



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Curriculum and Assessment Policy

Statement: Technical Occupational

Year 1 - 4

ANCILLARY HEALTH CARE

PUBLIC COMMENT

CONTENT

SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

- 1.1 Background
- 1.2 Overview
- 1.3 General aims of the Technical Occupational Curriculum
- 1.4 Subjects and Time allocation

SECTION 2: INTRODUCTION TO ANCILLARY HEALTH CARE

- 2.1 What is Ancillary Health Care?
- 2.2 Topics to be studied in Ancillary Health Care
- 2.3 Specific Aims
- 2.4 Requirements for Ancillary Health Care as a subject
 - 2.4.1 Time Allocation
 - 2.4.2 Resources
 - 2.4.3 Infrastructure, equipment and finances
- 2.5 Career opportunities

SECTION 3: OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

- 3.1 Content overview per Year
- 3.2 Content outline per term (Annual Teaching Plan)

SECTION 4: ASSESSMENT IN ANCILLARY HEALTH CARE

- 4.1 Introduction
- 4.2 Assessment Principles
- 4.3 Managing Assessment
- 4.4 Moderation of Assessment
- 4.5 General

SECTION 5: RESOURCES

- Annexure 1: Maslow's hierarchy of needs
- Annexure 2: Stages of human life
- Annexure 3: Wellness
- Annexure 4: Washing hands
- Annexure 5: Emotion expressions

Annexure 6: Healthy life

Annexure 7: Period of foetal development

Annexure 8: Food pyramid

Annexure 9: Food portions

Annexure 10: Waste Management

Annexure 11: Exemplar for a marking rubric

Annexure 12: Examples for theoretical test

PUBLIC COMMENT

SECTION 1:

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. There are learners participating in the General Education and Training Band who have an interest and talent in applied knowledge and in technical and vocational skills subjects which are currently not available in the National Curriculum Statement, Grades R to 12 (2011). This cohort of learners should be given an opportunity to achieve a formal qualification or recognition of achievement towards a qualification that is related to any vocational and occupational learning within their area of interest and aptitude.

This Subject Statement has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols approved by the Department of Basic Education and who will benefit from curriculum content that is aligned to the Senior Phase of the National Curriculum Statement at a more applied and functional level in accordance with their interest and aptitude.

It is critical, that through differentiated methodologies, the learners enrolled for this qualification will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum theoretical requirements of the respective grades of the senior phase. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies (language and numeracy) relevant to the specific subject, so that they are in a position to demonstrate the practical competencies that they have mastered which will make it possible for them to progress to further education and training pathways.

The learning programme will be structured in such a way that it would adequately prepare learners to progress onto the academic, technical vocational or technical occupational pathways of the Further Education and Training Band, albeit with endorsement. It will also enable learners across the range of competencies and aptitudes to obtain a recognised and accredited qualification or certificate of attainment.

The programme aims at contributing to the ideal of education to produce learners who will function **meaningfully** and **effectively** in the society, be able to enter future **careers** and be equipped to meet the requirements of the **economy** (local and global).

1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for technical occupational education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) National Curriculum Statement, Grades R to 12 (2011) together with the National Protocol for Assessment and the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement, Grades R to 12;
- (ii) Draft Technical Vocational Subject Statements listed in the Draft General Certificate of Education: Technical Occupational, a Qualification at Level 1 on the National Qualification Framework;
- (iii) General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001); the General and Further Education and Training Amendment Act, 2008 (Act No 50 of 2008); the NQF Act, 2008 (Act no 67 of 2008) and the Continuing Education and Training Act, 2006 as amended by Act No 3 of 2012 and Act No 1 of 2013;
- (iv) The General and Further Education and Training Qualifications Sub- Framework (August 2013);
- (v) Standards and quality assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (vi) Policy and regulations pertaining to the conduct, administration and management of assessment for the General Education and Training Certificate in Skills and Vocational Training: A qualification at Level 1 on the National Qualification Framework (NQF);
- (vii) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- (viii) The United Nations Convention on the Rights of Persons with Disabilities adopted by the United Nations General Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;

- (ix) The White Paper on the Rights of Persons with Disabilities, 2015;
- (x) Section 11 of the Children's Act (2007);
- (xi) Chapter 5, section 76 of the Children's Act as amended (2007);
- (xii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiii) Skills Development Act, 1998 (Act 97 of 1998); and
- (xiv) Assessment Policy for Qualifications and Part Qualifications on the Occupational Qualifications Sub-Framework (OQSF), 2014 of the QCTO.

1.3. General Aims of the Technical Occupational Curriculum

- (a) The National Curriculum Statement, Grades R to 9 gives expression to the knowledge, skills and values worth learning in South African schools. The Technical Occupational Curriculum aims to ensure that learners, irrespective of their abilities, have the opportunity to develop competences for meeting challenges and taking up opportunities in the fast changing 21st century and are also guided to apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives, including the demands of the fourth industrial revolution. Sustaining development-relevance in the face of constant and rapid change requires curricula to be lifelong learning systems in their own right, capable of constant self-renewal and innovation.
- (b) The curriculum serves the purposes of:
 - Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - Promoting critical thinking, creativity and innovation, communication, collaboration, information, media and ICT literacies, flexibility and adaptability, initiative and self-direction, social and cross-cultural, productivity and accountability, leadership and responsibility and life-long learning;
 - Facilitating the transition of learners from education institutions to the workplace;
 - Providing employers with a sufficient profile of a learner's competences.
 - Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;

- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (c) The curriculum is based on the following principles:
- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
 - Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
 - Progression: content and context of each grade shows progression from simple to complex; and
 - Human rights, inclusivity, environmental, gender and social justice and equality: infusing the principles and practices of social justice and human rights as defined in the Constitution of the Republic of South Africa as well as the greening of the economy.
- (d) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011), as well as the Standard Operating Procedures for Accommodations in Assessment (2016).

1.3.1. The aims of the General Certificate of Education: Technical Occupational

The specific aims of the qualification are to:

- Give recognition to learners who would meet the requirements and achieve the competencies as specified in the Exit Level Outcomes and associated Assessment Criteria as set out in the GFETQSF along differentiated pathways;

- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them for life after school and enable them to access particular employment or occupational workplace-based learning. It may also enable the learners to access a vocational qualification at a Technical and Vocational Education Training College;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in the workplace;
- Prepare learners to function better in a fully inclusive society and workplace; and
- Provide employers with a profile of the learner's competence.

1.3.3.1. Learners successfully completing the qualification will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the subject statement;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Have the ability to apply knowledge and skills in changing contexts;
- Reflect on their learning in order to promote an interest in learning and further study; and
- Demonstrate basic entrepreneurial skills that will enable them to create their own work and business opportunities in the contexts in which they live.

1.4. Subjects and Time Allocation

Instructional Time for the Technical Occupational Learning Programmes is 27½ hours in a five-day cycle

Subjects		Time	
General Education			
Languages			
(Home Language and First Additional Language)		3 Hours for Home Language	
All 11 official languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Siswati, Sesotho, Setswana, Sepedi, Tshivenda, Xitsonga)		2 hours for First Additional Language	
Mathematics		3 hours	
Life Skills	Personal and Social Well-being (including aspects of Life Orientation, Social Sciences and Economic and Management Sciences)	2½ hours	6 hours
	Physical Education	1 hour	
	Creative Arts	1 hour	
	Natural Sciences	1½ hours from year 2 onwards This time to be used in year 1 to support Languages and Mathematics	
Information Communication Technology			
ICT is a compulsory subject for all learners. It can be offered either as a stand-alone or integrated across various subjects. If offered as a stand-alone a school may use time allocated to the Technical Occupational programme. ICT does not count towards the qualification but is a necessary life-long skill. ICT is not to be confused with the Technical Occupational Subject “Office Administration” which is an elective.			

Subjects	Time
Technical Occupational: Electives	
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Sewing Early Childhood Development Electrical Technology: Electrical Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Sheet Metal Work Mechanical Technology: Welding Mechanical Technology: Maintenance Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing Service Technology: Upholstery Wholesale and Retail	13½ hours
Total: General and Occupational	27½

The table below proposes the learner progression across the years at a School of Skills.

Year 1 Minimum of 1 year of orientation	Year 2	Year 3	Year 4
<p>Base Line Assessment for Language and Mathematics</p> <p>➤ Intervention (ISP)</p> <p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum 2 x SKILLS Across the year</p> <p>Post Assessment</p> <ul style="list-style-type: none"> • Analyse results <p>Progress to Year 2 with appropriate support for Languages and Mathematics</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p> <p>GCE: TO Qualification Or Certificate of Achievement</p> <p>(External exam- results verified / moderated)</p>

Note:

Year One is an orientation year and learners must be exposed to a minimum of two occupational skills so that they can select a skill with which they will continue from Year Two. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in Year One experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners. It is important that learners are exposed to all the Topics and Specific Aims per selected Occupational skill, acknowledging that not all learners will be successful in all of these.

SECTION 2:

INTRODUCTION TO ANCILLARY HEALTH CARE

2.1 What is Ancillary Health Care

The purpose of this subject, Ancillary Health Care, is to enable learners to understand the meaning of health and wellness as well as how to apply their newly acquired knowledge in everyday life. This will include application in caring for themselves, others in their families and community, as well as in their place of work.

In this subject, Ancillary Health Care refers to all health care: promotive, preventive and that which supports the diagnostic activities of the health professional (either a physician or Primary Health Care Registered Nurse) in the treatment the individual(s). In addition to the diagnostic component, Ancillary Health Care includes therapeutic (treatment adherence), and the custodian components.

This Ancillary Health Care Programme aims to enable members of communities to manage their own health and wellness in conjunction with (or in support of) health professionals.

This subject will enable learners to understand that each person has a journey of life, during which certain basic needs must be met in order for the person lead a fulfilled life. These needs are influenced by how far the person has progressed on their journey of life, as well as their health status at that time.

2.2 Topics to be studied in Ancillary Health Care and the related sub topics

1. Personal Care

- 1.1 Introduction to the concept health and the concept wellness.
- 1.2 Personal Hygiene (including oral health)
- 1.3 Introduction to germs: infection and control measures
- 1.4 Hierarchy of basic needs
- 1.5 Stages of a life span
- 1.6 Emotions and health status
- 1.7 Health Promotion
- 1.8 Nutrition
- 1.9 Food management and preparation
- 1.10 Body Systems
- 1.11 Cleaning and Housekeeping
- 1.12 Clothing
- 1.13 Safety in and around the home

- 1.14 Environmental hygiene (including waste product recycling and management)
- 1.15 Lifestyle habits linked to health and wellness status
- 1.16 Custodian care
- 1.17 Lifelong learning
- 1.18 Introduction to maternal health
- 1.19 Introduction to mental health
- 1.20 Introduction to first aid
- 1.21 Taking vital signs
- 1.22 When to seek medical help

2. Life Care

- 2.1 General hygiene
- 2.2 Lifestyle and disease
- 2.3 Individual responsibility related to health and wellness
- 2.4 Body systems
- 2.5 Caring for the body
- 2.6 Lifestyle habits and health
- 2.7 Health promotion
- 2.8 Physical exercise/ activity
- 2.9 Environmental hygiene/ health
- 2.10 Pollution: water and air
- 2.11 Food safety
- 2.12 Clothing and health status
- 2.13 Pet hygiene and health
- 2.14 Health issues specific to the elderly
- 2.15 Injury
- 2.16 Violence
- 2.17 Medical care and lifestyle diseases (when to seek and how to manage)
- 2.18 Human Immune virus
- 2.19 Tuberculosis
- 2.20 Occupational Health and Safety

3 Toddler Care

- 3.1 Road to Health booklet for boys/girls
- 3.2 Toddler hygiene
- 3.3 Carer hygiene
- 3.4 Infection control among toddlers

- 3.5 Development milestones
- 3.6. Immunisation
- 3.7 Teething and oral health
- 3.8 Body systems and development
- 3.9 Toddler nutrition
- 3.10 Toddler safety
- 3.11 Child food hygiene
- 3.12 Clothing
- 3.13 Assist toddler to feed themselves
- 3.14 Assist toddlers to dress themselves
- 3.15 Health promotion
- 3.16 Taking vital signs
- 3.17 When to refer for medical care
- 3.18 Basic first aid: nose bleeds, clean laceration, apply bandages, oral rehydration

2.3 Specific Aims:

This subject aims to provide an educational experience to enable learners to acquire sufficient knowledge to:

- 2.3.1 Demonstrate a general understanding of the concepts *health* and *wellness* as these relate to our daily lives.
- 2.3.2 Demonstrate a general understanding of the causes, prevention and management of ill-health.
- 2.3.3 Recognise that health needs are influenced by the stage of life.
- 2.3.4 Apply the custodian aspect of ancillary health care.
- 2.3.5 Understand the role of ancillary health care in relation to diagnostic and therapeutic aspects of health care.
- 2.3.6 Apply health promotion strategies.
- 2.3.7 Understand lifestyle habits affect health and wellness of the individual and others.
- 2.3.8. Recognise the need and value to apply good waste management practices.
- 2.3.9. Apply basic first aid principles.
- 2.3.10 Understand role and functions of employers and employees in the work place according to the Occupational Health and Safety Act no. 85 of 1993.

2.4 Requirements for Ancillary Health Care as a subject

2.4.1 Time Allocation

The total number of hours allocated for the subject in a five day cycle is 13 ½ hours. Sufficient time must be allocated in the school timetable for the practical work required. It is suggested that a specific work related and theoretical time allocation should be considered.

2.4.2 Resources

Human resources

Ancillary Health Care requires a trained subject specialist. It is preferred that the teacher offering Ancillary Health Care, has a community nursing qualification and experience, i.e. a Registered Community Health Nurse (Nurse Education or equivalent qualification is also recommended).

Ancillary Health Care teachers are required to:

- ☐ Teach the subject content with confidence and passion
- ☐ Set boundaries although able to communicate comfortably with learners
- Engage learners in their learning throughout the training period
- ☐ Manage resources (consumables, non-consumables, and budget)
- ☐ Manage the teaching environment
- Be prepared for theory, practical and assessment sessions
- ☐ Ensure learner safety
- ☐ Implement innovative methods to keep the subject interesting
- Be self-motivated to keep abreast of the latest technological developments
- Regularly attend skills workshops
- Facilitate visits to relevant sites, e.g. crèche / day care centre for practice exposure
- Invite specialists from time to time, e.g. the Registered Nurse in charge of immunisation at the local clinic
- ☐ Produce working PAT projects in cooperation with learners
- Process School Based Assessment (SBA)

Learner Resources:

- Text/ resource book.

2.4.3 Infrastructure, equipment and finances

Schools must ensure that teachers have the necessary infra-structure, equipment, consumables and financial resources for quality teaching and learning.

Infrastructure required

- A class room with loose chairs and desks for theoretical input and learner projects.
- A waterproof large working surface with easy access to a tap and hand basin for demonstrations in class.
- A large white writing board that can be used for writing and/or for power point and/or video presentations.
- Access to electricity plugs points.
- Suitable multimedia infrastructure e.g. computer and a data projector
- Secure store room for equipment and consumables.
- At least five (5) full length mirrors mounted on the classroom walls.
- Toddlers play area that supports Early Childhood Development (ECD) activities.
- A larger than usual fully furnished informal home on the school grounds with front and back yard space to be used as the simulation laboratory. It must include a kitchen (sink, drying dishes area, different kitchen cupboard space (also food cupboard), refrigerator, stove; laundry room (washing machine, basin); full bath room (hand basin, shower, toilet, bath), and a bedroom with wardrobes.

Equipment

The following is the minimum requirement for an Ancillary Health Care workspace.

Consumables	Non- Consumable	
Photocopy paper: A4 and A3	Access to photocopier	Baby bottle brushes (cleaning)
Flip chart paper	Access to printer	Feeding cups
Newspaper waste roll	Access to laptop/ computer	Dummies
Ink for printing photocopies	Multimedia projector	Teething rings
Colouring pens (multicolour)	Access to You Tube	Posters on food groups
Water paint to make posters	Access to the Google search engine	Posters on food portion size
Art paint brushes	Full body skeleton model x2	Posters on dental hygiene
Multi-colour Koki	Mannequin model from neck to mid thighs with organs that can be unpacked x 4	Posters on hand washing
Craft material	Models of: Heart, Lungs, Skin, Kidney, head and neck: ear, nose, throat and mouth, teeth (permanent and non-permanent)	Posters on safety in the home
Glue: for paper and on walls	Full length mirrors mounted on walls x 5	Poster of safety in the workplace (OHS No. 85 of 1993).
Old magazines to use for pictures	Hand mirrors x 1 per learner	Sink with running water
Food items required during class room time when food is prepared	Tape measure each	Kitchen area
Liquid soap	Mid-humerus measure tape each	Thermometer to measure body temperature
Cake of soap	Paper scissors each	Toddler area:
Paper towels	Waste management bins for domestic use and larger for school grounds	Toys: ECD -informed
Gloves: disposable x 10 each /yr	Swop shop area with shelves as part of the waste management project at school (if possible)	For the Simulation laboratory:
Tooth brush each	Flipchart board and stand	Furniture, kitchen cupboard space for crockery and pots, a separate food cupboard, refrigerator, stove; laundry room (washing machine, basin);
Tooth paste	Basin per student + 5 extra	2 nd hand clothes for ALL ages and seasons for class room activities.
Dental floss	Dissecting set	Clothing wardrobes
Vaseline	Cutting board	Laundry containers.
Glitter	Dolls: toddler size x 10	Buckets x 5
Nail brushes	Cotton towels for hands and feet	Housekeeping items: different kinds of cloths, brooms (inside and outside use), and floor mops and containers
Aqueous cream	Baby feeding bottles	Gardening tools and equipment to clean outside yard of the simulation laboratory and for making a food garden
Black bags		
Clear bags		
House hold cleaning chemicals		
Crepe bandages: 75x2 mm each		
Triangular bandages x 1 each		

Finances

Budget and inventory

An initial budget allocation for the provision of the classroom, the skills laboratory (i.e. the 'model home' on the school ground where students can practice the application of their ancillary health care skills.) and their furnishings and equipment must be provided.

Thereafter an annual budget has to be dedicated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the practical work required as stipulated in the curriculum. The budget must be revised annually. The funding must make provision for maintenance and the replacement of equipment.

Resourcing could be sub divided into the following categories:

- ☐ Teaching and Learning Support Material
- ☐ Consumable Materials
- ☐ Safety / protective equipment
- ☐ Maintenance
- ☐ Practical Assessment Task resources (PAT)

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

2.5 Career opportunities

Career and occupational opportunities for learners with a foundation in Ancillary Health Care include but are not limited to:

- Home- based carer: HPCA has home based carers and so do other home nursing organisations. Learners may also continue to study nursing.
- Community Health Worker
- Work in CPOA – social development (social services) – old age homes.
- Workers can also do housekeeping within the health care system.
- Be an assistant in an ECD environment.

Note: Work opportunities should be negotiated with the Department of Health so that successful learners can be considered for training as a Home-based carer or a Community Health Worker.

SECTION 3:

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Content overview

TOPIC	YEAR 1 (Introduction to)	YEAR 2	YEAR 3	YEAR 4
PERSONAL CARE	Terms related to health and wellness Germs Personal hygiene	Hierarchy of basic needs Stages of a life span Emotions and health status Body senses Some body systems Hair care Nail care Health promotion Environment and personal health	Adult nutrition Balanced meal Food groups Food portions Nutritional labels on food Obesity and health status Principles of food hygiene Kitchen hygiene principles Household chemicals Household cleaning Waste management Manage natural resources: water Clothing	Health promotion Lifestyle habits and health Custodian care Lifelong learning Maternal health Mental health Vital signs Access to the South African Health System Seeking medical help Introduction to first aid

LIFE CARE	<p>General hygiene</p> <p>Waste management</p> <p>Lifestyle and health and/or illness</p> <p>Individual responsibilities related to health care</p>	<p>Lifestyle</p> <p>Risk factors of developing life style diseases</p> <p>Body systems</p> <p>Caring for the body</p> <p>Physical exercise</p> <p>Pollution: water and air</p> <p>Waste material management</p> <p>Environmental hygiene/health</p> <p>Health promotion</p>	<p>Food hygiene</p> <p>Food safety/ storage</p> <p>Nutrition and the elderly</p> <p>Elderly: clothing and hygiene</p> <p>Elderly: foot care</p> <p>Environmental hygiene: waste material & resource management</p> <p>Pet hygiene</p> <p>Yard (outdoors) hygiene</p> <p>Clothing</p>	<p>Health promotion</p> <p>Lifestyle habits and health</p> <p>Lifestyle risks</p> <p>Injury</p> <p>Violence</p> <p>Differentiate between communicable vs. non-communicable vs. hereditary conditions</p> <p>Medical care for NCDs</p> <p>Tuberculosis</p> <p>HIV</p> <p>Occupational health and safety</p> <p>Basic principles of assisting during emergency situations</p>
TODDLER CARE	<p>Different terms applied to children 0-5 years' old</p> <p>Road to Health Booklet: Boys and Girls</p> <p>Toddler hygiene</p> <p>Carer hygiene</p> <p>Infection control among toddlers</p>	<p>Developmental milestones</p> <p>Road to Health booklets</p> <p>Immunisation</p> <p>Teething and oral health</p> <p>Body systems in development</p> <p>Stimulation to support balanced development</p> <p>Toddler hygiene</p> <p>Carer hygiene</p>	<p>Toddler nutrition</p> <p>Prepare snack</p> <p>Child food preparation hygiene</p> <p>Waste management (nappies)</p> <p>Clothing</p> <p>Toddler safety</p> <p>Toddler development to self-dress</p> <p>Toddler development to self-feed</p>	<p>Health promotion</p> <p>Importance of Early Childhood Development (ECD)</p> <p>Infection control</p> <p>Common childhood diseases</p> <p>Vital signs</p> <p>Apply bandages</p> <p>When to seek medical care</p>

3.2 Overview of practical tasks and theory for the practical tasks

Year 1 (Provide an introductory overview)

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Personal Care	<p>Understand the terms related to health:</p> <ul style="list-style-type: none"> • Health • Wellness • Health promotion • Health Care (public and private) • Illness (infectious and non-infectious) 	<p>Demonstrate to ensure understanding, the different aspects of health, i.e. physical, social, emotional and spiritual.</p> <p>Discuss the concepts wellness, health promotion (with the focus on enabling each individual to accept responsibility for their own health status), health care (public and private), as well as illness.</p> <p>Small groups: Learners can prepare a song, a poem or a role play to demonstrate their understanding of the concepts health, wellness, health promotion, health care, and illness. Use a rubric to evaluate correct understanding of health related terms during small group presentations. This mark will count as part of the assessment.</p>
2	Personal Care	<p>Demonstrate understanding of terms related to germs:</p> <ul style="list-style-type: none"> • Bacteria (good and bad), using Tuberculosis as example • Pathogens (disease causing bacteria, viruses, fungi) • Virus, using HIV as example • Fungi, using athlete's feet as example • Parasite: using tape worm and/or round worm as examples • How pathogens (germs) spread 	<p>Demonstrate how fungi grow using homemade bread / cheese (this will take a few days: therefore, start in time). Take photos each day of the growth of fungi to show the class.</p> <p>Place something outside that will rot quickly, e.g. a piece of fish or meat. Allow learners to observe and discuss what they observe with their senses of sight, smell.</p>

		<ul style="list-style-type: none"> • How to control the spread of germs • How these organisms cause infections/ illness? <p>Demonstrate correct hand washing technique</p> <p>Demonstrate how to ensure cross ventilation in a room.</p> <p>Demonstrate coughing etiquette.</p> <p>Discuss the application of etiquette when sneezing, laughing and talking loudly.</p> <p>Introduce the importance of ear, nose and throat hygiene.</p>	<p>Demonstrate the growth of pathogens in especially dark and damp places, i.e. in armpits, in dark areas in the house, etc.</p> <p>Demonstrate airborne spread of pathogens by blowing a little talcum powder into the air, blow close to a window pane.</p> <p>Demonstrate pathogen transmission on surfaces by asking learners to rub a little Vaseline on hands. Sprinkle glitter on the learners' hands. After some time let the learners see if they can see places (including learner faces) where the glitter has spread.</p> <p>Demonstrate coughing etiquette and allow learners to practice it.</p> <p>Show and discuss a basic video on tuberculosis (unfortunately only in Afrikaans) https://drive.google.com/folderview?id=0B0W-JUGNAVfVfVWdaOVNhTzZLWjQ</p> <p>Small groups: Learners are to practice correct:</p> <ol style="list-style-type: none"> 1. Hand washing technique 2. Actions to ensure cross ventilation inside a room and confined spaces, e.g. inside a vehicle 3. Actions required to ensure cross ventilation inside a bus or taxi
3	Personal Care	<p>Understand personal hygiene and its contribution to the health status of each person irrespective of their age</p> <p>Recognise what the following aspects of personal hygiene involve:</p> <ul style="list-style-type: none"> • Hair hygiene 	<p>Discuss personal hygiene and how practicing personal hygiene prevents illness versus not practicing personal hygiene may lead to having a body odour and developing infections</p> <p>Demonstrate appropriate nail care (refer to fingers and toes). Learners practice washing their feet, brushing their toe nails and</p>

		<ul style="list-style-type: none"> • Hand and finger nail hygiene • Foot and toe nail hygiene • Oral and teeth hygiene • Body hygiene • Clothing hygiene 	<p>drying their feet correctly</p> <p>Demonstrate how to floss and brush teeth correctly. Learners practice flossing and brushing their own teeth.</p>
4	Life Care	<p>Understand basic principles related to general hygiene to reduce disease:</p> <ul style="list-style-type: none"> • Home hygiene (indoors and outdoors) • Sanitation (Scope: sanitary (cleaning), toilets, sewage disposal and decontamination) • Environmental hygiene (reduce, reuse and recycle) • Identify what waste materials can be reused or recycled. 	<p>Demonstrate how home hygiene influences health status (build on weeks 3 and 4 of the Personal Care subject): build on spread of diseases due to poor hygienic practices. Learners practice these at the simulation laboratory (i.e. the 'model home' with front and back yard space situated on campus).</p> <p>Discuss different systems of sanitising (i.e. deep cleaning), using case studies.</p> <p>View appropriate You tube videos, e.g. 3R's Reduce, Reuse, Recycle-pollution-video, there are various 'Charlie and Lola' 3R's videos.</p> <p>Demonstrate sorting of waste products: either to recycle or reuse</p> <p>Show these videos in class. Facilitate a class discussion after each video and allow guided discussion. (what did I see? How does this affect me?). Involve learners in sorting waste at the simulation laboratory.</p>
5	Life Care	<p>Understand the terms:</p> <ul style="list-style-type: none"> • Lifestyle 	<p>Discuss the terms: lifestyle, lifestyle disease, and non-infectious disease. Consider watching the videos below.</p>

