

Module 1*Activity:*

Reading about safety when alone

My body

Auditory attentive listening

How do I stay safe when I am alone?

There are rules for being alone. They are:

- Say where you are going and when you will be leaving.
- Say when you will be back.
- Do not be late.
- Say with whom you will be at all times.



- If you are late, people will worry about you, so always try to be home on time.
- Never accept a lift in the car of a stranger. A stranger is someone that you have not met before. Be careful, because a stranger can seem to be very helpful.
- What can you do when a stranger comes to you? Run as fast as you can. Run into a shop or into a school or any busy place.



- Do not accept presents from strangers.
- When you are playing outside in the street, stay near people that you know.
- What can you do when you get lost? You can go to a policeman or, if it is in a shop, you may decide to go to someone who works in the shop. They are usually the people who wear a uniform or a name tag. They can help you.



- How close may people come to you? Everybody has a personal space around their bodies. This space is usually about an arm's length around you. When talking to people, it is good manners to stand about an arm's length away from them.



- Sometimes it is alright to allow people closer to your body. An example of this is when they examine your body to see how they can make it better, when you are sick. They will come into your personal space.
- In some cultures, members of a family will hug each other, when they greet each other, or when they show affection. You may allow this if you are comfortable with it. If there is a family member that you do not like hugging you, do not allow it. Some people prefer to shake your hand. You may prefer this too.



- If you are a boy, these parts of your body, may not be touched by anybody.
- If you are a girl, these parts of your body, may not be touched by anybody.

If someone touches you in these parts, tell someone you trust, about it. They will be able to help you. This person may be a member of the family that you can trust, or may be someone at your school. You should not keep this secret to yourself. Stay safe!



Module 1

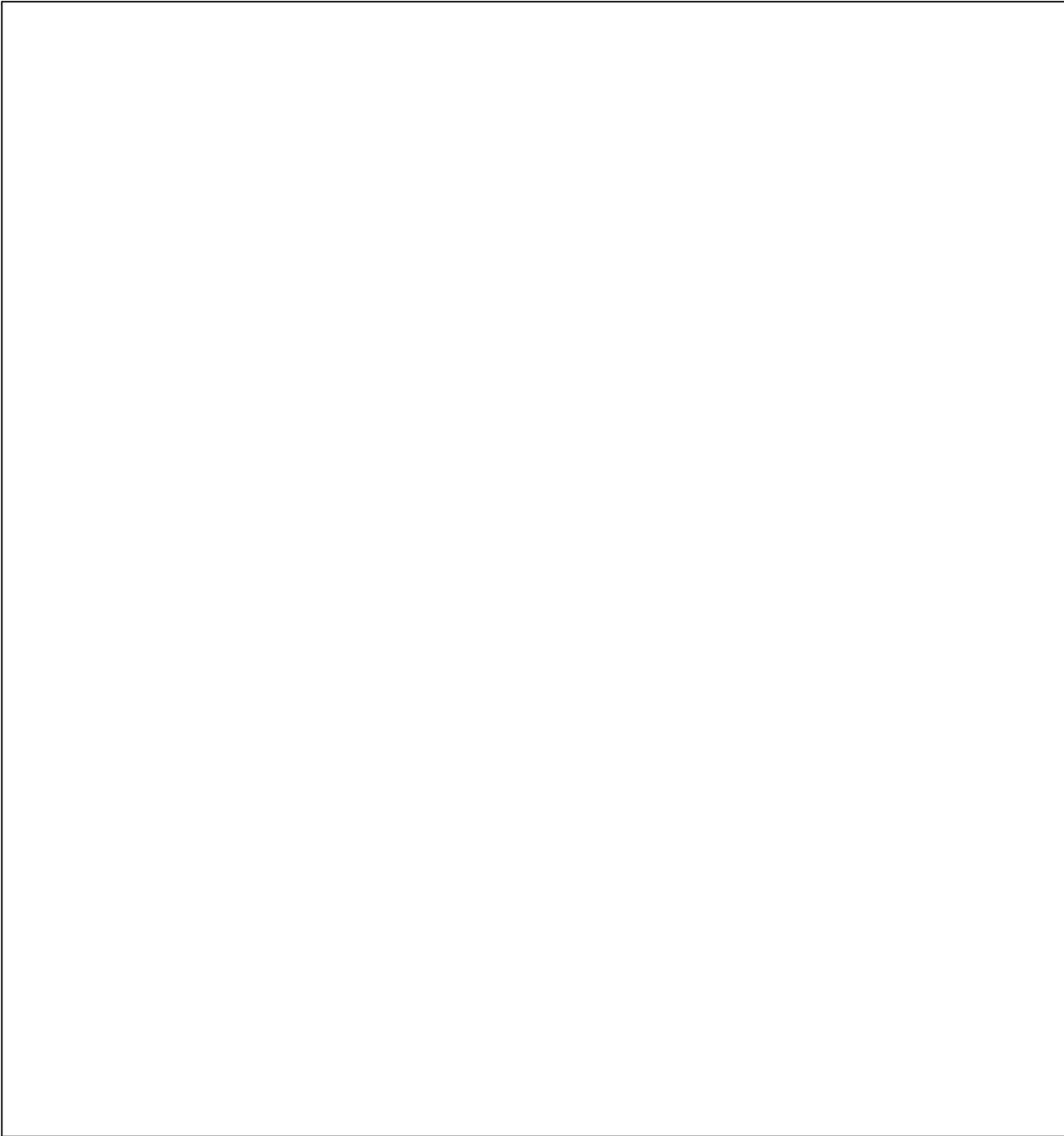
Activity:

