

Lesson Plan



Grade 3 Term 1

These Lesson Plans are CAPS-aligned
with learning opportunities presented in: **Life Skills**
Beginning Knowledge and Personal and Social Well-being

TOPIC: Feelings

- Things that make me happy and things that make me sad
- Recognising feelings: such as anger, fear, worry, loneliness
- Apologies: how to say sorry

NOTE TO TEACHER Refer to readers:

Oskar, the Watch-Pig and *The Story of Thabo and Thabisile* [HERE](#)

TOPIC: Health Protection

Including animal bites, for example Rabies

TOPIC: Rights and Responsibilities

NOTE TO TEACHER: Refer to *Friends don't bite* [HERE](#)

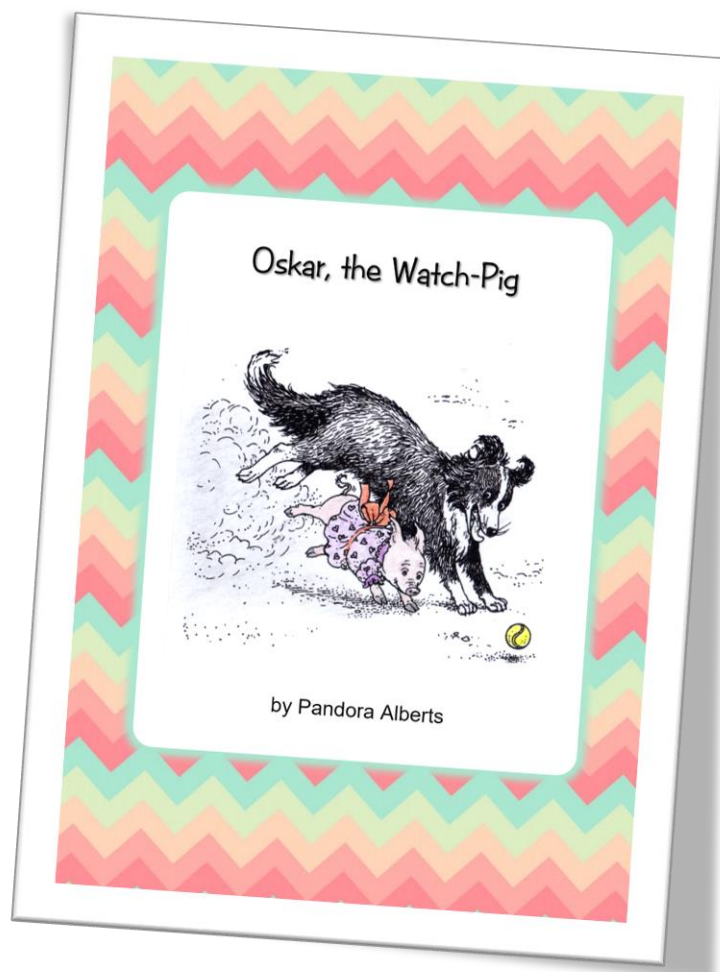
Just like ourselves,
animals have feelings
and **emotions** too.

NOTE
TO
TEACHER

Read Oskar the Watch-pig to the learners.

[HERE](#)

*In this story we learn about feelings
and that animals have feelings too.*



! Activity

Identify the feelings experienced by Willem, Annamaria and Oskar in each of the sentences below:

Choose from the selection of feelings here:
worried happy lonely fearful angry sad grateful relieved
joyful protective horrified confused terrified



The children loved to see Oskar scampering around on his little short legs, his ears flopping.

If he was left alone, Oskar would squeal in an amazingly loud voice, and the children would come running to pick him up and hold him close.

“Don't get too fond of Oskar,” warned Father. “We're going to make him into sausage and bacon one day.”

“What?” Willem and Annamaria wailed.
“Eat Oskar? Oskar is our friend!”

“We need the meat,” said Mother. “You've eaten plenty of sausages. You love them.” (Mother is trying to protect her children from feeling sad by encouraging them not to have feelings for Oskar).

“I hate the farm!” cried Willem.
“I wish we lived in a town and bought our food from shops!”

“Well, where do you think the shops get their meat from,” asked Father.

“Just leave Oskar alone!” said Willem. Both children were sent to bed crying.

! Activity

Identify the feelings experienced by Willem, Annamaria and Oskar in each of the sentences below:

Choose from the selection of feelings here:
worried happy lonely fearful angry sad grateful relieved
joyful protective horrified confused terrified



In the middle of the night Willem was wakened by a terrible squealing... A sickening sight met Willem's eyes. The barn was burning. Sparks swarmed upwards against the black sky like a million angry bees. "Pa! Ma! The farm is on fire!" shouted Willem.