		<ul style="list-style-type: none"> • Lifestyle disease <p>Understand how lifestyle influences health status</p> <p>Demonstrate that lifestyle diseases are non-infectious</p> <p>Recognise lifestyle diseases include:</p> <ul style="list-style-type: none"> • Obesity • Depression/ mental ill-health • Cancer • Type 2 Diabetes • Hypertension (high blood pressure) • Cardiac (heart) diseases • Congestive Obstructive Pulmonary (lung)Disease • Stroke • Stress related anxiety <p>Introduce general signs and symptoms that require referral for medical assistance</p>	<p>Obtain a copies of at least these You tube videos:</p> <ul style="list-style-type: none"> • The supersize me (there is a 7-minute video and a full film) • How healthy are Hookahs? (also called 'hubbly bubbly') • What happens to your body after drinking Red Bull? <p>Show these videos in class. Facilitate a class discussion after each video and allow guided discussion. (what did I see? How does this affect me? What can/should I do to my current lifestyle?)</p> <p>Discuss the general causes, signs and symptoms of lifestyle diseases. Learners form small groups and develop a poster on lifestyle diseases, their general causes, signs, symptoms and when to refer for medical help. Allocate marks in class using a rubric.</p>
6	Life Care	<p>Demonstrate individual responsibility to maintain a healthy life style</p> <p>Recognise how lifestyle affects your health status, with particular attention to:</p> <ul style="list-style-type: none"> • Inactivity • Stress 	<p>Prepare a case study for the learners to discover individual responsibility for their own life style. Learners work in small groups and have a feedback discussion in the whole class. Learners may prepare a role play</p> <p>Obtain a suitable video to show in the class as the basis for an introductory discussion on environmental hygiene</p>

		<ul style="list-style-type: none"> • Eating habits • Smoking • Alcohol use • Drug use • Lack of adequate cross ventilation in living- and working spaces <p>Introduce environmental hygiene: giving particular attention to limited resources, i.e. water and arable land (to ensure food security)</p>	<p>Have Five healthy plants be in the class. Allocate a unique number to each:</p> <ol style="list-style-type: none"> 1. Provide correct care (water and fertilizer). 2. Overwater this plant. 3. Cover the plant with a plastic packet and remove all the air. 4. Replace most of the soil on the roots with cotton wool. 5. DO NOT give this plant any attention or water. <p>Allow time in the class to observe and document what happens to each over time. Discuss what is happening by relating the plant to the human body; noting that how we treat our bodies has an effect on them. In addition, relate the experiment to the input on environmental hygiene; pointing out the effects of non-arable land, lack or over supply of water, and poor environmental hygiene (plastic bag) on life. Learners reflect on this experiment and hand in their 1-page observations/ discoveries for assessment. Use a rubric to allocate marks.</p>
7	Toddler Care	<p>Identify and explain the different terms:</p> <ol style="list-style-type: none"> 1. Foetus (8 weeks pregnancy to birth) 2. Newborn / neonate (birth to 28 days old) 3. Infant (up to 2 years old) 4. Toddler (18 months – 4 years old [pre-school]) 5. Baby (general term referring to a 0-4-year-old) <p>Introduction to the Road to Health booklet:</p> <ol style="list-style-type: none"> 1. For boys 	<p>Demonstrate the differences between the stages of during pregnancy up to pre-school ages, using suitable visual aids.</p> <p>Prepare pictures of the different ages of babies. Learners work in small groups: Provide learners with an A3 page with columns marked: foetus, newborn, infant and space to write the ages per stage. Learners are to insert the correct age of each group, as well as identify and paste the correct picture in the correct age group.</p> <p>Demonstrate the use of the Road to Health booklet. Let learners</p>

		2. For girls	work in small groups to engage with the Road to Health booklets for boys and girls. Let them spot some differences and give feedback to the whole class. This can be arranged as a competition. A mark can be awarded for this presentation.
8	Toddler Care	<p>Demonstrate an understanding of the need for the maintenance of personal hygiene of the <u>carer</u>, especially:</p> <ul style="list-style-type: none"> • Hand hygiene • Finger nail hygiene • Nose hygiene. • Oral hygiene (include <u>no</u> kissing on mouth) • Cough, laugh, sneeze etiquette 	Demonstrate how and why the level of personal hygiene of the carer of toddlers needs to be maintained. Learners prepare a role play to display acceptable and unacceptable practices in small groups. Different learner groups are to evaluate each role play by identifying the appropriate and inappropriate practices communicated during the role play. Discuss in class.
9	Toddler Care	<p>Identify aspects requiring special attention regarding toddler hygiene:</p> <ul style="list-style-type: none"> • Feeding utensils • Toys • Bedding, and • Clothing <p>Introduce the concept of immunisation (Road to health booklet for timing)</p> <p>Demonstrate the correct cleaning of feeding bottles, teats, feeding cups and dummies</p>	<p>Discuss hygiene and the toddler, with particular attention to feeding utensils (bottles, dummies, feeding cups), their bedding and clothing (bedding and clothing to be clean and dry). Learners work in small groups and prepare a poster to display safe hygiene practices that require special attention when caring for toddlers.</p> <p>Learners practice cleaning bottles and teats, dummies and feeding cups correctly.</p> <p>Introduce the concept infant immunisation stressing the importance of compliance.</p>
10	Formal assessment	<p>This week is allocated for formal assessment. Assessment will integrate the teaching and learning of the past nine (9) weeks. The weighting of the assessment consists of 75% for practical tasks and 25% for the theoretical aspect.</p> <p>Please note: Assessment activities with an asterisk (*) are completed during the allocated class time. Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.</p>	

Assessment activities:

Activity 1: Written test to examine the learners' knowledge of the information of weeks 1-9, Term 1, Year 1. Total weighting: 25% This includes matching the correct explanation with terms, completing incomplete sentences by selecting the correct word from a list of words provided. (Theory: 25%)

Activity 2*: Oral responses during small group presentations on discussing health related terms. Use a rubric. (Practical: 5%)

Activity 3: Mime the application of the correct hand washing principles. Mark using a rubric. (Practical: 15%)

Activity 4: Mime coughing etiquette. Evaluate by using a rubric. (Practical: 10%)

Activity 5: Mime flossing and brushing teeth. Evaluate using a rubric. (Practical: 10%)

Activity 6: Prepare a picture with recyclable and non-recyclable waste items. Learners mark items that can be recycled on the page. Mark according to the memorandum copy. (Practical: 10%)

Activity 7*: Hand in 1-page observation/ reflection as per week 6. (Practical: 5%)

Activity 8: Provide a set of pictures of the different ages of babies as well as an A3 page with columns marked: foetus, newborn, infant and a space to insert the age of each group. Individual learners are to insert the correct age of each group, and paste the correct picture in the correct age group. (Practical: 5%)

Activity 9: Provide a picture with correct as well as incorrect hygiene practices while caring for toddlers. Have learners identify the incorrect practices. Using rubric to allocate marks. (Practical: 5%)

Activity 10: Mime the correct practice to clean a feeding bottle with teat. Observe and use a rubric to allocate marks. (Practical: 10%)

Year 2 Term 1

Week	Topic	Contents The learner is able to:	Techniques, activities, resources and process notes
1 & 2	Personal Care	<p>Recognise the stages of human development from birth to death</p> <p>Understand the basic hierarchy of needs so as to be self-motivated to achieve individual dreams</p> <p>Identify the different emotions</p> <p>Link the effect of your emotion to your health status, i.e. joy, love, sorrow/ sad, anger, fear, hate</p>	<p>Discuss the stages of human development from birth to death.</p> <p>Discuss the theory of human motivation by Abraham Maslow.</p> <p>Demonstrate each of the five levels using everyday examples and let learners work in six (6) small groups. Prepare six (6) slips of paper: Five of which each bears a name of a level of need as per the Maslow's theory; these are handed out - one to each group – who must mime the level. The 6th group receive a blank slip of paper on which they write their guess as to which level each of the other five (5) groups has mimed. The answers must only be revealed at the end. Discuss in the class.</p> <p>Discuss the emotions joy, love, sorrow/ sad, anger, fear, hate and how these affect one's health and wellness status. Reference may be made to the emotions reflected in the emotive pictures found on mobile phones.</p> <p>Learners need to have their own mirror. Ask them to look at themselves. Guide them to smile: discuss. Proceed through the six (6) emotions listed.</p>

3	Personal Care	<p>Demonstrate understanding of the senses:</p> <ul style="list-style-type: none"> • Sight • Touch • Smell • Taste • Hearing <p>Understand the basic functions of the five (5) senses</p>	<p>Demonstrate the different senses by having stimulate for each sense, e.g.:</p> <p>Display items (enough for each learner) that are edible and are sweet, salty, sour, and bitter tasting. Discuss this display in the class. Discuss what you see (sight); let each learner take one of the same item (start with sweet as the taste buds for sweet is on the tip of the tongue). Ask learners to touch it and discuss what they feel. Then let learners touch the food item with the tip of their tongue. Discuss their experience when tasting. Using their sight and experience students should be able to point out which food items are salty, sour or bitter (they will also be able to say what they think the item will feel like).</p> <p>Put an item that has started with the rotting process on a separate plate. Let learners look at it and smell it. Discuss how their senses helped them not to get food poisoning.</p> <p>Arrange for a controlled fire to be started out of sight of the learners. Discuss how smell helps to identify a threat, thereby assisting to protect you.</p> <p>Set an alarm so that it goes off during the class time. Discuss how the sense of hearing alerts you to action.</p> <p>Let learners shake hands. Instruct learners to increase the</p>
---	---------------	--	--

			pressure of their grasp. Discuss how the sense of touch informs one of the intentions of the other.
4	Life Care	<p>Identify factors that contribute to the development of Non-communicable Diseases (NCD):</p> <ul style="list-style-type: none"> • Level of physical activity • Eating habits • Stress • Exposure to sun without protection • Alcohol abuse • Drug abuse • Smoking cigarettes • Genetics <p>Understand that NCDs are non-infectious</p>	<p>Demonstrate the link between life style and the development of NCDs. Discuss a case study that reflects how a sedentary life with a high salt, saturated fat, and high calorie eating habits leads to developing type 2 Diabetes Mellitus and hypertension. If one smokes cigarettes, abuses alcohol and/or uses drugs, you will develop other NCDs, e.g. cancer and organ failure (may be kidneys). Genetics do contribute, but then the illness is genetic and not a NCD.</p> <p>Explain that a NCD is acquired and not due to infection by a pathogen (bacterium, virus, fungi, parasite)</p>
5	Life Care	<p>Determine your risk of developing a NCD</p> <ul style="list-style-type: none"> • Waist measurement • Hip measurement • Waist to hip ratio • Family health history • Smoking habits • Alcohol use • Drug use • Physical exercise 	<p>Demonstrate how to establish one's risk of developing a NCD.</p> <p>Practice taking your waist and hip measurements.</p> <p>Practice calculating your waist to hip ratio. Discuss.</p> <p>Learners are to complete an individual questionnaire (prepared by the teacher) to assess their individual risk of developing a NCD. Discuss in small groups and in the whole class.</p>

			Learners to prepare a poster on how to assess one's risk of developing a NCD.
6	Life Care	<p>Identify actions individuals can take to limit their developing NCDs</p> <ul style="list-style-type: none"> • Establish whether your parents and grandparents suffered from a NCD • Identify strategies to counter developing a NCD, e.g. stop smoking, develop a healthy eating plan, start to exercise, drink at least 6 glasses of water per day, have an annual medical evaluation, etc. 	<p>Demonstrate how to draw a family tree to determine your family's health history with the focus on whether your parents and/or grandparents suffered from a NCD. To the teacher: if there are many learners who do not know their fore bearers, develop a family tree of a fictitious individual to demonstrate the heredity/ gene factor.</p> <p>Small groups: learners list lifestyle practices that counter a healthy lifestyle. They need to generate possible lifestyle changes to address these. Present these lists as a poster to the rest of the class and discuss the sustainability of each suggestion. Use a rubric to mark these posters and allocate marks as an assessment for this content.</p>
7	Toddler Care	<p>Find the section on measuring the mid-humerus circumference of a toddler on page 19 of the Road to health booklet.</p> <p>Demonstrate how to do a mid-humerus measurement of a toddler.</p> <p>Identify the 3-month intervals when to measure the mid-humerus measurement.</p> <p>Interpret a mid-humerus measurement.</p>	<p>Demonstrate how to navigate to find information in the Road to Health booklets.</p> <p>Demonstrate how to measure the mid-humerus circumference of a toddler.</p> <p>Work in pairs: Practice doing a mid-humerus measurement on each other.</p> <p>Discuss the interpretation of the mid-humerus measurement of a toddler and the intervals when this is to be repeated.</p>

			Learners have to measure the mid-humerus circumference of a toddler during this week. Allocate time for a discussion in class. This can be assessed using a rubric per learner.
8	Toddler Care	<p>Engage with the Road to Health booklet</p> <p>Identify the expected milestones of the 0-5 years old</p> <p>Interpret the expected milestones of the 0-5 years old</p>	<p>Discuss how to engage with the Road to Health Chart booklet: both for boys and girls.</p> <p>Demonstrate and discuss the development milestones of the 0-5-year-old based on pages 14 and 15 in the Road to Health booklet.</p> <p>Pair work: Learners discuss the milestones of development of the 0-5-year-old. Teacher is to give each pair a 1-2 sentence description of the fictitious milestones a toddler (some as the expected milestone and others slower than expected). The learners must indicate on the form provided whether the toddler described in the sentence is meeting the expected milestone or not. This will serve as assessment and the marks awarded.</p>
9	Toddler Care	Demonstrate understanding of the Road to Health booklet.	<p>Introduce and discuss section by section of the Road to Health booklet (girl and boy) in the class. Note: Immunisation will be taught next term: learners just need to be introduced to the concept at this stage.</p> <p>Small group work: Allocate to each small group with two pages of the Road to Health booklet to engage with. Each group is to give feedback to the class of what they</p>

		understood. A discussion is led by the teacher.
10	Formal assessment	<p>This week is allocated for formal assessment. Assessment will integrate the teaching and learning of the past nine (9) weeks. The weighting of the assessment consists of 75% for practical tasks and 25% for the theoretical aspect.</p> <p>Please note: Assessment activities with an asterisk (*) are completed during the allocated class time. Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.</p>
<p>Assessment activities:</p> <p>Activity 1: Written test to test knowledge of the information of weeks 1-9, Term 1, Year 2. Total weighting: 25% This would include matching the correct explanation with terms, completing incomplete sentences by selecting the correct word from a list of words provided. (Theory: 25%)</p> <p>Activity 2: Prepare pre-cut pictures (muddled up) of the different stages of human development from birth to death for each learner. Learners need to arrange them in the correct order. Mark using a rubric. (Practical: 5%)</p> <p>Activity 3: Prepare emotive stickers expressing the different emotions. List the different emotions. Learners need to match the list with the emotion pictures. (Practical: 5%)</p> <p>Activity 4: Prepare a rubric answer sheet with all the senses listed at each of 10 questions. Learners have to mark the correct sense that was elicited with what the teacher stimulated, e.g. bang on a table: hearing/ ear will be the correct answer. (Practical: 5%)</p> <p>Activity 5: Observe how learners take their waist measurement. Mark using a rubric. (Practical: 10%)</p> <p>Activity 6: Observe how learners take their hip measurement. Mark using a rubric. (Practical: 10%)</p> <p>Activity 7: Learners calculate the waist to hip ratio using the measurements given to them and to encircle the description what this waist to hip measurement ratio means; i.e. low risk, moderate risk, high risk of developing a NCD. (Practical: 10%)</p>		

Activity 8: Prepare a case study to have learners identify that NCDs are non-infectious. For example: a family consists of five members (Father, Mother, two brothers and a sister): The father eats unhealthy food when not at home and does not participate in anything that requires physical activity (watches television, drink a beer or two every day and smokes about 20 cigarettes a day), when at home. The father has started to develop high blood pressure and is starting to be short of breath. One son is very worried that he may suffer the same NCD as his dad. Develop a rubric to assess the learners' understanding about the communicability of a NCD. (Practical: 10%)

Activity 9: Learners listed lifestyle practices that counter a healthy lifestyle. They needed to generate possible lifestyle changes to address these. Learners presented these lists as a poster to the rest of the class and discuss the sustainability of each suggestion. (Practical: 10%)

Activity 10: Learners measured the mid-humerus circumference of a toddler during this week. (Practical: 10%)

Year 2 Term 2

Week	Topic	Contents The learner is able to:	Techniques, activities, resources and process notes
1	Personal Care Life Care	<p>Outline the human skeleton</p> <p>Demonstrate an understanding of the skeleton of the human body</p> <p>Understand the skeleton part of the human arm</p> <p>Explain ways to maintain a healthy skeletal system, i.e. nutrition, exercise, rest.</p>	<p>Demonstrate the human skeleton using a skeletal model. Focus on the skeleton found in the arm.</p> <p>Work in pairs: Learners trace an outline of each other's' arm on to newspaper. They need to draw the skeleton inside this outline of their arms, i.e. draw the humerus, radius and ulna inside the outline. Learners put their names on their drawings and keep them. Mark the drawings as an assessment using a rubric.</p> <p>Discuss strategies to protect, build and maintain a strong skeletal system.</p> <p>Small group work: Learners prepare a talk/song/poem on ways to build and maintain a strong skeletal system.</p>
2	Personal Care Life Care	<p>Demonstrate an basic understanding of the muscular system</p> <p>Understand the basic function of the muscular system, based on the human arm.</p> <p>Explain ways to maintain a healthy muscular system, i.e. nutrition, exercise, rest</p>	<p>Explain (overview only) the muscular system of the human body. Focus on explaining and demonstrating the biceps and triceps muscles found in the upper arm.</p> <p>Individual learners draw the biceps and triceps muscles on the arm skeleton they drew previously. Use a rubric to allocate a mark for this drawing.</p> <p>Discuss strategies to protect, build and maintain a strong</p>

			<p>muscular system.</p> <p>Small group work: Learners prepare a talk/song/poem on ways to build and maintain a strong muscular system.</p>
3	Personal Care Life Care	<p>Develop an overview of the nervous system</p> <p>Explain an overview of the central nervous system.</p> <p>Discuss the importance of and how to care for your central nervous system.</p> <p>Outline the autonomous nervous system</p> <p>Identify the role and functions of the autonomous nervous system: only the fight or flight responses and how these relate to being in stress situations.</p> <p>Discuss the importance of, and how to care for your autonomous nervous system.</p>	<p>Discuss the major organs related to the Central Nervous System: brain, spinal cord and nerves. Explain this using a diagram.</p> <p>Work in small groups: Learners are to prepare a talk on how to care for your central nervous system, i.e. enough sleep and rest, eat healthy foods, stimulate (not over stimulate), wear protective clothing in some cases, e.g. helmet when riding a bicycle and/or motor cycle. Use a rubric to award a mark.</p> <p>Explain and demonstrate the main roles and functions of the autonomous nervous system, i.e. regulate heart beat and breathing, and assist to manage stress situations.</p> <p>Work in small groups: Learners are to prepare a talk on how to care for your autonomous nervous system, i.e. limit exposure to stressful situations. Each group is to choose a situation that causes them much stress. Explain this to the whole class and how they think stressful situations can be addressed / reduced.</p>
4	Personal Care Life Care	<p>Demonstrate the different layers of the skin.</p> <p>Explain the role and functions of the skin (focus on the protection intact skin provides against infection).</p>	<p>Explain and demonstrate the major parts of the skin, the largest system of the body, i.e. the skin you see, mucous membranes.</p> <p>Discuss how to care for the skin in terms of hygiene, sun</p>

		<p>Demonstrate how to care for your skin:</p> <ul style="list-style-type: none"> • Hygiene • Sun protection • Changes that require medical attention • Hair • Nails 	<p>protection and when to seek medical attention, i.e. mole changes.</p> <p>Discuss how the intact skin protects the body from infections. Introduce the importance of covering a laceration: both for your and others' protection against infection.</p> <p>Work in pairs: Learners prepare a role play on how to care for the skin. Use a rubric to allocate a mark.</p> <p>Ask a hairdresser to speak to the class about caring (with specific attention on hygiene) for hair: natural, extensions and wigs.</p> <p>Work in small groups: Learners develop a poster to explain hygiene care of hair: natural, wigs and extensions. Do a peer review in class.</p> <p>Ask a beauty consultant to speak to the learners about hygiene of finger and toe nails: long and short nails; natural or artificial nails.</p> <p>Learners to develop a poster to explain hygiene care of finger and toe nails: long and short nails; natural or artificial nails. Do a peer review in class.</p>
5	Personal Care Life Care	<p>Outline the cardio vascular (heart, blood vessels) system.</p> <p>Demonstrate the position of the heart using a mannequin.</p>	<p>Demonstrate the cardio vascular system. Let the learners watch the 3-minute You Tube video entitled: The heart and circulatory system: how they work (watch more than once), in the class. Discuss the cardio vascular system as well as oxygenated and</p>

		<p>Explain oxygenated and de-oxygenated blood.</p> <p>Understand the basic functions of the cardio vascular system.</p> <p>Understand how to care for one's cardio vascular system, i.e. nutrition, resistance exercise, rest.</p>	<p>de-oxygenated blood. Discuss a drawing of the cardio vascular system.</p> <p>Discuss in small groups.</p> <p>Buy an ox heart from the butchery to dissect in class. Request the butcher to ensure the blood vessels are clearly visible. Before dissecting the heart, ensure learners wear at least one disposable glove before they touch the heart. Point out the colour, the density, size, shape. Dissect the heart showing the four chambers and different blood vessels. Discuss particularly the absence of fatty deposits and constrictions in the blood vessels in the class as part of caring for the cardio vascular system.</p> <p>Work in pairs: learners make a paper pulp cross section of a heart to show the main blood vessels as well as the oxygenated and de-oxygenated blood. Use a rubric and award a mark in class as part of assessment.</p> <p>Small groups: Learners prepare a talk or a song or a role play to communicate how to care for one's cardio vascular system.</p>
6	<p>Personal Care</p> <p>Life Care</p>	<p>Outline the respiratory system</p> <p>Demonstrate the position of the organs involved in the respiratory systems using a mannequin.</p>	<p>Demonstrate the respiratory system. Let the learners watch the 3-minute You Tube video entitled: What do the lungs do? By Emma Bryce (watch more than once), in the class. Discuss breathing and exchanging of oxygen and carbon dioxide in class. Discuss a drawing of the respiratory system.</p>

		<p>Explain the process of breathing.</p> <p>Understand the basic functions of the respiratory system (mouth, nasal passages, pharynx, trachea, lungs, bronchi, alveoli and blood vessels).</p> <p>.</p> <p>Understand how to care for one's respiratory system, i.e. not smoking, exercise.</p>	<p>Discuss in small groups.</p> <p>Buy an ox heart and sheep lungs from the butchery to dissect in class. Before dissecting these organs, allow learners to wear at least one disposable glove so they can touch both organs. Point out the density difference (healthy lungs feels spongy, due to the alveoli (air sacks). Also discuss the difference in colour (point out the colour of healthy lungs versus unhealthy lungs, e.g. when smoking – find a picture on You Tube demonstrating this). Prepare two basins of water. Put the heart in one and the lung in the other. Observe what happens and discuss in the class (lungs should float to some extent whilst the heart will sink). Dissect the lungs: especially showing the trachea, bronchi and alveoli). Discuss.</p> <p>Show learners a video entitled: 'Kid Science: Balloon Lung on You Tube to demonstrate how the lungs fill with air using a balloon in an empty 2-litre soft drink bottle. Discuss.</p> <p>Learners practice unpacking and repacking the organs included in the respiratory system on the mannequin. Use a rubric to assess.</p>
7	<p>Personal Care</p> <p>Life Care</p>	<p>Outline the digestive system.</p> <p>Demonstrate the position of the organs involved in the digestive system using a mannequin.</p>	<p>Demonstrate the digestive system. Let the learners watch the 3-minute You Tube video entitled: How food is digested (watch more than once), in the class. Discuss how food is digested from eating it until excreting. Discuss a drawing of the digestive</p>

		<p>Understand the basic functions of the digestive system.</p> <p>Demonstrate how to care for the digestive system.</p>	<p>system.</p> <p>Discuss in small groups.</p> <p>Learners practice unpacking and repacking the organs included in the digestive system on the mannequin.</p> <p>Explain and discuss how to care for the digestive system.</p> <p>Small groups: Learners make a poster of the digestive system and how to care for it.</p>
8	<p>Personal Care</p> <p>Life Care</p>	<p>Outline the renal (urinary) system.</p> <p>Demonstrate the position of the organs involved in the renal system (kidneys, ureters, bladder, urethra), using a mannequin.</p> <p>Understand the basic functions of the renal system.</p> <p>Demonstrate how to care for the renal system.</p>	<p>Demonstrate the renal (urinary) system. Let the learners watch the 3.43-minute You Tube video entitled: Urinary System/ How human body works (watch more than once), in the class. Discuss how the urinary system (particularly the kidneys) regulates the excretion of waste products and fluid regulation in the body. Discuss in class.</p> <p>Individual learners to draw a diagram of the renal system. Allocate a mark using a rubric.</p> <p>Learners practice unpacking and repacking the organs included in the renal (urinary) system on the mannequin.</p> <p>Buy a kidney of an ox from the butchery to dissect in class. Before dissecting the kidney, ensure learners are wearing at least one</p>