Cutting and pasting blue pictures

My body

Classification
Fine motor movements

Cut out or draw blue pictures and paste them.
Label them if you can.



Module 1*Activity:*

Listening, speaking, action
rhyme and poem

My body

Questions and answers
Auditory short-term memory
Body Image



Print this page. Display it in the room so that the exercises can be done daily.

Evaluate on day 5.

To the educator

Counting activity: Count from 1 - 15 and back.

Specific aims:

To teach the learner

- the names of specific parts of the body.
- to answer questions beginning with:

Yes, it is my ...

Method:

Point to different parts of the body.

The teacher asks: **Is this your ear?**

Learner answers: **Yes, it is my ear.**

The learner points to the specific parts of body whilst answering the question.

Repeat, making use of all the specific parts of the body : head, face, nose, mouth, eye, eyebrow, chest, arm, elbow, back, hand, finger, tummy, leg, knee, ankle, foot, toe, hair, etc.

Teach this poem to the learners.

Ten little fingers

Ten little fingers
Ten little toes
Two little eyes
And one red nose!

Eyes to see with
Lips to talk
Hands to feel and
feet to walk.

Teach the following action rhyme to the learner:

See my hands (do actions)

Vary volume of voice.

See my hands go up, up, up,
Stretching oh so high,
See my hands come slowly down
In my lap to lie;
Hear my fists go thump, thump, thump,
On the table there.
Hear my hands go clap, clap, clap,
High up in the air.



Module 2*Activity:*

Doing Visual-motor coordination exercises
Identifying shapes and colours

My body

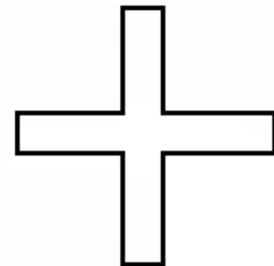
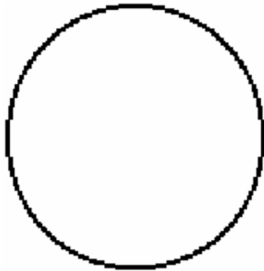
Practical eye exercises
Form constancy

To the educator**Visual-motor coordination / Eye exercises**

- Push a toy car back-and-forth on a table. The learner follows the movements with his eyes while his head is kept in one position.
- Stick a paper aeroplane or butterfly to a stick or pencil. Make circles or zig-sag movements with this in the air. The learner must follow these movements with the eyes without moving the head.
- The teacher holds a doll or any small animal in her hands. The learner must look at the object whilst moving the head from left to right and also upwards and downwards.

Shapes**Form Constancy**

- Recognition of the following shapes in different colours, sizes and positions.
- Besides the fact that six year old learners must be able to recognise a circle, square, cross, triangle, oblong and oval, they must also trace the shapes.



