and neck massages are important.</p> <p><u>Activity 3:</u> Collect information about how many times family and friends visited/ frequented a salon to have a back and neck massage</p>

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
	Entrepreneurship	<p>warm towels etc. according to the service the client prefer.</p> <ul style="list-style-type: none"> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during hostage and or shooting incident.</li> <li>• <b>Draw up</b> a budget to cost a back and neck massage service.</li> <li>• <b>Perform</b> a back and neck massage on a client/ fellow learner.</li> <li>• <b>Dispose</b> of any waste material and hazardous material in a safe and secure manner.</li> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> what is paraffin and blades and how to dispose or use safely.</li> </ul>	<p>service and transfer onto a worksheet.</p> <p><u>Activity 4:</u> Practice back and neck massage services on their family and friends at home and indicate in a short writing piece how those made them feel.</p> <p><b><u>Grade 5: Second year:</u></b></p> <p><u>Activity 1:</u> Design a poem from a work bank about the tools and equipment one finds in the back and neck massage service product kit.</p> <p><u>Activity 2:</u> Collect pictures of massage parlours, products and pricelist found/ advertised on search engines such as Google, Pinterest, etc. and paste in their workbooks.</p> <p><u>Activity 3:</u> Discuss the rules of the class again and let learners complete a tick sheet of rules they are always follow, sometimes follow or never follow. Let them share with a friend the rules they always follow, sometimes follow and never follow and why.</p> <p><b><u>Grade 5: Third year:</u></b></p> <p><u>Activity 1:</u> Make a poster to depict various ways how people react to a burglary or a fire whilst busy with a back and neck massage</p>

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
			<p>service.</p> <p><u>Activity 2:</u> Participate in a discussion on how to prevent a burglary or a fire whilst performing a back and neck massage on a client.</p> <p><u>Activity 3:</u> Brain-storm best options how to react to a fire and or burglary and how to keep the client safe who came for a back and neck massage.</p> <p><u>Activity 4:</u> Cut and paste pictures of the emergency services, e.g. South African Police Services and Fire Brigade in South Africa and what each of the service offer to the public .</p>
7-9	<p>Facial and Back Cleanse</p> <p>Safety, Security and Housekeeping</p> <p>Sanitation</p> <p>Entrepreneurship</p>	<ul style="list-style-type: none"> <li>• <b>Consult</b> with a client to determine the needs of the client.</li> <li>• <b>Record</b> the request of the client/ fellow learner according to organisational requirement.</li> <li>• <b>Prepare</b> the trolley with all the relevant tools, equipment and material such cleansers, toners, moisturizers, scrub, etc. according to the service the client prefers.</li> </ul>	<p><b><u>Grade 5: First year:</u></b></p> <p><u>Activity 1:</u> Discuss with a client what she/he requires and transfer the request onto a job card.</p> <p><u>Activity 2:</u> Participate in an action song that the group wrote about facial and back cleansing.</p> <p><u>Activity 3:</u> Perform sanitation procedures like hand washing before performing of a facial and back cleanse.</p> <p><u>Activity 4:</u> Visit the local cosmetic shop and buy stock from a</p>



Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<ul style="list-style-type: none"> <li>• <b>Sanitise</b> the tools and equipment as well as the workstation before and after the service.</li> <li>• <b>Ensure</b> that the client and his or her possession, and premises are safe and secure during hostage and or shooting incident.</li> <li>• <b>Draw up</b> a budget to cost a facial and back cleanse service.</li> <li>• <b>Perform</b> a facial and back cleanse on a client/ fellow learner.</li> <li>• <b>Dispose</b> of any waste material and hazardous material in a safe and secure manner.</li> <li>• <b>Clean</b> the classroom and the workstation after the service has been conducted.</li> <li>• <b>Identify</b> what is paraffin and blades and how to dispose or use safely.</li> <li>• <b>Prepare</b> the client for a deep cleanse service.</li> <li>• <b>Name</b> and <b>list</b> what is needed to perform a deep</li> </ul>	<p>shopping list provided by the teacher.</p> <p><b><u>Grade 5: Second year:</u></b></p> <p><u>Activity 1:</u> Pack the workstation and demonstrate to the teacher that they understand what material, tools and equipment is needed for a facial and back cleanse service with the client's requirement card as basis.</p> <p><u>Activity 2:</u> Participate in a role play about how the condition of your face or back can influence other people.</p> <p><u>Activity 3:</u> Show how to dispose of waste and hazardous material in a safe and secure manner after a facial and back cleanse service was performed.</p> <p><b><u>Grade 5: Third year:</u></b></p> <p><u>Activity 1:</u> Draw on a piece of cloth with various mediums such as fabric paints, crayons, paper mache, collage etc. To be displayed in the classroom.</p> <p><u>Activity 2:</u> Cutting and pasting of different faces in the workbook. Learners to match the different faces to the terminology such as round, oval, long, square etc. Terminology supplied by the teacher</p>

