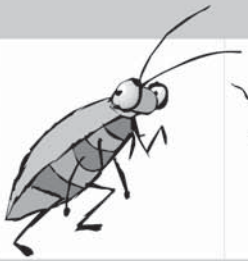
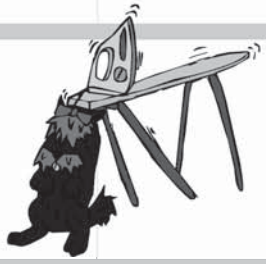
WEEKLY PLANNER: Weeks 23 and 24

Keeping safe

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival 15 - 30 minutes			Welcome each learner. Ask if s/he remembered to cross the road looking right, left and right again. Remind the learner to put her/his bag in the correct place.		Welcome each learner. Ask if s/he wore a safety belt if they travelled to school by car. Remind the learner to check that her/his facecloth is clean and hanging where it should be.
			HEALTH CHECK		
Morning circle 10 - 15 minutes	Play this reasoning and logic game with the learners: *What kind of danger am I?* Describe various dangers, e.g. I am sharp. I cut bread. What am I? (a knife); I can go fast. I have wheels. What am I? (a car/taxi); I am very hot. I can burn you. You can light me with a match; What am I? (a fire/stove); etc.	Ask learners to say their name, address and telephone contact numbers. Talk about the importance of knowing these.		Talk about where dangerous items need to be stored in the home and why, e.g. matches, guns, poisons. 	
Work time and small group time SMALL GROUP TIME: 10 - 15 minutes TOTAL TIME: 45 minutes		1. **Science/technology focus:** Make smelling pots. This activity demonstrates how our noses can warn us about danger! Put mouldy bread/ cheese, dishwashing liquid, sour milk, something burnt, etc. into small opaque containers. Put these on the table. Learners smell each one. 2. **Literacy focus:** Learners make the letter 'f' out of red plasticine. 3. **Literacy/creative focus:** Place dishwashing liquid into the water trough. Let them see what items float and which don't.	**Life Orientation focus:** Learners make traffic lights from a rectangle of bread, and a round slice of carrot, baby tomato and cucumber. 	1. **Science focus:** Put a butter knife, a vegetable peeler, a grater and some food items on the table (cheese, carrot, potato, jam). Learners experiment to see which tool works best on each food item. Talk about how to use these items safely. Keep a close eye on learners as they do this. 2. **Numeracy focus:** Have items that roll and others that slide. 3. **Numeracy focus:** Construction: Learners sort household containers according to their own criteria, e.g. round.	
	Numeracy focus: Set out a variety of cutlery, e.g. spoons, knives, forks of differing sizes on the table. Talk about which of these items are potentially dangerous (fork and knife). Invite learners to sort the cutlery into groups according to various criteria: safe, not safe, use, shape, size and colour.	**Literacy focus:** Discuss how fire is a help and a danger. Discuss sources of fire, like lightning. Discuss how to put out a fire. Introduce the letter f and its sound. Learners copy it in red crayon on paper and draw a fire around the letter. 	**Literacy focus:** Set out objects on the carpet: a candle, matches, a knife, a pair of scissors, a bowl of water, an electrical appliance, etc. Ask learners to name each object and to say the letter sound it begins with. Clap the name. They say why each item is a potential danger.	**Literacy focus:** Collect and display different labels from safe and unsafe items, e.g. candles, matches, cleaning agents, medication, poisons etc. Learners 'read' the labels. Let learners group these into safe and unsafe collections and paste them on a piece of cardboard where you have written two headings, 'Safe' and 'Unsafe'. Put this poster near the theme table.	**Life Orientation focus:** Ask learners to tell you what a stranger is. Talk about stranger danger. Discuss all the adults whom learners know and with whom they feel safe. Talk about strangers who help us (police, nurses, etc.).
			TIDY UP TIME HAND WASHING SNACK TIME		
Music and movement ring			Discuss dangers related to poor personal hygiene and dirty environments, including flies, mosquitoes and cockroaches. Sing *I'm a brave, brave mouse* (see Poster 12).		Sing and act out the *Mystery Man* song (see Poster 12). 
Outdoor play		Learners practise the 'Stop-drop-roll' technique. This is the routine to follow if caught in a fire.			
Story time				Look at the pictures in the story *A boy's best friend*. Ask the learners to predict what would have happened in each scene had Bheki not intervened.	Have mirrors on the tables. Learners look at themselves and each other. Can they tell if a person is helpful or harmful just by looking at them?