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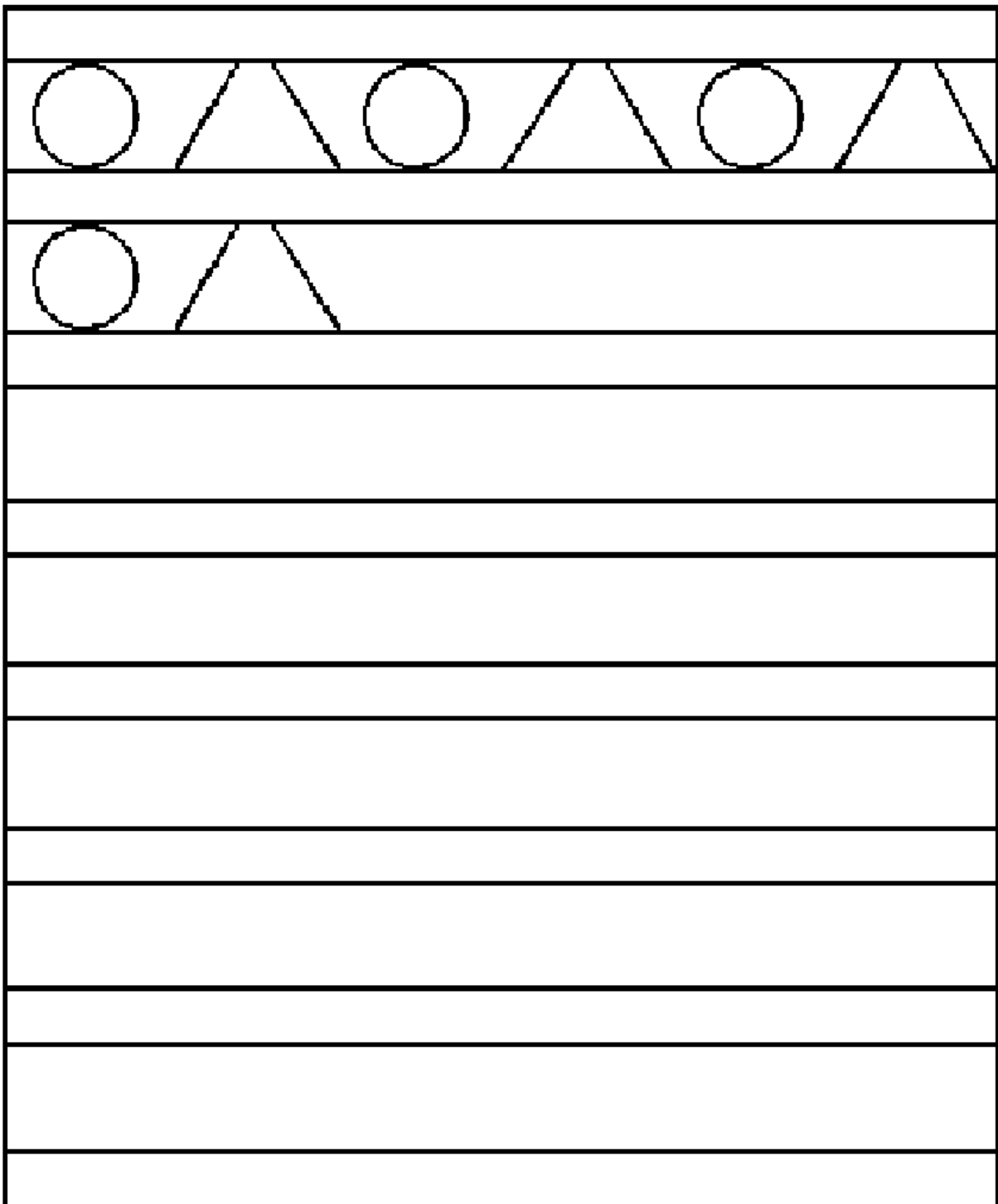
Activity:

Drawing patterns

My body

Handwriting skills
Eye-hand coordination
Fine motor movements

Write over the patterns with wax
crayons or coloured pencils.
Complete all the rows.