Grade 5 Term 4			
WEEK	TOPIC	CONTENT The learners must be able to:	Techniques, suggested activities, resources and process notes
		<p>cleanser service.</p> <ul style="list-style-type: none"> <li>• <b>Describe</b> what is a deep cleanser service/ what is deep cleanser?</li> </ul>	<p>on a worksheet.</p> <p><u>Activity 3:</u> Participate in a group discussion on what is a facial and back cleanser service and how they feel when performing a facial and back cleanser on client.</p>

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

#### **GRADE 5: FIRST YEAR: TERM 4**

#### **PRACTICAL ASSESSMENT**

##### **Week 2 - 3:**

Perform a specialised manicure and pedicure with products they have purchased at the local cosmetic shop.

Identify what is needed for a specialised manicure and pedicure service.

Select all the identified tools, equipment, material and items for a specialised manicure and pedicure service.

Assess the client's satisfaction after the specialised manicure and pedicure has been performed.

##### **Week 4:**

Perform a nail and flat art service.

Select all the identified tools, equipment, material and items for a nail and flat art service.

##### **Week 5 - 6:**

Practice back and neck massage services on their family and friends at home.

Indicate in a short writing piece how those made them feel.

Assess the client's satisfaction after the neck and back massage was performed.

Record the client's requirements for the neck and back massage.

##### **Week 7 - 9:**

Prepare a client for a facial and back cleanse by checking on the job card.

Prepare the work station with all the required tools, equipment and material/products needed for a facial and back cleanse service.

Identify what is needed for a facial and back cleanse service.

Select what is needed for a facial and back cleanse service.

Conduct a facial and back cleanse.

Assess the client's satisfaction after the service has been performed.

#### **THEORETICAL ASSESSMENT**

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

**Week 2 - 3:** Cut and paste pictures of the tools, materials and equipment used during a specialised manicure and pedicure.

**Week 4:** Sing an action song that the group developed and paste the song in the workbook.

**Week 5 –6:** Collect pictures on the Internet (Google, Pinterest, etc.) of what massage equipment and

tools are needed for a back and neck massage. Label the tools and equipment. Paste on a poster. Display in the classroom.

**Week 7 - 8:** Complete the client information and transfer the data to the client information database for future use.

**Week 9:** Complete a mix and match worksheet on a facial and back cleanse service.

#### **GRADE 5: SECOND YEAR: TERM 4**

##### **PRACTICAL ASSESSMENT**

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

##### **Week 2 – 3:**

Perform a manicure, pedicure or specialised manicure and pedicure on a fellow learner or a friend.

Identify what is needed for a manicure or pedicure.

Select the identified materials, equipment and tools needed for the manicure or pedicure.

Record the client's requirements for the specialised manicure and pedicure.

##### **Week 4:**

Sanitise a nail and flat art workstation, before, and after the nail art service is performed on a teacher or family member.

Select the identified materials, equipment and tools needed for the nail and flat art service.

##### **Week 5 – 6:**

Learners take out the tools and equipment to use as part of a back and neck massage.

Identify what is needed for a back and neck massage.

Select the identified materials, equipment and tools needed for the back and neck massage.

Perform a back and neck massage on a teacher or friend.

##### **Week 7 - 9:**

Perform a facial and back cleanse service on a teacher or friend.

Identify what is needed for a facial and back cleanse.

Select the identified materials, equipment and tools needed for a back and facial cleanse.

Assist the client to safely get on the plinth.

Complete the database with the client's details for future usage.

Measure client satisfaction after the back and facial cleanse were performed.

##### **THEORETICAL ASSESSMENT**

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is reported on. The following serves as suggestions of theoretical activities to report on.

**Week 2 - 3:** Collect pictures of manicures and pedicures and how one performs a manicure and

pedicure. Paste on a poster and display in the classroom.

**Week 4:** Watch videos and DVDs and how contamination can occur and prevented. Complete a worksheet thereafter provided by the teacher. Paste in the workbook.

**Week 5 - 6:** Collect information from friends and family why they enjoy back and neck massages. Paste responses in the workbook.

**Week 7 - 8:** Complete a worksheet about safety, security and housekeeping rules in a nail and beauty salon.

**Week 9:** Participate in a role play about how the condition of your face or back can influence other people.

#### **GRADE 5: THIRD YEAR: TERM 4**

##### **PRACTICAL ASSESSMENT**

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

##### **Week 2 - 3:**

Perform a manicure and pedicure or a specialised manicure and pedicure on a friend or teacher.