			<p>disposable glove so they can touch the kidney. Discuss how this is different (shape, density, size, colour, etc.) to the heart and lungs they previously dissected. Put it in a basin of water to see if it will sink or float [will sink]. Dissect the kidney and point out the nephrons ('filters') inside the kidney and discuss in the class: particularly how kidneys are stressed by not drinking enough water, etc.</p> <p>Explain and discuss how to care for the renal system.</p> <p>Small groups: Learners can make a poster of the renal system and how to care for the renal system.</p>
9	Life Care	<p>Understand the importance of caring for the body in terms of:</p> <ul style="list-style-type: none"> • Nutrition • Drinking (water, beverages, soft drinks, alcohol) • Exercise (physical and mental) • Hygiene (body, residence and cross ventilation) • Seek medical assistance timeously • Compliance to prescribed medicines • Balance work and rest • Sufficient sleep • Limit noise exposure (protect hearing) 	<p>Demonstrate how your life style (how you care for yourself) affects your body, your socio-emotional-spiritual life, as well as your health and wellness.</p> <p>Explain that how one manages one's life can affect those around you.</p> <p>Pair work: Learners prepare a poster to present in the class on how to care for oneself and why this is important. Use a rubric to award a mark.</p>
10	Formal assessment	<p>This week is allocated for formal assessment. Assessment will integrate the teaching and learning of the past nine (9) weeks. The weighting of the assessment consists of 75% for practical tasks and 25% for the theoretical aspect.</p> <p>Please note: Assessment activities with an asterisk (*) are completed during the allocated class time. Week 10 will be used for the</p>	

	theoretical assessment and completion of outstanding work of the term.
<p>Assessment activities:</p> <p>Activity 1: Written test to test knowledge of the information of weeks 1-9, Term 2, Year 2. Total weighting: 25% This includes matching the correct explanation with terms, completing incomplete sentences by selecting the correct word from a list of words provided, or true/ false statements. (Theory: 25%).</p> <p>Activity 2*: Learners drew the arm skeleton inside the outline of their arm. Mark this drawing as an assessment using a rubric (Practical: 5%)</p> <p>Activity 3*: Learners drew the biceps and triceps muscles on their arm skeleton. Use a rubric to allocate a mark for this drawing. (Practical: 5%)</p> <p>Activity 4*: Learners prepared a talk in a small group on how to care for your central nervous system. Use a rubric to award a mark. (Practical: 10%)</p> <p>Activity 5: * Learners prepared a role play on how to care for the skin. Use a rubric to allocate a mark. (Practical: 10%)</p> <p>Activity 6*: Learners made a cross-section of a heart to show the main blood vessels as well as the oxygenated and de-oxygenated blood from paper pulp. Use a rubric and award a mark in class as part of assessment. (Practical: 5%)</p> <p>Activity 7*: Learners prepared a talk or a song or a role play to communicate how to care for one's cardio vascular system. Use a rubric and award a mark in class as part of assessment. Practical: 10%)</p> <p>Activity 8*: Learners unpack and repack the organs included in the respiratory system. Observe and award a mark using a rubric. (Practical: 5%)</p> <p>Activity 9*: Learners drew a diagram of the renal system. Allocate a mark using a rubric. (Practical: 5%)</p> <p>Activity 10*: Learners prepared a poster to present on how to care for oneself and the importance thereof. Use a rubric to award a mark. (Practical: 20%)</p>	

Year 2 Term 3

Week	Topic	Contents The learner is able to:	Techniques, activities, resources and process notes
1	Toddler Care	<p>Understand that body systems are in principle the same although immature: developing.</p> <p>Understand process of neurological pathway development.</p>	<p>Explain by demonstrating the development of the skeletal system, e.g. bones softer during childhood, etc.</p> <p>Watch and discuss the two video clips (available on You Tube): Development as well as: Brain Power: From Neurons to Networks.</p> <p>Explain the neurological pathway development by letting learners stand in a circle and throw a ball of wool from one to the other randomly. The first learner grasps the end of the wool strand before throwing the ball. Each subsequent learner holds the wool strand and throws the ball to the next learner. (The wool strand forms a web connecting the learners).</p> <p>Work in small groups: Provide each group with an instruction, requesting them to prepare a role play on neurological development.</p> <p>Award a mark in class as an evaluation of their understanding, using a rubric.</p>
2	Toddler Care	<p>Understand the immune system.</p> <p>Identify actions that will enhance immunity development, i.e. breastfeeding, eating fresh fruit and vegetables, sufficient</p>	<p>Explain and discuss how the immune system of the body protects the body. Let learners watch the You Tube clip entitled: How your immune system works. After a discussion in class, repeat showing the video. Encourage learners to watch it repeatedly if needed.</p>

		<p>sleep, etc.</p>	<p>Small group work: learners develop THREE questions to test knowledge on the immune system (together with the answers). Teacher needs to facilitate this process to ensure learners understand the task. Mark and allocate a mark as part of the assessment of each learner.</p> <p>Invite a Registered Nurse to explain breastfeeding to learners, stressing the relationship between the immune system and breastfeeding.</p> <p>Small group work: learners to develop and present a poster on breastfeeding and the immune system.</p> <p>Arrange a visit to a crèche. Ask the crèche teacher to tell learners what they do to promote good health of the children, e.g. encourage mothers to breastfeed, washing hands regularly, serving fresh fruit and vegetables as snacks and/or meals, and ensure toddlers sleep every afternoon, etc.</p>
3	Toddler Care	<p>Realise the importance of childhood immunisation.</p> <p>Understand the reasons for immunisation.</p> <p>Act appropriately in cases where toddlers have not been immunised.</p>	<p>Invite the Registered Nurse working at the clinic or the local pharmacy to explain childhood immunisation, the importance thereof, the reasons for being immunised, where to find the immunisation schedule in the Road to Health booklets, and what to do when they find a child who may have been partly or not immunised at all. Discuss this input.</p>

			Small groups: Prepare a poster to display childhood immunisation in terms of: what immunisation refers to; reasons for being immunised, the importance of immunisation and what to do if they know of a child who is not fully immunised for its age.
4	Toddler Care	Understand the immunisation schedule in the Road to Health booklet.	<p>Explain (if possible invite a Registered Nurse working at the local clinic or pharmacy) the national immunisation schedule using the Road to Health booklet.</p> <p>Individual learners to make a poster of the national immunisation schedule. This is to be submitted in week 10 of this term for assessment. Use a rubric to allocate a mark.</p>
5	Toddler Care	<p>Demonstrate understanding of non-permanent and permanent teeth.</p> <p>Demonstrate dental care of toddlers.</p>	<p>Use diagrams to explain the non-permanent set of teeth toddlers have (number is dependent on their age). Compare this 1st set of teeth with that of an adult.</p> <p>Obtain the You Tube video entitled: How do I brush my baby's teeth? Watch this video in class. Discuss this video and repeat the video.</p> <p>Small groups: Practice how to hold the toddler when brushing teeth. Evaluate each other during the group work. Give feedback in the whole group.</p>
6	Personal Care	<p>Understand the anatomy of the nasal cavities as well as the link between the sinuses and ears.</p> <p>Understand the spread of infection from and within the nasal</p>	<p>Explain and discuss the anatomy of the nasal cavities: including links with the sinuses and ears. See Annexure 5.</p> <p>Demonstrate how infection can spread throughout the nasal cavities</p>

		<p>cavities, sinuses and ears.</p> <p>Implement options to limit spread of infection from the nasal cavities.</p> <p>Demonstrate nasal hygiene.</p>	<p>to and from the sinuses and ears.</p> <p>Demonstrate how to practice nasal hygiene. Show the You Tube video entitled: Spring clean...for your nose. Discuss in class.</p> <p>Learners to practice nasal hygiene using the sniffing of clean body temperature water (one nostril at a time) in class. PLEASE ENSURE individual basins, cross ventilation and disposable paper towel for infection control purposes. Observe in class and allocate a mark for assessment purposes, using a rubric.</p>
7	Personal Care	<p>Develop a personalised health care plan trajectory.</p> <p>Include the aspects of health and wellness in their personal health care plan.</p>	<p>Discuss the reasons for a personalised health care plan. Demonstrate the link between health and wellness. Provide an outline that learners may consider as they develop their own health care plan.</p> <p>Small group work: Discuss and develop a personal health care plan to present to the whole class.</p> <p>Assessment: Learners are to develop an individual health care plan and submit it for assessment during week 10. Use a rubric to mark.</p>
8	Life Care	<p>Identify differences between individual health, family health, community health and public health.</p> <p>Identify health promotion strategies to ensure health and wellness of the community you call home.</p>	<p>Explain, demonstrate and discuss the differences between individual health, family health, community health and public health.</p> <p>Small group work: Learners prepare and present a talk, or a song, or a poster, or a poem to reflect their understanding of the differences between individual health, family health, community</p>

			<p>health and public health. Allocate a mark, using a rubric.</p> <p>Discuss the meaning of health promotion as well as different ways (strategies) to promote health within a community.</p> <p>Small group work: Learners prepare and present a health promotion strategy for the learners attending their school. Allow a peer review marking in class, using a rubric.</p>
9	Life Care	<p>Understand the importance of regular physical exercise.</p> <p>Develop a personalised physical exercise plan.</p>	<p>Discuss the reasons for a personalised physical exercise plan. Provide an outline, learners may consider as they develop their own physical exercise plan.</p> <p>Small group work: Discuss and develop a personal physical exercise plan to present to the whole class. Allocate a mark, using a rubric.</p> <p>Assessment: Learners are to develop an individual physical exercise plan and submit for assessment during week 10. Allow a peer review marking in class, using a rubric.</p>
10	Formal assessment	<p>This week is allocated for formal assessment. Assessment will integrate the teaching and learning of the past nine (9) weeks. The weighting of the assessment consists of 75% for practical tasks and 25% for the theoretical aspect.</p> <p>Please note: Assessment activities with an asterisk (*) are completed during the allocated class time. Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.</p>	
Assessment activities:			
Activity 1: Written test to test knowledge of the information of weeks 1-9, Term 3, Year 2. Total weighting: 25% This would include matching the correct explanation			

with terms, completing incomplete sentences by selecting the correct word from a list of words provided, or true/ false statements. (Theory: 25%).

Activity 2*: Learners prepared a role play on neurological development. Award a mark in class as an evaluation of their understanding, using a rubric. (Practical: 5%)

Activity 3*: Learners developed THREE questions to test knowledge on the immune system (together with the answers). Allocate a mark. (Practical: 5%)

Activity 4: Provide Road to Health booklets for boys and for girls to each learner. Ask them to find the immunisation schedule in these booklets. Allocate a mark if they locate the immunisation schedule in one or both of these Road to Health booklets. Use a rubric to award a mark. (Practical: 10%)

Activity 5*: Learners prepared a poster of the national immunisation schedule to be submitted in week 10 for assessment. Use a rubric to allocate a mark. (Practical: 10%)

Activity 6: Learners to demonstrate how to correctly hold a toddler when brushing its teeth. Use a rubric and award a mark. (Practical: 10%)

Activity 7*: Learners practised nasal hygiene in class. Observe in class and allocate a mark using a rubric. (Practical: 15%)

Activity 8*: Learners prepared a talk, or a song, or a poster, or a poem to reflect their understanding of the differences between individual health, family health, community health and public health. Allocate a mark, using a rubric. (Practical: 10%)

Activity 9*: Learners developed a personal physical exercise plan as a small group which they presented to the whole class. Allocate a mark, using a rubric. (Practical: 10%)

Year 2 Term 4

Week	Topic	Contents The learner is able to:	Techniques, activities, resources and process notes
1	Personal Care	<p>Develop an insight on interacting with the environment</p> <p>Understand the concept: pollution</p> <p>Understand safe interaction with the environment</p>	<p>Demonstrate how people interact with the environment, using everyday examples. Encourage an interactive discussion in class.</p> <p>Small group work: Learners prepare a poster or talk to demonstrate human interaction with the environment. Encourage peer review of this poster in class.</p> <p>Discuss how people practice safe interaction with the environment by means of examples. Discuss practices that are potentially harmful to the environment, e.g. pollution.</p> <p>Small group work: Learners develop a poster reflecting practices that protect the environment as well as practices that are harmful to the environment. Use a rubric to allocate a mark for this poster.</p>
2	Personal Care	<p>Understand how human interaction with the environment affects the environment</p> <p>Describe how burning a vehicle tyre affects the environment</p> <p>Demonstrate the effects on others in the community when a tyre is burning</p>	<p>Form small groups. Provide a case study to each of the groups about human interaction with the environment: a mixture of good, bad and no obvious affect. Each group has to present their case study to the whole group. Encourage debate.</p>

			<p>Discuss how burning vehicle tyres pollute air, water and soil. Watch two You Tube videos in class: The choking city: Burning of tyres blamed for heightened pollution in Nairobi, Kenya, AND Smoke pollution burning tyres. Discuss these videos in class.</p> <p>Small groups: Learners are to develop and present a talk, role play or poster to reflect their understanding of the effect of burning vehicle tyres. Use a rubric to assess.</p>
3	Personal Care	<p>Describe the anatomy of the ear</p> <p>Understand noise pollution</p> <p>Explain the hearing and physical effects of excessive noise on the individual</p> <p>Identify sources of excessive noise (including earphones)</p> <p>Apply measures to limit noise pollution to individuals</p>	<p>Use a model and diagram of the human ear to demonstrate the anatomy of the ear.</p> <p>Learners copy a diagram of the human ear. Award a mark as an assessment.</p> <p>Explain the term noise pollution. Consider watching the You Tube video entitled: Noise pollution by Mexus Education as it includes some of the physical affects, i.e. increased blood pressure and heart beat as well as noise induced hearing loss. Encourage discussion in class.</p> <p>Discuss measures that mitigate the effects of noise pollution on people.</p> <p>Learners prepare a talk, role play or poster depicting noise</p>

			pollution, its sources, and effects on individuals and mitigating measures for presentation to the class. Use a rubric and award a mark.
4	Life Care	<p>Identify everyday environmental hygiene practices</p> <p>Apply principles to practice environmental hygiene</p> <p>Explain how environmental hygiene affects life</p>	<p>Explain the term environmental hygiene and how these principles should be applied in terms of access to clean water, appropriate human and animal waste disposal, protection of food against contamination and healthy housing. Discuss how environmental hygiene affects life in class.</p> <p>Learners need to practice environmental hygiene at the he simulation laboratory. Divide the learners in to four groups: (i) access to clean water, (ii) appropriate human and animal waste disposal (indoors and outdoors), (iii) protection of food against contamination and (iv) healthy housing. Ask learners to evaluate what they observe in the simulation laboratory (teacher will have to prepare certain items to assist learners). Each group has to provide a description of their findings and suggestions on how to ensure environmental hygiene is appropriately practiced, for marking in week 10. Use a rubric to mark.</p>
5	Life Care	<p>Identify causes of pollution:</p> <ul style="list-style-type: none"> • Water • Air 	<p>Demonstrate the gravity of water and air pollution using a suitable video (or videos) most appropriate to your learners. Aim to address issues they can do something about, i.e.</p>

		<p>Practice activities to limit pollution:</p> <ul style="list-style-type: none"> • Water • Air 	<p>plastic and waste management.</p> <p>Demonstrate principles to establish whether one's everyday activities contribute to, or limit water and/or air pollution.</p> <p>Small group work: Provide learners with a list of everyday activities. Ask them to apply the principles to identify which activity promotes air and water pollution and which activities limit air and water pollution. Allow discussion in the group.</p> <p>Learners prepare a role play to demonstrate their understanding of waste management practices. Ask learners to prepare both activities that contribute to, or limit water and/or air pollution. The other learners can indicate whether the activity role played contributes to air/water pollution or not. Observe and use a rubric and allocate a mark per student.</p>
6	Life Care	<p>Introduce waste management practices:</p> <ul style="list-style-type: none"> • Re-use • Recycle • Reduce 	<p>Discuss the 'Re-use, Recycle, Reduce' principles of waste management.</p> <p>Demonstrate the sorting of waste mindful of the 'Re-use, Recycle, Reduce' principles.</p> <p>Arrange for the 'clean' waste materials to be delivered to the simulation laboratory and let learners sort the waste (using appropriate gloves).</p>

			Learners prepare a poster to demonstrate their understanding of the 'Re-use, Recycle, Reduce' principles. Use a rubric and assess in week 10.
7	Toddler Care	<p>Understand the importance of practicing hand and hygiene.</p> <p>Realise that hand hygiene largely contributes to infection control.</p> <p>Inspect the skin for injury.</p> <p>Demonstrate the correct way to ensure hand hygiene of a toddler include face and toy hygiene.</p>	<p>Remind learners on the importance of hand hygiene in terms of general personal and life care.</p> <p>Demonstrate how hand hygiene contributes to infection control in general.</p> <p>Discuss the importance of hand hygiene in terms of spread of communicable diseases, i.e. the polio virus that is transmitted from one person to the next via the faecal-oral route (poliovirus multiplies in intestines and is spread through faeces).</p> <p>Demonstrate how to inspect the skin of the hands, arms, feet, legs and face for any injury and report. Discuss in class.</p> <p>Demonstrate how to wash the hands wash of a toddler correctly. Include wiping the face and check toy hygiene.</p> <p>Learners practice washing a toddler's hands in class using the dolls. Observe and allocate a mark per learner during this practice session once learner indicates they are ready to be assessed.</p>

			The teacher may be able to arrange a visit to the local crèche to have learners practice washing and drying the hands of toddlers under supervision of the crèche teachers.
8-10	Formal assessment	This week is allocated for formal assessment. Assessment will integrate the teaching and learning of the past seven (7) weeks. The weighting of the assessment consists of 75% for practical tasks and 25% for the theoretical aspect. Please note: Assessment activities with an asterisk (*) are completed during the allocated class time. Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.	
Assessment activities:			
Activity 1: Written test to test knowledge of the information of weeks 1-9, Term 4, Year 2. Total weighting: 25% This would include matching the correct explanation with terms, completing incomplete sentences by selecting the correct word from the list of words provided, or true/ false statements. (Theory: 25%).			
Activity 2*: Learners developed a poster during week 1 of practices that protect the environment as well as practices that are harmful to the environment. Award a mark in class as an evaluation of their understanding, using a rubric. (Practical: 10%)			
Activity 3*: During week 2 learners developed and presented a talk, role play or poster to reflect their understanding of the effect of burning vehicle tyres. Use a rubric to assess. Allocate a mark. (Practical: 10%)			
Activity 4: During week 3 learners prepared and presented talk, role play of poster for presentation to the class to present noise pollution: its sources, effects on individuals and mitigating measures. Use a rubric and award a mark. (Practical: 10%)			
Activity 5: * During week 4 learners prepared a description of their findings and suggestions on how to ensure environmental hygiene is appropriately practiced, during week 4. Use a rubric to allocate a mark. (Practical: 10%)			

Activity 6: During week 5 learners prepared a role play to demonstrate their understanding of waste management practices. Observe and use a rubric and allocate a mark per student. (Practical: 10%).

Activity 7*: During week 6 learners prepared a poster to demonstrate their understanding of the 'Re-use, Recycle, Reduce' principles. Use a rubric and assess (Practical: 15%)

Activity 8*: During week 7 learners practised washing toddler's hands, using the dolls. Observe and allocate a mark per learner during this practice session once the learner indicates they are ready to be assessed. Use a rubric to allocate a mark. (Practical: 10%).

Year 3 Term 1

Week	Topic	Contents The learner is able to:	Techniques, activities, resources and process notes
1	Personal Care	<p>Identify basic food groups using the food pyramid.</p> <p>Have an overview on how each meal relates to the food pyramid.</p> <p>Become aware of nutritional labels on food items</p>	<p>Small group work: Provide pictures of different food items. Ask learners to paste pictures of what they ate the day before on a piece of paper (make a poster), indicating the quantities as well, e.g. 4 slices of white bread with jam. Alternatively, learners can make a list or draw a picture of what they ate. LEARNERS HAVE TO KEEP THIS POSTER TO WORK ON IT AGAIN IN WEEK 3**.</p> <p>Explain and discuss the food pyramid.</p> <p>Discuss nutritional labels on food items. Ask learners to bring some nutritional labels to class for further discussion.</p> <p>Individual work: Learners paste the pictures of the food items in the correct space on the outline of the food pyramid provided by the teacher.</p> <p>Small group work: Learners discuss how the food they ate the previous day related to the food pyramid. Discuss in small groups and in the whole class.</p>
2	Personal Care	Understand the concept 'balanced nutrition'.	Explain and demonstrate the concept, 'balanced nutrition' using the food pyramid as well as pictures of food items.

		Recognise a balanced meal.	<p>Explain and demonstrate a balanced meal using the food pyramid applied to a plate of food.</p> <p>Small group work: Learners identify and paste pictures of food items that form a balanced meal, onto a paper plate. If there are no pictures of certain food items available, learners can draw pictures of them. Present the 'plates of food' to the whole class for discussion.</p>
3	Personal Care	<p>Identify the main health issues related to obesity.</p> <p>Reason the importance of food portion sizes.</p> <p>Identify food portion sizes using one's hand.</p>	<p>Explain and demonstrate the main 10 health related issues related to obesity. Discuss in class.</p> <p>Discuss and clarify steps to limit developing obesity, focus on physical exercise and food portion sizes.</p> <p>Demonstrate how to use one's hand to apply food portion sizes.</p> <p>Small group work: Review the poster** made during week 1 with reference of the food pyramid and portion sizes. Prepare a further poster that indicates any changes needed in the first poster and place them next to each other. Present and discuss in class.</p>
4	Life Care	<p>Explain principles of safe food storage.</p> <p>Check best 'before dates'</p>	<p>Demonstrate and explain the principles of food storage for the prevention of food decay using various kinds of food items (either pictures or actual items), i.e. fresh, dried, and</p>

		<p>Apply the 'best before' date principle.</p>	<p>canned</p> <p>Obtain various food items with 'best before' dates on: both those already expired and not yet expired. Explain where to find the 'best before' date and how to interpret it. Discuss various everyday items with 'best before' dates e.g. dairy products, cereals/ porridges, bread as well as those items without a 'best before' date, e.g. fresh produce.</p> <p>Work in pairs: Learners practice identifying and interpreting 'best before' dates on food items. Teacher should give each pair a few food items for learners to identify and interpret the 'best before dates. Discuss in class. Encourage participation.</p>
5	Life Care	<p>Understand food hygiene principles.</p> <p>Apply food hygiene principles whilst preparing a nutritious sandwich using ingredients that are available.</p>	<p>Explain by revisiting the input on germs (see year 1, term 1, week 2), the development, growth and multiplication of pathogens. Relate this information to incorrect hygienic principles.</p> <p>Demonstrate the basic food hygiene principles when preparing a nutritious sandwich using brown bread and peanut butter. Remember to apply hand- and preparation space-, utensil-hygiene, as well as the hygiene of the plate you plan to serve it on.</p> <p>Learners practice how to apply the food hygiene principles when preparing a brown bread peanut butter sandwich for</p>

			themselves. Observe and allocate a mark using a rubric. Please adhere to 'best before' food items.
6	Life Care	<p>List particular challenges the elderly face related to nutrition.</p> <p>Understand principles for elderly nutrition.</p> <p>Prepare a nutritious sandwich for an elderly person.</p>	<p>Demonstrate the major changes taking place in the elderly that will affect their nutrition.</p> <p>Explain the principles that apply in the nutrition of the elderly.</p> <p>Small group work: Learners practice how to prepare a nutritious grated cheese sandwich for an elderly person. Please adhere to 'best before' food items and food hygiene. Observe and allocate a mark using a rubric.</p>
7 & 8	Toddler Care	<p>Understand the concepts:</p> <ul style="list-style-type: none"> • Adequate nutrition • Under-nutrition • Over-nutrition, and • Malnutrition among toddlers. <p>Identify factors contributing to good nutrition.</p> <p>Identify factors contributing to inadequate nutrition.</p>	<p>Explain the following concepts related to human nutrition, i.e. adequate nutrition, under-nutrition, over-nutrition, and malnutrition as related to toddlers. Use images and videos to support the explanation.</p> <p>Discuss the factors contributing to proper nutrition as well as factors contributing inadequate nutrition.</p> <p>Small group work: Learners develop and present a poster reflecting their understanding of the human nutrition, i.e. adequate nutrition, under-nutrition, over-nutrition, and malnutrition as well as contributing factors for each. Use a rubric and allocate a mark.</p>
9	Toddler Care	Demonstrate an understanding of particular issues related to toddler nutrition.	Demonstrate the particular issues related to the preparation of a nutritious snack for a toddler, i.e. consider the food

		<p>Prepare a nutritious snack for a toddler.</p> <p>pyramid, portion size, time of day, type of food, i.e. avoid highly spiced foods and tough food, etc.</p> <p>Demonstrate how to prepare a nutritious sandwich suitable for a toddler.</p> <p>Learners practice making a nutritious sandwich suitable for a toddler. Use a rubric and allocate a mark.</p>
10	Formal assessment	<p>This week is allocated for formal assessment. Assessment will integrate the teaching and learning of the past nine (9) weeks. The weighting of the assessment consists of 75% for practical tasks and 25% for the theoretical aspect.</p> <p>Please note: Assessment activities with an asterisk (*) are completed during the allocated class time. Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.</p>
<p>Assessment activities:</p> <p>Activity 1: Written test to test knowledge of the information of weeks 1-9, Term 1, Year 3. Total weighting: 25% This includes matching the correct explanation with terms, completing incomplete sentences by selecting the correct word from a list of words provided. (Theory: 25%)</p> <p>Activity 2: Teacher provides a set of pictures of food items, glue and an outline of the food pyramid. Request learners to paste the food item pictures in the correct space on the outline of the food pyramid. Mark using a rubric. (Practical: 10%)</p> <p>Activity 3: Teacher provides access to glue and a set of pictures of various food items suitable to paste on the paper plate provided to each learner. Learners to identify and paste pictures of food items to reflect a balanced meal. Mark using a rubric. (Practical: 10%)</p> <p>Activity 4: Prepare a page with many different life style practices: some contributing to the development of obesity. Ask learners to encircle the main health issues related to obesity. Mark using a rubric. (Practical: 10%)</p>		

Activity 5: Provide various food items with 'best before' dates: both those already expired and not yet expired. Learners have to sort the food products in to a group where the 'best before' dates have expired and a group where the 'best before' have not yet expired. Mark using a rubric. (Practical: 10%)

Activity 6: Provide a template chart on how to use one's hand to apply food portion sizes. Request learners to draw on the chart the different markers used to determine different portions as per instructions by the teacher. Mark using a rubric. (Practical: 10%)

Activity 7*: Learners prepare a nutritious grated cheese sandwich for an elderly person. Observe and allocate a mark using a rubric. (Practical: 5%)

Activity 8*: Learners develop a poster to reflect their understanding of the human nutrition, i.e. adequate nutrition, under-nutrition, over-nutrition, and malnutrition as well as contributing factors to each. Use a rubric and allocate a mark. (Practical: 10%)

Activity 9*: Learners prepare a nutritious sandwich suitable for a toddler. Use a rubric and allocate a mark. (Practical: 10%)

Year 3 Term 2

Week	Topic	Contents The learner is able to:	Techniques, activities, resources and process notes
1 -3	Personal Care	<p>Implement adequate level of kitchen hygiene.</p> <p>Select the correct household chemicals for cleaning a kitchen.</p> <p>Understand personal health protective measures, e.g. wearing household gloves when working with detergents.</p> <p>Implement adequate hygiene of the kitchen cupboards (includes pest control).</p> <p>Implement waste management at home: applying the re-use, recycle and reduce principle.</p>	<p>Demonstrate how to inspect a kitchen to determine if the level of hygiene is adequate.</p> <p>Small group work: Each small group of learners must inspect the kitchen of simulation laboratory on separate occasions during the week. They must develop a report and present it to the class. Allocate a mark using a rubric.</p> <p>Demonstrate the correct use of household chemicals; apply personal protective clothing and pest control related to the kitchen.</p> <p>Discuss and demonstrate how to implement waste management at home level.</p> <p>Small group work: Each small group of learners prepares a plan on how to clean the kitchen simulation laboratory, to maintain an adequate level of hygiene in this kitchen and its cupboards, and on how to apply the re-use, recycle and reduce waste management principle. Learners develop a report and present it to the class. Allocate a mark using a rubric.</p>