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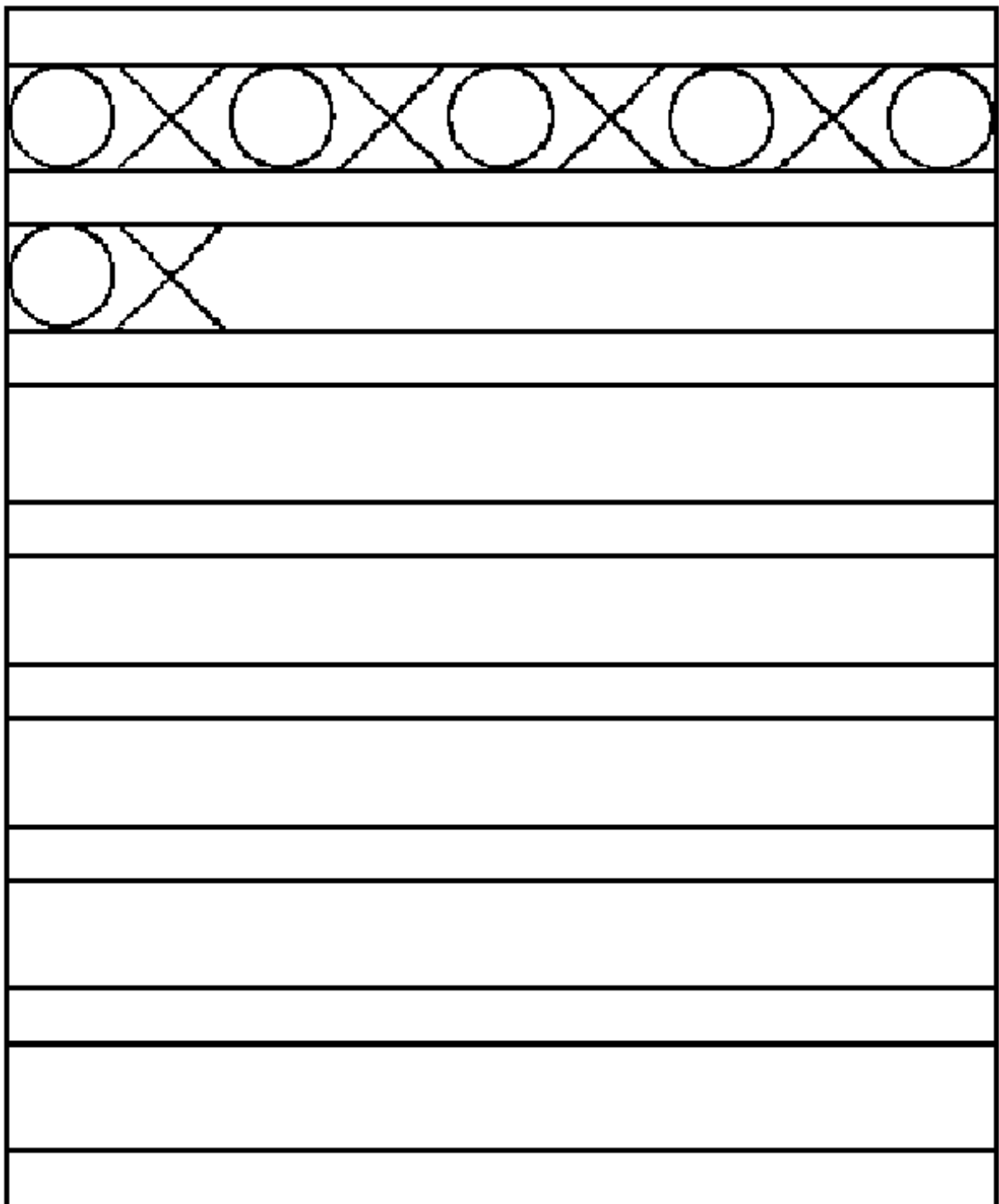