The terrible squealing and screaming got louder and louder. It was Oskar, shut in his shed.

Soot blackened Father's face; there were holes burned in his shirt, and his eyes were red. He was exhausted but smiling.

"The farm is safe," he said. "It's thanks to Oskar and you Willem."

"Oskar is safe," said Father. "Perhaps we can do without his bacon." Willem and Annamaria threw themselves into their father's sooty arms, whooping and shrieking.

In today's world, there are many people tackling the question of eating meat. There is no correct answer.



Some people become...

vegetarian

A vegetarian
excludes meat
from his/her diet



Some vegetarians *may include*
eggs and dairy products

OR

vegan

A vegan
excludes all animal products
from his/her diet

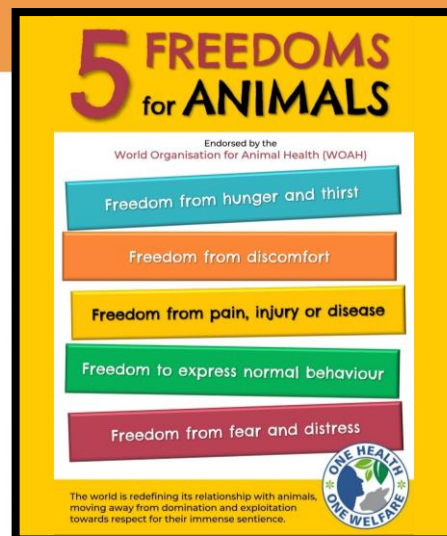


Vegans eat fruits, vegetables, nuts,
bread, rice, pasta, beans and seeds

Some people continue to...

eat meat

but they try to *choose meat*
from farms that make sure
the animals have *enjoyed the*
Five Freedoms for Animals.



Some people feel that...

animals

are there *for us to use and eat*
and their welfare is not actually
a matter of concern

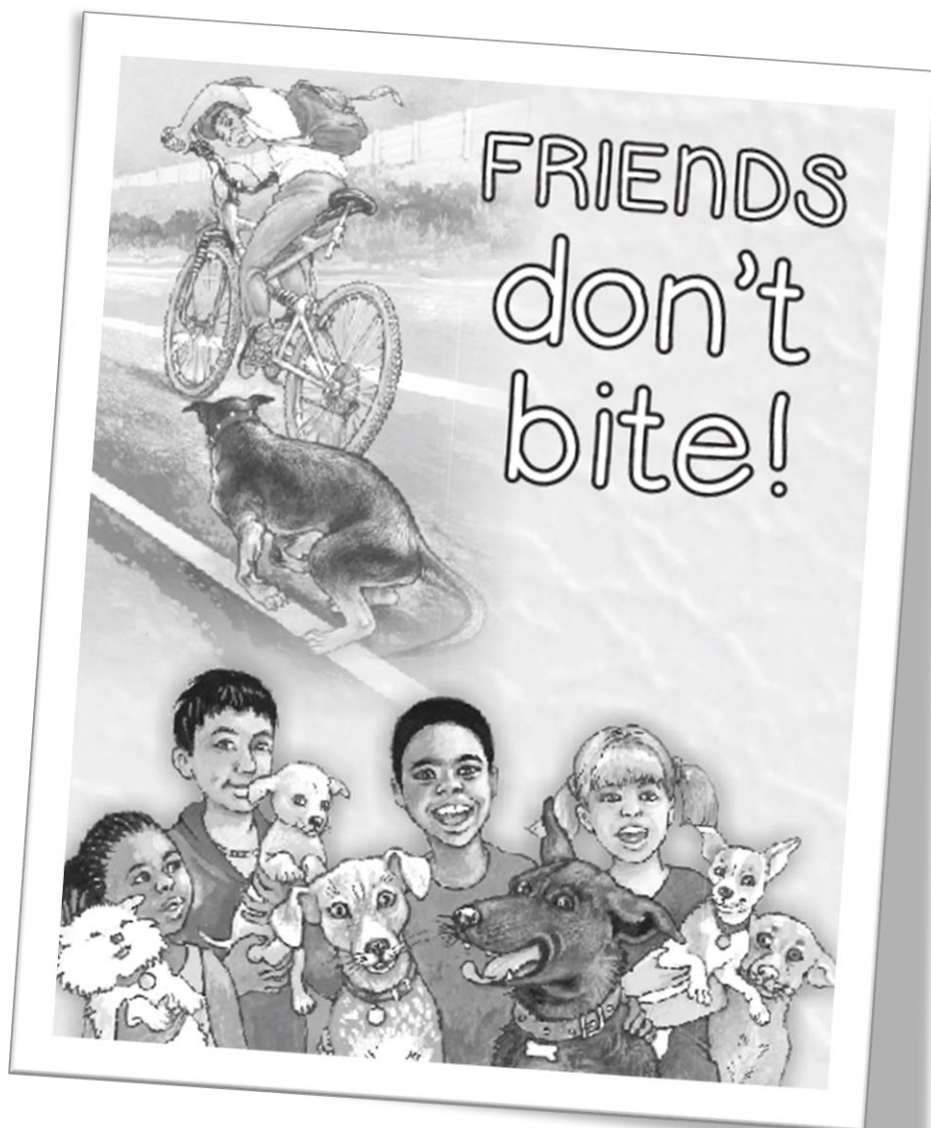


TOPIC: Health Protection

- Including animal bites, for example Rabies

This story is in support of ZERO RABIES in Africa and is endorsed by the World Health Organisation.

NOTE TO TEACHER: Read [HERE](#)



TOPIC: Rights and Responsibilities



Mr Mokoena
teaches his twins
a powerful lesson of
Give and Take

Note to Teacher

*Read this story
to the learners*

[HERE](#)

In this story we learn about good parenting and about taking responsibility for our actions.



Activity

Fill in the answers to these questions



Mr Mokoena was proud of his cattle and sheep.

He saw that they were feeling

.....

Why was Mr Mokoena worried about his cattle and sheep as the storm approached.

He knew the animals would feel

.....

What did Mr Mokoena do before he would sit down to eat?

He first had to make sure his animals were not

.....

As the rain pelted down and the night grew dark, what did Mr Mokoena do that showed his deep feelings of care for his animals?

He made sure the animals would feel

.....

Why did Mr Mokoena feel disappointed with Thabisile?

.....

What did Thabisile say he was feeling?

.....

What did Thabisile feel when his mother had not added milk to his bowl of porridge?

.....

What did Thabisile feel when his father refused to pass him the milk?

.....

Thabisile received a further surprise when he opened his lunch box at break time at school. What was this surprise?

.....

What did Thabisile feel when he saw Thabo's sandwiches filled with grated cheese?

What did Thabisile do when he saw his mother preparing Umphokoqo (African Salad with Amasi) for supper? What did Thabisile say when he apologized to his father?

What was the powerful lesson Mr Mokoena had allowed his son to learn?

NOTE
TO
TEACHER

Discuss how we all make mistakes.

We should own up to our mistakes and learn from them, without blaming anyone else. It is a sign of moral growth to be able to do this.

DISCUSSION



The **Five Freedoms for Animals** are a good guide for us in our relationship with the animals in our care.

The **Five Freedoms** are all **about giving and receiving** in our relationship with animals.

5 FREEDOMS for ANIMALS

Endorsed by the
World Organisation for Animal Health (WOAH)

Freedom from hunger and thirst

Freedom from discomfort

Freedom from pain, injury or disease

Freedom to express normal behaviour

Freedom from fear and distress



The world is redefining its relationship with animals, moving away from domination and exploitation towards respect for their immense sentience.

Activity

Word Search See if you can find all these words

Read the puzzle from left to right, right to left, up and down and from the corners up and down. Draw a line across the word.

ANGRY	Y A N G R Y F E A R F U L E T	JEALOUS
APOLOGIZE	P N D L S E L F I S H Q V D E	LONELY
COMMUNITY	P P D E U C C S T H G I R T R	PROTECTIVE
CONFUSED	A V E L T F C E R L T L S N R	RECEIVING
CONTENTED	H C S I O N E N I C I A S E I	RELIEVED
EMOTIONS	F O I V G N E T E V D W G M F	RIGHTS
ENVIRONMENT	E N R V E G E T A R I A N N I	SAD
FEARFUL	E F P R E G O L N R H N S O E	SCHOOL
FEELINGS	L U R T I R A T Y O G S G R D	SELFISH
FREEDOMS	I S U R P F A N E H C U S I E	SURPRISED
GRATEFUL	N E S A Y T I N U M M O C V I	TERRIFIED
HAPPY	G D S M O D E E R F H L H N R	VEGAN
HOME	S N O I T O M E D X O A O E R	VEGETARIAN
HORRIFIED	A P O L O G I Z E V M E O B O	WORRIED
	R E L I E V E D W E E J L R W	

Plays to play

Note to Teacher

The learners can perform the plays at the end-of-year assembly, at a parent-teacher meeting, at a facility for the elderly or at the local shopping centre on a Saturday morning.

These plays represent the content and ethos of all our Lesson Plans for Foundation Phase and put the learners in good stead to progress to the Lesson Plans for Intermediate Phase.

Refer to:

The Five Freedoms for Animals Play

A Puppet Show on Sentience

[HERE](#)