			Learners practice cleaning a kitchen (cupboards, etc.) by cleaning the kitchen of the simulation laboratory.
4-6	Life Care	<p>Separate recyclable, biodegradable waste from non-recyclable, non-biodegradable waste.</p> <p>Commence compost making at home with biodegradable waste generated at home.</p> <p>Start a food garden.</p> <p>Apply suitable safety measure to prevent injury in this process.</p>	<p>Discuss the differences between the biodegradable, recyclable and non-recyclable, non-biodegradable waste generated at home.</p> <p>Demonstrate how to sort and separate recyclable and biodegradable waste from general waste generated at home, applying the re-use, recycle and reduce waste management principle.</p> <p>Demonstrate how to start a compost making area.</p> <p>Group work (groups rotate so as to be exposed to the various aspects of the process involved) practice:</p> <ol style="list-style-type: none"> 1. Sorting household waste 2. Start a compost heap/area in the back garden of the simulation laboratory 3. Start/maintain a food garden area. <p>Observe and award a mark using a rubric.</p>
7	Toddler Care	Understand the management of toddler-specific waste products.	<p>Explain and demonstrate the correct management of waste products generated by toddlers, i.e.</p> <ol style="list-style-type: none"> 1. Food waste products 2. Disposable nappies and wipes. <p>Arrange for a guided visit to a landfill area close-by. Reflect</p>

			<p>and discuss the event.</p> <p>Small group work: Learners develop a poster to communicate how they understand waste product management in terms of food waste products and nappies. Use a rubric to allocate a mark.</p>
8 & 9	Toddler Care	Implement food hygiene suitable for toddlers.	<p>Explain the particular areas where hygiene requires additional attention when it comes to toddlers, i.e. feeding bottles, feeding cups, dummies, teething rings.</p> <p>Demonstrate the correct cleaning of feeding bottles and teats, feeding cups, dummies and teething rings.</p> <p>Small group work: Every small group practises cleaning feeding bottles and teats, feeding cups, dummies and teething rings correctly. Observe and award a mark using a rubric.</p>
10	Formal assessment	<p>This week is allocated for formal assessment. Assessment will integrate the teaching and learning of the past nine (9) weeks. The weighting of the assessment consists of 75% for practical tasks and 25% for the theoretical aspect.</p> <p>Please note: Assessment activities with an asterisk (*) are completed during the allocated class time. Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.</p>	
<p>Assessment activities:</p> <p>Activity 1: Written test to test knowledge of the information of weeks 1-9, Term 2, Year 3. Total weighting: 25% This includes matching the correct explanation with terms, completing incomplete sentences by selecting the correct word from the list of words provided. (Theory: 25%)</p> <p>Activity 2*: Learners inspected the kitchen of simulation laboratory and presented a report to the class during week 1-3. Allocate a mark using a rubric.</p>			

(Practical: 15%)

Activity 3*: Learners prepared a plan on how to clean the kitchen simulation laboratory, to maintain an adequate level of hygiene in this kitchen and its cupboards, Learners presented their report in class. Allocate a mark using a rubric. (Practical:15%)

Activity 4*: Learners sorted household waste applying the re-use, recycle and reduce waste management principle; start a compost heap/area and either start or maintain a food garden area in the back garden of the simulation laboratory. Observe and award a mark using a rubric. (Practical: 20%)

Activity 5*: Learners developed a poster to communicate waste product management in terms of food waste products and nappies. Use a rubric to allocate a mark. (Practical: 15%)

Activity 6*: Learners cleaned feeding bottles and teats, feeding cups, dummies and teething rings correctly. Observe and award a mark using a rubric. (Practical: 10%)

Year 3 Term 3

Week	Topic	Contents The learner is able to:	Techniques, activities, resources and process notes
1	Personal Care	Recognise the suitability of clothing in terms of season, size and fabric/material.	<p>Discuss clothing in general in class with particular focus of its suitability in terms of season, size and the fabric used.</p> <p>Demonstrate the effect of clothing that does not suit the weather/ season.</p> <p>Small group work: Discuss and document the effect of season and the clothing one wears.</p> <p>Demonstrate the effect of clothing that is not suitable in terms of its size.</p> <p>Small group work: Discuss and document the effect of the size of the clothing one wears.</p> <p>Demonstrate the effect of clothing that is not suitable in terms of the material/ fabric it is made of.</p> <p>Small group work: Discuss and document what effects the fabric/ material that clothing has been made from, on the person wearing it.</p>

			<p>Discuss how clothing can affect one's health.</p> <p>Small group work: Learners prepare a role play to communicate how clothing needs to take cognisance of the season/ weather, size, material/fabric. Use a rubric and award a mark.</p>
2	Personal Care	<p>Understand the physical and emotional health effects that clothing has on health and wellness.</p> <p>Realise there is a link between health and clothing.</p>	<p>Discuss the effect of clothing on one's physical and emotional health and wellness.</p> <p>Divide learners into groups: Each group is to prepare a role play to demonstrate the effect of clothing on one's health and wellness. Allocate a mark using a rubric.</p>
3	Personal Care	<p>Manage own clothing wardrobe (storage space).</p> <p>Aware of clothing hygiene.</p>	<p>Discuss how to manage one's clothing wardrobe (storing space): taking cognisance of the season, size, fabric and hygiene (discuss odour).</p> <p>Small group: Learners discuss how they manage their clothing related issues.</p> <p>Learners practice in class how to manage clothing: whether it needs to be washed/ cleaned, as well as how to store clothing items. Introduce a laundry bag and/or laundry bin for soiled laundry.</p> <p>Small group work: Learners to prepare a talk to reflect their understanding on managing one's clothing. Observe and award a mark using a rubric.</p>

4	Life Care	<p>Identify limitations among the elderly in terms of clothing.</p> <p>Understand the hurdles the elderly face to ensure hygiene of their clothing.</p>	<p>Demonstrate the needs of the elderly in terms of their clothing, i.e. unable to manage buttons, more sensitive to ambient temperatures, etc.</p> <p>Small group work: Generate a list of the particular needs the elderly may experience in terms of their clothing.</p> <p>Explain the hurdles the elderly face to make sure their clothing is hygienically clean.</p> <p>Small group work: Generate a list of the specific hurdles the elderly experience to ensure their clothing is hygienically clean.</p> <p>Learners prepare a talk, role play or poster to communicate their understanding of the particular needs of the elderly with regards to their clothing and how to ensure their clothes are hygienically clean. Use a rubric and allocate a mark.</p>
5	Life Care	<p>Understand particular needs of the elderly to maintain an acceptable level of personal hygiene:</p> <ul style="list-style-type: none"> • Body • Oral (mouth) 	<p>Based on the personal hygiene care learners have been exposed to, discuss the particular hindrances the elderly may face to ensure an acceptable level of hygiene, e.g. unable to wash and dry their hair, their back and feet, and brush their teeth.</p> <p>Learners prepare a talk; poster or role play to reflect the particular hindrances the elderly face to ensure an</p>

			<p>acceptable level of personal hygiene. Use a rubric and allocate a mark.</p> <p>Practice flossing and brushing artificial dentures. Observe and allocate a mark using a rubric.</p>
6	Life Care	<p>Recognise the importance of foot care among the elderly.</p> <p>Wash and dry the feet of the elderly.</p> <p>Select suitable footwear for the elderly (including socks).</p>	<p>Discuss the importance of adequate foot hygiene. Explain the difficulties the elderly have to care for their feet adequately.</p> <p>Demonstrate how to wash and dry another person's feet (remember to observe abnormalities and refer appropriately).</p> <p>Learners practice foot care by washing and drying each other's feet. Observe and allocate a mark using a rubric.</p> <p>Small group: Prepare a talk to communicate what one needs to bear in mind when selecting footwear (shoes/sandals, slippers, socks) for the elderly.</p>
7 & 8	Toddler Care	<p>Understand particular clothing needs of toddlers.</p> <p>Recognise toddlers need to start dressing themselves.</p> <p>Assist toddlers to clothe themselves.</p>	<p>Demonstrate the needs toddlers have in terms of their clothing, i.e. carer needs to identify level of protection required in terms of the ambient temperature, exposure to items that can injure their feet, etc.</p> <p>Small group: Learners practice what clothing to dress toddlers in. Provide different kinds (warmth, protection). Learners dress the doll appropriately for the conditions indicated by the teacher. Discuss in class.</p>

			<p>Demonstrate how to assist toddlers to put on their own clothes.</p> <p>Small group: Learners practice how to dress toddlers by practicing dressing the dolls in the class room. Discuss in class.</p> <p>Learners practice helping toddlers to dress themselves. Teachers should arrange for parents to be present when they bring their toddlers to be dressed at school or provide required permission if learners practice teaching toddlers to dress themselves at a crèche. Observe and allocate a mark using a rubric.</p>
9	Toddler Care	<p>Assist toddlers to put on their socks.</p> <p>Assist toddlers to put on their shoes and/or sandals.</p> <p>Assist toddlers to tie their shoelaces.</p> <p>Select suitable footwear for toddlers (including socks).</p>	<p>Demonstrate how to assist toddlers to put on their own socks.</p> <p>Demonstrate how to assist toddlers to put on their own shoes/sandals.</p> <p>Demonstrate how to assist toddlers to tie shoelaces.</p> <p>Work in pairs: Learners practice on each other how to teach and assist another to put on their socks/shoes/sandals. Observe and allocate a mark using a rubric.</p> <p>Work in pairs: Learners practice on each other how to teach</p>

			<p>and assist another to tie a shoelace. Observe and allocate a mark using a rubric.</p> <p>Small group: Prepare a talk to communicate what one needs to bear in mind when selecting footwear (shoes/sandals, slippers, socks) for toddlers. Observe and allocate a mark using a rubric.</p>
10	Formal assessment	<p>This week is allocated for formal assessment. Assessment will integrate the teaching and learning of the past nine (9) weeks. The weighting of the assessment consists of 75% for practical tasks and 25% for the theoretical aspect.</p> <p>Please note: Assessment activities with an asterisk (*) are completed during the allocated class time. Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.</p>	
<p>Assessment activities:</p> <p>Activity 1: Written test to test knowledge of the information of weeks 1-9, Term 3, Year 3. Total weighting: 25% This includes matching the correct explanation with terms, completing incomplete sentences by selecting the correct word from the list of words provided. (Theory: 25%)</p> <p>Activity 2*: Learners prepared a role play during week 1 to communicate how clothing affects a person's health (physical and mental health), considering the season/ weather, size and material/fabric. Use a rubric and award a mark. (Practical: 5%)</p> <p>Activity 3*: Learners prepared a role play during week 2 to demonstrate the effect of clothing on one's health and wellness. Allocate a mark using a rubric. (Practical: 5%)</p> <p>Activity 4*: Learners prepared a talk during week 3 to reflect their understanding on managing one's clothing. Observe and award a mark. (Practical: 5%)</p> <p>Activity 5*: During week 4 learners prepared a talk, role play or poster to communicate their understanding of the particular needs of the elderly with regards to their clothing needs and how to ensure their clothes are hygienically clean. Use a rubric and allocate a mark. (Practical: 5%)</p>			

Activity 6:* Learners prepared a talk, poster or role play during week 5 to reflect the particular hindrances the elderly face in the normal ageing process to ensure an acceptable level of personal hygiene. Use a rubric and allocate a mark. (Practical: 10%)

Activity 7:* During week 5 learners practiced flossing and brushing artificial dentures. Observe and allocate a mark using a rubric. (Practical: 5%)

Activity 8:* Learners practiced foot care by washing and drying each other's feet during week 6. Observe and allocate a mark using a rubric. (Practical: 5%)

Activity 9:* During week 6 learners prepared a talk to communicate what one needs to bear in mind when selecting footwear (shoes/sandals, slippers, socks) for the elderly. Allocate a mark using a rubric. (Practical: 5%)

Activity 10: Provide learners with different kinds of clothes (warmth, protection) suitable for toddlers. Instruct learners to find clothing suitable for a particular season or activity. Use a rubric to allocate a mark. (Practical: 10%)

Activity 11:* During weeks 7 & 8 learners practiced how to teach and assist another to put on their socks/shoes/sandals. Observe and allocate a mark using a rubric. (Practical: 5%)

Activity 12:* During weeks 7 & 8 learners practiced on each other how to teach and assist another to tie a shoelace. Observe and allocate a mark using a rubric. (Practical: 5%)

Activity 13:* During week 9 learners prepared a talk to communicate what one needs to bear in mind when selecting footwear (shoes/sandals, slippers, socks) for toddlers. Observe and allocate a mark using a rubric. (Practical: 10%)

Year 3 Term 4

Week	Topic	Contents The learner is able to:	Techniques, activities, resources and process notes
1	Personal Care	<p>Understand the importance of cleaning a dwelling</p> <p>Clean a bathroom: bath, hand wash basin, shower and toilet</p>	<p>Discuss the reasons for ensuring a hygienically clean and tidy dwelling space.</p> <p>Explain and compare the effect on one's health and wellness status if your dwelling is hygienic and tidy versus if it is untidy and /or unhygienic. Encourage discussion in class.</p> <p>Small group: Learners prepare a talk or poster to present comparing the effect on one's health and wellness status if your dwelling is hygienic and tidy versus if it is untidy and /or unhygienic. Use a rubric to mark and allocate a mark.</p> <p>Demonstrate the areas where micro-organisms (especially fungi and bacteria) flourish in a bathroom and how to clean a bathroom properly. Encourage discussion in class.</p> <p>Develop a rubric on how to assess the level of cleanliness of a bathroom and how to develop a cleaning plan.</p> <p>Learners practice cleaning a bathroom in the skills laboratory and class room, using the cleaning plan. Use a rubric to mark and allocate a mark.</p>
2	Personal Care	Clean a laundry room/ space: wash basin,	Discuss the reasons for ensuring a clean and dry laundry space:

		washing machine, dryer, work area, wet/ damp floor	<p>specifically, safety in relation to electricity and water.</p> <p>Demonstrate the areas where micro-organisms (especially fungi and bacteria) flourish in a laundry space and how to clean a laundry space properly. Encourage discussion in class.</p> <p>Develop a rubric on how to assess the level of cleanliness of a laundry area and how to develop a cleaning plan.</p> <p>Learners practice cleaning a laundry area in the skills laboratory and class room, using the cleaning plan. Use a rubric to mark and allocate a mark.</p>
3	Personal Care	<p>Apply resource management for water.</p> <p>Compare water usage between showering and bathing in bath tub.</p> <p>Realise using more hot water for bathing increases electricity usage.</p> <p>Purify available water for human consumption.</p>	<p>Explain that life needs water in order to continue. Discuss the need for clean drinking water, storage resources and availability. Encourage discussion in class.</p> <p>Learners prepare a talk on water resources, the need for them and their availability. Encourage peer review and interaction on these presentations in class.</p> <p>Demonstrate how the water consumption declines when showering with a standard shower head and thereby reduces the need for resources to heat the water.</p> <p>Small groups: Learners prepare a talk; poster or role play to communicate how resources are managed by showering rather than</p>

			<p>bathing a bath tub. Use a rubric and allocate mark.</p> <p>Demonstrate how to purify water by boiling to kill off most pathogens, and the correct storage to ensure it is safe for human use.</p>
4	Life Care	<p>Clear the yard around a dwelling place</p> <p>Maintain a tidy yard around a dwelling place</p>	<p>Explain the importance of a tidy area outside your dwelling place; i.e. control rodents (rats/ mice), fleas, mosquitoes, snakes, etc.</p> <p>Demonstrate in the yard of the skills laboratory how to correctly clear/ stack items in a yard. Allow a discussion in class.</p> <p>Small groups: Learners assess what needs to be cleaned in the yard and develop a plan on how to maintain a clean yard to prevent ill-health. Learners present their findings and plan to the class. Use a rubric to allocate a mark.</p> <p>Learners practice assessing the level of tidiness of the yard at the simulation laboratory and tidy the yard. Observe and allocate a mark using a rubric.</p>
5	Life Care	<p>Apply pet /domesticated animal hygiene.</p> <p>Apply pet /domesticated animal health.</p> <p>Discuss the effects of unhealthy and unimmunised animals on the health of people.</p>	<p>Explain pet/ domesticated animal hygiene and the importance thereof. Allow a discussion in class.</p> <p>Explain pet/ domesticated animal health and particularly immunisation and the importance thereof. Allow a discussion in class.</p> <p>Learners are requested to bring a photo of an animal that may be</p>

			<p>either unhygienic and/or unhealthy. Allow a discussion in class.</p> <p>Ask a local animal clinic staff member to come and talk to the learners about pet/ domesticated animal hygiene and health: particularly immunisation and worm infestation (parasites) and the effects on human health.</p> <p>Small groups: Learners prepare a talk about pet/ domesticated animal hygiene and health: particularly immunisation and worm infestation (parasites) and their effects on human health. Use a rubric to allocate a mark.</p>
6	Life Care	<p>Identify natural resource constraints.</p> <p>Encourage optimal use of available resources.</p>	<p>Facilitate a class room discussion on natural resources: their availability, the demand for these and how to manage constraints.</p> <p>Demonstrate practical examples on how to optimise natural resources,</p> <p>Small group work: Ask learners to take a photo using a mobile phone of a natural resource in their community. Learners develop a poster to present regarding these resources and the management thereof. Use a rubric to allocate a mark.</p>
7	Toddler Care	<p>Establish whether a space is safe for toddlers to play.</p> <p>Identify principles for cleaning the space of when there are toddlers in the household.</p>	<p>Explain the key areas to be mindful of when cleaning spaces to mitigate toddler injuries. Encourage an open discussion in class and demonstrate how to apply safety principles when cleaning spaces where toddlers live and play.</p>

		<p>Identify principles for cleaning spaces, mindful of toddler safety.</p>	<p>Demonstrate how to establish whether a space is safe for toddlers to play.</p> <p>Small group work: Learners prepare a talk or poster to reflect their understanding of applying the principles to limit toddler injuries in areas where they play. Use a rubric to allocate a mark.</p> <p>Learners practice assessing whether the outdoor and inside the of the simulation laboratory house is a safe space for toddlers to play. Discuss this assessment in class.</p> <p>Learners practice by making the indoor and outdoor spaces of the simulation laboratory safe for toddlers to play. Observe and allocate a mark using a rubric.</p>
8 -10	Formal assessment	<p>This week is allocated for formal assessment. Assessment will integrate the teaching and learning of the past seven (7) weeks. The weighting of the assessment consists of 75% for practical tasks and 25% for the theoretical aspect.</p> <p>Please note: Assessment activities with an asterisk (*) are completed during the allocated class time. Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.</p>	
<p>Assessment activities:</p> <p>Activity 1: Written test to test knowledge of the information of weeks 1-9, Term 4, Year 3. Total weighting: 25% This includes matching the correct explanation with terms, completing incomplete sentences by selecting the correct word from the list of words provided. (Theory: 25%)</p> <p>Activity 2*: Learners prepare a talk or poster to present to compare the effect on your health and wellness status if your dwelling is hygienic and tidy versus if it is untidy and /or unhygienic. Use a rubric to mark and allocate a mark. Wk 1 (Practical: 10%)</p>			

Activity 3*: Learners clean a bathroom in the skills laboratory and class room using the cleaning plan. Use a rubric to mark and allocate a mark. Wk 1 (Practical: 10%)

Activity 4*: Learners clean a laundry area in the skills laboratory and class room using the cleaning plan. Use a rubric to mark and allocate a mark. Wk 2 (Practical: 5%)

Activity 5*: Learners prepare a talk, poster or role play to communicate how resources are managed by showering rather than bathing a bath tub. Use a rubric and allocate mark. Wk 3. (Practical: 10%)

Activity 6*: Learners assess the level of tidiness of the yard of the simulation laboratory and tidy the yard. Observe and allocate a mark using a rubric. Wk 4. (Practical: 5%)

Activity 7*: During week 5 learners prepared a talk about pet/ domesticated animal hygiene and health: particularly immunisation and worm infestation (parasites) and their effects on human health. Use a rubric to allocate a mark. (Practical: 10%)

Activity 8*: During week 6 learners took a photo using a mobile phone of a natural resource in their community. Learners developed a poster to present these resources and the management thereof. Use a rubric to allocate a mark. (Practical: 10%)

Activity 9*: During week 7 learners prepared a talk or poster to reflect the principles for limiting toddler injuries in areas where they play. Use a rubric to allocate a mark. (Practical: 10%)

Activity 10*: Learners practiced making the indoor and outdoor spaces of the simulation laboratory safe for toddlers to play. Observe and allocate a mark using a rubric. (Practical: 5%)

Year 4 Term 1

Week	Topic	Contents The learner is able to:	Techniques, activities, resources and process notes
1	Personal Care	<p>Identify health promoting habits of everyday life</p> <p>Identify everyday habits detrimental to health status.</p> <p>Compare health promoting habits to health inhibiting activities.</p>	<p>Explain and demonstrate habits performed by most people daily. Encourage discussion in class.</p> <p>Work in pairs: Generate an extensive list of everyday practices (activities performed daily).</p> <p>Explain and demonstrate how everyday habits can either promote or inhibit health status. Encourage discussion in class.</p> <p>Learners work in pairs and generate an extensive list of everyday activities that are potentially health inhibiting. They are to present their list to the whole class for discussion. Encourage a debate.</p>
2	Personal Care	<p>Explain concept 'custodian care'.</p> <p>Understand the individual's responsibility to care for their own health and wellness.</p> <p>Apply custodian care to themselves and their immediate household.</p>	<p>Discuss the term 'custodian care'.</p> <p>Demonstrate how custodian care involves taking care of one's health and wellness.</p> <p>Explain how custodian care includes one's immediate household.</p>

			<p>Small group work. Learners prepare a talk, poster, role play, song or poem to communicate their understanding of being custodians of themselves and their immediate households. Use a rubric to allocate a mark.</p>
3	Personal Care	<p>Explain the concept 'lifelong learning'.</p> <p>Understand how lifelong learning applies to ancillary health care.</p>	<p>Explain the term 'lifelong'. Ensure learners understand the concept and how to apply it in everyday life. Debate this in class.</p> <p>Demonstrate how lifelong learning applies to ancillary health care. Ensure that learners understand the concept 'ancillary health care'.</p> <p>Small group work: Learners prepare a talk or a poster to reflect their understanding of the application of lifelong learning to ancillary health care. Use a rubric and allocate a mark.</p>
4	Life Care	<p>Explain the reasons why health promoting lifestyle habits improve health status.</p>	<p>Explain the reasons why health promoting lifestyle habits improve health status (range: <i>regular physical activity, healthy nutrition (read nutritional labels on food items), limiting sugar and salt intake, not smoking, judicious use of alcohol</i>, etc.</p> <p>Small group work: Learners prepare a poster or a talk that communicates their understanding of the reason why health promoting lifestyle habits improve health status and present it in class for peer review (range: <i>regular physical activity,</i></p>

			<i>healthy nutrition, limited sugar and salt intake, not smoking, judicious use of alcohol, etc. Use a rubric to allocate a mark.</i>
5	Life Care	Identify unhealthy everyday lifestyle habits that jeopardise health status	<p>Explain the reasons why unhealthy lifestyle habits jeopardise health status. Generate a list of unhealthy practices in the class. Discuss.</p> <p>Small group work: Learners prepare a poster or a talk that communicates their understanding the reason why unhealthy promoting lifestyle habits jeopardise health status and present it to the class for peer review. Learners must identify unhealthy practices in the community and include these. Use a rubric to allocate a mark.</p>
6	Life Care	<p>Name unhealthy lifestyle habits that affect other persons despite them not participating in the habit directly.</p> <p>Explain how one's lifestyle habits can affect the health of others without them participating directly in that particular activity.</p>	<p>List and discuss unhealthy lifestyle habits that affect other persons despite them not participating directly in the habit. Encourage a discussion in class.</p> <p>Work in pairs: Learners generate a list of lifestyle habits that have the potential to affect the health of non-participants (range: smoking [cigarettes and hubbly-bubbly], alcohol abuse, using illicit drugs, eating habits, level of physical activities). Present and discuss the list in class. Award a mark for this presentation and discussion using a rubric.</p> <p>Or small group work: Select one or two lifestyle habits that have the potential to affect the health of non-participants. Learners prepare a role play that communicates their</p>

			understanding how these lifestyle practices can potentially affect the health of non-participants. Use a rubric to allocate a mark.
7 & 8	Toddler Care	<p>Understand the importance of the Early Childhood Development (ECD) concept.</p> <p>Understand their role in supporting ECD activities.</p>	<p>Explain and discuss the term ECD in class (range: physical, cognitive, linguistic and socio-emotional development of a child up to age eight). Demonstrate some activities that support the ECD concept.</p> <p>Small group work: learners prepare a poster that communicates their understanding the term ECD (range: physical, cognitive, linguistic and socio-emotional development of a child up to age eight) as well as possible ways to support ECD activities. Use a rubric to award a mark.</p>
9	Toddler Care	<p>Apply everyday infection control measures to toddlers.</p> <p>Understand how micro-organisms mutate.</p> <p>Understand how micro-organisms can become resistant to treatment, i.e. antibiotics.</p>	<p>Summarise the various inputs regarding infection control. Ensure learners understand the main micro-organism (pathogen) types (bacteria, virus, fungi and parasite) and how these are transmitted from one person to another.</p> <p>Discuss how micro-organisms mutate and become resistant to treatment.</p> <p>Small group work: learners prepare a poster or talk to communicate how disease causing micro-organisms (communicable) are transmitted amongst people, how micro-organisms mutate and become resistant to treatment.</p>

		Allocate a mark using a rubric.
10	Formal assessment	<p>This week is allocated for formal assessment. Assessment will integrate the teaching and learning of the past nine (9) weeks. The weighting of the assessment consists of 75% for practical tasks and 25% for the theoretical aspect.</p> <p>Please note: Assessment activities with an asterisk (*) are completed during the allocated class time. Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.</p>
<p>Assessment activities:</p> <p>Activity 1: Written test to test knowledge of the information of weeks 1-9, Term 1, Year 4. Total weighting: 25% This includes matching the correct explanation with terms, multiple choice questions, completing incomplete sentences by selecting the correct word from a list of words provided. (Theory: 25%)</p> <p>Activity 2: Provide a set of slips of paper with ONE everyday activity written on each slip for each learner. Learners sort these slips in to health promoting and health inhibiting activities. Use a rubric and allocate a mark. (Practical: 5%)</p> <p>Activity 3*: Learners prepared a talk, poster, role play, song or poem that communicates their understanding of being a custodian for themselves and their immediate households. Use a rubric to allocate a mark. (Practical: 5%)</p> <p>Activity 4*: Learners prepared a talk or a poster reflecting their understanding of the application of lifelong learning to ancillary health care during week 3. Use a rubric and allocate a mark. (Practical: 5%)</p> <p>Activity 5*: During week 4 learners prepared a poster or talk that communicates their understanding of the reason why health promoting lifestyle habits improve health status. They presented these in class for peer review (range: <i>regular physical active, healthy nutrition, limit sugar and salt intake, no smoking, judicious use of alcohol</i>, etc. Use a rubric to allocate a mark. (Practical: 10%)</p> <p>Activity 6*: Learners prepared a poster or a talk during week 5 to communicate their understanding the reason why unhealthy promoting lifestyle habits jeopardise health status and presented these in class for peer review Learners must identify unhealthy practices in the community and include these. Use a rubric to allocate a mark. (Practical: 10%)</p>		