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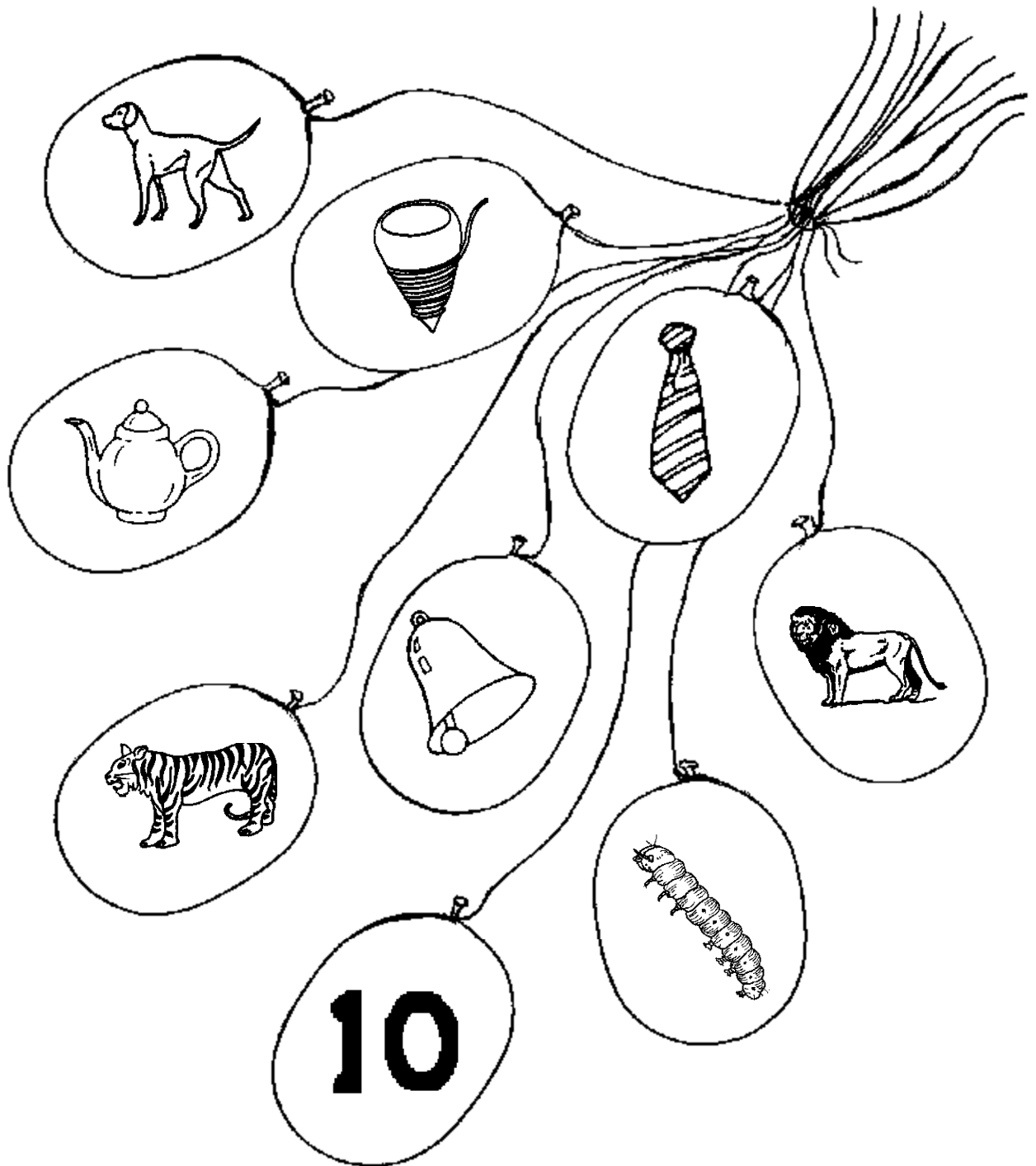
Module 1*Activity:*

"Reading", colouring pictures,
choosing beginning sounds

My body

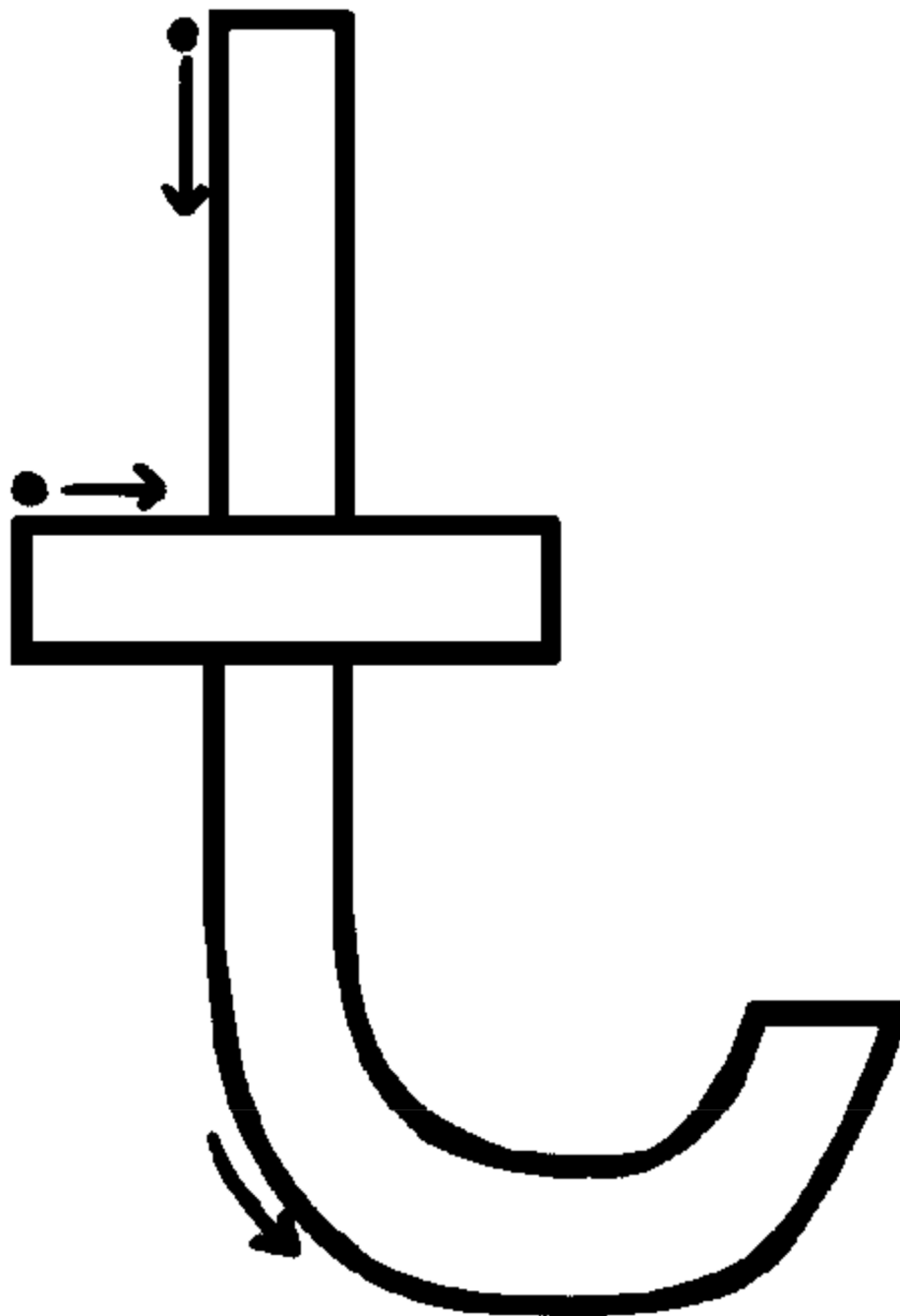
The t sound
Visual & Auditory Discrimination
Position in space

"Read" all the pictures inside the balloons.
Colour the balloon if the picture inside
begins with the t sound.



Module 1*Activity:*Writing the small letter t**My body**Handwriting skills
Eye-hand coordination
Fine motor movements

This is the small letter t. Follow the shape of the letter with your index finger. Start at the dot and follow the arrows. Glue tea leaves onto the t on your worksheet. Now write the t in the air. Then write the t on the whiteboard/blackboard.



Module 1*Activity:*

Tracing and writing the small letter **t**

My body

Handwriting skills
Eye-hand coordination
Fine motor movements

Write over every small letter **t** with a wax crayon. Start at the dot and follow the arrows. Now complete the rows.