Identify what is needed for a manicure or pedicure.

Select the identified materials, equipment and tools needed for the manicure or pedicure.

Complete a client score card after the service was performed.

##### **Week 4:**

Receive a client for nail and flat art service.

Conduct a consultation about what she/he requires.

##### **Week 5 6:**

Perform a back and neck massage on a teacher.

Identify what is needed for a back and neck massage.

Select the identified materials, equipment and tools needed for a back and neck massage.

Complete a job satisfaction score card.

##### **Week 7 - 9:**

Show what equipment, tools and material is used when performing a facial and back cleanse.

Perform a facial and back cleanse on a teacher or family member.

Identify what is needed for a facial and back cleanse.

Select the identified materials, equipment and tools needed for facial and back cleanse.

Complete a job card before the service.

Complete a job satisfaction score card.

##### **THEORETICAL ASSESSMENT**

Four theoretical activities are assessed and recorded, however, a minimum of 1 theoretical activity is

reported on. The following serves as suggestions of theoretical activities to report on.

**Week 2 - 3:** Complete a worksheet and name the tools, equipment and materials utilised in a manicure and pedicure service.

**Week 4:** Create a dance with a fellow learner and show to the class how not to receive a client.

**Week 5 - 6:** Cut and paste South African's emergency services. Paste on a poster. Identify and list what service the emergency service provide. Display in classroom.

**Week 7 - 9:** Cut and paste pictures of what is considered waste and what is considered hazardous waste and paste on a worksheet provided. Paste in workbook.

PUBLIC COMMENT

## 4 SECTION 4

### ASSESSMENT

The generic section 4 will be copied here after the public comment changes have been made. The following tables are subject specific.

#### Grade 4 Differentiated Terms 1-4: Practical Assessment Tasks

Task	Term 1		
No	Week	Year 1	Second year
1	Week 2 or 3	Pack the workstation for a manicure station. Identify the tools needed for a manicure service.	Demonstrate how to wash hands before and after a manicure is performed on a fellow learner. Identify what is needed to wash hands.
2	Week 4 or 5	Pack the workstation for a manicure station. Identify the tools needed for a manicure service.	Perform a hand massage as part of a manicure on a family member or friend. Identify what is needed for a manicure. Select the materials, tools, equipment and items needed for a manicure. Pack the workstation for a manicure.
3	Week 6 or 7	Show the sequence of a back massage on a fellow learner. Perform a back massage on a fellow learner.	Identify what is needed to sanitise a workstation before and after a back massage. Select what is needed to sanitise a workstation before and after a back massage.
4	Week 8 or 9	Identify what is needed for a facial cleanse service. Select the items/ equipment and tools identified for a facial cleanse.	Assess the clients' needs for a facial cleanse. Transfer the client's needs on a job card.
Task	Term 2		
No	Week	First year	Second year
1	Week 2 or 3	Clean their workspace after a service is provided.	Sanitise the workstation before and after manicure.

		Ensures that disposable waste is correctly disposed.	Pack the manicure workstation.
2	Week 4 or 5	Clean their workspace after a service is provided. Ensures that disposable waste is correctly disposed.	Perform a hand massage as part of the manicure service on a fellow learner. Select what is needed to perform a hand massage.
3	Week 6 or 7	Receive a client for a facial cleanse. Conduct a consultation about what she/he requires. Transfer the client's needs on the job card. Fill out the personal information for future use.	Show during a back massages how they would receive the client. Show how to assist the client to safely sit on the plinth and get off the plinth.
4	Week 8 or 9	Prepare the workstation for back massage by adhering to safety regulations. Perform a back massage service on a fellow learner.	Assist to set up the working stations in the classroom for the mini-market day. Receive the clients and complete their job cards for execution.
<b>Task</b>	<b>Term 3</b>		
<b>No</b>	<b>Week</b>	<b>First year</b>	<b>Second year</b>
1	Week 2 or 3	Pack the workstation for a nail art service. Sanitise all the tools and equipment for a nail art service.	Identify what is needed for a manicure service. Select the identified materials/ items/ tools and equipment needed for a manicure service. Conduct a manicure on a fellow learner they have invited to the classroom. Pack the workstation for a manicure.
2	Week 4 or 5	Select the identified items/ materials/ tools and equipment needed for a nail art service. Perform a nail art service on a friend/ family member the learner has invited to the Beauty and Nail Technology classroom.	Select the identified materials/ items/ tools and equipment needed for a nail art service. Prepare a fellow learner for a nail art service.
3	Week 6 or 7	Perform a back massage service on the client/ fellow learner. Identify what is needed for a back massage.	Identify what is needed for a back massage service. Select the identified materials/ items/ tools and equipment needed for a back



		Select the identified materials/ items/ tools and equipment needed for a back massage. Assist the client to safely get on the plinth.	massage service. Perform a back massage on a fellow learner or a friend they invite to the classroom. Assist the client to safely get off the plinth.
4	Week 8 or 9	Select the identified materials/ items/ tools and equipment needed for a nail art service. Perform a nail art service.	Identify what is needed for a back massage service. Select the identified materials/ items/ tools and equipment needed for a back massage service. Perform a back massage on a fellow learner or a friend they invite to the classroom. Pack the workstation. Assist the client to safely get on the plinth. Assist the client to safely get off the plinth.
Task	Term 4		
No	Week	<b>First year</b>	<b>Second year</b>
1	Week 2 or 3	Identify what is needed for a manicure service. Select the identified materials/ items/ tools and equipment needed for a manicure service Perform a manicure on a fellow learner. Pack the workstation for a manicure.	Identify what is needed for a manicure service. Select the identified materials/ items/ tools and equipment needed for a manicure service. Perform a manicure on a friend or family member they invited to the classroom. Receive the client for the manicure service.
2	Week 4 or 5	Select the identified materials/ items/ tools and equipment needed for a nail art service. Perform a nail art service.	Identify what is needed for a nail art service. Perform hand massage as part of the nail art service.
3	Week 6 or 7	Identify what is needed for a back massage service. Select the identified materials/ items/ tools and equipment needed for a back	Identify what is needed for a back massage service. Select the identified materials/ items/ tools and equipment needed for a facial

		<p>massage service.</p> <p>Prepare the client for a back massage.</p> <p>Assist the client to safely get on the plinth.</p>	<p>cleanse service.</p> <p>Sanitise the workstation, tools and equipment and perform a back massage.</p> <p>Transfer the client's information in the client book.</p>
4	Week 8 or 9	<p>Identify what is needed for a facial cleanse service.</p> <p>Select the identified materials/ items/ tools and equipment needed for a facial cleanse service.</p> <p>Prepare a client for a facial cleanse.</p> <p>Use the job card to identify what is needed.</p>	<p>Identify what is needed for a facial cleanse service.</p> <p>Select the identified materials/ items/ tools and equipment needed for a facial cleanse service.</p> <p>Perform a facial cleanse service and indicate how to secure and keep the clients safe in the event of a burglary.</p> <p>Identify what is needed for a manicure service.</p> <p>Select the identified materials/ items/ tools and equipment needed for a manicure service.</p> <p>Perform a manicure service on a fellow learner.</p>

#### Grade 4 Differentiated: Term 1 – 4: Theoretical Assessment Tasks

Task	Term 1		
No	Week	First year	Second year
1	Week 2 or 3	Visit the South African Police Services (SAPS) or the Fire Brigade and complete a checklist provided by the teacher. Past in the workbooks.	Participate in a sketch depicting how contamination and germs can spread.
2	Week 4 or 5	Learner draws his/her hands on a piece of cloth with various mediums such as fabric paints, crayons, paper Mache, etc. display in classroom.	Match pictures of hands with labels of the terminology of the basic physiology and anatomy of the hands.
3	Week 6 or 7	Write a song and perform the song: how to dispose of waste and hazardous material.	Produce a board game similar to snakes and ladders. Bad things will happen to the player when a working area is not sanitised and vice versa.
4	Week 8 or 9	Draw a facial cleanse cubicle on a	Conduct interviews with various

		worksheet provided.	business people in the community. The teacher provides the questions for the interview and the instructions.
<b>Task</b>	<b>Term 2</b>		
<b>No</b>	<b>Week</b>	<b>First year</b>	<b>Second year</b>
1	Week 2 or 3	Brain storm best options on how to react to a fire/burglary.	Fill out puzzles to reinforce safety measures in Nail and Beauty Technology classroom.
2	Week 4 or 5	Make a model of their hands with clay and paint it for display in the classroom.	Fill out puzzles to reinforce safety measures in Nail and Beauty Technology classroom.
3	Week 6 or 7	Complete a song about the body and parts thereof. Concentrate on the back.	Work out a dance sequence about back massage and how to ensure that a client safely gets on and off a plinth.
4	Week 8 or 9	Un-jumble sentences provided by the teacher and paste in the workbook.	Work out a dance sequence about back massage and how to ensure that a client safely gets on and off a plinth.
<b>Task</b>	<b>Term 3</b>		
<b>No</b>	<b>Week</b>	<b>First year</b>	<b>Second year</b>
1	Week 2 or 3	Dress up for a modelling session as your favourite nail and beauty technician .Collect information of the technician and share that in the classroom.	Learners collect labels of products and paste that on a worksheet for display in the classroom.
2	Week 4 or 5	Budget and cost a back massage service for a client.	Discuss in pairs how back pain and back illnesses can occur and how to prevent it.
3	Week 6 or 7	Cut out faces and various facial cleanses. Pack in the correct sequence. Paste in workbook.	Cut out various faces and hung it on a string. Display in the classroom.
4	Week 8 or 9	Match Column A with Pictures in Column B: what is considered a good client reception service for a facial cleanse service.	Complete a puzzle about safety, security, and housekeeping in the Beauty and Nail Technology classroom.
<b>Task</b>	<b>Term 4</b>		
<b>No</b>	<b>Week</b>	<b>First year</b>	<b>Second year</b>
1	Week 2 or 3	Write a short story with words provided by the teacher about safety and security measures during a fire and or burglary.	Visit the local retail store and cosmetic shop and compare prices of manicure product, tools and equipment. Transfer

		Paste in the workbook.	the prices on a sheet provided by the teacher.
2	Week 4 or 5	Complete a puzzle about nail art. The teacher supplies the puzzle.	Receive a client for a nail art service and transfer their personal information on a job card and client sheet.
3	Week 6 or 7	Participate in a game where learners perform dry back massages on fellow learners in a circle.	Complete a puzzle on back massages and paste in the workbook.
4	Week 8 or 9	Visit the local cosmetic shop and buy stock from a shopping list provided by the teacher.	Collect empty jars and make your own organic facial products.

Evidence of one theoretical task of formal assessment between week 2 – 9 as in the annual teaching plan must be available for quality assurance.

#### Grade 5 Differentiated: Terms 1-4: Practical Assessment Tasks

Task	Term 1			
No	Week	First year	Second year	Third
1	Week 2 or 3	Select the identified materials/ items/ tools and equipment needed for a specialised manicure and pedicure service. Perform a specialised manicure and pedicure service	Sanitise and sterilise the workstation. Select all the relevant tools, equipment and products for a specialised manicure and pedicure. Pack the workstation for a specialised manicure and pedicure. Perform a specialised manicure and pedicure on a teacher.	Perform a specialised manicure and a pedicure on a friend or family member they invited to the classroom. Identify what is needed for a specialised manicure and pedicure service. Select all the identified tools, equipment, material and items for a specialised manicure and pedicure service. Pack the workstation for a specialised manicure and pedicure.
2	Week	Select the identified	Perform a nail and flat art	Identify what is needed for

	4 or 5	materials/ items/ tools and equipment needed for a nail and flat art service. Perform a nail and flat art service.	service on a family friend. Identify what is needed for a nail and flat art service.	a nail and flat art service. Perform a flat and nail art service on a client.
3	Week 6 or 7	Identify what is needed for a back and neck service. Select the identified materials/ items/ tools and equipment needed for a back and neck massage service. Prepare the client for a back and neck massage. Perform a back and neck massage on a teacher.	Prepare the client for a back and neck massage. Assist the client to safely get on the plinth. Select all the identified tools, equipment, material and items for a back and neck massage service. Perform a back and neck massage.	Pack the workstation for a back and neck massage. Perform a back and neck massage. Identify what is needed for a back and neck massage service. Select all the identified tools, equipment, material and items for a back and neck massage service.
4	Week 8 or 9	Prepare a client for a facial and back cleanse. Perform a facial and back cleanse after the client consultancy is completed.	Prepare a client for a facial and back cleanse service. Record the requirements for the facial and back cleanse service. Complete a job card. Assist the client to safely get on the plinth. Select all the identified tools, equipment, material and items for a facial and back cleanse service. Perform a facial and back cleanse.	Prepare the client for a facial and back cleanse service. Assist the client to safely get on the plinth. Perform a facial and back cleanse. Identify what is needed for a facial and back cleanse service. Select all the identified tools, equipment, material and items for a facial and back cleanse service. Record all the client's details on the client database for future usage.
Task	Term 2			
No	Week	First year	Second year	Third
1	Week 2 or 3	Practice a fire drill during a specialised manicure and	Perform a specialised manicure and pedicure	Perform a specialised manicure and pedicure on

		<p>pedicure service.</p> <p>Perform a specialised manicure and pedicure service as part of a manicure and pedicure service.</p> <p>Identify what is needed for a manicure and pedicure service.</p> <p>Select all the identified tools, equipment, material and items for a manicure and pedicure service.</p>	<p>service.</p> <p>Identify what is needed for a specialised manicure and pedicure service.</p> <p>Select all the identified tools, equipment, material and items for a specialised manicure and pedicure service.</p> <p>Transfer the client's needs on a job card.</p>	<p>a teacher.</p> <p>Identify what is needed for a specialised manicure and pedicure service.</p> <p>Select all the identified tools, equipment, material and items for a specialised manicure and pedicure service.</p> <p>Pack the workstation for a specialised manicure and pedicure.</p>
2	Week 4 or 5	<p>Prepare the client for a nail and flat art service.</p> <p>Perform a nail and flat art service.</p>	<p>Perform a nail and flat art service on a friend or family member they invited to the classroom.</p> <p>Select all the identified tools, equipment, material and items for a nail and flat art service.</p>	<p>Perform a nail art and flat art service.</p> <p>Select all the identified tools, equipment, material and items for a nail and flat art service.</p>
3	Week 6 or 7	<p>Prepare the client for a back and neck massage.</p> <p>Assist the client to safely get on a plinth.</p> <p>Perform a back and neck massage on a teacher.</p> <p>Select all the identified tools, equipment, material and items for a back and neck massage service.</p>	<p>Identify what is needed for a back and neck massage service.</p> <p>Select all the identified tools, equipment, material and items for a back and neck massage service.</p> <p>Perform a back and neck massage on a family member or a friend.</p> <p>Assist the client to safely get on the plinth.</p>	<p>Transfer the needs of the client on a job card.</p> <p>Transfer the client's information in a clients' database for future usage.</p> <p>Discuss the client's needs with the client.</p> <p>Perform a back and neck massage on a family member or friend.</p>
4	Week 8 or 9	<p>Prepare a client for a facial and back cleanse.</p> <p>Use the job card for requirements from the client.</p> <p>Prepare the workstation</p>	<p>Perform a facial and back cleanse service.</p> <p>Identify what is needed for a facial and back cleanse service.</p> <p>Select all the identified tools,</p>	<p>Perform a facial and back cleanse service on a friend or family member.</p> <p>Identify what is needed for a facial and back cleanse service.</p>

		<p>with all the required tools, equipment and material/products.</p> <p>Perform a facial and back cleanse.</p> <p>Identify what is needed for a facial and back cleanse service.</p> <p>Select all the identified tools, equipment, material and items for a facial and back cleanse service.</p>	<p>equipment, material and items for a facial and back cleanse service.</p> <p>Pack the workstation for a back and facial cleanse service.</p>	<p>Select all the identified tools, equipment, material and items for a facial and back cleanse service.</p> <p>Pack the workstation for a facial and back cleanse.</p> <p>Perform a specialised manicure and pedicure on a family member, friend or teacher.</p> <p>Select all the identified tools, equipment, material and items for a nail manicure and pedicure service.</p>
Task	Term 3			
No	Week	First year	Second year	Third
1	Week 2 or 3	<p>Perform a specialised manicure and pedicure service.</p> <p>Select all the identified tools, equipment, material and items for a specialised manicure and pedicure service.</p>	<p>Sanitise and sterilise the workstation, tools and equipment.</p> <p>Perform a specialised manicure and pedicure on a teacher.</p> <p>Identify what is needed for a specialised manicure and pedicure service.</p> <p>Select all the identified tools, equipment, material and items for a specialised manicure and pedicure service.</p>	<p>Perform a specialised manicure and pedicure on a friend or family member.</p> <p>Identify what is needed for a manicure and pedicure service.</p> <p>Select all the identified tools, equipment, material and items for a manicure and pedicure service.</p> <p>Assess the client's satisfaction against the job card.</p>
2	Week 4 or 5	<p>Perform a nail and flat art service on a friend or family member.</p> <p>Identify what is needed for a nail and flat art service.</p>	<p>Perform a nail and flat art service on a friend or family member.</p> <p>Select all the identified tools, equipment, material and items for a nail and flat art service.</p>	<p>Perform a nail and flat art service on family members and friends.</p> <p>Select all the identified tools, equipment, material and items for a nail and flat art service.</p>
3	Week	Prepare the client for a	Learners take out the tools	Complete a job card for a

	6 or 7	back and neck massage. Assist the client to safely get on the plinth. Perform a back and neck massage. Select all the identified tools, equipment, material and items for a back and neck massage service.	and equipment to use for a back and neck massage. Identify what is needed for a back and neck massage service. Select all the identified tools, equipment, material and items for a back and neck massage service. Perform a back and neck massage.	client. Assess the client's need from the job card. Assess the client's satisfaction after the service has been performed according to the job requirements. Perform a neck and back massage.
4	Week 8 or 9	Prepare the client for a facial and back cleanse by checking on the job card. Prepare the workstation with all the required tools, equipment and material/products. Identify what is needed for a facial and back cleanse service. Select all the identified tools, equipment, material and items for a facial and back cleanse service. Perform a facial and back cleanse. Assess the client's expectation before and after the service has been rendered. Select all the identified tools, equipment, material and items for a facial and back cleanse service.	Prepare and pack the workstation for a facial and back cleanse service on a teacher. Perform a back and facial cleanse on a teacher. Identify what is needed for a facial and back cleanse service. Select all the identified tools, equipment, material and items for a facial and back cleanse service. Record the client's needs on a job card. Assess the client's satisfaction with the job against the job card.	Perform a facial and back cleanse on a family member or friend. Select all the identified tools, equipment, material and items for a facial and back cleanse service.
Task	Term 4			
No	Week	First year	Second year	Third year
1	Week 2 or 3	Perform a specialised manicure and pedicure	Perform a manicure, pedicure or specialised	Perform a manicure and pedicure or a specialised



		<p>with products they have purchased at the local cosmetic shop.</p> <p>Identify what is needed for a specialised manicure and pedicure service.</p> <p>Select all the identified tools, equipment, material and items for a specialised manicure and pedicure service.</p> <p>Assess the client's satisfaction after the specialised manicure and pedicure has been performed.</p>	<p>manicure and pedicure on a fellow learner or a friend.</p> <p>Identify what is needed for a manicure or pedicure.</p> <p>Select the identified materials, equipment and tools needed for the manicure or pedicure.</p> <p>Record the client's requirements for the specialised manicure and pedicure.</p>	<p>manicure and pedicure on a friend or teacher.</p> <p>Identify what is needed for a manicure or pedicure.</p> <p>Select the identified materials, equipment and tools needed for the manicure or pedicure.</p> <p>Complete a client score card after the service was performed.</p>
2	Week 4 or 5	<p>Perform a nail and flat art service.</p> <p>Select all the identified tools, equipment, material and items for a nail and flat art service.</p>	<p>Sanitise a nail and flat art workstation, before, and after the nail art service is performed on a teacher or family member.</p> <p>Select the identified materials, equipment and tools needed for the nail and flat art service.</p>	<p>Receive a client for nail and flat art service.</p> <p>Conduct a consultation about what she/he requires.</p>
3	Week 6 or 7	<p>Practice back and neck massage services on their family and friends at home.</p> <p>Indicate in a short writing piece how those made them feel.</p> <p>Assess the client's satisfaction after the neck and back massage was performed.</p> <p>Record the client's requirements for the neck and back massage.</p>	<p>Learners take out the tools and equipment to use as part of a back and neck massage.</p> <p>Identify what is needed for a back and neck massage.</p> <p>Select the identified materials, equipment and tools needed for the back and neck massage.</p> <p>Perform a back and neck massage on a teacher or friend.</p>	<p>Perform a back and neck massage on a teacher.</p> <p>Identify what is needed for a back and neck massage.</p> <p>Select the identified materials, equipment and tools needed for a back and neck massage.</p> <p>Complete a job satisfaction score card.</p>

4	Week 8 or 9	<p>Prepare a client for a facial and back cleanse by checking on the job card.</p> <p>Prepare the work station with all the required tools, equipment and material/products needed for a facial and back cleanse service.</p> <p>Identify what is needed for a facial and back cleanse service.</p> <p>Select what is needed for a facial and back cleanse service.</p> <p>Conduct a facial and back cleanse.</p> <p>Assess the client's satisfaction after the service has been performed.</p>	<p>Perform a facial and back cleanse service on a teacher or friend.</p> <p>Identify what is needed for a facial and back cleanse.</p> <p>Select the identified materials, equipment and tools needed for a back and facial cleanse.</p> <p>Assist the client to safely get on the plinth.</p> <p>Complete the database with the client's details for future usage.</p> <p>Measure client satisfaction after the back and facial cleanse were performed.</p>	<p>Show what equipment, tools and material is used when performing a facial and back cleanse.</p> <p>Perform a facial and back cleanse on a teacher or family member.</p> <p>Identify what is needed for a facial and back cleanse.</p> <p>Select the identified materials, equipment and tools needed for facial and back cleanse.</p> <p>Complete a job card before the service.</p> <p>Complete a job satisfaction score card.</p>
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#### Grade 5 Differentiated: Terms 1-4: Theoretical Assessment Tasks

Task	Term 1			
No	Week	First year	Second year	Third
1	Week 2 or 3	Perform an action song about specialised manicure and pedicure.	Discuss with a client what s/he requires and transfer the information on a job card.	Participate in a board game regarding the reasons why one has to sanitise and sterilise a workstation before and after a specialised manicure and pedicure service.
2	Week 4 or 5	Play a fun game about the reception of a client for a nail and flat art service.	Complete an action song about nail and flat art service and what safety, security and housekeeping the learner has to remember when performing a service.	Make a collage/poster of various businesses in their local community. There has to be at least one nail and beauty shop.

3	Week 6 or 7	Collect information about how many times family and friends visited/frequented a salon for a back and neck massage over a year period. Transfer on a worksheet.	Discuss why back and neck massage is important.	Complete a song on back and neck massages and paste in the workbook. Add drawings, pictures, etc. to accentuate the song.
4	Week 8 or 9	Discuss with a client what s/he requires and transfer the information on a job card.	Develop in pairs/ groups a board game on facial and back cleanses, the products, tools and equipment one uses in such a service.	Cut out pictures to show why they feel a facial and back cleans is important. These are to be paste in the workbooks.
Task	Term 2			
No	Week	First year	Second year	Third
1	Week 2 or 3	Use a tick list (provided by the teacher) indicating what you have identified as products, tools and equipment needed for a specialised manicure and pedicure.	Use a tick list (provided by the teacher) indicating what you have selected as products, tools and equipment needed for a specialised manicure and pedicure.	Use a tick list (provided by the teacher) indicating what you have identified and selected as products, tools and equipment needed for a specialised manicure and pedicure.
2	Week 4 or 5	Participate in a game where learners perform nail and flat art service techniques in a fun way.	Participate in a discussion about safety, security and housekeeping in a nail art setting.	Complete a worksheet on nail and flat art. (Match Column A with Column B). Teacher provides worksheet. Paste in workbook.
3	Week 6 or 7	Participate in a discussion on why is back and neck massages important.	Participate in a discussion about why back and neck massages are important.	Search on the Internet (e.g. Google, Pinterest, etc.) for pictures and local businesses that offer back and neck massages. Paste in workbook.
4	Week 8 or 9	Discuss with a client what s/he requires. Transfer the information to a job card.	Participate in a discussion about why back and neck massages are important.	Participate in a discussion about safety, security and housekeeping during a facial and back cleanse.
Task	Term 3			

No	Week	First year	Second year	Third
1	Week 2 or 3	Learners complete a worksheet (Match Column A with Column B) provided by the teacher about specialised manicure and pedicure. Paste in the workbook.	Participate in a role play where an older client enters your salon and you have to make her/him feel safe and comfortable.	Visit the local retail store and compare prices from a list that the teacher provided. Paste in workbook the comparison sheet provided by the teacher.
2	Week 4 or 5	Participate in a game where learners perform a dry back massage on fellow learners.	Complete a poem with words provided by the teacher about tools and equipment one finds in the back and neck massage service product kit.	Make a poster to depict various ways in which people can react to a fire or burglary.
3	Week 6 or 7	Draw a facial and back cleanse cubicle and colour it in with various mediums such as colour pencils, etc.	Draw a facial and back cleanse cubicle and paste it in your workbook.	Make labels for some of the products used in a salon. Beautify the labels.
4	Week 8 or 9	Visit the local retail store and a cosmetic shop and compare prices of facial and back cleanse products, equipment and tools and transfer that on a comparison sheet provided by the teacher.	Learners complete a poem from a work bank about the tools and equipment one finds in the facial and back cleanse service product kit.	Make labels for some of the products used in a salon. Beautify the labels.
Task	Term 4			
No	Week	First year	Second year	Third
1	Week 2 or 3	Cut and paste pictures of the tools, materials and equipment used during a specialised manicure and pedicure.	Collect pictures of manicures and pedicures and how one performs a manicure and pedicure. Paste on a poster and display in the classroom.	Complete a worksheet and name the tools, equipment and materials utilised in a manicure and pedicure service.
2	Week 4 or 5	Sing an action song that the group developed and paste the song in the workbook.	Watch videos and DVDs and how contamination can occur and prevented. Complete a worksheet thereafter provided by the teacher.	Create a dance with a fellow learner and show to the class how not to receive a client.

			Paste in the workbook.	
3	Week 6 or 7	Collect pictures on the Internet (Google, Pinterest, etc.) of what massage equipment and tools are needed for a back and neck massage. Label the tools and equipment. Paste on a poster. Display in the classroom.	Collect information from friends and family why they enjoy back and neck massages. Paste responses in the workbook.	Cut and paste South African's emergency services. Paste on a poster. Identify and list what service the emergency service provide. Display in classroom.
4	Week 8 or 9	Complete the client information and transfer the data to the client information database for future use.	Participate in a role play about how the condition of your face or back can influence other people.	Cut and paste pictures of what is considered waste and what is considered hazardous waste and paste on a worksheet provided. Paste in workbook.