Activity 7*: During week 6 learners selected one or two lifestyle habits that have the potential to affect the health of non-participants. They prepared a role play to communicate their understanding of how these lifestyle practices have the potential to affect the health of non-participants. Use a rubric to allocate a mark. (Practical: 10%)

Activity 8*: Learners prepared a poster during weeks 7 and 8 to communicate their understanding of the term ECD (range: physical, cognitive, linguistic and socio-emotional development of a child up to age eight) as well as possible ways that they can support ECD activities. Use a rubric to award a mark. (Practical: 5%)

Activity 10*: Learners prepared a poster or talk to communicate how disease causing micro-organisms (communicable) are transmitted amongst people, how micro-organisms mutate and become resistant to treatment. Allocate a mark using a rubric. (Practical: 20%)

Year 4 Term 2

Week	Topic	Contents The learner is able to:	Techniques, activities, resources and process notes
1 & 2	Personal Care	<p>Define the term 'maternal health'.</p> <p>Recognise the need for antenatal care from early pregnancy.</p> <p>Comprehend the importance of the first 1000 days of life.</p> <p>Realise what Foetal Alcohol Syndrome Disorder (FASD) entails.</p>	<p>Discuss the terms 'pregnancy' and 'maternal health' with particular attention to the importance of antenatal care (include father). Encourage discussion in class.</p> <p>Small group work: Learners prepare a talk about the role of antenatal care for presentation in class for peer review.</p> <p>Explain the 1st 1000 days of life (from conception to about 2nd birthday) as a unique period of opportunity when the foundations of optimum health, growth, and neurodevelopment throughout the person's lifespan, are established.</p> <p>Demonstrate how FASD starts during pregnancy and is preventable.</p> <p>Learners prepare a talk, a role play or a poster to communicate their understanding of importance of the 1st 1000 days of life (antenatal care included). They also must communicate how to prevent FASD. Use a rubric and allocate a mark.</p>
3	Personal Care	<p>Define the term 'mental health'.</p>	<p>Explain the terms 'mental health', 'emotional health',</p>

		<p>Define the concept 'emotional health'.</p> <p>Have a basic understanding of depression.</p> <p>Understand how psychosis relates to illicit drug abuse.</p>	<p>'depression', a 'psychosis'. Encourage extensive discussion in class.</p> <p>Discuss depression: its signs, symptoms and management.</p> <p>Discuss psychosis related to drug abuse: its signs, symptoms and management.</p> <p>Small group work: Learners prepare a role play or talk to communicate their understanding of mental health, focusing on depression and psychosis related to drug abuse and present these in class for peer review. Use a rubric to allocate a mark.</p>
4	Life Care	<p>Define the term 'injury'.</p> <p>Understand different sources of injuries, i.e. injuries at home; road accident injuries; community space injuries; work place injuries, as well as intentional and non-intentional injuries.</p> <p>Explain how injuries affect health and wellness (range: individual, significant others and community [residential] and health care).</p>	<p>Discuss and explain the term 'injury'. Encourage a debate in class.</p> <p>Clarify and demonstrate the different sources of injuries. Encourage a debate in class particularly to discover causes and corrective actions.</p> <p>Small group work: Learners discuss and document the various kinds and causes of injuries they encountered. Allow a discussion.</p> <p>Discuss the effect of injuries on the health and wellness of the injured, their significant others and the community where</p>

			<p>these individuals reside as well as on the health care community.</p> <p>Small group work: Learners generate a list of various kinds of injuries they have encountered and the causes thereof. They then prepare a talk, role play or posters on how these injuries affected those involved (i.e. the injured, the family, the community where they reside and the health care community) and present these to the whole class. Use a rubric to allocate a mark.</p>
5	Life Care	<p>Define the concept 'violence'.</p> <p>Understand domestic violence; community space violence, and work place violence.</p> <p>Apply the process of reporting domestic violence.</p> <p>Explain how violence affects health and wellness (range: individual, significant others and community [residential] and health care).</p>	<p>Discuss and explain the term 'violence'. Encourage a debate in class.</p> <p>Clarify and demonstrate the different sources of violence. Encourage a debate in class with an emphasis on causes and corrective actions.</p> <p>Small group work: Learners discuss and document the various kinds and causes of violence they have encountered. List these. Allow a discussion.</p> <p>Discuss the effect of violence on the health and wellness of the injured, their significant others and the community where these individuals reside as well as on the health care community.</p>

			<p>Small group work: Learners using the list they generated in the group work above, i.e. various kinds of violence and the causes thereof, prepare a talk, role play or poster on how different kinds of violence affects those involved, i.e. those directly involved in the violence, the community where they reside and the health community, and present these to the whole class. Use a rubric to allocate a mark.</p>
6	Life Care	<p>Understand the difference between 'communicable', 'non-communicable' and 'hereditary' as related to ill-health.</p> <p>Name the most common non-communicable diseases (NCDs) in South Africa.</p> <p>List the main causes of non-communicable diseases.</p> <p>List the key actions that can prevent, reverse, and manage non-communicable diseases.</p>	<p>Explain the differences between 'communicable', 'non-communicable' and 'hereditary' ill-health conditions. Debate and discuss in class and small groups. Generate examples of ill-health conditions in each category.</p> <p>Present and discuss (including causes) a list of most common NCDs in South Africa, i.e. Diabetes Mellitus 2, Cardiovascular (high blood pressure, stroke), Congested Obstructive Pulmonary Disease (COPD), Cancer, Epilepsy, and Arthritis. Encourage discussion in class.</p> <p>Present and discuss the key actions individuals, families, and communities can do take to prevent, reverse or manage (keys: medical surveillance and treatment compliance) NCDs.</p> <p>Small group work: Learners prepare a poster that indicate the differences between communicable, non-communicable and hereditary ill-health conditions; the list of the most common</p>

			NCDs in South Africa and how these can be prevented, reversed and/or managed. These are presented in the class for peer review. Use a rubric and allocate a mark.
7 & 8	Toddler Care	<p>Name the childhood diseases included in the national immunisation schedule.</p> <p>Understand the term 'herd immunity' in terms of immunisation.</p> <p>Understand the contribution of immunising children to public health.</p>	<p>Refer to the Road to Health booklets (boys/girls). Turn to the immunisation schedule. Briefly discuss each of these diseases.</p> <p>Small group work: Learners generate a list of the diseases included in the national immunisation schedule together with at least three aspects of that particular condition. Present these in class for peer review and completion.</p> <p>Small group work. Prepare a talk or role play to motivate a mother (or parents) who refuse to have their children immunised. Include in this presentation the explanation of herd immunity and the contribution of the immunisation of children to the health of the public. Use a rubric and allocate a mark.</p>
9	Toddler Care	<p>Count respiratory rate in children.</p> <p>Realise when the respiratory rate is indicative of an infection and that medical advice needs to be sought.</p>	<p>Demonstrate how to count the respiratory rate in toddlers, counting the number of times the chest rises in one full minute.</p> <p>Work in pairs: Practice how to count each other's' respiratory rate.</p> <p>Demonstrate the link between infections and the respiratory</p>

			<p>rate and explain when the respiratory rate indicates that a toddler needs medical advice. Discuss in class. Use relevant videos.</p> <p>Small group work: Learners prepare a training session for parents on how to count the respiratory rate of their toddler and when the toddler needs medical care. Present this training session in class for peer review and discussion. Use a rubric and allocate a mark.</p>
10	Formal assessment	<p>This week is allocated for formal assessment. Assessment will integrate the teaching and learning of the past nine (9) weeks. The weighting of the assessment consists of 75% for practical tasks and 25% for the theoretical aspect.</p> <p>Please note: Assessment activities with an asterisk (*) are completed during the allocated class time. Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.</p>	
<p>Assessment activities:</p> <p>Activity 1: Written test to test knowledge of the information of weeks 1-9, Term 2, Year 4. Total weighting: 25% This would include matching the correct explanation with terms, completing incomplete sentences by selecting the correct word from the list of words provided. (Theory: 25%)</p> <p>Activity 2*: Learners prepared a talk, a role play or a poster to communicate their understanding of the 1st 1000 days of life (antenatal care included). They also needed to communicate how to prevent FASD. Use a rubric and allocate a mark. (Practical: 15%)</p> <p>Activity 3*: Learners prepared a role play or talk to communicate their understanding of mental health, focusing on depression and psychosis related to drug abuse for peer review. Use a rubric to allocate a mark. (Practical: 5%)</p> <p>Activity 4*: Learners generated a list of the various kinds of injuries they have encountered and the causes thereof. They prepared a talk, role play or poster on how these injuries affected those involved, i.e. the injured, the community where they reside and the health community, to present to the whole</p>			

class. Use a rubric to allocate a mark. (Practical: 10%).

Activity 5*: Learners generated a list of the different kinds of violence they have encountered and the causes thereof. They prepared a talk, role play or poster on how these kinds of violence affected those involved, i.e. those directly involved, the community where they reside and the health community. They presented these to the whole class. Use a rubric to allocate a mark. (Practical: 10%).

Activity 6*: Learners prepared a poster indicating the differences between communicable, non-communicable and hereditary ill-health conditions; the list of the most common NCDs in South Africa and how these can be prevented, reversed and/or managed, for presentation in the class for peer review. Use a rubric and allocate a mark. (Practical: 10%).

Activity 7*: Learners prepared a talk or role play to motivate a mother (or parents) who refuse to have their children immunised. The presentations included the explanation of herd immunity and the contribution made to the health of the public by immunising children. These were presented in class.. Use a rubric and allocate a mark. (Practical: 10%).

Activity 8*: Learners prepared a training session for parents on how to count the respiratory rate of their toddler, indicating when they need to seek medical care. These were presented in class for peer review and discussion. Use a rubric and allocate a mark. (Practical: 15%).

Year 4 Term 3

Week	Topic	Contents The learner is able to:	Techniques, activities, resources and process notes
1 & 2	Personal Care	<p>Establish the body temperature of an adult.</p> <p>Explain the term homeostasis.</p> <p>Establish the pulse rate of an adult.</p> <p>Establish the respiratory rate of an adult.</p> <p>Understand that an infection alters the body temperature, pulse rate and respiratory rate.</p> <p>Determine when to seek medical help.</p>	<p>Discuss the following terms and normal ranges for adults:</p> <ol style="list-style-type: none"> 1. Body temperature 2. Pulse rate 3. Respiratory rate. <p>Explain the term homeostasis using the body's ability to maintain the body temperature irrespective of the ambient temperature.</p> <p>Demonstrate how to measure and document the body temperature, pulse rate and the respiratory rate of an adult. Remember to be mindful of applying infection control principles always. Discuss in class.</p> <p>Work in pairs: Learners practice measuring each others' body temperature, pulse rate and the respiratory rate and recording these. Use a rubric to award a mark.</p> <p>Demonstrate how the body temperature, pulse rate and the respiratory rate of an adult provides provide information as to when to seek medical assistance.</p> <p>Work in pairs. Provide the learners with suitable case studies</p>

			so that they can decide whether or not an individual needs to seek medical assistance.
3	Personal Care	<p>Have an overview of the South African health system.</p> <p>Name the different levels of public health care, i.e. primary, secondary and tertiary and what each of the levels does.</p> <p>Access appropriate level of health care.</p>	<p>Provide a brief overview of the South African health system. Discuss in class.</p> <p>Explain the different levels of health care within the public health sector, their funding and an overview what each of these levels entail, Encourage discussion.</p> <p>Work in small groups: Learners prepare a poster to reflect their understanding of the South African Health system. Use a rubric to award a mark.</p> <p>Explain and demonstrate how to access the public health care system appropriately.</p> <p>Work in pairs. Provide the learners with suitable case studies so that they can decide which level of care needs to be accessed when seeking medical assistance.</p>
4	Life Care	<p>Understand the importance of taking personal responsibility for one's own health and wellness status.</p> <p>Accept the responsibility of going for regular medical assessment.</p> <p>Identify when to seek medical assistance for possible NCD</p>	<p>Explain, demonstrate and discuss the vital importance of personal responsibility to care for one's own health and wellness. Include taking responsibility to oversee the health of any vulnerable persons in the family/ household and community. Encourage discussion in class.</p> <p>Discuss common signs of a possible NCD developing, i.e.</p>

		<p>diagnosis.</p> <p>Managing NCD (treatment compliance, ensure adequate physical activity).</p>	<p>headache, tiredness, unplanned body weight changes, shortness of breath, wounds not healing easily, etc. Encourage a debate in class.</p> <p>DO NOT attempt to diagnose: only to seek medical advice.</p> <p>NCDs need daily attention: treatment compliance and physical activity, address eating habits, drinking water, etc. AS PRESCRIBED.</p> <p>Group work: Learners prepare a role play to communicate individual responsibilities for maintaining their own health and wellness and that of vulnerable individuals, and for seeking medical attention and adhering to the treatment care plan. Use a rubric and award a mark.</p>
5	Life Care	<p>Understand the tuberculosis mycobacterium: include resistance to treatment.</p> <p>Understand how tuberculosis is spread.</p> <p>Name signs and symptoms of tuberculosis: adults and children.</p> <p>Understand the importance of finding tuberculosis cases and treatment adherence.</p>	<p>Discuss the mycobacterium tuberculosis: how it spreads, multiplies, can be controlled (sun and wind), and become resistant to treatment. Encourage discussion in class.</p> <p>Demonstrate the main signs and symptoms of tuberculosis in children and adults. Encourage discussion in class.</p> <p>Discuss how the new-smear positive cases need to be diagnosed and must complete treatment to be cured. This is also part of controlling the spread of tuberculosis mycobacterium (case finding and case holding). Encourage discussion in class.</p>

			Small group work: Learners develop a poster to inform fellow learners at school about tuberculosis: how it is spread, controlled, and treated. Allocate a mark using a rubric.
6	Life Care	<p>Understand the human immunodeficiency virus (HIV): include mutations.</p> <p>Understand how HIV is spread.</p> <p>Understand the pathophysiology HIV/AIDS.</p> <p>Understand the importance of ARV treatment adherence.</p>	<p>Discuss the HIV: how it spreads, mutates, can be controlled, and become resistant to treatment. Encourage discussion in class.</p> <p>Demonstrate the main signs and symptoms of HI-virus infection: children and adults. Encourage discussion in class.</p> <p>Discuss HI virus infection and how it is diagnosed. Encourage discussion in class.</p> <p>Small group work: Learners develop a poster to inform fellow learners at school about HIV: how it is spread, controlled, and treated. Allocate a mark using a rubric.</p>
7	Toddler Care	<p>Establish the body temperature of a toddler.</p> <p>Establish the pulse rate of a toddler.</p>	<p>Discuss the following terms and normal ranges for toddlers:</p> <ol style="list-style-type: none"> 1. Body temperature 2. Pulse rate 3. Respiratory rate. <p>Demonstrate how to measure and document the body temperature, pulse rate and the respiratory rate (completed during week 9 of term 2) of a toddler. Remember to apply infection control principles always. Discuss in class.</p>

			<p>Work in pairs: Learners practice measuring a toddler's body temperature, pulse rate and the respiratory rate and present their observations for peer review. Use a rubric to allocate a mark.</p>
8 & 9	Toddler Care	<p>Understand that an infection alters the body temperature, pulse rate and respiratory rate.</p> <p>Signs and symptoms of respiratory infections in children, i.e. including type of cough.</p> <p>Explain the principles that apply of when to seek medical advice for children;</p>	<p>Explain how an infection alters the body temperature, pulse rate and respiratory rate: viral infection versus bacterial infection.</p> <p>Demonstrate how the body temperature, pulse rate and the respiratory rate of a toddler provide information as to when to seek medical assistance. Discuss in class.</p> <p>Demonstrate and discuss the different kinds of coughs. Discuss and debate in class.</p> <p>Clearly explain and discuss the principles of when to refer a toddler for medical attention by using vital signs as informants.</p> <p>Work in pairs. Learners prepare a poster on the effect of infection on the body temperature, respiratory rate, pulse rate of a toddler and when to refer for medical attention, for peer review. Focus on upper and lower respiratory tract infections. Allocate a mark using a rubric.</p>
10	Formal assessment	<p>This week is allocated for formal assessment. Assessment will integrate the teaching and learning of the past nine (9) weeks.</p>	

		<p>The weighting of the assessment consists of 75% for practical tasks and 25% for the theoretical aspect.</p> <p>Please note: Assessment activities with an asterisk (*) are completed during the allocated class time. Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.</p>
<p>Assessment activities:</p> <p>Activity 1: Written test to test knowledge of the information of weeks 1-9, Term 3, Year 4. Total weighting: 25% This would include matching the correct explanation with terms, completing incomplete sentences by selecting the correct word from the list of words provided. (Theory: 25%)</p> <p>Activity 2: Teacher provides the learners with a set of suitable case studies so they can decide whether or not the individual needs to seek medical assistance. Mark using a rubric. (Practical: 10%)</p> <p>Activity 3: Teacher provides the learners with a set of suitable case studies so they can decide which level of care needs to be accessed when seeking medical assistance. Mark using a rubric. (Practical: 10%)</p> <p>Activity 4*: Learners prepared a role play to communicate personal responsibility for maintaining their own health and wellness as well as that of vulnerable individuals, seeking medical attention and adhering to the treatment care plan. Use a rubric and award a mark. (Practical: 15%)</p> <p>Activity 5*: Learners developed a poster to inform fellow learners at school about tuberculosis: how it is spread, controlled, and treated. Allocate a mark using a rubric. (Practical: 10%)</p> <p>Activity 6*: Learners developed a poster to inform fellow learners at school about HIV: how it is spread, controlled, and treated. Allocate a mark using a rubric. (Practical: 10%)</p> <p>Activity 7*: Learners practiced measuring and recording each other's' body temperature, pulse rate and the respiratory rate. Use a rubric to award a mark. (Practical: 10%)</p>		

Activity 8*: Learners prepared a poster on the effect of infection on the body temperature, respiratory and pulse rate of a toddler and when to refer for medical attention, for peer review. Focus on upper and lower respiratory tract infections. Allocate a mark using a rubric. (Practical: 10%)

PUBLIC COMMENT

Year 4 TERM 4

Week	Topic	Contents Revision and consolidation The learner is able to:	Techniques, activities, resources and process notes
1	Personal Care Life Care Toddler Care	<p>Understand the concept 'first aid'.</p> <p>Apply the principles of first aid.</p> <p>Demonstrate ability to evaluate whether incident/accident scene requires that emergency first aid services be called.</p> <p>Collect information required to report incident/accident.</p> <p>Call emergency numbers (national and local) and provide the information related to the incident/accident.</p> <p>Ensure the safety of the victim(s).</p> <p>Ensure one's own safety.</p>	<p>Prepare a mock incident/accident in the yard of the simulation laboratory. Request the assistance of a local first aid or similar organisation.</p> <p>Demonstrate the application of the first aid principles when evaluating the incident/accident situation.</p> <p>Provide learners with an outline of relevant information to be collected when reporting the incident/accident. Individual learners collect the information required using the outline provided. Hand in for assessment.</p> <p>Group work: Learners prepare a role play demonstrating how to report an incident/ accident and ensure personal and victim(s) safety (safety includes infection control), for peer review. Use a rubric and allocate a mark.</p>
2	Personal Care Life Care Toddler Care	<p>Demonstrate the correct method of putting on and taking off disposable gloves, and how to dispose of them.</p> <p>Apply a figure-8 bandage to a foot.</p> <p>Apply a triangular as a sling for an arm.</p>	<p>Demonstrate the correct method to put on and take off disposable gloves, and how to dispose of them. Discuss in class (includes infection control).</p> <p>Learners practice correct gloving method. Observe and award a mark using a rubric.</p>

			<p>Demonstrate how to apply a figure-8 bandage to a foot.</p> <p>Work in pairs: Learners practice how to apply figure-8 bandage to a foot.</p> <p>Demonstrate how to apply a triangular bandage as a sling for an arm.</p>
4	Life Care	<p>Understand the basic principles and application of the Occupational Health and Safety Act number 85 of 1983 (OHSA), in the place of work.</p> <p>Understand the responsibilities of the employer in terms of the OHSA.</p> <p>Understand the responsibilities of employees in the workplace in terms of the OHSA.</p>	<p>Present an overview of the key issues related to Occupational Health and Safety in the workplace based on the OHSA. In particular, discuss the responsibilities of the employer and the employees in the workplace as per the OHSA</p> <p>Learners work in pairs: Learners discuss and document the responsibilities of the employers and employees in the workplace related to the health and safety of those in the place of work.</p> <p>Group work: Learners prepare a role play reflecting on the role and functions of the employers and employees in the workplace in terms of the OHSA. Use a rubric and award a mark.</p>

5-10	External examination	<p>External moderation over terms 1, 2 and 3 = 30% of qualification.</p> <p>Complete external Practical Assessment Task (PAT) = 25% of qualification.</p> <p>Formal external assessment written test or oral = 25% of qualification.</p>
------	-----------------------------	--

SECTION 4

ASSESSMENT

4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the Technical Occupational Curriculum and Assessment Policy Statement that is offered in schools that offer this learning programme. It also provides a policy framework for the management of school based assessment and school assessment records.

It is critically required of teachers to offer all measures of differentiated assessment as outlined in Chapter 9 of the National Protocol for Assessment. Especially learners in special schools who follow the Technical Occupational Curriculum over a period of four years have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision to reflect the level(s) of each learner. Each learner, regardless of his/her number of years in the school, must have access to the standard of assessment best suited to his/her needs. The learner's *abilities* determine what will be expected of him/her and the *pacing* of instruction must accommodate each individual learner within a framework of high expectations (See Chapter 9 of the National Protocol for Assessment).

Learners are also eligible for Accommodations and Concessions as outlined in the Standard Operating Procedures for the Assessment of Learners who Experience Barriers to Assessment from Grade R to 12 (2017).

All decisions related to differentiated assessment are made through completing the protocols as outlined in the Policy on Screening, Identification, Assessment and Support (2014) and recorded and tracked through the Individual Support Plans of learners.

4.2 Assessment Principles

4.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of

Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- Enable the teacher to judge a learner's progress in a reliable way;
- Inform learners of their strengths, weaknesses and progress; and
- Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content, skills, intended aims and topics specified in the learning programme. In both informal and formal assessments, it is important to ensure that in the course of a school year:

- All of the topics and content are covered;
- The full range of skills is included; and
- A variety of different forms of assessment are used.

4.2.2 Informal Assessment or Daily Assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. **The results of daily, informal assessment tasks are not taken into account for progression, promotion and certification purposes.**

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal Assessment Tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment Tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment tasks form part of a year-long formal Programme of Assessment.

a. Why use a Formal Assessment task?

“Formal Assessment Task (assessment of learning)” – is a systematic way of assessment used by teachers to determine how well learners are progressing in a level and in a particular subject.

b. What is a Formal Assessment Task?

It is a set of questions and or instructions that learners need to respond to. A task may consist of a range of activities. A formal task must be valid, fair and reliable and must cover sufficient knowledge and or skills to report on the learners' progress.

Teachers must ensure that assessment criteria are very clear to the learners before the assessment process commences. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. Examples of formal assessments include projects, oral presentations, simulations, performances, tests, examinations, practical demonstrations, etc. The **forms of assessment** used should be appropriate to the age and the developmental level of the learners as well as the context of the subject or skills being assessed. The assessment tasks should be carefully designed to cover the topic, content and or skills of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed.

Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination.

Assessment in the General Certificate of Education: Technical Occupational (GCE: TO)

Assessment in the GCE: TO is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the learner by addressing:
 - Social adjustment and responsibility;
 - Moral accountability and ethical work orientation;
 - Economic participation; and
 - Nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- ***Relevance***

To be dynamic and responsive to national development needs.

- ***Credibility***

To demonstrate national and international values and acquired competencies and skills so as to ensure the recognition of the qualification to be attained.

- ***Coherence***

To work within a consistent framework of principles and certification.

- ***Flexibility***

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- ***Participation***

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate learners' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable learners to transfer parts of a qualification from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when pre-requisites for accreditation have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a learner possesses the capabilities specified in each skills area.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- Clearly stating the skill to be assessed;
- Selecting the appropriate or suitable evidence;
- Matching the evidence with a compatible or appropriate method of assessment; and
- Selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- ***Fairness and transparency***

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches;
- Bias based on ethnicity, race, gender, age, disability or social class;
- Lack of clarity regarding topic, content or skill being assessed; and
- Comparison of learner's work with that of other learners, based on learning styles and language.

- ***Practicability and cost-effectiveness***

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

4.3 Managing Assessment

Assessor Requirements

Assessors must be subject specialists with adequate formal assessment experience. If the teacher conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments for the qualification.

Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities.
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist help.

- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and weaknesses and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment)** This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.
- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject.

Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

TEACHER ASSESSMENT	The Teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another student or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.

GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of learners against given criteria.
-------------------------	---

Task lists and **checklists** show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

Competence Descriptions

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. When teachers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a topic or skill. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

Strategies for Collecting Evidence

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

Record sheets: The teacher observes learners working in a group. These observations are recorded in a summary table at the end of each task. The teacher can design a record sheet to observe learners' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

Checklists: Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

School Assessment Programme

The **Programme of Assessment** is designed to spread formal assessment tasks in all subjects in a school across a term.

The programme of assessment should be recorded in the Teacher's planning file (Portfolio of Assessment) for each subject.

The following should at least be included in the Teacher's File:

- A contents page;
- The formal schedule of assessment;
- The requirements for each assessment task;
- The tools used for each assessment task;
- Recording instrument(s) for each assessment task; and
- A mark sheet and report for each assessment task.

The learner's Evidence of Performance must at least include:

- A contents page;
- The assessment tasks according to the assessment programme as indicated below;
- The assessment tools or instruments for the task; and
- A record of the marks (and comments) achieved for each task.

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

Assessment across the four years

Year 1 Reporting only in the term when the skill is done.

The GCE Technical Occupational Qualification at NQF Level 1 is a four-year Learning Programme. In year one a learner is exposed to a number of Occupational Subjects. Each subject is offered over a ten-week period (one term) in Year 1, where the learner is exposed to the basic skills required for the subject. By the end of year 1 the learner will select a minimum of one skill for the qualification.

Year 1	Formal School-Based Assessments
	Learner performance in the Term:
	Practical 75%
	Theory 25%
Term Report	100%

Years 2 and 3

Year 2 will focus on a broad overview of the subject with a basic understanding and mastery of some of the basic skills required in the subject. Year 3 will focus on the consolidation of the basic skills and the addition of more advanced skills. Learners must in Year 3 start to develop a greater degree of independent mastery of the subject skills.

Year 2/3	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 75%	Practical 75%	Practical 75%	o Practical 75%
	Theory 25%	Theory 25%	Theory 25%	
				o Pen and Paper Test/ Exam 25%
Term Report	100%	100%	100%	
End of Year	SBA 75%			25%

Year 4 Qualification year

In year 4 the focus shifts to the World of Work. Learners must consolidate required skills for the qualification and may engage in workplace exposure for a short period of time during the fourth year. Learners develop independent mastery of skills to be competent within the workplace

Year 4	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 75%	Practical 75%	Practical 75%	External Practical Assessment Task 25%
	Theory 25%	Theory 25%	Theory 25%	
				External
Term Report	100%	100%	100%	Pen and Paper Test 25%
End of Year	SBA 50%			External Exams 50%

CLARIFICATION ON ASSESSMENT PERIODS

Year 2 and 3:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in term 3 only

Term 4 theory assessment to consist of work done in terms 3 and 4

Year 4:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in terms 1, 2 and 3

Term 4 Theory completed in the year

Suggested Program of Assessment for Personal Care [Ancillary health care]

YEAR 1					
Term	Content concept/skill	Activities	Forms of assessment	%	FATs based on activities in CAPS: TO
YEAR 1	Personal Care Terms related to health and wellness Germs Personal hygiene Life Care General hygiene Lifestyle and health and/or illness Individual responsibilities related to health care Toddler Care Different terms applied to children 0-5 years old Road to Health Booklet: Boys and Girls Toddler hygiene Carer hygiene Infection control among toddlers	Activity 1: Theory test	Written	25%	FAT 1
		Activity 2: Oral responses during small group presentations on discussing health related terms.	Oral: practical	5%	
		Activity 3: Mime the application of the correct hand washing principles	Practical	15%	
		Activity 4: Mime coughing etiquette. Evaluate by using a rubric.	Practical	10%	
		Activity 5: Mime flossing and brushing teeth.	Practical	10%	
		Activity 6: Prepare a picture with recyclable and non-recyclable waste items. Learners mark items that can be recycled on the page with the picture.	Practical	10%	
		Activity 7: Hand in 1-page observation/ reflection - learners to discover individual responsibility for their own life style.	Practical: documented	5%	
		Activity 8: Provide a set of pictures of the different ages of babies as well as an A3 page with columns marked: foetus, newborn, infant and a space to insert the age of each group. Individual learners are to insert the correct age of each group, and paste the correct picture in the correct age group	Practical	5%	
		Activity 9: Provide a picture with correct as well as incorrect hygiene practices while caring for toddlers. Have learners identify the incorrect practices	Practical	5%	
		Activity 10: Mime the correct practice to clean a feeding bottle with teat.	Practical	10%	

YEAR 2					
Please note: Assessment activities with an asterisk (*) are completed during the allocated class time. Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.					
Term	Content concept/skill	Activities	Forms of assessment	%	FATs based on activities in CAPS: TO
TERM 1	Personal Care Hierarchy of basic needs Stages of a life span Emotions and health status Body senses	Activity 1: Theory test	Written	25%	FAT 1
		Activity 2: Prepare pre-cut pictures (muddled up) of the different stages of human development from birth to death for each learner. Learners need to arrange it in the correct order.	Practical	5%	
	Life Care Lifestyle Risk factors of developing life style diseases Body systems	Activity 3: Prepare emotive stickers expressing the different emotions. List the different emotions. Learners need to match the list with the emotion pictures.	Practical	5%	
		Activity 4: Prepare a sheet with all senses listed. Learners to mark correct sense stimulation by teacher, e.g. bang on a table: hearing.	Practical	10%	
	Toddler Care Developmental milestones Road to Health booklets	Activity 5: Observe how learners take their waist measurement	Practical	10%	
		Activity 6: Observe how learners take their hip measurement.	Practical	10%	
		Activity 7: Learners calculate the waist to hip ratio using the measurements given to them.	Practical: documented	10%	
		Activity 8: A case study to have learners identify that NCDs are non-infectious.	Practical	5%	
		Activity 9: Learners listed lifestyle practices that counter a healthy lifestyle. They needed to generate possible lifestyle changes to address these.	Practical	10%	
		Activity 10: Learners measured the mid-humerus circumference of a toddler.	Practical	10%	

YEAR 2					
Please note: Assessment activities with an asterisk (*) are completed during the allocated class time. Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.					
Term	Content concept/skill	Activities	Forms of assessment	%	FATs based on activities in CAPS: TO
TERM 2	Personal Care Some body systems Hair care Nail care Life Care Body systems Caring for the body	Activity 1: Theory test	Written	25%	FAT 2
		Activity 2*: Learners drew the arm skeleton inside the outline of their arm	Practical	5%	
		Activity 3*: Learners draw the biceps and triceps muscles on their arm skeleton.	Practical	5%	
		Activity 4*: A talk in a small group on how to care for your central nervous system.	Practical	10%	
		Activity 5*: Learners prepared a role play on how to care for the skin.	Practical	10%	
		Activity 6*: Make cross-section of a heart to show the main blood vessels: the oxygenated and de-oxygenated blood from paper pulp.	Practical	5%	
		Activity 7*: Learners prepared a talk or a song or a role play to communicate how to care for one's cardio vascular system.	Practical:	10%	
		Activity 8*: Unpack and repack the organs included in the respiratory system.	Practical	5%	
		Activity 9*: Draw a diagram of the renal system.	Practical	5%	
		Activity 10*: Prepare a poster to present on how to care for oneself and the importance thereof.	Practical	20%	

YEAR 2

Please note: Assessment activities with an asterisk (*) are completed during the allocated class time.
Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.

Term	Content concept/skill	Activities	Forms of assessment	%	FATs based on activities in CAPS: TO
TERM 3	Personal Care Some body systems Health promotion Environment and personal health	Activity 1: Theory test	Written	25%	FAT 3
		Activity 2*: Prepared a role play on neurological development.	Practical	5%	
		Activity 3*: Develop THREE questions to test knowledge on the immune system (together with the answers).	Practical	5%	
	Life Care Body systems Physical exercise Environmental hygiene/health Health promotion	Activity 4*: Provide Road to Health booklets for boys and for girls to each learner. Ask them to find the immunisation schedule in these booklets.	Practical	10%	
		Activity 5*: Prepare a poster of the national immunisation schedule to be submitted in week 10 for assessment.	Practical	10%	
		Activity 6*: Demonstrate how to correctly hold a toddler when brushing teeth.	Practical	10%	
	Toddler Care Immunisation Teething and oral health Body systems in development Stimulation to support balanced development	Activity 7*: Nasal hygiene practised in class.	Practical	15%	
		Activity 8: Prepared a talk, or a song, or a poster, or a poem to reflect their understanding of the differences between individual health, family health, community health and public health.	Practical	10%	
		Activity 9: Developed a personal physical exercise plan.	Practical	10%	

YEAR 2

Please note: Assessment activities with an asterisk (*) are completed during the allocated class time.
 Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.

Term	Content concept/skill	Activities	Forms of assessment	%	FATs based on activities in CAPS: TO
TERM 4	Personal Care Some body systems Environment and personal health Life Care Waste material management Environmental hygiene/health Pollution Toddler Care Toddler hygiene Carer hygiene	Activity 1: Theory test	Written	25%	FAT 4
		Activity 2*: Prepared a poster of practices that protect the environment as well as practices that are harmful to the environment.	Practical	5%	
		Activity 3*: Prepared a talk, role play or poster to reflect their understanding of the effect of burning vehicle tyres.	Practical	10%	
		Activity 4*: Prepared a talk, role play or poster for presentation to the class to present noise pollution: its sources, effects on individuals and mitigating measures	Practical	10%	
		Activity 5*: Prepared a description of their findings and suggestions on how to ensure environmental hygiene is appropriately practiced	Practical	10%	
		Activity 6*: Prepared a role play to demonstrate their understanding of waste management practices	Practical	10%	
		Activity 7*: Prepared a poster to demonstrate their understanding of the 'Re-use, Recycle, Reduce' principles	Practical	15%	
		Activity 8*: Practised washing toddler's hands, using the dolls.	Practical	15%	

YEAR 3

Please note: Assessment activities with an asterisk (*) are completed during the allocated class time.
Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.

Term	Content concept/skill	Activities	Forms of assessment	%	FATs based on activities in CAPS: TO
TERM 1	Personal Care Adult nutrition Food groups Balanced meal Nutritional labels Food portions Obesity: health status	Activity 1: Theory test	Written	25%	FAT 1
		Activity 2: Provide a set of pictures of food items, glue and an outline of the food pyramid. Paste food item pictures in correct space on outline of the food pyramid	Practical	10%	
	Life Care Food storage Food portions Food hygiene Food safety Nutrition and the elderly	Activity 3: Provide glue and a set of various food items to paste on a paper plate to reflect a balanced meal.	Practical	10%	
		Activity 4*: Prepare a page with different life style practices: some contributing to develop obesity. Encircle obesity health issues.	Practical	10%	
	Toddler Care Toddler nutrition	Activity 5*: Provide food items with 'best before' dates: already expired and not yet expired. Sort food products: expired and not expired.	Practical	10%	
		Activity 6*: Provide a chart to use one's hand to apply food portion sizes. Draw on chart how to determine different portions.	Practical	10%	
		Activity 7*: Prepare a nutritious cheese sandwich for an elderly person.	Practical	5%	
		Activity 8*: Prepared a poster reflecting human nutrition.	Practical	10%	
		Activity 9*: Prepare a nutritious sandwich suitable for a toddler.	Practical	10%	

YEAR 3					
Please note: Assessment activities with an asterisk (*) are completed during the allocated class time. Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.					
Term	Content concept/skill	Activities	Forms of assessment	%	FATs based on activities in CAPS: TO
TERM 2	Personal Care Kitchen hygiene principles Household chemicals for cleaning Life Care Environmental hygiene: waste material & resource management Toddler Care Child food preparation hygiene Waste management (nappies)	Activity 1: Theory test	Written	25%	FAT 2
		Activity 2*: Inspect kitchen of simulation laboratory and present a report.	Practical	15%	
		Activity 3*: Prepare a plan on how to clean the kitchen simulation laboratory, to maintain an adequate level of hygiene in this kitchen and its cupboards.	Practical	15%	
		Activity 4*: Sort household waste applying the re-use, recycle management principle; start a compost heap/area and either start or maintain a food garden area in the back garden of the simulation laboratory.	Practical	20%	
		Activity 5*: Prepared a poster to communicate waste product management in terms of food waste products and nappies.	Practical	15%	
		Activity 6*: Learners to correctly clean feeding bottles and teats, feeding cups, dummies and teething rings.	Practical	10%	

YEAR 3

Please note: Assessment activities with an asterisk (*) are completed during the allocated class time.
Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.

Term	Content concept/skill	Activities	Forms of assessment	%	FATs based on activities in CAPS: TO
TERM 3	Personal Care	Activity 1: Theory test	Written	25%	FAT 3
	Life Care	Activity 2*: Role play how clothing affects a person's health; consider season, weather, size & fabric.	Practical	5%	
		Activity 3*: Role play to demonstrate effects clothing has on health & wellness.	Practical	5%	
	Toddler Care	Activity 4*: Prepared a talk reflecting understanding on managing one's clothing.	Practical	5%	
		Activity 5*: Prepared a talk, role play or poster to inform of needs of the elderly regarding their clothing and its hygiene.	Practical	5%	
		Activity 6*: Prepared a talk, role play or poster of hindrances the elderly face to ensure acceptable personal hygiene.	Practical	10%	
		Activity 7*: Floss and brush artificial dentures	Practical	5%	
		Activity 8*: Apply foot care.	Practical	5%	
		Activity 9*: Talk on what to remember when selecting footwear for the elderly.	Practical	5%	
		Activity 10*: Select clothing to suitably clothe toddlers.	Practical	10%	
		Activity 11*: Teach toddlers to self-dress.	Practical	5%	
		Activity 12*: Teach toddlers to tie shoelaces.	Practical	5%	
		Activity 13*: Talk on what to remember when selecting footwear for toddlers.	Practical	10%	

YEAR 3					
Please note: Assessment activities with an asterisk (*) are completed during the allocated class time. Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.					
Term	Content concept/skill	Activities	Forms of assessment	%	FATs based on activities in CAPS: TO
TERM 4	Personal Care Household cleaning Manage natural resources: water Life Care Pet hygiene Yard (outdoors) hygiene Toddler Care Toddler safety (in- and out-doors) Toddler to develop self-feed Preparing snack	Activity 1: Theory test	Written	25%	FAT 4
		Activity 2*: Prepared a talk or poster to compare effect on health and wellness if a dwelling is hygienic and if unhygienic.	Practical	10%	
		Activity 3*: Clean bathroom in skills laboratory using the cleaning plan.	Practical	10%	
		Activity 4*: Clean laundry area in skills laboratory using the cleaning plan.	Practical	10%	
		Activity 5*: Prepared a talk, poster or role play on how resources are affected by rather showering than bathing.	Practical	10%	
		Activity 6*: Assess safety for toddlers play inside and outside at the simulation laboratory home.	Practical	5%	
		Activity 7*: Prepared a talk about pet hygiene and health: and effects on human health.	Practical	10%	
		Activity 8*: Based on photo of natural resource: poster on best management option.	Practical	5%	
		Activity 9*: Prepared a talk or poster reflecting principles to limit toddler injuries at home.	Practical	5%	
		Activity 10*: Prepared a role play to demonstrate principles when preparing a snack for toddlers and teaching them to feed themselves	Practical 10%		

YEAR 4					
Please note: Assessment activities with an asterisk (*) are completed during the allocated class time. Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.					
Term	Content concept/skill	Activities	Forms of assessment	%	FATs based on activities in CAPS: TO
TERM 1	Personal Care Health promotion Lifestyle habits and health Custodian Care Lifelong learning Life Care Health promotion Lifestyle habits and health Lifestyle risks Toddler Care Health promotion Infection control Early Childhood Development (ECD)	Activity 1: Theory test	Written	25%	FAT 1
		Activity 2*: Sort which everyday activities support health promoting and health inhibiting activities	Practical	5%	
		Activity 3*: Prepared a talk, poster, role play, song or poem to reflect being a custodian for oneself and households.	Practical	10%	
		Activity 4*: Prepared a talk or poster on applying lifelong learning to ancillary health care.	Practical	5%	
		Activity 5*: Prepared a poster or talk of the reasons why health promoting lifestyle habits improve health status.	Practical	10%	
		Activity 6*: Prepared a poster or talk of the reasons why unhealthy lifestyle habits jeopardise health status.	Practical	10%	
		Activity 7*: Lifestyle practices potentially affect health of non-participants.	Practical	10%	
		Activity 8*: Prepared a role play teaching toddlers to know when & how to wash hands	Practical	5%	
		Activity 9*: Prepared a poster on the importance of ECD.	Practical	5%	
		Activity 10*: Prepared a poster or talk on disease causing micro-organisms (communicable) is transmitted amongst people, how micro-organisms mutate and become resistant to treatment.	Practical	20%	

YEAR 4					
Please note: Assessment activities with an asterisk (*) are completed during the allocated class time. Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.					
Term	Content concept/skill	Activities	Forms of assessment	%	FATs based on activities in CAPS: TO
TERM 2	Personal Care Maternal health Mental health Life Care Differentiate between communicable vs. Non-communicable vs. hereditary conditions Injury Violence Toddler Care Common childhood diseases Immunisation Vital signs	Activity 1: Theory test	Written	25%	FAT 2
		Activity 2*: Prepared a talk, a role play or a poster on understanding of the 1 st 1000 days of life.	Practical	15%	
		Activity 3*: Prepared a role play or talk on understanding of mental health, focusing on depression and psychosis related to drug abuse.	Practical	5%	
		Activity 4*: Prepared a talk, role play or poster on how injuries affect those involved, i.e. the injured, the community where they reside and the health community.	Practical	10%	
		Activity 5*: Prepared a talk, role play or poster on how violence affects those involved, i.e. those directly involved, the community where they reside and the health community.	Practical	10%	
		Activity 6*: Prepared a poster on the differences between communicable, non-communicable and hereditary ill-health conditions; the list of the most common NCDs in South Africa and how these can be prevented, reversed and/or managed.	Practical	10%	
		Activity 7*: Prepared a talk or role play to motivate a mother (or parents) who refuse to have their children immunised.	Practical	10%	
		Activity 8*: Count respiratory rate of a toddler. Indicate when toddlers need medical care.	Practical	15%	

YEAR 4

Please note: Assessment activities with an asterisk (*) are completed during the allocated class time.
Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.

Term	Content concept/skill	Activities	Forms of assessment	%	FATs based on activities in CAPS: TO
TERM 3	Personal Care	Activity 1: Theory test	Written	25%	FAT 3
	Life Care	Activity 2*: Provide a set of suitable case studies so learners can decide whether or not the individual needs to seek medical assistance.	Practical	10%	
	Toddler Care	Activity 3*: Provide a set of suitable case studies so learners can decide which level of care needs to be accessed when seeking medical assistance.	Practical	10%	
		Activity 4*: Prepared a role play to communicate personal responsibility for maintaining their own health and wellness as well as that of vulnerable individuals, seeking medical attention and adhering to the treatment care plan.	Practical	15%	
		Activity 5*: Prepared a poster to inform fellow learners at school about tuberculosis: how it is spread, controlled, and treated.	Practical	10%	
		Activity 6*: Prepared a poster to inform fellow learners at school about HIV: how it is spread, controlled, and treated.	Practical	10%	
		Activity 7*: Measure and record each other's' body temperature, pulse rate and the respiratory rate.	Practical	10%	
		Activity 8*: Prepared a poster on the effect of infection on body temperature, respiratory and pulse rate and when a toddler needs to be referred for medical attention: focus on upper and lower respiratory tract infections.	Practical	10%	

YEAR 4

Please note: Assessment activities with an asterisk (*) are completed during the allocated class time.

Week 10 will be used for the theoretical assessment and completion of outstanding work of the term.

Term	Content concept/skill	Activities	Forms of assessment	%	FATs based on activities in CAPS: TO
TERM 4	Core content and Concept across the years	External moderation of school assessment over terms 1, 2 and 3.		50%	GCE: TO Qualification
		Activity 1 Practical	Formal external Practical Assessment Task	25%	
		Activity 2 Respond to questions	Formal external assessment: Written test (or oral where necessary)	25%	

Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- Learners' names;
- Dates of assessment;
- Name and description of the assessment activity;
- The results of assessment activities, according to Subject; and
- Comments for support purposes.

Teachers report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below. Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Note: The seven-point scale should have clear descriptions that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

Codes and percentages for reporting

Rating code	Description of competence	Percentage	Nature of support provided to learners
7	Outstanding achievement	80 – 100	Independent
6	Meritorious achievement	70 – 79	Independent, verbal cues needed
5	Substantial achievement	60 – 69	Minimum support
4	Adequate achievement	50 – 59	Moderate support
3	Moderate achievement	40 – 49	Maximum support (Physical / Verbal)
2	Elementary achievement	30 – 39	Goals to be revisited – Change of direction required.
1	Not achieved	0 – 29	Little / no interest shown in the activity despite maximum support

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents on the Programme of Assessment, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

NOTE:

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

Progression and Promotion:

Learners will progress with age cohort in this Phase (Year 1-4). Where a learner does not meet the minimum requirements to be promoted to the next year then a learner may spend one extra year in the phase (Year 1-4) to strengthen their ability to achieve the qualification.

4.4 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school, district, and provincial levels as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The Formal School Based Assessment and the practical assessment tasks must be moderated by the relevant subject specialists at the district and, if required, provincial levels in consultation with the moderators at school.

Moderation serves five purposes:

1. It must ascertain whether subject content and skills have been sufficiently covered.
2. The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
3. The assessments and marking are of an acceptable standard and consistency.
4. The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
5. The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

4.4.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

4.4.2 External moderation

External moderation is conducted by the Districts and or Provincial offices, Department of Basic Education, Umalusi and, where relevant, the QCTO. The external moderator:

- Monitors and evaluates the standard of all summative assessments;
- Maintains standards by exercising appropriate influence and control over assessors;
- Ensures proper procedures are followed;

- Ensures summative integrated assessments are correctly administered;
- Observes a minimum sample of 12 summative assessments in total;
- Gives written feedback to the relevant quality assessor; and
- Moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

Moderation is therefore an on-going process and not a once-off end-of-year event.

4.5 General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*; and (NPPPPR) (2011);
- *National Protocol for Assessment Grades R – 12. (NPA) (2011)*;
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011)*;
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013)*;
- *Policy on Screening, Identification, Assessment and Support (2014)*;
- *Guidelines for Full-service/Inclusive Schools (2010)*; and
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016)*.

SECTION 5

1 RESOURCES

Annexure 1: Maslow's hierarchy of needs

Annexure 2: Stages of human life

Annexure 3: Wellness

Annexure 4: Washing hands

Annexure 5: Emotion expressions

Annexure 6: Healthy life

Annexure 7: Period of foetal development

Annexure 8: Food pyramid

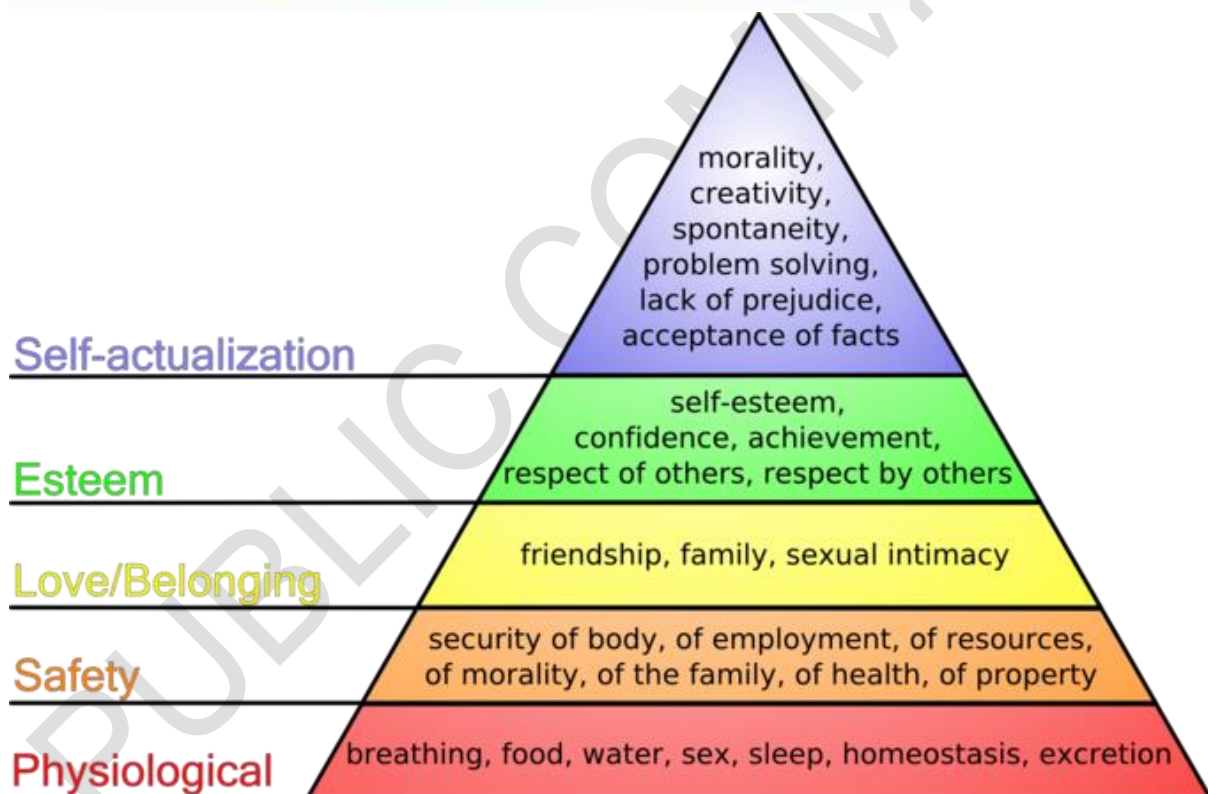
Annexure 9: Food portions

Annexure 10: Waste Management

Annexure 11: Exemplar for a marking rubric

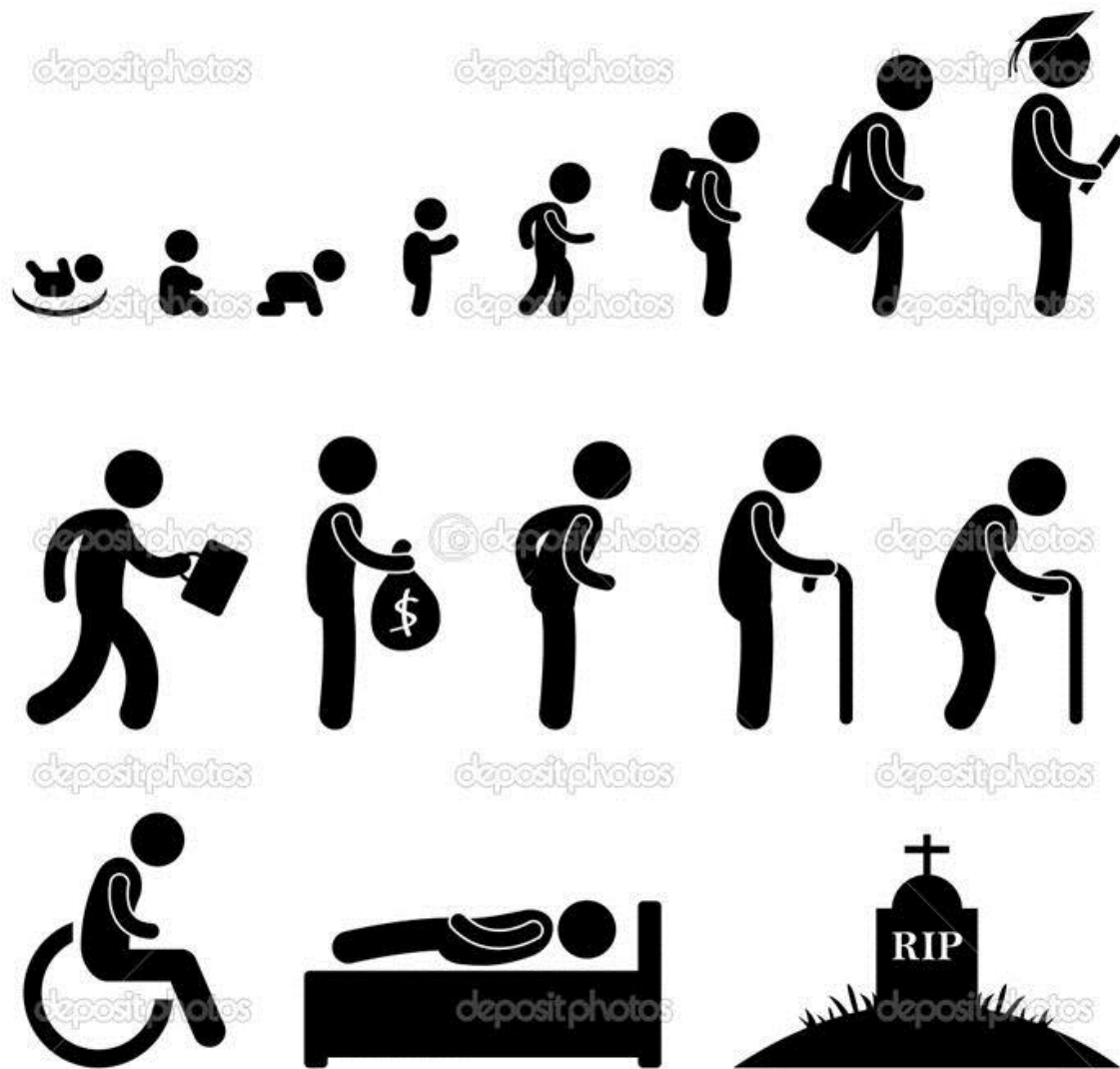
Annexure 12: Examples for theoretical test

Annexure 1: Maslow's hierarchy of needs



https://www.google.co.za/search?q=maslow+hierarchy+of+needs&rlz=1C2AVNA_enZA594ZA594&tbm=isch&imgil=qd0S8CkicJ7jkM%253A%253BQfRGk3IYD817sM%253Bhttps%25253A%25252F%25252Fwww.simplypsychology.org%25252Fmaslow.html&source=iu&pf=m&fir=qd0S8CkicJ7jkM%253A%252CQfRGk3IYD817sM%252C&usq=O9iCO-hY8pMr_n9Zi2v5EJME-pQ%3D&biw=1366&bih=662&ved=0ahUKEwjy8GLpeLTAhViD8AKHeiYBMUQyjcIPq&ei=4W8RWbKTNeKegAbosZKoDA#imgsrc=qd0S8CkicJ7jkM: [2017-05-09]

Annexure 2: Stages of human life



https://www.google.co.za/search?q=stages+of+human+life+cycle&rlz=1C2AVNA_enZA594ZA594&source=Inms&tbm=isch&sa=X&ved=0ahUKEwi80v30peLTAhXLD8AKHexjB_EQ_AUIBigB&biw=1366&bih=662#imgrc=Tfy5PlokpYPaZM: [2017-05-09]

Different stages of a human life

- Infancy (1-2 years)
- Toddler (2-4 years)
- Early school age (5-7 years)
- Middle school age (8-12 years)
- Early adolescence (13-17 years)
- Later adolescence (18-25 years)
- Early adulthood (25-30 years)
- Middle adulthood (30-50 years)
- Later adulthood (50 and up)



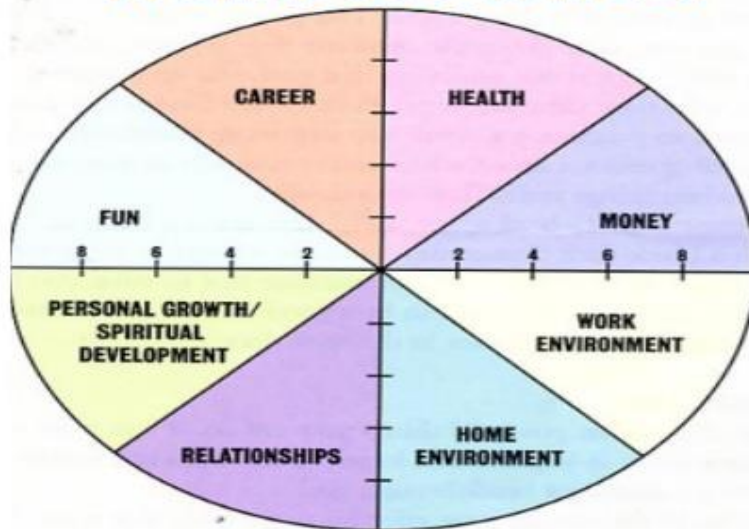
<http://image.slidesharecdn.com/humanbehaviourppt-110112073952-phpapp01/95/human-behaviour-ppt-14-728.jpg> [2017-05-09]

Annexure 3: Wellness



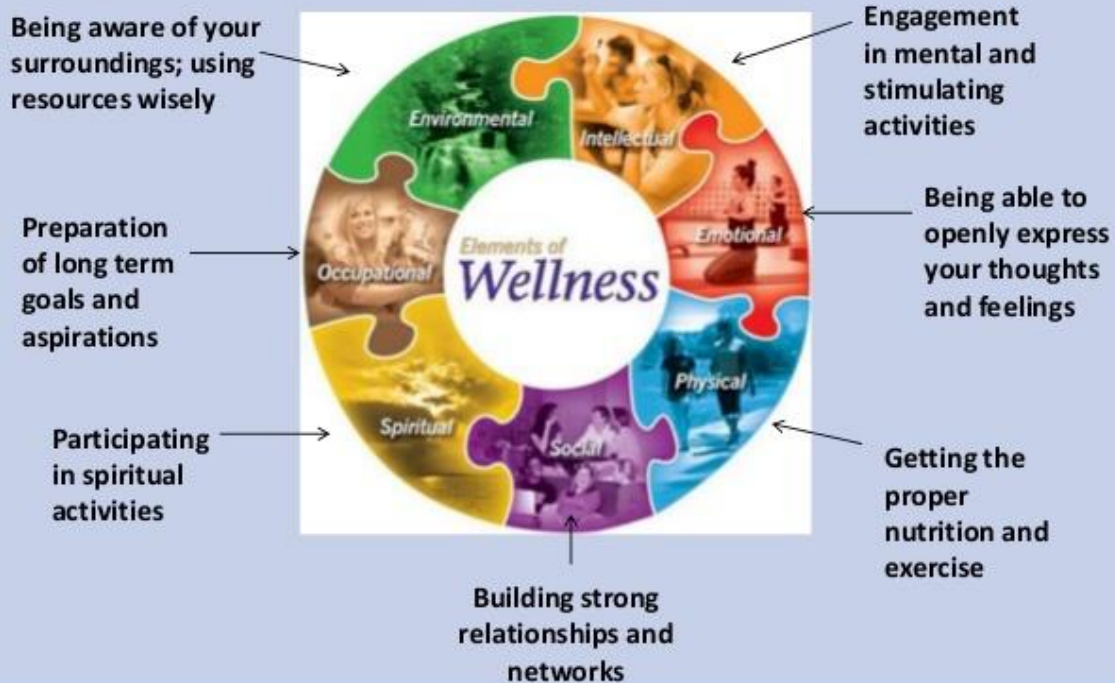
[https://www.google.co.za/search?q=health+and+wellness&rlz=1C2AVNA_enZA594ZA594&source=Inms&tbm=isch&sa=X&ved=0ahUKEwiUmNykqeLTahVqKMAKHchBC08Q_AUIBigB&biw=1366&bih=662#imgsrc=TQmY13k1eEjVoM:\[2017-05-09\]](https://www.google.co.za/search?q=health+and+wellness&rlz=1C2AVNA_enZA594ZA594&source=Inms&tbm=isch&sa=X&ved=0ahUKEwiUmNykqeLTahVqKMAKHchBC08Q_AUIBigB&biw=1366&bih=662#imgsrc=TQmY13k1eEjVoM:[2017-05-09])

Awareness Activity: Wellness Wheel



https://www.google.co.za/search?q=activities+awareness+wellness+wheel&rlz=1C2AVNA_enZA594ZA594&tbm=isch&imgil=CEfLexx-rV5zHM%253A%253BrpHxUgTbIXJ7aM%253Bhttp%25253A%25252F%25252Fwww.keywordsuggests.com%25252FolUy5FuerPQXrcJKx4FC6pFQIfSUK6sA6s*SRosYmBE%25252F&source=iu&pf=m&fir=CEfLexx-rV5zHM%253A%252CrpHxUgTbIXJ7aM%252C&usq=_p1t4hW5yGMndkbs2cfd75DcCF2Y%3D&biw=1366&bih=662&ved=0ahUKEwiQpb-FuuLTAhUqOsAKHe0QBf4QyicILq&ei=2oURWZDQGKD0gAbtoZTwDw#imgsrc=CEfLexx-rV5zHM:2017-05-09

7 Dimensions of Wellness



https://www.google.co.za/search?q=wellness+wheel&rlz=1C2AVNA_enZA594ZA594&tbm=isch&imgil=zQuDnn1H6NbaBM%253A%253Bwq_DH_HHwAExdM%253Bhttp%25253A%25252F%25252Fwellness.utah.edu%25252Fwellness-wheel.php&source=iu&pf=m&fir=zQuDnn1H6NbaBM%253A%252Cwq_DH_HHwAExdM%252C_&usg=__AJ4YBG3bcetfRn5DWx2FgEFrpo%3D&biw=1366&bih=662&ved=0ahUKEwjZ-

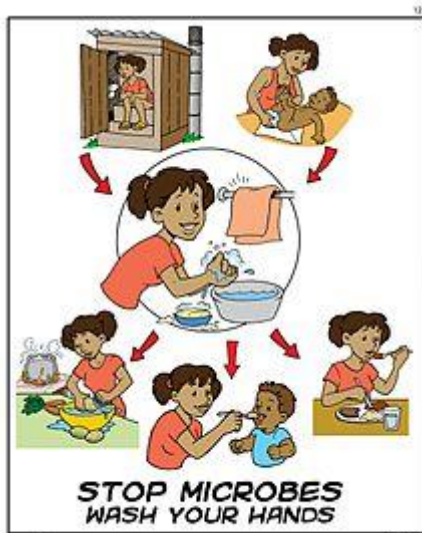
eukrOLTAhWILMAKHdSqBloQyjcITA&ei=bncRWdmKA6XZgAbU1ZLQCA#imgsrc=kLmy2HbO4K61AM: [2017-05-09]

Note: See that health is part of wellness.

Annexure 4: Washing hands



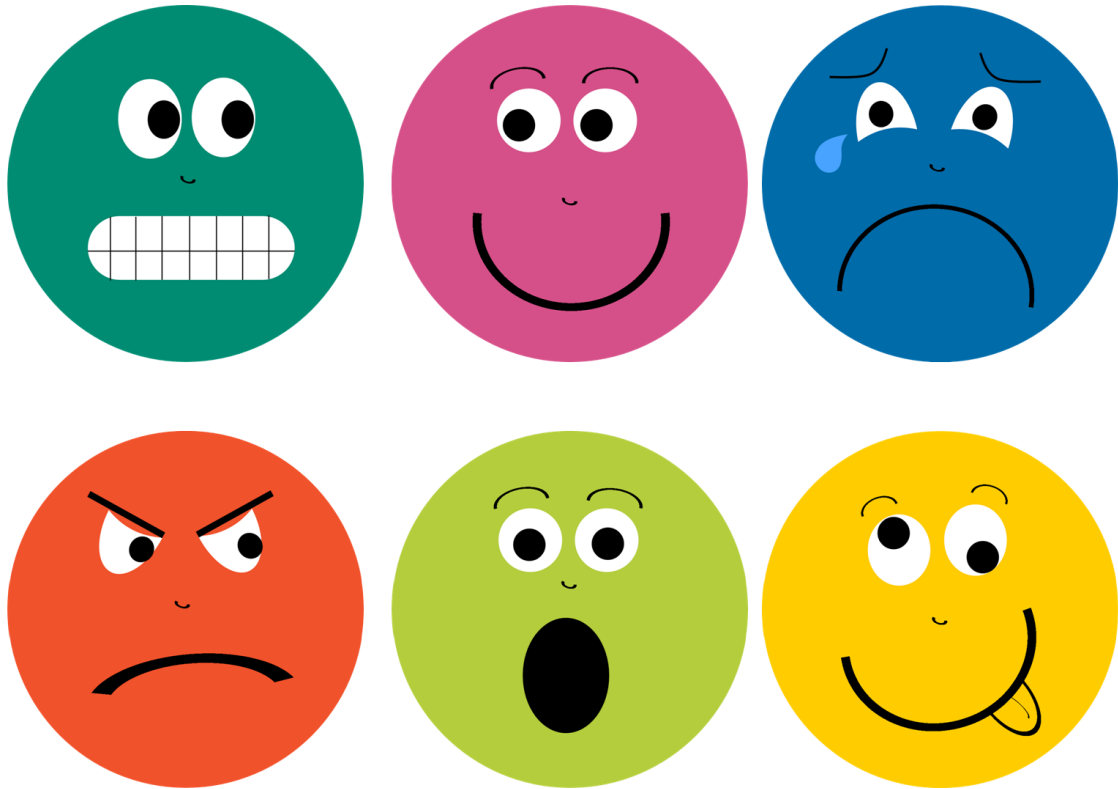
https://www.google.co.za/search?q=poster+for+everyday+hand+washing&rlz=1C2AVNA_enZA594ZA594&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjB68XpseLT AhVBJMAKHbDCBkoQsAQllw&biw=1242&bih=602#imgsrc=YADslJOUBm1w2M: [2017-05-09]



https://www.google.co.za/search?q=poster+for+everyday+hand+washing&rlz=1C2AVNA_enZA594ZA594&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjB68XpseLT AhVBJMAKHbDCBkoQsAQllw&biw=1242&bih=602#imgsrc=ONZl6HuXn9sVeM: [2017-05-09]



Annexure 5: Emotion expressions



[https://www.google.co.za/search?q=emotions&rlz=1C2AVNA_enZA594ZA594&tbm=isch&imgil=M6jRdoLcbRUMFM%253A%253B0ogNWxqaG3bfPM%253Bhttp%25253A%25252F%25252Ftinybuddha.com%25252Fblog%25252Fhow-to-stop-being-a-slave-to-your-emotions%25252F&source=iu&pf=m&fir=M6jRdoLcbRUMFM%253A%252C0ogNWxqaG3bfPM%252C&usq=_rgd7a-mZdCS03uOMy1q-SL8tcOs%3D&biw=1242&bih=602&ved=0ahUKEwi5to26teLTAhUCJsAKHXUaA0IQyiclQQ&ei=CoERWbmJloLMgAb1tlyQBA#imgdii=h6WHDFE42nCK4M:&imgsrc=M6jRdoLcbRUMFM:\[2017-05-09\]](https://www.google.co.za/search?q=emotions&rlz=1C2AVNA_enZA594ZA594&tbm=isch&imgil=M6jRdoLcbRUMFM%253A%253B0ogNWxqaG3bfPM%253Bhttp%25253A%25252F%25252Ftinybuddha.com%25252Fblog%25252Fhow-to-stop-being-a-slave-to-your-emotions%25252F&source=iu&pf=m&fir=M6jRdoLcbRUMFM%253A%252C0ogNWxqaG3bfPM%252C&usq=_rgd7a-mZdCS03uOMy1q-SL8tcOs%3D&biw=1242&bih=602&ved=0ahUKEwi5to26teLTAhUCJsAKHXUaA0IQyiclQQ&ei=CoERWbmJloLMgAb1tlyQBA#imgdii=h6WHDFE42nCK4M:&imgsrc=M6jRdoLcbRUMFM:[2017-05-09])


Annexure 6: Healthy life

THE SEVEN RULES OF HEALTH

You and your family will stand a better chance of avoiding colds, influenza and other common ailments—as well as more serious diseases such as tuberculosis—if you follow these simple rules. The rules offer the best guidance on how to improve your health and increase your vitality.

Rule 1


FRESH AIR



Stay out cold. It is possible, work in air rooms. Rhinoceros, lack of appetite, and that tired feeling are often due to a stuffy atmosphere.

Rule 2


EXERCISE



It is the best of things you can do for your health and vitality.

Rule 3

SLEEP..



See that the children—whatever their age—get enough sleep. And you, too! Don't forget to open the windows and draw back the curtains.

A GUIDE TO YOUR CHILD'S SLEEP

BABIES UNDER 1	need about 10 hours sleep in 24.
CHILDREN UP TO 5	need about 12 to 14 hours, so should be in bed by 9 p.m.
CHILDREN OF 5 TO 7	need about 12 hours, so should be in bed by 9 p.m.
CHILDREN OF 7 TO 11	need about 10 hours, which means bed by about 9 p.m.
UP TO THE AGE OF 16	boys and girls need 9 to 10 hours sleep each night.

Rule 4

ABOUT CLOTHING


Let's be comfortable



CLEAN, COMFORTABLE, AND A GOOD FIT. Don't be too hot or too cold. Don't be too tight or too loose. Don't be too new or too old.

Rule 5

KEEPING CLEAN



BRUSH YOUR HAIR **BRUSH YOUR TEETH**
Brush your hair and teeth every day. It keeps your hair clean and your teeth healthy.

WASH YOUR HANDS **WASH ALL OVER**
Wash your hands and all over your body every day. It keeps you clean and healthy.

Rule 6

CONCERNING FOOD

A balanced diet



Meat, milk, fish, eggs or cheese needed for body building; Fruit, vegetables or whole essential for a healthy skin; Bread, flour, potatoes, sugar or fat supply your energy.

Concerning Food

HANDLING FOOD



It's very important to have clean hands when preparing your meals; important for the health of the family.

Infected food causes illness

Concerning Food

MILK FOR CHILDREN

... must be pure



Make sure that it's free from germs. Unless marked 'STERILIZED', bring milk to the boil and use quickly before giving it to children—except, of course, in milk puddings and custards.

Rule 7

LEISURE—enrich your life

with spare time interests



PREVENTION IS BETTER THAN CURE — LET THE RULES BECOME HABITS

Prepared for the MINISTRY OF HEALTH and the DEPARTMENT OF HEALTH FOR SCOTLAND by the Central Office of Information. Printed by Muller Machine Press Ltd, London, W.C.2.

https://www.google.co.za/search?q=what+is+health&rlz=1C2AVNA_enZA594ZA594&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjsc_wruLTAhUKJsAKHQK8DvMQ_AUIBiqB&biw=1008&bih=615#tbn=isch&q=Poster+on+what+is+health&imgcr=QKpuLt0umGJqyM: [2017-05-09]



<https://www.pinterest.com/pin/107242034850265144/>[2017-05-09]



Taking Care of Yourself

Sleep

Early to bed,
early to rise.
Plenty of
sleep helps
you
concentrate.



Teeth

Brush teeth every
morning and night
to keep them
shining and
bright.
Visit your
dentist
regularly.



Nails

Trim nails
weekly.
Keep nails
short and
clean.



Hair

Wash your
hair often.
Keep it neat
by styling
and brushing.



Exercise

Play outside
as much as
possible. Don't
sit and play on
the computer or
watch TV
too often.



Hygiene

Bath or shower
and change
underwear
daily. Wash
hands after
visiting the
toilet and
before eating.



Homework

Take care
with homework
and always
do it before
going out
to play.



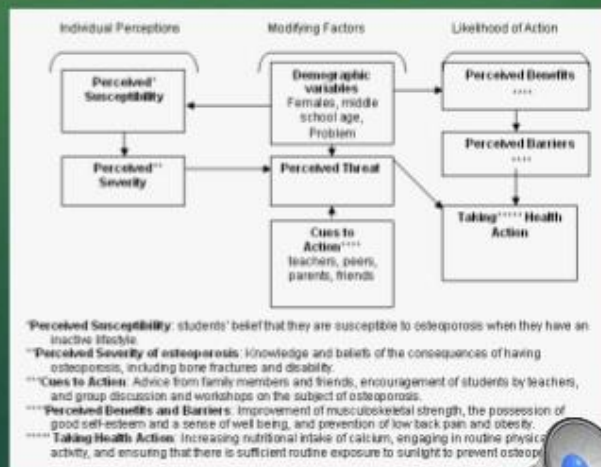
Diet

Eat a healthy
balanced diet.
Choose healthy
snacks such as
fruit instead of
crisps and sweets.
Avoid sweet, fizzy drinks.
Drink water, milk or fresh fruit juice.



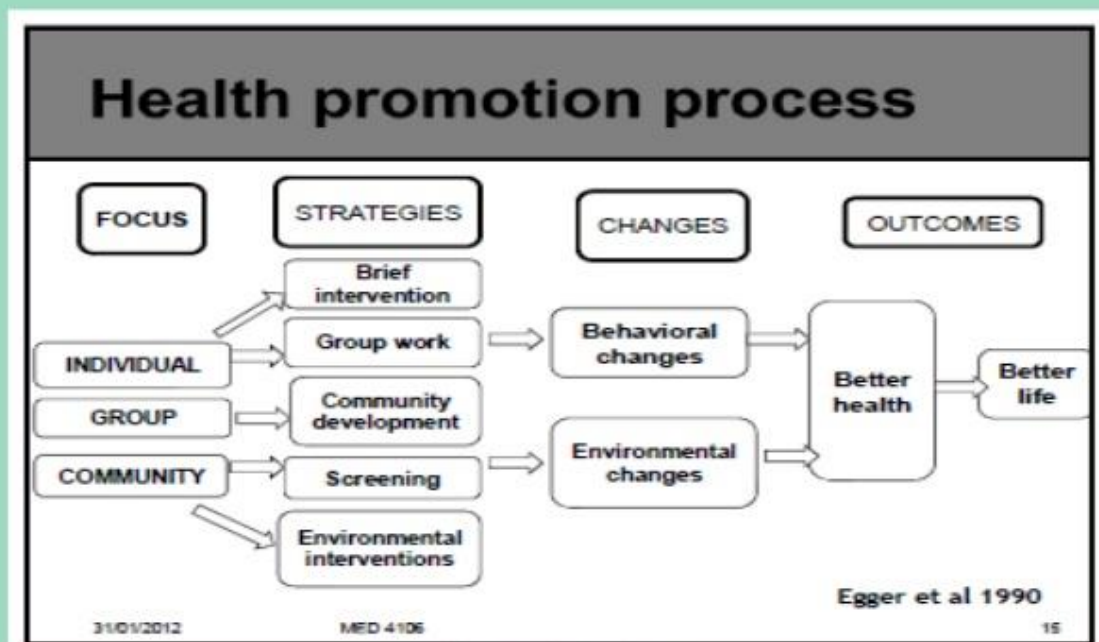
Health Promotion Model

The Health Promotion Model chosen for this teaching plan is The Health Belief Model (HBM). The students will learn what obesity exposes them from (illnesses as threat), and the benefits of exercise and a healthy, balanced diet.



The Health Belief Model

Health Promotion Process

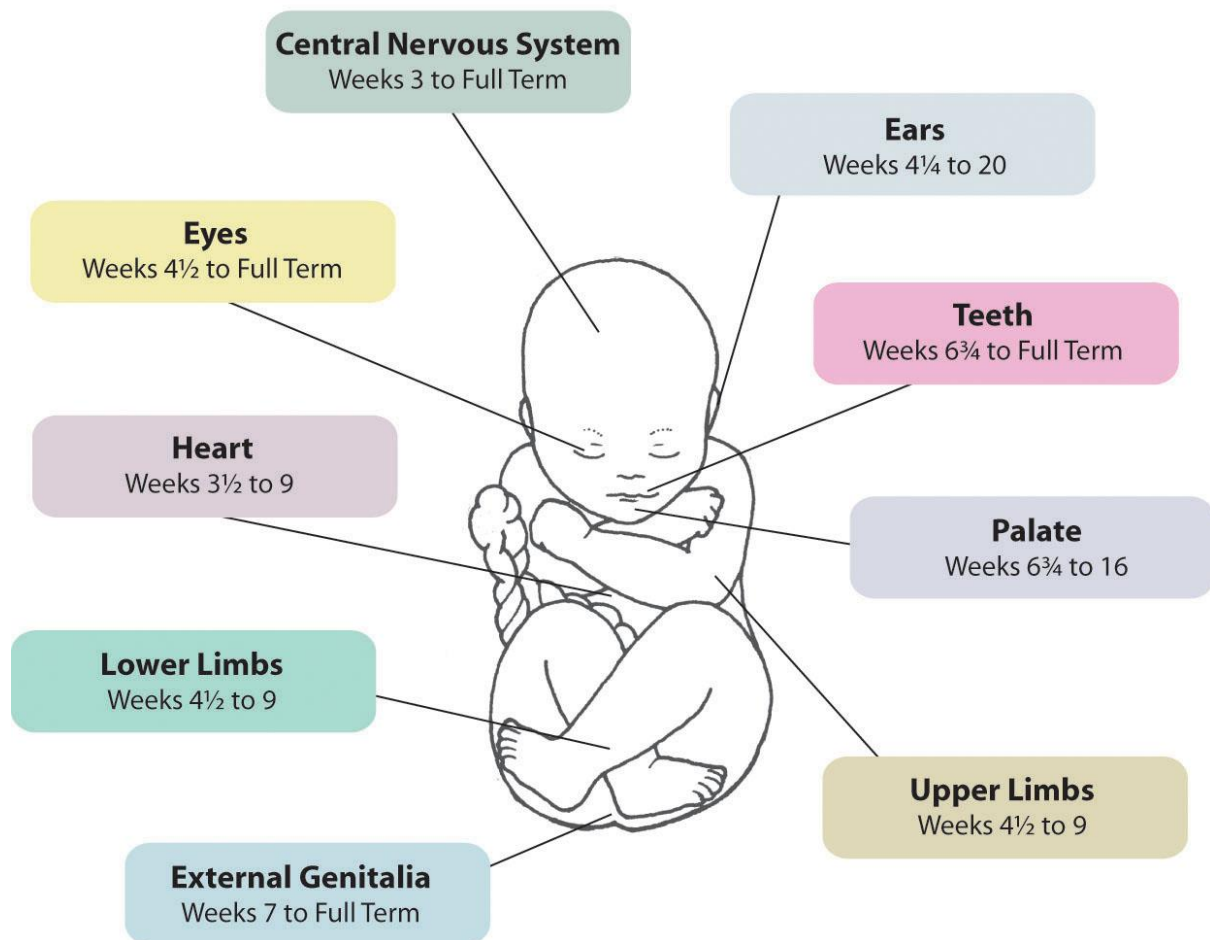


Health Promotion (DRSSL)

[https://www.google.co.za/search?q=health+promotion+model&rlz=1C2AVNA_enZA594ZA594&source=lnms&tbm=isch&sa=X&ved=0ahUKEwirmliPRELTahVml8AKHWMnDIYQ_AUIBigB&biw=1366&bih=662#tbm=isch&q=community+health+promotion&imgsrc=0ERQqNudXAgGeM:\[2017-05-09\]](https://www.google.co.za/search?q=health+promotion+model&rlz=1C2AVNA_enZA594ZA594&source=lnms&tbm=isch&sa=X&ved=0ahUKEwirmliPRELTahVml8AKHWMnDIYQ_AUIBigB&biw=1366&bih=662#tbm=isch&q=community+health+promotion&imgsrc=0ERQqNudXAgGeM:[2017-05-09])

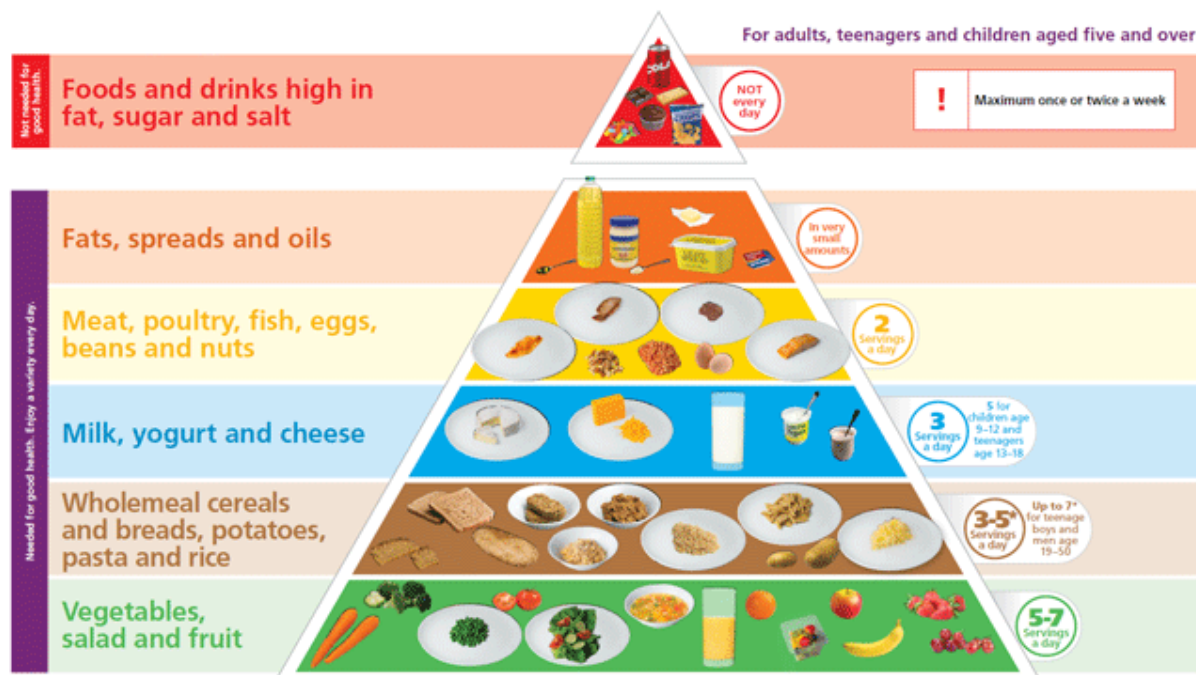
Annexure 7: Periods of foetal development

Periods of Fetal Development



[https://www.google.co.za/imgres?imgurl=http://www.nofas-uk.org/OnlineCourse/IMAGES/fetus2.jpg&imgrefurl=http://www.nofas-uk.org/OnlineCourse/MODULE03/inc_module3-8.php.htm&h=1088&w=1241&tbnid=Rgeu6LuizWKfjM:&tbnh=160&tbnw=182&usq=_8Wat8zVSdBKPP3T2rBrzM0t_0ZI=&vet=10ahUKEwjI9qeyqOLTAhVsJMAKHclWBusQ9QEIJTAA..i&docid=yTIsQZzJ2wajvM&sa=X&sqi=2&ved=0ahUKEwjI9qeyqOLTAhVsJMAKHclWBusQ9QEIJTAA\[2017-05-09\]](https://www.google.co.za/imgres?imgurl=http://www.nofas-uk.org/OnlineCourse/IMAGES/fetus2.jpg&imgrefurl=http://www.nofas-uk.org/OnlineCourse/MODULE03/inc_module3-8.php.htm&h=1088&w=1241&tbnid=Rgeu6LuizWKfjM:&tbnh=160&tbnw=182&usq=_8Wat8zVSdBKPP3T2rBrzM0t_0ZI=&vet=10ahUKEwjI9qeyqOLTAhVsJMAKHclWBusQ9QEIJTAA..i&docid=yTIsQZzJ2wajvM&sa=X&sqi=2&ved=0ahUKEwjI9qeyqOLTAhVsJMAKHclWBusQ9QEIJTAA[2017-05-09])

Annexure 8: Food Pyramid



https://www.google.co.za/search?q=food+pyramid&rlz=1C2AVNA_enZA594ZA594&tbm=isch&imgil=78XIUHcBLdIRTM%253A%253BJ1bh5X9bwGx4hM%253Bhttp%25253A%25252F%25252Fwww.safefood.eu%25252FHealthy-Eating%25252FWhat-is-a-balanced-diet%25252FThe-Food-Pyramid.aspx&source=iu&pf=m&fir=78XIUHcBLdIRTM%253A%252CJ1bh5X9bwGx4hM%252C&usq=_aqQJ5CqKtumhX-CslatbkmtjiE%3D&biw=1242&bih=602&ved=0ahUKEwj0leGuOLTAhUMIMAKHfsxD0IQyjcIOq&ei=woMRWebnK4zAqAb747yQBA#imgcr=78XIUHcBLdIRTM: [2017-05-09]

Annexure 9: Food portions

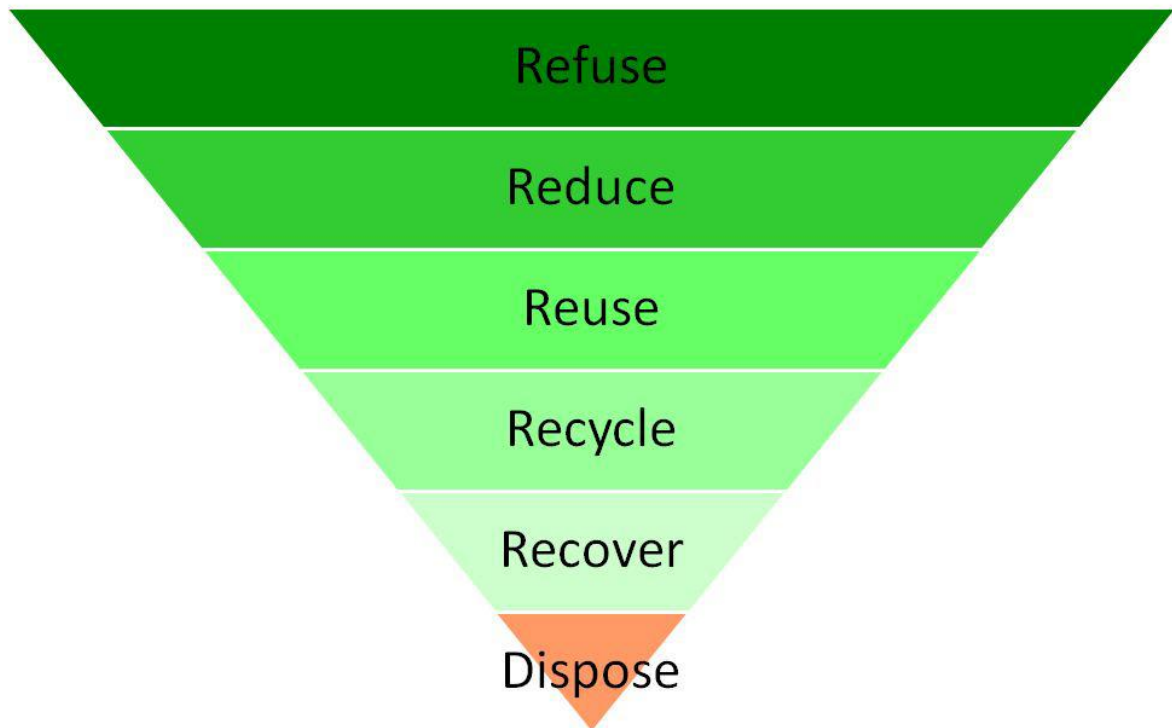


[https://www.google.co.za/search?q=what+is+health&rlz=1C2AVNA_enZA594ZA594&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjisc_wruLTAhUKJsAKHQK8DvMQ_AUIBiqB&biw=1008&bih=615#imgrc=NIKJif48J3NIRM:\[2017-05-09\]](https://www.google.co.za/search?q=what+is+health&rlz=1C2AVNA_enZA594ZA594&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjisc_wruLTAhUKJsAKHQK8DvMQ_AUIBiqB&biw=1008&bih=615#imgrc=NIKJif48J3NIRM:[2017-05-09])



[https://www.google.co.za/search?q=hand+guide+for+portion+control&rlz=1C2AVNA_enZA594ZA594&tbn=isch&imgil=otW0snX63U2_0M%253A%253BFpeKxMe58YyrZM%253Bhttp%2525A%2525F%2525Fvisual.ly%2525Fhand-guide-portion-control&source=iu&pf=m&fir=otW0snX63U2_0M%253A%252CFpeKxMe58YyrZM%252C_&usq=TE9fEPGUhLCSfb8C7ccdusEkl-k%3D&biw=1242&bih=602&ved=0ahUKEwid-LjQt-LTAhWMI8AKHYxIBksQyjcILq&ei=UoMRWZ2HEYzHgAaMkZnYBA#imgrc=otW0snX63U2_0M:\[2017-05-09\]](https://www.google.co.za/search?q=hand+guide+for+portion+control&rlz=1C2AVNA_enZA594ZA594&tbn=isch&imgil=otW0snX63U2_0M%253A%253BFpeKxMe58YyrZM%253Bhttp%2525A%2525F%2525Fvisual.ly%2525Fhand-guide-portion-control&source=iu&pf=m&fir=otW0snX63U2_0M%253A%252CFpeKxMe58YyrZM%252C_&usq=TE9fEPGUhLCSfb8C7ccdusEkl-k%3D&biw=1242&bih=602&ved=0ahUKEwid-LjQt-LTAhWMI8AKHYxIBksQyjcILq&ei=UoMRWZ2HEYzHgAaMkZnYBA#imgrc=otW0snX63U2_0M:[2017-05-09])

Waste Pyramid



https://www.google.co.za/search?q=waste+pyramid&rlz=1C2AVNA_enZA594ZA594&tbm=isch&imgil=RCeF_540312BsM%253A%253BMPEgyuE9EyPjJM%253Bhttp%25253A%25252F%25252Fccap.org%25252Fopportunities-for-sustainable-development-within-the-waste-sector%25252F&source=iu&pf=m&fir=RCeF_540312BsM%253A%252CMPEgyuE9EyPjJM%252C_&usq=t6XDJ2L7vWQJ88kfLWCphp1RDKs%3D&biw=1242&bih=602&ved=0ahUKEwj6gcu2uOLTAhXJBcAKHfv-ASoQyjcLA&ei=KIQRWfrNHcmLgAb7_YfQAq#imgsrc=L364-7qWJBsKiM:2017-05-09



https://www.google.co.za/search?q=waste+pyramid&rlz=1C2AVNA_enZA594ZA594&tbm=isch&imgil=RCeF_540312BsM%253A%253BMPEgyuE9EyPjJM%253Bhttp%25253A%25252F%25252Fccap.org%25252Fopportunities-for-sustainable-development-within-the-waste-sector%25252F&source=iu&pf=m&fir=RCeF_540312BsM%253A%252CMPEgyuE9EyPjJM%252C_&usg=__t6XDJ2L7vWQJ88kfLWCphp1RDks%3D&biw=1242&bih=602&ved=0ahUKEwj6gcu2uOLTAhXJBcAKHfv-ASoQyjcILa&ei=KIQRWfrNHcmLgAb7_YfQAg#tbm=isch&q=waste+management&imgrc=5zVfi67butOttM: [2017-05-09]

Annexure 11: Rubrics for marking: examples

Rubrics for marking: examples

Note: General rubric template: teacher to give a title, fill in specific issues they will be evaluating, mark allocation, and date.

Criteria	1 Task partly completed	2 Needs improvement	3 Fair	4 Good	5 Excellent
Instruction understood					
Correct preparation					
Correct steps followed					
Adhered to timeframe					
Competency achieved					

Name of learner(s):

.....
.....

Assessor: **(Print name)** **Signature of assessor:** **Date:**

.....

Rubric to assess hand washing

Name of learner:					Date:
Marks	1: Poor	2: Fair	3: Good	5: Excellent	Mark obtained (%)
Turning water on	Had to be prompted	Requested teacher to turn water on	Had to be helped to turn water on	Turned water on by themselves	
Wet hands	Had to be prompted	Asked teacher to assist	Hands and clothes got wet	Only hands got wet	
Apply soap	Had to be prompted	Asked teacher to assist	Too little or too much soap	Correct amount applied	
Rub hand	Had to be prompted	Asked teacher to assist	Too little or too much	Rubbed back and palm of both hands	
Rinse hands	Had to be prompted	Asked teacher to assist	Too little or too much	All soap rinsed off without wasting water	
Turn water off	Had to be prompted	Asked teacher to assist	Teacher had to assist	Turned water off properly	
Get towel/ paper/ blow dryer	Had to be prompted	Asked teacher to assist	Teacher had to assist	Reached paper/ towel / blow dryer	
Dry hands	Had to be prompted	Asked teacher to assist	Hands still wet	Hands sufficiently dry	
Dispose of paper	Had to be prompted	Asked teacher to assist	Dropped on the floor	Applied correct disposal of paper	
Correct disposal of paper/ straighten towel	Had to be prompted	Teacher had to assist	Teacher had to assist	Disposed paper towel in correct receptor bin/ checked towel	
TOTAL MARK					(%)

Assessor: (print name)

Signature of assessor:

Source: [https://www.rcampus.com/rubricshowc.cfm?code=Y3W7B6&sp=yes&\[2017-05-11\]](https://www.rcampus.com/rubricshowc.cfm?code=Y3W7B6&sp=yes&[2017-05-11]) Adapted

Title: test or examination exemplar questions with answers

Learner name Learner surname:
.....

Date:

2 INSTRUCTIONS AND INFORMATION

1.	Answer ALL the questions on this examination / test paper.
2.	Read the questions carefully.
3.	Write neatly and legibly.
4.	Negative marking will apply: for example, if in a multiple choice question, you mark more options than the requested number or if you are required to mark four out of the six options and mark say five.

Question 1

Select and clearly mark with an 'X' only the FOUR components of HEALTH according to the World Health Organisation.

Financial	Physical	Socio-economics
Social	Spiritual	Mental

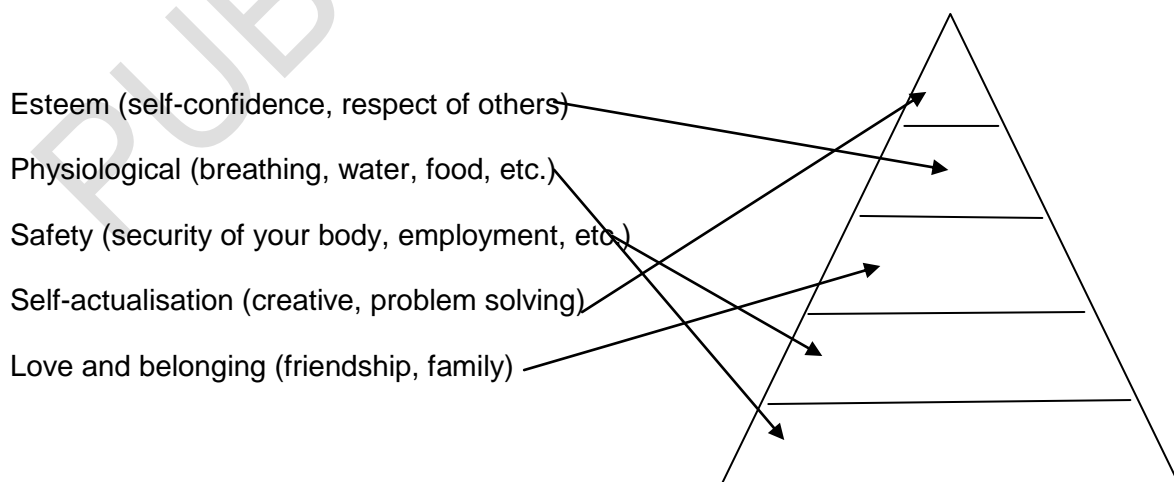
Question 2

Complete the following sentence using ONLY words from the word list provided.
Personal hygiene helps your body to remain healthy.

Word list: guides, helps, mind, body, healthy, alert

Question 3

Draw an arrow from each statement below its corresponding level of basic human needs according to the Maslow hierarchy of needs



Question 4

Put an 'X' in the correct space to show if each of the statements below is true or false

Statement	True	False
1. Hand washing is very important to help with infection control.	X	
2. Cross ventilation is not necessary when it is cold outside.		X
3. Germs are destroyed by warm sun shine.	X	
4. Flossing teeth is not necessary when you brush your teeth		X
5. Personal hygiene is as important as general living space hygiene.	X	

Question 5

Which statement best describes WELLNESS:

- a) Physical, mental, emotional, occupational, environmental, socio-economic aspects
- b) Physical, mental, social, spiritual, environmental, intellectual, emotional aspects
- c) Physical, mental, social, emotional, educational, occupational aspects

Question 6

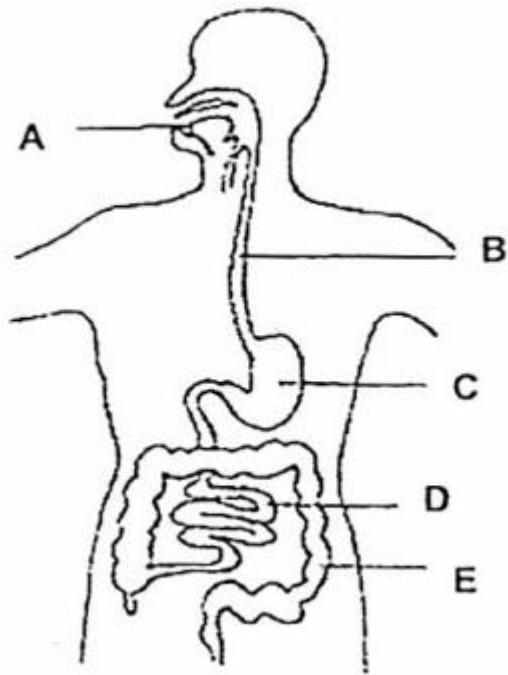
Match each of the statements (A-E) listed in column 1 with the correct statement (1-5) in column 2:

Column 1	Column 2
A. Personal hygiene	1. Twice a day
B. Hands need to be washed	2. All the time
C. Germs spread	3. Saves the environment
D. Waste Management	4. Is a daily task
E. Teeth need to be flossed and brushed	5. At least before eating and after using the toilet

	Answer
A	4
B	5
C	2
D	3
E	1

Question 7

Write the name of the organs labelled as A, B, C, D and E found in the digestive system.



Letter	Name of the organ
A	Mouth
B	Oesophagus
C	Stomach
D	Small intestine
E	Large intestine

SCHOOL NAME

YEAR

TERM

EDUCATOR:

TOPIC: NUTRITION

Instructions

Use the groceries and prepare the following meals.

RUBRIC

NO	CRITERIA	MARK GIVEN	MARKS ACHIEVED
1.	Breakfast: diabetic		
	Did the learner include the following? Cereal, Fruit Sandwich?	5	
	Lunch: diabetic Did the learner include a cooked meal suitable for a diabetic?	5	
	Supper: diabetic Did the learner look at the correct portions for a diabetic?	5	
2.	Encouraging a sick child to eat: Did the learner make the food look colourful?	5	
	Did the learner give food that is appealing and good tasting to children?	5	
	TOTAL	25	

NAME OF SCHOOL
TOPIC:

INSTRUCTIONS

- Watch the demonstration of how formula and other liquids are prepared by your educator.
- Use the baby formula and Nesquik and use the correct measurements and to prepare the liquids.
- **VERY IMPORTANT DON'T FORGET TO WASH YOUR HANDS.**

NO.	CRITERIA	Marks given.	Marks achieved.
1.	Did the learner wash his/her hands?	5	
2.	Was the formula mixed according the instructions on the tin?	5	
3.	If the learner could not read, did they ask for assistance?	5	
4.	Was the consistency of mixtures correct? E.g. no lumps in the formula.	5	
5.	Did the learners mix the following? 3 tablespoons of nesquik to 200mls of water?	5	
	TOTAL	25	

TOPIC: DEVELOPMENTAL STAGES

INSTRUCTIONS

Use magazines and make a developmental chart for a baby from 1 to 9 months. You and your partner must cut pictures to show how the baby grows.

RUBRIC

NO	CRITERIA	MARKS GIVEN	MARKS ACHIEVED
1.	Does the chart clearly show how the babies grow each month?	5	
2.	Did the learners write the months on the growth chart?	5	
3.	Did the learners show a clear understanding? of what growth/development in a child is?	5	
4.	Were learners able to work with a partner?	5	
5.	Overall presentation of the chart	5	
	TOTAL	25	

A rubric to establish the competency level of learners to manage an emergency scene.
(Rubric taken from internet)

NO	CRITERIA	COMPETENT	NOT COMPETENT YET
	Asses		
1.	Are there hazards		
2.	Put on gloves		
3.	HELLO Alert – looking at you Voice –responding to you Pain - responding Unresponsive		
	Plan		
4.	Get a bystander to phone the ambulance (112 or 147)		
5.	Check for circulation		
6.	Check for carotid pulse (10 seconds count 1-10 aloud)		
7.	Place hands on sternum (middle chest nipple)		
8.	No pulse start 30 x compressions		
9.	Airway		
10.	Open airway (head tilt chin lift)		
11.	Check for F.B.O. (OBSTRUCTIONS)		
12.	Look, listen and feel for respiration (count ten aloud)		
13.	Breathing		
14.	Using disposable mouthpiece give 2 breaths		
15.	Continue resuscitation 30 compressions & 2 breaths		
16.	Check pulse and breathing every 5 cycles		
17.	If the patient respond place in recovery position.		

TOPIC: NUTRITION

INSTRUCTIONS: Make a poster of unhealthy and healthy food. The food must be appealing to children.

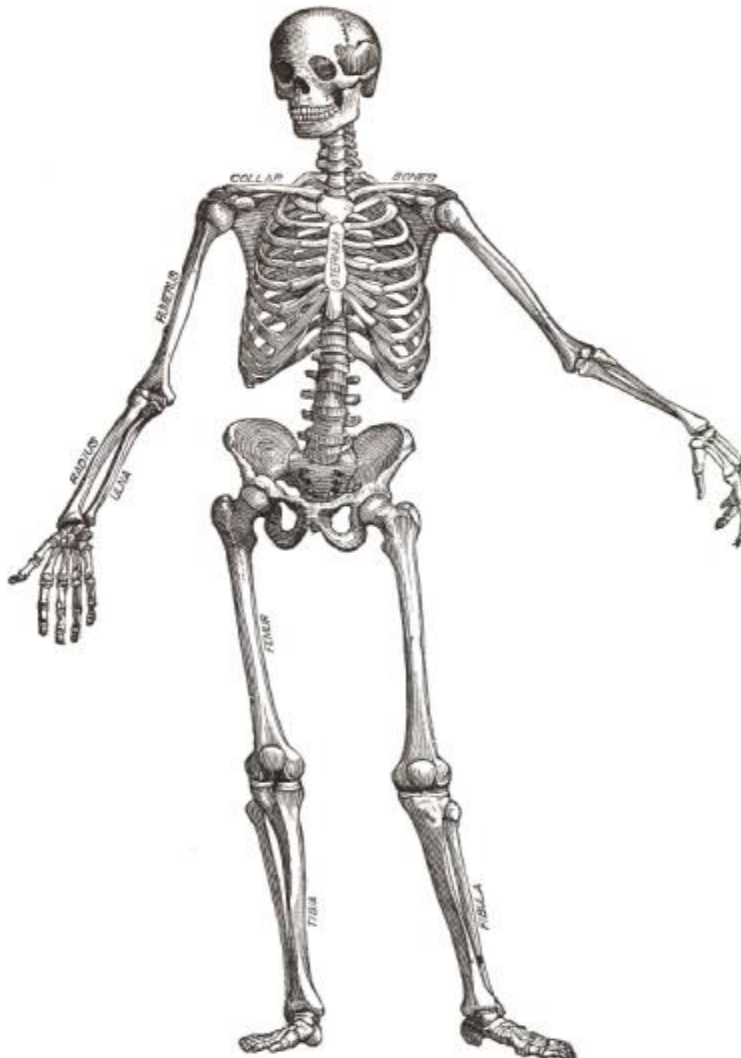
RUBRIC

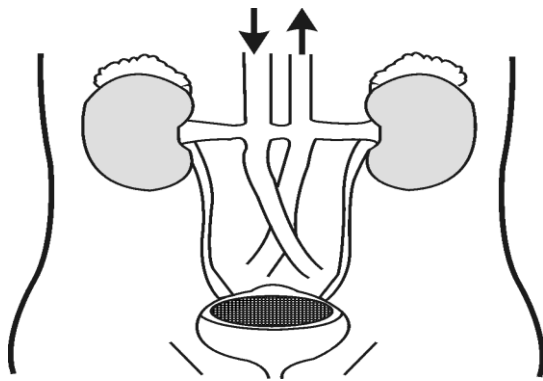
NO	CRITERIA	MARKS GIVEN	MARKS ACHIEVED
1.	Does the poster include healthy food?	5	
2.	Does the poster include unhealthy food?	5	
3.	Has the learner shown food that is appealing to Children?	5	
4.	Did the learner include fruit, water and juice?	5	
5.	Neatness and overall presentation.	5	
	TOTAL	25	

EDUCATOR:

THE SKELETON

Add labels for particular bones and/or limbs you want identified by learners. Ask learners to indicate whether the labels are correct (one option)





THE KIDNEYS

[X4]

Name the 4 main organs of the urinary system.

[X4]

STATE TRUE/FALSE

NOTE: All these statements are true – you can change these so some are false

1. Bones give shape to the body.	
2. The kidneys make urine	
3. Muscles move the bones.	
4. Urine is stored in the bladder	
5. You can get cancer in your bladder.	

EXAMPLE THAT CAN BE USED AS ASSESSMENTS
RECYCLE: PRACTICAL AND MAKE A RUBRIC



HOSPITAL WASTE DISPOSAL

LET THE LEARNERS MAKE A POSTER.

AFTER THE EDUCATOR HAS DONE THE ACTIVITIES THESE IMAGES COULD BE USED AS A PRACTICAL AND PEN AND PAPER TEST



Improper
Hospital
Waste
Disposal



DATE:

NAME:

TOPIC: NUTRITION

INSTRUCTIONS: Make a poster of unhealthy and healthy food. The food must be appealing to children.

RUBRIC

NO	CRITERIA	MARKS GIVEN	MARKS ACHIEVED
1.	Does the poster include healthy food?	5	
2.	Does the poster include unhealthy food?	5	
3.	Has the learner shown food that is appealing to Children?	5	
4.	Did the learner include fruit, water and juice?	5	
5.	Neatness and overall presentation.	5	
	TOTAL	25	

EDUCATOR: