

AREA OF STUDY: PHYSICAL EDUCATION

INFANT I

UNIT/THEME: LOCOMOTOR SKILLS

AREA OF STUDY OUTCOMES

Pupils should:

H4a – practice locomotor skills

CROSS-CURRICULAR OUTCOMES

Pupils should:

Spa – Take part in group activities

Spb – Express their opinion and feelings

Cp2d – Observe with all senses

Cpae – Engage in direct experiences

Cp2h – Ask questions

Cp2k – Use creative arts/Language/Music

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time (1 week) <u>WALKING</u> <u>Knowledge:</u> ▪ A process involving lifting and setting down each foot in turn, never having both feet off the ground at once. <u>Skill:</u> ▪ Flexibility, creativity <u>Attitude:</u> ▪ Appreciate the benefits of proper body coordination.	<u>WALKING</u> Teacher: ▪ Will demonstrate proper walking posture ▪ Elicit skill Student: ▪ Slowly walk forward first using little steps, then big steps ▪ Mimic (e.g. clown, sad, old) ▪ Walk to a beat ▪ Walk with a partner ▪ Walk to a slow tempo	<u>WALKING</u> ▪ Observe children as they perform skill through games ▪ Checklist for; walking distance, posture, speed, timing, direction ▪ Orally ask questions

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Recommended Time: (1 Week) <u>RUNNING</u> <u>Knowledge:</u> ▪ Moving rapidly in such a manner that for a brief moment both feet are off the ground. <u>Skill:</u> ▪ Flexibility, creativity, speed, endurance, timing, balance <u>Attitude:</u> ▪ Appreciate the needs to occupy an area or to travel in an area while maintaining an awareness of others	<u>RUNNING</u> <u>Teacher:</u> ▪ Will demonstrate proper posture for running ▪ Elicit skill from children <u>Student:</u> ▪ Running forward in available space at a slow pace to a beat without touching each other ▪ Running forward with a partner at a slow pace ▪ Running in a group and stop at signal ▪ Run around the playground (small)	<u>RUNNING</u> ▪ Observe children as they perform skill through games (e.g. Cat and Mouse, Flowers and wind, Forest Rangers, Hill Dill, May I Chase You, Squirrels in a Tree, Ring Game) ▪ Checklist for: posture distance, speed, direction, endurance, strength, efficiency. ▪ Orally answer question

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Recommended Time (1 Week) <u>HOPPING</u> <u>Knowledge:</u> ▪ The body is propelled up and down by one foot. The body leans; the other foot and the arms serve to balance the movement <u>Skill:</u> ▪ Balancing height <u>Attitude:</u> ▪ Appreciate the needs to occupy an area while maintaining an awareness of others Recommended Time (1 Week) <u>JUMPING</u> <u>Knowledge:</u> ▪ Taking off with both feet and landing on both feet. The arms help with an unswing and the movement of the body combined with the force of the feet help lift the weight. <u>Skills:</u> ▪ Flexibility, balancing, listening <u>Attitude</u> ▪ Appreciate different qualities of movements	<u>HOPPING</u> Teacher: ▪ Will demonstrate proper waling hopping ▪ Elicit skill from children Student: ▪ Hop forward in available space at a slow pace ▪ Hop forward while holding free foot ▪ Slowly trace out numbers by hopping to a beat ▪ Hop forward softly and heavily ▪ Hop in place <u>JUMPING</u> ▪ Teacher demonstrate proper jumping posture ▪ Elicit skill from children ▪ Children jumping slowly to drum beat ▪ Jump up and down for height using different rhymes ▪ Jump like a kangaroo, rabbit, frog ▪ Jumping forward	<u>HOPPING</u> ▪ Observe children as tthey perform skill ththrough games (e.g. Stop & Start, Mother May I; Twins and Triplets, Back to Back; Mix and Match, Where's My Partner, Squirrel in A Tree) ▪ Checklist: hopping skill, posture, motion, balancing, landing <u>JUMPING</u> ▪ Observe children as they perform skill through games e.g. Popcorn, Jack Be Nimble, Red Light) ▪ Checklist for position, jumping, posture landing, accuracy, force)

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Recommended Time: (2 weeks) <u>SKIPPING</u> <u>Knowledge:</u> ▪ A series of step-hops done with alternate feet. Take a step with one and a small hop on the same foot. Then take a step and a hop with the other foot. <u>Skill:</u> ▪ Flexibility, listening, balance <u>Attitude</u> ▪ Appreciate music involvement and its contribution to movement activities Recommended Time: (1 week) <u>SLIDING</u> <u>Knowledge:</u> ▪ It is done to the side. It is a one count movement with the leading foot stepping to the side and the other foot following quickly	<u>SKIPPING</u> ▪ Teacher demonstrate proper skipping posture ▪ Children skip slowly to the beat of a drum in available space ▪ Children skip high and smoothly, lifting knees and swinging arms ▪ Skip with a partner to the rhythm of a song <u>SLIDING</u> ▪ Teacher demonstrate proper posture for sliding ▪ Elicit skill from children ▪ Children do short slides in space available ▪ Children slide side by side ▪ Children sliding changing the leading foot	<u>SKIPPING</u> ▪ Observe children as they perform skill through games e.g. Skip tag, Couples skip tag, Skip To My Lou) ▪ Checklist for position, skipping posture speed, height, timing, rhythm, accuracy <u>SLIDING</u> ▪ Observe children as they perform skill through games (e.g. Follow the leader, Freeze, Waltzing Matilda) ▪ Checklist for position, sliding posture, speed, motion

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Recommended Time: (2 weeks) <u>GALLOPING</u> <u>Knowledge:</u> - One foot leads and the other is brought rapidly up to it. A step forward with the lead foot is followed by a step with the rear foot to a position slightly behind the heel of the lead foot. <u>Skill:</u> - Flexibility, smoothness, gracefulness Recommended Time: <u>LEAPING</u> <u>Knowledge:</u> - A slight jump made with a long step forward. A forward lean of 10° (degrees) or less. Push off and reach forward with arm opposite the lead foot. Land on the lead foot without losing balance. <u>Skill:</u> - Balance, creativity, landing flight <u>Attitude</u> - Express freedom of choice of direction	<u>GALLOPING</u> - Teacher demonstrate proper posture for galloping - Elicit skill from children - Children gallop in available space - Gallop side by side - Galloping changing leading foot - Gallop like a spirited pony with music <u>LEAPING</u> - Teacher demonstrate leaping action - Elicit skill from children - Children do low and small leaps in available space - Children leap in different directions - Children leap around obstacles left and right - Children leap in time to a slow beat.	<u>GALLOPING</u> - Observe children as they perform skill through games (e.g. Butterflies and Flowers, Blind Duck, Spiders and Flies) - Checklist: Checking for position, galloping posture, speed, upward motion accuracy <u>LEAPING</u> - Observe children as they perform through games (e.g. Jack Be nimble, Leap the Brooke) - Checklist: checking for position, leaping posture, distance, speed, balance, flight, landing

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UNIT/THEME: LOCOMOTOR SKILLS

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>WALKING</u> M3A - Measure distance and body language SS5a - Customs and traditions SP2a - Take part in group activities SP2b - Express their opinion and feelings SL1a - Discriminate and identify sounds EL4c - Ask questions and give information CP2d - Observe with all senses CP2k - Use creative arts/language/music CP2h - Ask question <u>RUNNING</u> SP2a - Take part in group activities SP2b - Express their opinion and feelings SL1a - Discriminate and identify sounds SL1c - Interpret gestures and body language EL2c - Identify a series of event EL4c - Ask questions and give information CP2e - Engage in direct experience CP2d - Observe with all senses CP2k – Ask questions <u>HOPPING</u> ST5a – The physical characteristics and the uses of a variety of everyday material substances SP2a - Take part in group activities SP2b - Express their opinion and feelings SL1a - Discriminate and identify sounds	<u>WALKING</u> ▪ Field or schoolyard ▪ Cassette tape recorder, audio cassette of music, whistle ▪ Textbook: <u>About Games</u>, Ministry of Sports Running Games, Chapter 6 ▪ <u>Dynamic Physical Education for Elementary Schools</u> by Victor P. Dauer, Ninth Edition ▪ <u>Moving and Learning the Elementary School Physical Education Experience</u>, Second Edition, page 166-167 <u>RUNNING</u> ▪ Field or schoolyard ▪ Cassette tape recorder, audio cassette of music, guitar ▪ Textbook: <u>About Games</u>, Ministry of Sports Running Games, Chapter 6 ▪ White lime, clock, sticks, pans, drum, bucket, bottles, grater, fork ▪ <u>Dynamic Physical Education for Elementary Schools</u> by Victor P. Dauer, Ninth Edition ▪ <u>Moving and Learning the Elementary School Physical Education Experience</u>, Second Edition <u>HOPPING</u> ▪ Field or schoolyard ▪ Whistle, drum lids, sticks, shaker, tambourine, guitar ▪ Cones, balls, beanbags, sandbags, sawdust bags ▪ Textbook: <u>About Games</u>, Ministry of Sports Running Games, Chapter 6 ▪ <u>Dynamic Physical Education for Elementary Schools</u> by Victor P. Dauer, Ninth Edition <u>Moving and Learning the Elementary School Physical Education Experience</u>, Second Edition

AREA OF STUDY: PHYSICAL EDUCATION**INFANT I****UNIT/THEME: LOCOMOTOR SKILLS**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>JUMPING</u> ▪ M3A - Use measuring devices to measure distance ▪ ST5a - The physical characteristics and uses of a variety of everyday materials ▪ ST6a - How force affects the speed, position of a variety of objects ▪ ST2a - Take part in group activities ▪ SL1a - Discriminate and identify sounds ▪ SL1c - Interpret gestures and body language ▪ EL2c - Interpret body language/gestures ▪ EL4c - Ask questions and give information ▪ CP2e - Engage in direct experience ▪ CP2d - Observe with all senses ▪ CP2k - Use creative arts/language/music ▪ CP2h - Ask questions <u>SKIPPING</u> ▪ SP2a - Take part in group activities ▪ CP2e - Engage in direct experience ▪ CP2d - Observe with all sense ▪ CP2k - Use creative arts/languages/music	<u>JUMPING</u> ▪ Playground ▪ drum ▪ tape recorder and audio cassettes with music ▪ whistle, sticks ▪ Textbook: About Games, Ministry of Sports Jumping Games, Chapter 8 ▪ Dynamic Physical Education for Elementary School by Victor P. Dauer, Ninth Edition ▪ Moving and Learning the Elementary School Physical Education Experience, Second Edition <u>SKIPPING</u> ▪ Playground ▪ drum, whistle, guitar, pans, grater, bottles, shakers, tambourine, sticks ▪ Tape recorder with audio cassettes with music ▪ Textbook: About Games, Ministry of Sports Skipping Games, Chapter 18 ▪ Dynamic Physical Education for Elementary School by Victor P. Dauer, Ninth Edition ▪ Moving and Learning the Elementary School Physical Education Experience, Second Edition

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LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>SLIDING</u> ▪ SS5a - The customs and traditions which their family follows ▪ SP2a - Take part in group activities ▪ EL2c - Identify a sequence of events ▪ CP2e - Engage in direct experience ▪ CP2d - Observe with all sense ▪ CP2h - Ask question <u>GALLOPING</u> ▪ SP2a - Take part in group activities ▪ CP2e - Engage in direct experience ▪ CP2h - Ask questions of force required to make an object slide is affected by the surface materials ▪ CP2k - Use creative arts/language/music <u>LEAPING</u> ▪ M3a - Use measuring devices to measure distance ▪ ST2a - How force affects the speed/position of a variety of objects ▪ SP2a - Take part in group activities ▪ EL2c - Identify a sequence of events ▪ CP2e - Engage in direct experience ▪ CP2h - Ask questions	<u>SLIDING</u> ▪ Playground or field ▪ tape recorder and audio cassettes ▪ Textbook: <u>About Games</u>, Ministry of Sports Sliding Games, Chapter 12 ▪ <u>Dynamic Physical Education for Elementary School</u> by Victor P. Dauer, Ninth Edition ▪ <u>Moving and Learning the Elementary School Physical Education Experience</u>, Second Edition <u>GALLOPING</u> ▪ Playground or field ▪ tape recorder and audio cassettes with music ▪ whistle, guitar, drum, sticks, pans, bucket ▪ Textbook: <u>About Games</u>, Ministry of Sports Sliding Games, Chapter 12 ▪ <u>Dynamic Physical Education for Elementary School</u> by Victor P. Dauer, Ninth Edition ▪ <u>Moving and Learning the Elementary School Physical Education Experience</u>, Second Edition <u>LEAPING</u> ▪ Playground or field ▪ tape recorder and audio cassettes with music with slow beat ▪ Obstacle, drum, sticks, pans, bucket, guitar ▪ Textbook: <u>About Games</u>, Ministry of Sports Leaping Games ▪ <u>Dynamic Physical Education for Elementary School</u> by Victor P. Dauer, Ninth Edition ▪ <u>Moving and Learning the Elementary School Physical Education Experience</u>, Second Edition

AREA OF STUDY: PHYSICAL EDUCATION

INFANT I

UNIT/THEME: MANIPULATIVE SKILLS

AREA OF STUDY OUTCOMES

Pupils should:

H4b – Practice manipulative skills

CROSS-CURRICULAR OUTCOMES

Pupils should:

Spa – Take part in group activities

CP2d – Observe with all senses

Cp2e – Engage in direct experiences

Cp2h – Ask questions

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (1 week) <u>THROWING</u> <u>Knowledge:</u> ▪ In throwing, an object is thrust into space and is accelerated through the movement of the arm and the total coordination of the body. ▪ Two handed underhand throw of different distances (involve little foot movement) <u>Skill:</u> ▪ Eye focus, eye-hand coordination, good posture <u>Attitude:</u> ▪ Cooperation, self-confidence	<u>THROWING</u> ▪ Have a volunteer throw the ball in any direction while others observe. ▪ Teacher will prompt children by asking the individual to throw the ball in another way. ▪ Pretend holding a balloon/ball with both hands and practice how to throw ball in different directions. ▪ Divide class into groups. Provide each group with paper/beach ball to practice two-handed underhand throw. ▪ Teacher will act as a facilitator to assist each group. ▪ Game: Give each child a balloon and have them throw the ball up with both hands. (The way volleyball is played)	<u>THROWING</u> ▪ Observe that the child throws the balloon at least three out of five times using two handed underhand throw.

AREA OF STUDY: PHYSICAL EDUCATION**INFANT I****UNIT/THEME: MANIPULATIVE SKILLS****AREA OF STUDY OUTCOMES**

Pupils should:

H4a – Practice Locomotor Skills

CROSS-CURRICULAR OUTCOMES

Pupils should:

Spa – Take part in group activities

Cp2d – Observe with all senses

Cp2h – Ask questions

Cp2e – Engage in direct experience

Cp2k – Use creative arts/language/music

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2 weeks) <u>CATCHING AND COLLECTING</u> <u>Knowledge:</u> - Using the hands to stop a controlled or moving object standing in a stationary position and using both hands to catch a ball. <u>Skill:</u> - Eye-hand coordination, visual contact with a moving object, good catching posture <u>Attitude:</u> - Self-confidence, determination, alertness, socialization, cooperation	<u>CATCHING AND COLLECTING</u> - Have children throw ball freely in air and catch to build self-confidence. - Teacher will prompt to determine the position of the hands when catching - Have two volunteers catch and throw imaginary ball, while the other observe position of hands. - Teacher will show correct position of the hand. - Pair children to practice imaginary throwing to practice positioning their hand correctly (It will give each child practice of being both catcher and thrower). - Provide children with paper balls to practice catching in pairs. - Game: Form circle and have a leader in the middle throwing the ball to the children in the circle. The child who catches the most gets to be in the middle.	<u>CATCHING AND COLLECTING</u> Observe how children position the hand when catching. Observe two out of three catches to determine how the child catches the ball.

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INFANT I

UNIT/THEME: MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (1 week) <u>KICKING</u> <u>Knowledge:</u> ▪ A striking action executed with the feet. Place kicking - having ball in a stationary position on the ground. <u>Skill:</u> ▪ Eye-foot contact with a stationary object, correct kicking posture, balance. <u>Attitude:</u> ▪ Self-confidence, eagerness, caring, cooperation, respectful Recommended Time: (1 week) <u>PUNTING</u> <u>Knowledge:</u> ▪ Using the instep to kick a dropped ball <u>Skill:</u> ▪ Eye-foot coordination, balance, concentration <u>Attitude:</u> ▪ Self-confidence	<u>KICKING</u> ▪ Have children balance on dominant foot and raise non-dominant foot. ▪ Bend non-dominant foot, stretch it backward. Teacher will show position of toes to kick the ball, and kick forward with force (repeat 3-4 times). ▪ Have children practice kicking imaginary ball. ▪ Group children to practice the skill of kicking with an actual ball from a stationary position. ▪ Teacher will assist to reinforce the skill. ▪ Game: Bottle Kick ball - See <u>About Games</u>, page 177 <u>PUNTING</u> ▪ Individuals will do place kicking. ▪ Have volunteers demonstrate different ways to kick a ball. ▪ Teacher demonstrate to reinforce the skill of punting while children observe. ▪ Children will imagine punting the ball 2-3 times. ▪ Divide class into groups and have children practice punting. ▪ Game: Select a person from each group and have them punt the ball. ▪ Whichever person finishes first, that group gets a point.	<u>KICKING</u> ▪ Observe the posture of the foot and the kicking of the ball from a stationary position. Let the children try kicking at least two out of three times. <u>PUNTING</u> ▪ Self-evaluation (Why did the ball touch the ground before you kicked it?)

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UNIT/THEME: MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (1 week) <u>STRIKING</u> <u>Knowledge:</u> ▪ Hitting an object with an implement underhand strike (hitting a ball with hand as in volleyball). <u>Skills:</u> ▪ Eye contact, eye-hand coordination, timing, good posture <u>Attitude:</u> ▪ Cooperation, self-control, consideration, alertness, determination. Recommended Time: (2 weeks) <u>DRIBBLING</u> <u>Knowledge:</u> ▪ Moving the ball from one place to the next on a playing pitch. Dribble ball in a stationary position using both hands, keeping close contact with the ball.	<u>STRIKING</u> ▪ Provide each child with a ball to practice tossing the ball with the preferred hand. ▪ Teacher will demonstrate the under movement while children observe. ▪ Children will practice just the movement first. ▪ Teacher will toss the ball and perform the underhand strike ▪ Children will practice. ▪ Game: Tossing and Striking (teacher uses creativity.) <u>DRIBBLING</u> First week ▪ Teacher demonstrates dribbling with two hands (first without ball, then using ball). ▪ Have children dribble an imaginary ball in a stationary position using both hands. ▪ Have a volunteer demonstrate dribbling with a ball. ▪ Divide children into pairs to practice. ▪ Teacher will reinforce the skill in different pairs.	<u>STRIKING</u> ▪ Observe (while playing game or during lesson focus) how children toss and strike, using the underhand strike. Each child should be given 2-3 opportunities. <u>DRIBBLING</u> ▪ Observe coordination, endurance and speed. ▪ Observe ball control

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	Second week - Teacher will give situation in which children will dribble the ball in small groups using hands and wrist. (Pretending first, then using a real ball). - Have children dribble ball with one hand in a stationary positions. - Game: Divide children in groups and have them dribble the ball and throw it in a bucket.	

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>THROWING</u> - SL1 - listen to and understand simple instructions, statements, and questions in Spanish - SL2 - respond orally in Spanish to simple instructions, statements, and questions <u>CATCHING AND COLLECTING</u> - SL1 - listen to and understand simple instructions, statements and questions in Spanish - SL2 - respond orally in Spanish to simple instructions, statements, and questions <u>KICKING</u> - SL1 - listen to and understand simple instructions, statements and questions in Spanish - SL2 - respond orally in Spanish to simple instructions, statements, and questions - ST6a - how force affects the speed	<u>THROWING</u> - Playground - balls (paper, rubber, plastic) - balloons <u>CATCHING AND COLLECTING</u> - Playground - paper balls - Textbook: About Games, page 230 <u>KICKING</u> - Playground - Plastic balls - Textbook: About Games, page 177

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UNIT/THEME: MANIPULATIVE SKILLS

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>PUNTING</u> ▪ SL1 - listen to and understand simple instructions, statements and questions in Spanish ▪ SL2 - respond orally in Spanish to simple instructions, statements, and questions ▪ EL4a - ask questions and give information ▪ EA3 - enjoy taking part in activities which involve creativity <u>STRIKING</u> ▪ ST6a - how force affects the speed, the position ▪ SL1 - listen to and understand simple instructions, statements and questions in Spanish ▪ DL2 - respond orally in Spanish to simple instructions, statements, and questions <u>DRIBBLING</u> ▪ SS10 - have tolerance for others ▪ SL1 - listen to and understand simple instructions, statements, and questions in Spanish ▪ SL2 - respond orally in Spanish to simple instructions, statements, and questions	<u>PUNTING</u> ▪ Balls (plastic, foam, beachballs) ▪ Playground <u>STRIKING</u> ▪ Playground ▪ Plastic balls <u>DRIBBLING</u> ▪ Beach balls ▪ Playground

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UNIT/THEME: NON-MANIPULATIVE SKILLS

AREA OF STUDY OUTCOMES

Pupils should:

H4c – Practise non-manipulative skills

CROSS-CURRICULAR OUTCOMES

Pupils should:

Spa – Take part in group activities

Cp2d – Observe with all senses

Cp2e – Engage in direct experiences

Cp2h – Ask questions

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: <u>TWISTING</u> <u>Knowledge:</u> ▪ A movement of a designated part of the body around its own axis as far as possible with good control. ▪ Twisting body parts in opposite directions (left/right) <u>Skill:</u> ▪ Listening observe to follow directions <u>Attitude:</u> ▪ Appreciation of body movements. ▪ Exhibit joy in achieving movement.	<u>TWISTING</u> ▪ Explanation of the left and right direction ▪ Explanation of the skill of twisting ▪ Demonstration of twisting ▪ Children observe ▪ Children practice twisting	<u>TWISTING</u> ▪ Observation of: cooperation, participation, attitude (positive or negative)

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CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: <u>TURNING</u> Knowledge: ▪ A rotation of the entire body - head and feet move simultaneously in a standing or sitting position. <u>Skill:</u> ▪ Move, listen, observe, follow directions <u>Attitude:</u> ▪ Appreciation of body movement Recommended Time: <u>BENDING</u> Knowledge: ▪ A movement at a joint; bending forward, backward, left, and right in a standing position. <u>Skill:</u> ▪ Listening, observing to follow direction, balancing <u>Attitude:</u> ▪ Appreciation of body movements; exhibiting joy in achieving movement	<u>TURNING</u> ▪ Demonstrate posture in a standing position. ▪ Children demonstrate directions left and right. ▪ Peer teaching in direction of movement. <u>BENDING</u> ▪ Teacher will prompt children to demonstrate different directions by using clues or situations. ▪ Teacher will demonstrate the skill of bending, then call on a volunteer to demonstrate the skill. ▪ Games to reinforce the skill.	<u>TURNING</u> ▪ Observation of directions of different position (left and right) ▪ Oral questions to determine directions (e.g. Turn around and show me your right/left hand) ▪ To identify orally objects in direction given ▪ Interpret direction (e.g. A child turns in any direction and class names direction) <u>BENDING</u> ▪ Oral questioning to determine the directions ▪ Evaluate participation by using checklist

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Recommended Time: SWAYING Knowledge: ▪ A slower movement than rocking and is somewhat more controlled than rocking; base of support is unchanged. ▪ Swaying in a standing position, left, right, forward/backward. Skills: ▪ Listening, balance, observing Attitude: Appreciate nature Recommended Time: ROCKING Knowledge: ▪ In rocking, the part of the body that contacts the ground is in a rounded position. ▪ Rocking forward/backward, left/right in a standing position. Skill: ▪ Balance Attitude: ▪ Confidence	SWAYING ▪ Field trip around school compound. ▪ Discussion of observation on the movements and directions of the tree limbs/bushes. ▪ Children will demonstrate the skill of swaying. ▪ Teacher will demonstrate to reinforce the skill of swaying in a slow movement. ▪ Use appropriate games to reinforce skill. ROCKING ▪ Through discussion, teacher will elicit from children things that can rock. ▪ Different volunteers will demonstrate how the objects rock. ▪ Children practice the skill of rocking left/right. ▪ Reinforce the skill of rocking through games.	SWAYING ▪ In group of five, teacher will observe the movement and direction of swaying ROCKING ▪ Self-Assessment (through questioning) (e.g. Which direction can you rock best)

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CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time <u>SWINGING</u> <u>Knowledge:</u> - Most swinging of the body is confined to arms and legs suspended from an object. - Swinging body parts (arms, legs) forward, backward, slow or fast. <u>Skill:</u> - Recognition of body parts, balance and coordination <u>Attitude:</u> - Appreciate body parts, self-confidence Recommended Time: <u>PUSHING</u> <u>Knowledge:</u> - A forceful action performed against an object to move the body away from the object or to move the object in a certain direction. <u>Skill:</u> - Creativity, force, following directions <u>Attitude:</u> - Confidence, tolerance	<u>SWINGING</u> - Teacher demonstrates and explains the swinging of the arm backward and forward. - N.B. Stress that arms must be straight out. - Same procedures will be done for the legs. - Practice swinging body parts (arms, legs) slow and fast, forward/backward using upper body parts. <u>PUSHING</u> - Have children imagine pushing moveable and stationary objects (e.g. rock, car). - Have children push against a stationary object (e.g. wall, tree, or ground). - Have children push against a moveable object (e.g. desk, chair). - Game: Push against a partner - according to size with different body parts (feet, hand, body).	<u>SWINGING</u> - Observation <u>PUSHING</u> - Observe the stance that the children adopt while exerting force while pushing (in game)

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INFANT I

UNIT/THEME: NON-MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: <u>PULLING</u> Knowledge: - Forceful action that moves an object closer to the body and vice versa. - Pulling real objects or partner in a standing position. Skill: - Balance, coordination, flexibility Attitude: - Self-confidence Recommended Time: <u>STRETCHING</u> Knowledge: - Extending the muscles to the limit in different directions. Stretching increases the flow of blood to the areas being stretched. - It elongates the muscles and reduces the tension in those Muscles Skill: - Balance, coordination, flexibility Attitude: self-confidence	<u>PULLING</u> - Teacher will give situation (like pulling mangoes, pulling on rope to raise a flag) to develop imagery. - Take students to the scene to pull real objects (e.g. tree-leaves). - Put children according to body size and height and let them pull each other across a line. - Individuals will pull and push tires in time to a beat. The others will provide the sound of a beat (e.g. clapping slow-pull/fast-push). <u>STRETCHING</u> - Teacher will create situations where children will develop the skill (Prompt children by asking them what they do when they are tired of sitting down). - Teacher will demonstrate the stretching of the hands in the different directions (forward, upward, sideward, backward), then children will observe and follow. - Have volunteer demonstrate stretching of the legs (forward, upward, sideward, backward in a standing position). - Teacher reinforce the skill demonstrated - then have the children practice in a standing position.	<u>PULLING</u> - Observe flexibility - Observe stance and strength of pairs while pulling and pushing over the margin <u>STRETCHING</u> - Observe flexibility (the posture of the body while doing the skill of stretching)

AREA OF STUDY: PHYSICAL EDUCATION**INFANT I****UNIT/THEME: NON-MANIPULATIVE SKILLS**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>TWISTING</u> ▪ SL1c - interpret gestures and body language ▪ EL2e - interpret gestures and body language <u>TURNING</u> ▪ SL1c - interpret gestures and body language ▪ EL2e - interpret gestures and body language <u>BENDING</u> ▪ SL1c - interpret gestures and body language ▪ EL2e - interpret gestures and body language <u>SWAYING</u> ▪ None <u>ROCKING</u> ▪ SL1c - interpret gestures and body language ▪ EL2e - interpret gestures and body language <u>SWINGING</u> ▪ SL1 - listen to and understand simple instruction, statements and questions in Spanish	<u>TWISTING</u> ▪ Chart (people twisting left and right) ▪ School playground ▪ Resource person: Person from National Sports Council <u>TURNING</u> ▪ Flash cards with cardinal points (North, East, South, West) ▪ Children themselves <u>BENDING</u> ▪ Human resources: teacher, children, resource person ▪ Textbook: About Games <u>SWAYING</u> ▪ Playground, Tennis racket ▪ Textbook: About Games <u>ROCKING</u> ▪ Textbook: About Games ▪ School playground <u>SWINGING</u> ▪ Playground ▪ Textbook: About Games

AREA OF STUDY: PHYSICAL EDUCATION**INFANT I****UNIT/THEME: NON-MANIPULATIVE SKILLS**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>PUSHING</u> ▪ SS10 - have tolerance for others ▪ SL1 - listen to and understand simple instructions, statements, and questions in Spanish ▪ ST6b - how the amount of force required to make an object slide is affected by the speed, the position and the shape of a variety of objects <u>PULLING</u> ▪ EA3 - enjoy taking part in activities which involve creativity <u>STRETCHING</u> ▪ SL1 - listen to and understand simple instructions, statements, and questions in Spanish	<u>PUSHING</u> ▪ Stationary objects (e.g. wall, tree) ▪ Moveable objects (e.g. boxes, desk, chair) <u>PULLING</u> ▪ Different objects that can be pulled/pushed (e.g. tire, pan, sticks, fork, bottle) ▪ Tape recorder with audio cassette of music ▪ Textbook: About Games ▪ Playground <u>STRETCHING</u> ▪ Textbook: About Games ▪ Playground or classroom

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT I

UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

AREA OF STUDY OUTCOMES

Pupils should:

How to deal with accidents, emergencies, and various kinds of abuse

CROSS-CURRICULAR OUTCOMES

Pupils should:

Cp2h – ask questions

Spb – express their opinions and feelings

Cp2e – engage in direct experience

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2 weeks) PHYSICAL ABUSE - Types of abuse: beating, biting, kicking, stoning, pinching, burning, kneeling, slapping, scratching. - Symptoms of abuse: cuts, bruises, welts, blisters. - By whom abuse is inflicted: teacher, parents, child, relatives. - Where to go for help? - How to cope with different types of physical abuse (at home)	PHYSICAL ABUSE - Discuss types of physical abuse listed. - Elicit and discuss possible persons who inflict physical abuse. - Invite resource person and identify contact persons for help. - Draw the contact places (e.g. police station). - Discuss possible causes, symptoms and coping skills (example of possible cause: disobedience; symptoms: cuts, bruises, welts, blisters; coping: obey, make right decisions (hide, seek refuge with neighbors/relatives).	PHYSICAL ABUSE - Drawing pictures of persons and places - Matching scenarios with types of physical abuse - Oral questions and answers on topic
CONTENT ORGANIZED	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT I

UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

INTO MANAGEABLE SETS		ASSESSMENT
NEGLECT ▪ Denial of basic needs (food, clothing, shelter, love) ▪ Ways of coping with situations in which basic needs are not provided ▪ Effects/symptoms of neglect (e.g. sick, tiredness) VERBAL ABUSE ▪ What is verbal abuse ? ▪ Types of verbal abuse: foul language (bad words). ▪ How they feel, how they think others would feel, what might help in verbally abusive situations.	DENIAL OF BASIC NEEDS ▪ Picture discussion of basic needs. ▪ Observe and discuss samples of basic needs (love, plate of food, clean clothes, shelter). ▪ Community tour to see houses (This is an activity to show shelter). ▪ Suggest possible ways of coping with neglect (what to do, where to go). ▪ Picture discussion to illustrate the neglect of these basic needs. VERBAL ABUSE ▪ Define and discuss verbal abuse. ▪ Explain foul language as a type of verbal abuse. ▪ Discuss children's feeling in a verbally abusive situation. ▪ Draw pictures to illustrate feelings in a verbally abusive situation. ▪ Discuss what helps the children when they are verbally abused (e.g. someone to talk with).	DENIAL OF BASIC NEEDS ▪ Match/draw pictures of basic needs ▪ Oral questions and answers on topic ▪ Multiple choice (circle basic needs from a list) VERBAL ABUSE ▪ Oral questions and answer on topic

AREA OF STUDY: HEALTHY LIFESTYLES

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UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
SEXUAL ABUSE ▪ What is good touch/bad touch ▪ Possible agents of child molestation (e.g. by whom: friends strangers)	SEXUAL ABUSE ▪ Explain/define bad touch/good touch using puppets. ▪ Brainstorm on what a friend is: a. Draw and paint pictures of friend b. Discuss pictures presentation of stranger through oral questioning (e.g. what is the person's name? Where does he/she live?) c. Combining a & b, teacher will explain that friends/strangers should not touch your body, especially the private parts. ▪ Picture(s) discussion to identify abandoned/isolated places ▪ Activity: Children close their eyes and think about an isolated/abandoned place in the neighborhood, then draw it. ▪ Children display their work. ▪ Use puppets to depict scenarios to say "NO" to offers for example (money, goodies, rides) ▪ Identify/discuss contact persons ▪ Activity: children draw pictures of contact person	SEXUAL ABUSE ▪ Oral/written, multiple choice, yes/no situations ▪ Color bathing suit area of private parts on a given diagram

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT I

UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>PHYSICAL ABUSE</u> ▪ EL2C - identify a sequence of events. Use pictures and diagrams ▪ EL4c - ask questions and give information ▪ SS3b - the need for rules (e.g. at home, school, and in the community) ▪ SS5b - the use of their first language as a vehicle of communication ▪ EL4e - express an opinion ▪ SL1b - identify main ideas ▪ SL2c - make simple factual statements ▪ WT3b - the importance of the services provided by people in the community <u>NEGLECT - DENIAL OF BASIC NEEDS</u> ▪ SS3a - how their rights as children are protected ▪ EL4c - ask questions and give information ▪ WT3a - how family members depend on each other to satisfy their needs and wants ▪ SS5b - the use of their first language as a vehicle of communication ▪ EL4e - express an opinion ▪ EL4d - describe feeling, thoughts and events	PHYSICAL ABUSE ▪ Human Resource: Police, nurse, community workers DENIAL OF BASIC NEEDS ▪ Materials: pictures realia (real objects) crayons, paper VERBAL ABUSE ▪ Human Resources: ▪ Materials: crayons, paper, pictures SEXUAL ABUSE ▪ Crayons ▪ Pictures of strangers ▪ Pictures of abandoned/isolated places ▪ Handout with diagrams ▪ Puppets

AREA OF STUDY: HEALTHY LIFESTYLES**INFANT I****UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>VERBAL ABUSE</u> ▪ A3 - arrange imagery in a way that is pleasing to oneself ▪ EL4c - ask questions and give information ▪ EL4d - describe feeling, thoughts and events ▪ EL3h - use appropriate words and phrases to express thoughts and feelings and convey information <u>SEXUAL ABUSE</u> ▪ EL4g - use body language and gestures appropriate to speech ▪ A3 - arrange imagery in a way that is pleasing to oneself ▪ EL4c - ask questions and give information ▪ SS5b - the use of their first language as a vehicle of communication ▪ SS3b - the need for rules (e.g. at home, school, and in the community) ▪ EL4e - express an opinion ▪ WT3b - the importance of the services provided by people in the community	

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT I

UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

AREA OF STUDY OUTCOMES

Pupils should:

- H1a – How and why to apply the basic elements of personal hygiene
- H1c – The importance of proper food handling and storage.
- H2a – The need to keep their immediate surrounding clean.

CROSS-CURRICULAR OUTCOMES

Pupils should:

- Spa – Take part in group activities
- Spb – Express their opinion and feelings
- Cp2d – Observe with all senses
- Cp2e – Engage indirect experiences
- Cp2h – Ask questions

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
PERSONAL HYGIENE (2 weeks) ▪ The importance of keeping clean ▪ Daily care of self ▪ Brushing teeth ▪ Bathing self -whole body ▪ Hair care ▪ Nail care (hands and feet) ▪ Clothes - changing daily	PERSONAL HYGIENE ▪ Brainstorm on the topic ▪ Present pictures of tidy and untidy people ▪ Sing song: “This is the way to brush our teeth” ▪ Demonstrate combing hair, proper way to brush Teeth, bathe, etc. ▪ Pantomime how to change clothes ▪ Orally compare pictures of tidy/untidy people ▪ Discuss among themselves what they know about keeping clean ▪ Group pictures of objects used in good personal hygiene (e.g. brushing teeth = toothbrush, toothpaste, etc.) ▪ Role play the proper way to change clothes, brush teeth, etc.	PERSONAL HYGIENE ▪ Identify tidy and untidy people ▪ Match items we use to keep the body clean ▪ Draw tidy and untidy person ▪ Color items that we use to keep the body clean ▪ Tests: Yes/No questions

AREA OF STUDY: HEALTHY LIFESTYLES**INFANT I****UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
HEALTHY AND UNHEALTHY FOOD (2 weeks) ▪ The effects and advantages of keeping clean and eating proper food ▪ The effects of eating unhealthy food ▪ Proper food storage	HEALTHY AND UNHEALTHY FOOD ▪ Display real food or pictures of food ▪ Brainstorm healthy/unhealthy food and food storage ▪ Discuss/list healthy and unhealthy food ▪ Role play with puppets to get across the concept of healthy/unhealthy food ▪ Story telling to get across the concept of healthy/unhealthy food ▪ Demonstrate proper food storage ▪ Identify and name different foods ▪ Classify real foods or pictures of healthy and unhealthy food ▪ Explain orally the proper ways of food storage	HEALTHY AND UNHEALTHY FOOD ▪ Draw, match, circle healthy and unhealthy food ▪ Orally answer questions ▪ Identify/classify healthy and unhealthy food ▪ Draw a happy face beside the healthy foods. ▪ Draw a sad face beside the unhealthy foods. ▪ Cross out unhealthy foods ▪ Tick off healthy foods

AREA OF STUDY: HEALTHY LIFESTYLES

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UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
OUR SURROUNDINGS (1 week) ▪ The important of keeping home, school, and surroundings clean PREVENTION (2 weeks) ▪ Personal Hygiene: e.g. brushing teeth, washing hands before eating and using the toilet, daily bath, etc. ▪ Healthy and Unhealthy Food: e.g. wash hands before handling food, wash fruits and vegetables before eating them ▪ Our Surroundings: e.g. untidy things	OUR SURROUNDINGS ▪ Present pictures of tidy and untidy home and school ▪ Nature walk in neighborhood to observe tidy/untidy surroundings ▪ Brainstorm on topic: How to Keep Environment Clean ▪ Picture discussion ▪ Identify tidy and untidy things at home and school ▪ Observe things that are tidy and untidy ▪ Role play on keeping environment clean ▪ Pantomime how to use proper garbage disposal PREVENTION OF ILLNESS DUE TO UNHEALTHY PRACTICES ▪ Write story on proper garbage disposal ▪ Video on story of proper garbage disposal ▪ Demonstrate ▪ washing hands before meals and after using the latrine ▪ washing hands before handling food ▪ presentation of cooked and uncooked food ▪ Discuss in groups to elicit from children what they know about garbage disposal. ▪ Discuss proper garbage disposal ▪ Role play washing hands before handling food ▪ Answer oral questions ▪ Practice proper garbage disposal in the community where they felt safe	OUR SURROUNDINGS ▪ Circle two pictures depicting clean environment ▪ Draw one picture of a dirty house ▪ Orally answer questions ▪ Match words clean/dirty to object e.g. <u>Tidy</u> <u>Untidy</u> broom garbage hands-soap dirty cups PREVENTION ▪ Circle, color, orally answer questions regarding proper garbage disposal, and proper food storage ▪ Observation of proper garbage disposal ▪ Match - e.g. picture with words (proper garbage disposal)

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT I

UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
PERSONAL HYGIENE ▪ CP2g - sort and classify information ▪ CP2f - compare ideas and/or information ▪ CP2c - handle real objects ▪ CP2e - engage in direct experiences ▪ CP2k - use creative arts/language/music ▪ CP2h - ask questions HEALTHY AND UNHEALTHY FOOD ▪ CP2a - use pictures and diagrams ▪ CP2c - handle real objects ▪ CP2d - observe with all senses ▪ CP2e - engage in direct experiences ▪ CP2g - sort and classify information ▪ CP2h - ask questions ▪ CP2j - give oral reports OUR SURROUNDINGS ▪ EA1a - sing in tune ▪ Art - 1,2,3,4 ▪ CP2a - use pictures and diagrams ▪ CP2d - observe with all senses ▪ CP2e - engage in direct experiences ▪ CP2f - compare ideas and/or information ▪ CP2g - sort and classify information ▪ CP2h - ask questions ▪ CP2j - give oral reports	PERSONAL HYGIENE ▪ Pictures of tidy and untidy people ▪ Materials: comb, brush, soap, water, water, basin, towel ▪ Resource person: dentist, nurse ▪ Textbook: Finding Out, Books 1 and 2 <u>Healthy Habits</u> <u>Love Your Body, Stay Healthy</u> HEALTHY AND UNHEALTHY FOOD ▪ Pictures ▪ Food (real) ▪ Puppets ▪ handouts (for assessment) ▪ Pen, paper, crayons ▪ Textbooks: Finding Out, Books 1 and 2 OUR SURROUNDINGS ▪ Pictures of tidy and untidy objects ▪ Materials: crayons, paper, pencil ▪ Pollution manual PREVENTION ▪ Media: radio, television, video cassettes, VCR ▪ Human resources: nurse, health officer, town board members ▪ Materials: realia, pictures, paper, crayons

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT I

UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

AREA OF STUDY OUTCOMES

Pupils should:

Substances (e.g. medicines, bleach, whiteout, etc.)

CROSS-CURRICULAR OUTCOMES

Pupils should:

Cp2h – Ask questions

Sp2a – Take part in group activities

Cp2j - Give oral and written report

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended time: (1 week) <u>COMMON SUBSTANCES</u> ▪ Gasoline, kerosene, clorox, nail polish remover, liquid soap, liquor, perfume, nail polish Recommended Time (1 week) SUBSTANCES USED AS MEDICINE AND THEIR HELPFUL AND HARMFUL EFFECT ▪ Tylenol (liquid and chewable, Pepto-Bismol, Benadryl) ▪ Helpful effects: develops health condition	<u>COMMON SUBSTANCES</u> ▪ Brainstorming on common substances ▪ Naming and listing common substances ▪ Class discussion relating to common substances ▪ Questioning/Probing on common substances ▪ Displaying empty containers of common substances SUBSTANCES USED AS MEDICINE AND THEIR HELPFUL AND HARMFUL EFFECT ▪ Brainstorming on substances used as medicine. ▪ Name and list substances used as medicine.	<u>COMMON SUBSTANCES</u> ▪ Oral questioning naming common substances. ▪ Written test (match, color article, shade, draw)on common substances. ▪ Classifying empty container of common substances SUBSTANCES USED AS MEDICINE AND THEIR HELPFUL AND HARMFUL EFFECT ▪ Oral questioning on substances used as medicine. ▪ Written test (match, color, circle, shade, draw)on common substances used as medicine.

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT I

UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
• Harmful effects: overdose, poisoning, allergy, contradictions Recommended Time (1 week) SUBSTANCES NOT USED AS MEDICINE ▪ Shampoo, body powder, gel, nail polish/remover, hair spray, perfume, roll-on, cosmetics. ▪ Helpful effects: to our personal appearance. ▪ Harmful effects: substances, if inhaled, give headache, irritation, allergy.	▪ Class discussion on substances used as medicine and their helpful and harmful effects. ▪ Identify substances used as medicines using empty containers. ▪ Questioning on names of substances used as medicine. SUBSTANCES NOT USED AS MEDICINE ▪ Brainstorm names of substances not used as medicines. ▪ Questioning on substances not used as medicine. ▪ Labeling substances not used as medicines. ▪ Discussion about the helpful and harmful effects of common substances. ▪ Relating the harmful/helpful effects of common substances. ▪ Identify the problems caused by common substances not used as medicine.	SUBSTANCES NOT USED AS MEDICINE ▪ Oral questioning on substances not used as medicine. ▪ Classifying substances not used as medicine as harmful and helpful. ▪ Written test (match, color, shade, draw) on common substances not used as medicine.

AREA OF STUDY: HEALTHY LIFESTYLES

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UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time (2 weeks) <u>PREVENTIVE MEASURES</u> ▪ Labeling all common personal substances (for example, using red cross sign, or skull and cross bones); color coding (for example: red – danger) ▪ Proper storage: (for example: medicine cabinets out of children's reach). ▪ Adequate container and security-proof caps for common substances (or example: drinking substances in drinking containers).	<u>PREVENTIVE MEASURES</u> ▪ Labeling common substances discuss signs, symbols, color codes relating to common substances. ▪ Questioning different ways of labeling common substances. ▪ Identify labels of empty containers of common substances. ▪ Proper storage of common substances ▪ Discuss proper storage of common substances ▪ Demonstrate proper storage of common substances ▪ Relate personal experience ▪ Adequate containers and security – proof caps ▪ Name and classify adequate container for common substances ▪ Discuss the need for adequate containers and security-proof caps for common substances – group work.	<u>PREVENTIVE MEASURES</u> ▪ Oral questions on different ways of labeling common substances. ▪ Written test (match, color, circle, shade, draw). ▪ Classify labels of empty containers of common substances

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT I

UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time (1 week) <u>EMERGENCIES</u> (example of) ▪ Drinking unknown substances ▪ Swallowing too many medicinal tablets ▪ Burns with hot water/oil Recommended Time (1 week) <u>EMERGENCY ASSISTANCE</u> ▪ Call available adult	<u>EMERGENCIES</u> ▪ Discussion of personal experience ▪ Oral questioning ▪ Observation and discussion of pictures of accidents and emergencies; stories about accidents and emergencies caused by common substances <u>EMERGENCY ASSISTANCE</u> ▪ Discussion on who to call in case of an emergency ▪ Role play using a telephone to call emergency numbers ▪ Dramatization of calling an available adult	<u>EMERGENCIES</u> ▪ Oral questioning and comprehension on emergencies caused by common substances. ▪ Written test <u>EMERGENCY ASSISTANCE</u> ▪ Discuss who to call in case of an emergency ▪ Written test (color, circle, match, draw)

AREA OF STUDY: HEALTHY LIFESTYLES**INFANT I****UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>COMMON SUBSTANCES</u> ▪ CP2h – ask questions ▪ EL4a – ask questions and give information <u>SUBSTANCES USED AS MEDICINE</u> ▪ CP2h - ask questions ▪ EL4c – ask questions and give information ▪ EL1f – identify cause and effect relationships ▪ EL1e – identify a sequence of events <u>SUBSTANCES NOT USED AS MEDICINE</u> ▪ ST5a – The physical characteristics of a variety of everyday substances <u>PREVENTIVE MEASURES</u> ▪ EL1g – predict what will happen in a sequence of event ▪ EL4c – compare ideas and information <u>EMERGENCIES</u> ▪ SP2a – take part in group activities ▪ SL2c – make simple factual statements ▪ EL1e – identify a sequence of events ▪ EL1f – identify cause and effect relationships ▪ EL1g – predict what will happen in sequence of events <u>IMMEDIATE ASSISTANCE</u> ▪ EL3g – use descriptive language to portray images, events or feelings ▪ CP1a – recognize an issue or a problem ▪ CP1c – suggest ways of dealing with the problem/issue ▪ CP2j – give oral and written reports ▪ CP2h – ask questions	<u>COMMON SUBSTANCES</u> ▪ Empty containers of variety of common substances <u>SUBSTANCES USED AS MEDICINE</u> ▪ Variety of empty containers of household substances <u>SUBSTANCES NOT USED AS MEDICINE</u> ▪ Variety of empty container of household substances <u>PREVENTIVE MEASURES</u> ▪ Charts, symbols, signs, pictures, labels ▪ Resource personnel: cosmetologist, health department – personnel, nurse, community health workers <u>EMERGENCIES</u> ▪ Pictures, charts ▪ Resource personnel: doctor, health worker <u>IMMEDIATE ASSISTANCE</u> ▪ Flip chart, paper, crayon, pictures, charts ▪ Resource personnel: health personnel from Health Department

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT I

UNIT/THEME: SAFETY PRACTICES

AREA OF STUDY OUTCOMES

Pupils should:

- H1d – the importance of traffic, water, playground and classroom safety practice
- M1c – how to deal with accidents, emergencies, and various kinds of abuse.

CROSS-CURRICULAR OUTCOMES

Pupils should:

- Sp2a – Take part in group activities
- Cp2e – Engage in direct experiences
- Cp2h – Ask questions
- Sp2b – Express their opinions and feelings in socially acceptable ways

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2 weeks) <u>WATER SAFETY</u> ▪ Safety practices in water: ▪ Always go swimming with an adult who knows how to swim. ▪ Wait at least 2 hours after eating before going into the water. ▪ Swim in shallow water. ▪ Use proper flotation devices (e.g. paddle boards/or local devices such as covered plastic styrofoam)	<u>WATER SAFETY</u> ▪ Discussion on personal experience on water safety. ▪ Use pictures to show the safety practices (explain and discuss) ▪ Demonstrate using flotation devices properly (how to put them on.)	<u>WATER SAFETY</u> ▪ Draw flotation devices (sample pictures) ▪ Written test (multiple choice) related to safety practices in water. ▪ Identify the various flotation devices. ▪ Oral report (name some safety practices to be observed in water. ▪ Observation (proper ways of using a given flotation device.)

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT I

UNIT/THEME: SAFETY PRACTICES

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Play sports with minimal contact. ▪ Be careful around a pool. ▪ Keep large containers of water proper closed or out of reach. ▪ Remind parents of all of the above. Recommended Time (3 weeks) <u>TRAFFIC SAFETY</u> ▪ Definition – (see division scheme) ▪ Dangers that occur in traffic because of carelessness (see division scheme) ▪ Safety practices to be observed while walking in traffic (see division scheme) ▪ Safety practices while travelling in a vehicle. (see division scheme)	<u>TRAFFIC SAFETY</u> ▪ Brainstorm definition of traffic: - What is traffic? - Nature walk to observe traffic (signs, symbols). - Explain what traffic is. - Relate their personal experience in traffic. ▪ Dangers that occur in traffic because of carelessness. - Discuss dangers. - Use pictures (showing danger) for discussion of prediction and sequencing). - Ask questions about careless behavior.. - Story telling - Pantomime carelessness/dangers in traffic.	<u>TRAFFIC SAFETY</u> ▪ Draw examples of what makes up traffic. ▪ Give oral reports of their observation of traffic. ▪ Written test: identify, match, circle, sequence events depicting traffic safety. ▪ Demonstrate proper safety practices (crossing the street, riding in a vehicle). ▪ Predicting outcomes for a given situation related to traffic, accident and emergency (oral and using pictures)

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT I

UNIT/THEME: SAFETY PRACTICES

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time (2 weeks) <u>PLAYGROUND SAFETY</u> • Safe area to play: designated areas boundaries where children are allowed to play (e.g. football field, parks, school playgrounds, yards) • Some safe places to play: check playground areas before playing	▪ Use puppets to teach DO's in safety of traffic/walking/riding in a vehicle-rhymes, jingles. - Resource person (traffic dept.)o talk about the Do's in traffic while walking/riding in a vehicle. - Sequencing pictures of safety - Predicting danger of careless behavior. - explain what to do in case of emergency or accident (seek adult help) - Role-play using models of vehicles, traffic signs, pedestrian crossing to demonstrate safe/unsafe ways of walking in traffic/riding in a vehicle. <u>PLAYGROUND SAFETY</u> • Brainstorm – what are some areas where children play? • Discuss: designated areas/boundaries of safe areas to play. • Nature walk: - To observe designated boundaries of playground, school ground. - To get to know safe and unsafe areas of different playgrounds. • Draw a map of playground (sketch) • Teacher and children do playground check for harmful objects.	<u>PLAYGROUND SAFETY</u> • Map of playground with safe areas located • Identify safe areas to play, using pictures • Observation (of children's practice/progress of keeping the playground safe).

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT I

UNIT/THEME: SAFETY PRACTICES

CONTENT ORGANIZED INTO MANAGEABLE 1SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2 weeks) <u>CLASSROOM SAFETY</u> • Importance of practicing safety keeping themselves and others from getting hurt promotes a caring classroom (e.g. play gently in classroom, put away toys and materials after use, keep both feet under the desk, sharp objects can be dangerous, use materials and equipment for their intended purpose, wait your turn. Recommended Time (1 week) <u>EMERGENCIES</u> (example of) • Drinking unknown substances • Inhaling unknown substances • Swallowing too many medicinal tablets • Scald burns with hot water • Burns with hot oil • Burns with acid	<u>CLASSROOM SAFETY</u> • Relate stories about situations in an unsafe classroom. • Discuss the situation which led to the incident • Discuss ways in which the incident could have been avoided. • Discuss some ways in which they can help to keep classroom safe (e.g. keep both feet under the desk, play gently in classroom, put away toys and materials after use, sharp objects can be dangerous, use materials and equipment for what it was designed, wait your turn. • Discuss why it is important to keep the classroom safe. <u>EMERGENCIES</u> • Elicit questioning on proper storage of common substance. • Discuss possible causes of accidents and emergencies. • Discuss the need to educate family members at home about prevention related to common substances. • Have children provide ideas as to how to educate their family (brothers, sisters, neighbors) • Relate personal experience of emergencies.	<u>CLASSROOM SAFETY</u> • Draw and or give endings to stories to safe/unsafe classroom practices. • Identify sequence of events (unsafe/safe classroom practices) – order pictures using 1, 2, 3..... • Observation (of children's progress in keeping/following classroom safety rules) children's participation in helping others follow rules. • Orally tell the importance of keeping the classroom safe. • Name some safe classroom practices. <u>EMERGENCIES</u> • Oral questioning on proper storage of common substances. • Dramatize scenario of accident for children to explain what to do in an emergency. • Have children draw pictures as to how they can respond to a minor accident. • Have children list rules in emergency prevention. • Assemble picture puzzle of accidents/emergencies. • Written test

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT I

UNIT/THEME: SAFETY PRACTICES

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>WATER SAFETY</u> • CP2a – use pictures and diagrams • CP2c – handle real objects • CP2h – ask questions • EL4d – describe thoughts, feelings and events • SS3b – the need for rules (at home, school, and in the community) • SP1a – recognize the values associated presented in a simple situation • SP1b – choose between alternatives in simple situations based on values • EL4c – ask questions and give information • EL2d – predict what will happen in a sequence of events • EL4c – express opinions <u>TRAFFIC SAFETY</u> • EL4c – ask questions and give information • EL4d – describe thoughts, feelings and events • EL2d – predict what will happen in a sequence of events • EL2c – identify a sequence of events • EL2e – interpret body language and gestures • SP2a – take part in group activities • CP1a – recognize an issue or a problem • CP2a – use pictures and diagrams • CP1b – examine information related to problem/issue • CP1c – suggest ways of dealing with problems • CP2e – engage in direct experiences • CP2h – ask questions • EP2j – give oral reports	<u>WATER SAFETY</u> • Pictures showing safety practices (e.g. always go swimming with an adult), posters, charts showing safety practices, styrofoam (to illustrate examples of flotation devices), gallon bottles (to illustrate examples of flotation devices) markers to circle objects used as flotation devices. <u>TRAFFIC SAFETY</u> • Chart/poster/pictures of pedestrian careless behavior in traffic, puppets to teach do's of traffic practices, worksheets with written test, story by teacher, crayons, paper, markers for drawing models of vehicles, traffic signs, pedestrian crossings, human resource: traffic dept. personnel

AREA OF STUDY: HEALTHY LIFESTYLES**INFANT I****UNIT/THEME: SAFETY PRACTICES**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>PLAYGROUND SAFETY</u> • CP2c – handle real objects • CP2e – engage in direct experiences • CP2h – ask questions • CP2l- use visuals including sketch map • SS10 – have tolerance for others • SS11 – have a commitment to justice and equity • EL4c – ask questions and give information • EL2c – identify a sequence of events • EL2d – predict what will happen • EL4b – use simple grammatical structures correctly • EL4d – describe thoughts, feelings and events • EL4e – express opinions <u>CLASSROOM SAFETY</u> • CP2h – ask questions • CP2g – sort and classify information • EL2e – identify sequence of events • EL2d – predict what will happen • EL4b – use simple grammatical structures correctly • EL4d – describe thoughts, feelings and events • SP2b – express their opinions and feelings in socially acceptable ways • SS3b – the need for rules (e.g. at home, school, and in the community)	<u>PLAYGROUND SAFETY</u> • Crayons, paper, pencil, chart with picture or real objects that ca be harmful. Map of playground. <u>CLASSROOM SAFETY</u> • Pictures of safe/unsafe classroom practices, • Crayons, pencil, paper

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: LOCOMOTOR SKILLS

AREA OF STUDY OUTCOMES

Pupils should:

H4a – Practise Locomotor Skills

CROSS-CURRICULAR OUTCOMES

Pupils should:

Sp2a – Take part in group activities

Cp2d – Observe with all senses

Cp2e – Engage in direct experience

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (1 week) <u>WALKING</u> <u>Knowledge:</u> • A process involving lifting and setting down each foot in turn, never having both feet off the ground at once. <u>Skill:</u> • Flexibility, creativity, gracefulness <u>Attitude:</u> Appreciate the benefits of proper body coordination.	<u>WALKING</u> Teacher: • Demonstrate proper walking posture. • Elicit skill. Student: • Fast and slowly walking; right and left. • Walk to a fast and slow beat. • Lifting knees and stamping the ground in unison. • Walk slow and moderate to a tempo	<u>WALKING</u> • Observe children as they perform skill through games (e.g. Simon Says, musical chairs) • Checklist for: posture, walking distance, speed, timing, direction

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: LOCOMOTOR SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (1 week) <u>RUNNING</u> <u>Knowledge:</u> ▪ Moving rapidly in such a manner that for a brief moment both feet are off the ground . <u>Skill:</u> ▪ Flexibility, creativity, speed, endurance, timing, balance <u>Attitude:</u> ▪ Appreciate the needs to occupy an area or to travel in an area while maintaining an awareness of others.	<u>RUNNING</u> Teacher: ▪ Demonstrate proper running posture. ▪ Elicit skill. Student: ▪ Running forward in available space at a fast pace to a beat. ▪ Running freely in a group concentrating on good knee lift. ▪ Run and stop on signal. ▪ Run around the playground, increasing and changing speed.	<u>RUNNING</u> ▪ Observe children as they perform skill through games (e.g. Cat and Mouse, Flowers and Wind, Forest Rangers etc.) ▪ Checklist: a. posture b. distance c. speed d. direction e. endurance f. strength g. efficiency
Recommended Time: (1 week) <u>HOPPING</u> <u>Knowledge:</u> ▪ The body is propelled up and down by one foot. The body leans; the other foot and the arms serve to balance the movement. <u>Skill:</u> ▪ Balancing, increase in height and distance	<u>HOPPING</u> Teacher: ▪ Will demonstrate proper hopping posture ▪ Elicit skill from children Student: ▪ Hop forward in available space at a slow pace ▪ Hop forward while holding free foot ▪ Slowly trace out numbers by hopping to a beat ▪ Hop forward softly and heavily ▪ Hop in place	<u>HOPPING</u> ▪ Observe children as they perform skill through games (e.g. Stop & Start, Mother May I; Twins and Triplet etc.) ▪ Checklist: a. posture b. hopping motion c. balancing d. landing

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: LOCOMOTOR SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Attitude:</u> ▪ Appreciate the needs to occupy an area while maintaining an awareness of others. Recommended Time: (1 week) <u>JUMPING</u> <u>Knowledge:</u> ▪ Taking off with both feet and landing on both feet. The arms help with an upswing and the movement of the body combined with the force of the feet help lift the weight. <u>Skills:</u> ▪ Flexibility, balancing, skills in take off and landing <u>Attitude:</u> ▪ Appreciate self-achievement Recommended Time: (2 weeks) <u>SKIPPING</u> <u>Knowledge:</u> ▪ A series of step-hops done with alternate feet. Take a step with one and a small hop on the same foot, then take a	<u>JUMPING</u> ▪ Teacher demonstrates proper jumping posture. ▪ Elicit skill from children. ▪ Children jump slowly to a drum beat, then accelerate ▪ Jump in different directions. ▪ Clap their hands or thighs while in the air. ▪ Jump forward, sideways, big jumps, little jumps <u>SKIPPING</u> ▪ Teacher demonstrates the proper skipping posture. ▪ Elicit skill from children. ▪ Children do short slides in a pattern. ▪ Sliding to a continuous piece of music. ▪ Skipping with a partner without holding hands. ▪ Skip on a path.	

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: LOCOMOTOR SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
step and a hop with the other foot. Skill: - Flexibility, listening, balancing, alertness, body control Attitude: - Appreciate music involvement and its contribution to movement activities Recommended Time: (1 week) <u>SLIDING</u> Knowledge: - It is done to the side. It is a one count movement with the leading foot stepping to the side and the other foot following quickly . Skill: - Flexibility, alertness, body control, listening, motion, rhythm Attitude: - Appreciate personal ability as well as that of peers	<u>SLIDING</u> - Teacher demonstrate proper posture for sliding. - Elicit skill from children. - Children do short slides in a pattern. - Sliding to a continuous piece of music. - Sliding with a partner without holding hands. - Sliding individually in a circle	<u>SLIDING</u> - Observe children as they perform skill through games (e.g. Follow the leader, Freeze, Waltzing Matilda). - Checklist for: position, sliding posture, speed, motion, timing, rhythm, gracefulness

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: LOCOMOTOR SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2 week) <u>GALLOPING</u> <u>Knowledge:</u> - One foot leads and the other is brought rapidly up to it. A step forward with the lead foot is followed by a step with the rear foot to a position slightly behind the heel of the lead foot. <u>Skill:</u> - Flexibility, smoothness, gracefulness, consistency, force <u>Attitude:</u> - Value grace in movement	<u>GALLOPING</u> - Teacher demonstrate galloping. - Elicit skill form children . - Children gallop around the schoolyard in an orderly fashion. - Gallop changing the size of the gallops. - Galloping changing lead foot after any given number of gallops. - Gallop around obstacles with music. - Gallop like a heavy horse.	<u>GALLOPING</u> - Observe children as they perform skill through games(e.g. Drop the handkerchief, Charlie Over the Water, Mouse Trap). - Checklist: position, galloping posture, speed, upward motion accuracy, size

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: LOCOMOTOR SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time (2 weeks) <u>LEAPING</u> <u>Knowledge:</u> ▪ A slight jump made with a long step forward. A forward lean of 10° (degrees) or less. Push off and reach forward with arm opposite the lead foot. Land on the lead foot without losing balance. <u>Skill:</u> ▪ Balance, creativity, <u>Attitude:</u> ▪ Value and appreciate the interaction with a partner	<u>LEAPING</u> ▪ Teacher demonstrate leaping action. ▪ Elicit skill from children. ▪ Children do small and high leaps, wide and high leaps. ▪ Leap over obstacles. ▪ Leap landing heavily. ▪ Leap forward with a partner without holding hands. ▪ Leap like a frog. ▪ Leap in time to a fast beat.	<u>LEAPING</u> ▪ Observe children as they perform skill through games (e.g. Back to Back, Follow Me, etc.) ▪ Checklist for: position, leaping posture, distance, speed, balance, flight, landing, efficiency, accuracy

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: LOCOMOTOR SKILLS

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>WALKING</u> ▪ M3A - Measure distance ▪ SP2a - Take part in group activities ▪ CP2d - Observe with all senses ▪ CP2h - Ask question <u>RUNNING</u> ▪ ST6a - How force affects the speed ▪ SP2a - Take part in group activities ▪ CP2e - Engage in direct experience - CP2h - Ask questions <u>HOPPING</u> ▪ M3a - Measuring distance ▪ ST6a - How force affects the speed/position	<u>WALKING</u> ▪ Field or schoolyard ▪ Textbook: <u>About Games</u>, Ministry of Sports Running Games, Chapter 6 ▪ Dynamic Physical Education for Elementary Schools by Victor P. Dauer, Ninth Edition ▪ Moving and Learning the Elementary School Physical Education Experience, Second Edition <u>RUNNING</u> ▪ Field or schoolyard ▪ Textbook: <u>About Games</u>, Ministry of Sports Running Games, Chapter 6 ▪ Dynamic Physical Education for Elementary Schools by Victor P. Dauer, Ninth Edition ▪ Moving and Learning the Elementary School Physical Education Experience, Second Edition <u>HOPPING</u> ▪ Field or schoolyard ▪ Textbook: <u>About Games</u>, Ministry of Sports Hopping Games, Chapter 10 ▪ Dynamic Physical Education for Elementary Schools by Victor P. Dauer, Ninth Edition ▪ Moving and Learning the Elementary School Physical Education Experience, Second Edition

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: LOCOMOTOR SKILLS

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>JUMPING</u> ▪ M3a - Use measuring devices to measure distance ▪ ST6a - How force affects the speed, position of a variety of objects ▪ ST2a - Take part in group activities ▪ CP2e - Engage in direct experience ▪ CP2h - Ask questions <u>SKIPPING</u> ▪ M3a - Use measuring devices to measure distance ▪ SP2a - Take part in group activities ▪ CP2e - Engage in direct experience ▪ CP2d - Observe with all sense ▪ CP2k - Use creative arts/languages/music	<u>JUMPING</u> ▪ Playground ▪ drum, tape recorder with audio cassettes, obstacles, sticks, whistle, guitar, yard stick, pans ▪ Textbook: <u>About Games</u>, Ministry of Sports <u>Dynamic Physical Education for Elementary School</u> by Victor P. Dauer, Ninth Edition ▪ oving and Learning the Elementary School Physical Education Experience, Second Edition <u>SKIPPING</u> Playground drum, tape recorder with audio cassettes, whistle, guitar, pans, grater, bottles, shakers, tambourine, sticks Textbook: <u>About Games</u>, Ministry of Sports <u>Dynamic Physical Education for Elementary School</u> by Victor P. Dauer, Ninth Edition <u>Moving and Learning the Elementary School Physical Education Experience</u>, Second Edition

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: LOCOMOTOR SKILLS

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>SLIDING</u> ▪ SS5a - The customs and traditions which their family follows ▪ SP2a - Take part in group activities ▪ CP2d - Observe with all sense ▪ CP2h - Ask question <u>GALLOPING</u> ▪ ST6a - How force affects the speed, position of a variety of objects ▪ SP2a - Take part in group activities ▪ CP2e - Engage in direct experience ▪ CP2d - Observe with all sense ▪ CP2k - Use creative arts/language/music ▪ CP2h - Ask question <u>LEAPING</u> ▪ M3a - Use measuring devices to measure distance ▪ ST2a - How force affects the speed/position of a variety of objects ▪ SP2a - Take part in group activities ▪ EL2c - Identify a sequence of events ▪ CP2e - Engage in direct experience ▪ CP2h - Ask questions	<u>SLIDING</u> Playground or field tape recorder and audio cassettes, whistle, guitar Textbook: <u>About Games</u>, Ministry of Sports <u>Dynamic Physical Education for Elementary School</u> by Victor P. Dauer, Ninth Edition <u>Moving and Learning the Elementary School Physical Education Experience</u>, Second Edition <u>GALLOPING</u> ▪ Playground, schoolyard, tape recorder with audio cassette containing music to which one can gallop ▪ whistle, obstacles, guitar, sticks, pans, handkerchief, bucket ▪ Textbook: <u>About Games</u>, Ministry of Sports <u>Dynamic Physical Education for Elementary School</u> by Victor P. Dauer, Ninth Edition ▪ <u>Moving and Learning the Elementary School Physical Education Experience</u>, Second Edition <u>LEAPING</u> ▪ Playground or field ▪ Tape recorder and audio cassettes with music with different beats ▪ Whistle, obstacle, drum, sticks, pans, bucket, guitar, tambourine ▪ Textbook: <u>About Games</u>, Ministry of Sports <u>Dynamic Physical Education for Elementary School</u> by Victor P. Dauer, Ninth Edition ▪ <u>Moving and Learning the Elementary School Physical Education Experience</u>, Second Edition

AREA OF STUDY: PHYSICAL EDUCATION**INFANT II****UNIT/THEME: MANIPULATIVE SKILLS****AREA OF STUDY OUTCOMES**

Pupils should:

Hb4 – Practice manipulative skills

CROSS-CURRICULAR OUTCOMES

Pupils should:

Spa – Take part in group activities

Cp2d – Observe with all senses

Cp2e – Engage in direct experience

2Ph – Ask questions

Cp2k – Use creative arts/language/music

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (1 week) <u>THROWING</u> <u>Knowledge:</u> ▪ In throwing, an object is thrust into space and is accelerated through the movement of the arm and the total coordination of the body. ▪ Two handed underhand throw of different distances (involve little foot movement) <u>Skill:</u> ▪ Eye focus, coordination, good posture <u>Attitude:</u> ▪ Cooperation, self-confidence	<u>THROWING</u> ▪ Group children, and select a volunteer from each group and have them do the underhand throw. ▪ Teacher will demonstrate the over hand throw while the children observe. ▪ Children will pretend throwing the ball using overhand motion and two hands. ▪ Pair teaching to practice overhand throw. ▪ Game: A net/string will be put up. Divide the class into 2 groups. The children will practice the overhand throw while playing volleyball.	<u>THROWING</u> ▪ Observe the performance of two out of three throws using two-handed overhand throw.

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2 weeks) <u>CATCHING AND COLLECTING</u> <u>Knowledge:</u> ▪ Using the hands to stop a controlled or moving object. Standing in a stationary position and using both hands to catch a ball. ▪ The distance will be increased but the size of the ball will remain the same. <u>Skill:</u> ▪ Visual contact with a moving object, eye-hand coordination, good catching posture <u>Attitude:</u> ▪ Confidence, determination, alertness, socialization, cooperation	<u>CATCHING AND COLLECTING</u> ▪ Have children throw ball freely in air and catch to build self-confidence. ▪ Teacher will prompt to determine the position of the hands when catching. ▪ Have two volunteers catch and throw imaginary ball, while the others observe position of the hands. ▪ Teacher will demonstrate the correct position of the hands. ▪ Pair children to practice imaginary throwing to position their hands properly. ▪ Provide children with paper balls to practice the skill in pairs. ▪ Game: Form circle and have a leader in the middle throwing the ball. ▪ The child who catches the most gets to be in the middle.	<u>CATCHING AND COLLECTING</u> ▪ Observe how children position the hands when catching. Observe two out of three catches to determine if the child is catching correctly.

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (1 week) <u>KICKING</u> <u>Knowledge:</u> ▪ A striking action executed with the feet. Place kicking (having ball in a stationary position on the ground) <u>Skill:</u> ▪ Eye contact with a stationary object, eye-foot coordination, balance, correct kicking posture. <u>Attitude:</u> ▪ Confidence, eagerness, caring, cooperation, respectful Recommended Time: (1 week) <u>PUNTING</u> <u>Knowledge:</u> ▪ A striking action executed with the feet using a dropped ball. Punting using the instep to kick	<u>KICKING</u> ▪ Have children balance on dominant foot and raise non-dominant foot. ▪ Bend non-dominant foot, stretch it backward. Teacher will show position of toes to kick the ball, and kick forward with force. ▪ Group children to practice the skill of kicking. The leader will have individuals kick the ball from a stationary position. ▪ Teacher will assist to reinforce the skill. ▪ Game: Bottle Kick ball . <u>PUNTING</u> ▪ Individuals will do place kicking. ▪ Have volunteers demonstrate different ways to kick a ball. ▪ Teacher demonstrates to reinforce the skill of punting while children observe. ▪ Children will imagine punting the ball 2 or 3 times. ▪ Class will be divided into groups and have children practice the skill of punting.	<u>KICKING</u> ▪ Have children balance on dominant foot and raise non-dominant foot. ▪ Bend non-dominant foot, stretch it backward. Teacher will show position of toes to kick the ball, and kick forward with force. ▪ Group children to practice the skill of kicking. The leader will have individuals kick the ball from a stationary position. ▪ Teacher will assist to reinforce the skill. ▪ Game: Bottle Kick ball . <u>PUNTING</u> ▪ Self-evaluation - Why did the ball touch the ground before you kicked it

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Skill: - Eye contact with a moving object, eye-foot coordination, balance, concentration Attitude: Confidence, cooperation Recommended Time: (1 week) STRIKING Knowledge: - Hitting an object with an implement. Underhand strike - hitting a ball with the hand as in volleyball. Skills: - Eye contact, eye-hand coordination, timing, good posture Attitude - Cooperation, self-control, consideration, alertness, determination	Game: Divide children into groups. Select a person from each group and have them punt the ball. Whichever person finishes first, his/her team receives a point. STRIKING - Provide each child with a ball to practice tossing the ball with the preferred hand. - Teacher will demonstrate the under movement while children observe. Then children will practice. - Teacher will toss the ball and do the underhand strike - at lease 2 or 3 times while children observe and practice. - Game: Tossing and Striking (Teacher uses own creativity.).	STRIKING Observe while playing game or during lesson focus - how children toss and strike using the underhand strike. They will be given 2 out of 3 opportunities.

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2 weeks) <u>DRIBBLING</u> Knowledge: ▪ Moving the ball from one place to the next on a playing field. Dribble ball in a stationary position using both hands, keeping close contact with the ball. Skill: ▪ Listening, eye contact, eye-hand coordination, timing ▪ Attitude: ▪ Self-confidence, determination, alertness, considerate, self-discipline	<u>DRIBBLING</u> ▪ Group children and have them dribble ball in a stationary position. ▪ Teacher gives instructions and has a volunteer dribble ball using the desired hand at a slow/fast pace. ▪ Group children and have them practice dribbling using the wrist and hand at a slow/fast pace.	<u>DRIBBLING</u> ▪ Observe the level and endurance of dribbling.

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>THROWING</u> ▪ SL1 - listen to and understand simple instructions, statements, and questions in Spanish ▪ SL2 - respond orally in Spanish to simple instructions, statements, and questions	<u>THROWING</u> ▪ Large plastic ball, net or string ▪ Playground

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: MANIPULATIVE SKILLS

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>CATCHING AND COLLECTING</u> ▪ SL1 - listen to and understand simple instructions, statements and questions in Spanish ▪ SL2 - respond orally in Spanish to simple instructions, statements, and questions <u>KICKING</u> ▪ SL1 - listen to and understand simple instructions, statements and questions in Spanish ▪ SL2 - respond orally in Spanish to simple instructions, statements, and questions ▪ ST6a - how force affects the speed, the position <u>PUNTING</u> ▪ SL1 - listen to and understand simple instructions, statements and questions in Spanish ▪ SL2 - respond orally in Spanish to simple instructions, statements, and questions ▪ EL4c - ask questions and give information ▪ EA3 - enjoy taking part in activities which involve creativity <u>STRIKING</u> ▪ ST6a - how force affects the speed, the position ▪ SL1 - listen to and understand simple instructions, statements and questions in Spanish ▪ SL2 - respond orally in Spanish to simple instructions, statements, and questions <u>DRIBBLING</u> ▪ SS10 - have tolerance for others ▪ SL1 - listen to and understand simple instructions, statements, and questions in Spanish ▪ SL2 - respond orally in Spanish to simple instructions, statements, and questions	<u>CATCHING AND COLLECTING</u> ▪ Playground ▪ paper balls ▪ Textbook: About Games, page 230 <u>KICKING</u> ▪ Playground ▪ Plastic balls ▪ Textbook: About Games, page 177 <u>PUNTING</u> ▪ Balls (plastic, foam, beachballs) ▪ Playground <u>STRIKING</u> ▪ Playground ▪ Plastic balls <u>DRIBBLING</u> ▪ Rubber Ball

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: MANIPULATIVE SKILLS

AREA OF STUDY OUTCOMES

Pupils should:

H4c – Practise non-manipulative skills

CROSS-CURRICULAR OUTCOMES

Pupils should:

Spa – Take part in group activities

Cp2d – Observe with all senses

Cp2h – Ask question

Cp2k – Use creative arts/language/music

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: <u>TWISTING</u> <u>Knowledge:</u> ▪ A movement of a designated part of the body around its own axis as far as possible with good control. ▪ Twisting two or more body parts at the same time. <u>Skills:</u> ▪ Listening, following directions, discover more area of the body that can be twisted while balancing. <u>Attitudes:</u> ▪ Appreciation of body movements, alertness, respect and confidence, exhibit joy in achieving movement.	<u>TWISTING</u> ▪ Brainstorm using questions. ▪ Students demonstrate the previous skill. ▪ Teacher demonstrate . ▪ Explain and reinforce the skill.	<u>TWISTING</u> ▪ Observation of previous knowledge ▪ Observe movements of two or more body parts

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: NON-MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: <u>TURNING</u> <u>Knowledge:</u> ▪ Rotation of the entire body head and feet move simultaneously at standing or sitting position. ▪ Turn the body left and right in a standing position standing on one foot and turn the body at different speeds (fast/slow). <u>Skills:</u> ▪ Move, listen, observe, follow directions, balance, coordination <u>Attitude:</u> ▪ Exhibit joy at achieving challenging movement. Recommended Time: <u>BENDING</u> <u>Knowledge:</u> ▪ A movement at a joint. ▪ Bending body parts in different ways from a sitting position.	<u>TURNING</u> ▪ Demonstrate balancing on one foot of the other foot. ▪ Explain which foot they will need to stand on. ▪ Teacher demonstrates how to turn at different speeds (slow/fast). ▪ Teacher dictates direction of the cardinal points and children follow directions. <u>BENDING</u> ▪ Teacher demonstrates good sitting posture. ▪ Using a tape recorder, the teacher will instruct them to bend in different ways to music.	<u>TURNING</u> ▪ Observe balancing and turning of individuals ▪ Directions ▪ Orally answer questions ▪ Demonstration <u>BENDING</u> ▪ Observe: good sitting posture, participation, how well children bend in different ways in each group

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: NON-MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: <u>SWAYING</u> <u>Knowledge:</u> ▪ A slower movement than rocking and is somewhat more controlled. The base of support is unchanged. ▪ Swaying in a standing position, left, right, forward/backward; swaying in a kneeling position at a rapid movement <u>Skills:</u> ▪ Balance <u>Attitude:</u> ▪ Confidence, appreciate of body movement Recommended Time: <u>ROCKING</u> <u>Knowledge:</u> ▪ In rocking, the part of the body that contacts the ground is in a rounded position. ▪ Rocking forward/backward, left/right in a standing position. ▪ Rocking in a sitting position in different directions at different speeds.	<u>SWAYING</u> Have a volunteer demonstrate swaying in a standing position. ▪ Teacher will demonstrate the proper kneeling posture, and the slow/rapid movement. ▪ Children practice the skill of swaying. <u>ROCKING</u> ▪ Have children discover and discuss different rocking movements and at different speeds. ▪ Have a child demonstrate the skill of rocking in a sitting position. ▪ Peer-teaching to practice the skill of rocking in a sitting position. ▪ Reinforce the skill of rocking through games.	<u>SWAYING</u> ▪ Self-assessment through oral questions (e.g. Which speed do you think you did) <u>ROCKING</u> ▪ Self-Assessment (through questioning) (e.g. Which direction can you rock best)

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: NON-MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time <u>SWINGING</u> <u>Knowledge:</u> ▪ Most swinging is confined to arms and legs suspended from an object. ▪ Swing body parts (arms, legs) forward, backward, slow. ▪ Hold hands with partner and swing in time to a beat. <u>Skill:</u> ▪ Recognition of body parts, balance and coordination <u>Attitude:</u> ▪ Appreciate body parts, self-confidence. Recommended Time: <u>PUSHING</u> <u>Knowledge:</u> ▪ A forceful action performed against an object to move the body away from the object or to move the object in a certain direction.	<u>SWINGING</u> ▪ Teacher uses situation about the swing on the playground. ▪ Children use their imagination to swing by themselves. ▪ The children will swing individually in time to a beat. ▪ Children will hold arm with a partner and swing to a beat. <u>PUSHING</u> ▪ Have two (2) volunteers demonstrate pushing each other with their hands. ▪ Teacher and child will demonstrate with a stance, how to push with hands. ▪ Have a volunteer demonstrate pushing object (box, ball) with feet (sitting/standing). ▪ Have groups demonstrate pushing the object with their feet through peer teaching .	<u>SWINGING</u> ▪ Oral self-assessment (e.g. Were you able to swing in time to a beat with your partner? Why or why not?) <u>PUSHING</u> ▪ Observe the stance, force and how the object is being pushed

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: NON-MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Previous Knowledge: - Pushing real objects or imaginary objects in different directions (left/right, backward/forward). Push a partner with hands and objects with the feet. Skill: - Creativity, force, following directions Attitude - Confidence Recommended Time: PULLING Knowledge: - Forceful action that moves an object closer to the body and vice versa. Previous Knowledge: - Pulling real objects, imaginary objects or partner in a standing position. Skill: - Balance, grip, listening and timing Attitude: - Confidence, cooperation, and socialization	- Reinforce skill through a game (Choose a child from each group, set a margin line, and let them push the ball to the margin line. Whichever group pushes the ball and it reaches first will get the point). PULLING - Set up real situations and have children kneel down like in church or praying in a kneeling position, using this position to get the correct posture. - Teacher will use other situations of pull imaginary objects (e.g. leaves from a tree) in a kneeling position . - Children (divided into groups) will kneel and push and pull each other in time to a beat while the other make or produce the beat (clapping, etc.). - N.B. Teacher will explain the proper way to beat..	PULLING Observe endurance of pulling in a kneeling position

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: NON-MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: <u>STRETCHING</u> <u>Knowledge:</u> ▪ Extending the muscles to the limit in different directions.. ▪ Stretching increases the flow of blood to the areas being stretched. ▪ It elongates the muscles and reduces the tension in those muscles. ▪ Single leg stretch in a sitting position. <u>Previous Knowledge:</u> ▪ Stretching hands and legs forward, upward, sideways, and backward in a standing position . <u>Skill:</u> ▪ Balance, coordination <u>Attitude:</u> ▪ Confidence	<u>STRETCHING</u> ▪ Have children sit, stretch, and pretend to reach to the sky, using both hands. ▪ Teacher explains, demonstrates and at the same time the children follow the stretches.	<u>STRETCHING</u> ▪ Observe flexibility and endurance while stretching ▪ Oral questioning about likes/dislikes of stretching

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: NON-MANIPULATIVE SKILLS

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>TWISTING</u> ▪ SL1c - interpret gestures and body language ▪ EL2e - interpret gestures and body language <u>TURNING</u> ▪ EL4c - ask questions and give information <u>BENDING</u> ▪ SL1 - listen and understand simple instructions, statements, or questions in Spanish ▪ EL4g - use body language and gestures appropriate to speech <u>SWAYING</u> ▪ EL4d - Describe thought, feeling, and events <u>ROCKING</u> ▪ EL4d - Describe thoughts, feelings and events <u>SWINGING</u> ▪ SL1 - listen to and understand simple instruction, statements and questions in Spanish	<u>TWISTING</u> ▪ Textbook:: About Games ▪ Personnel <u>TURNING</u> ▪ Flash cards with cardinal points (North, East, South, West) <u>BENDING</u> ▪ Tape recorder, cassettes ▪ Textbook: About Games ▪ Resource Person - Personnel from National Sports Council <u>SWAYING</u> ▪ Crocus bag ▪ knee cushion <u>ROCKING</u> ▪ Textbook: About Games ▪ Playground <u>SWINGING</u> ▪ Playground ▪ Tape recorder, audio cassettes ▪ drum and/or stick ▪ Textbook: About Games

AREA OF STUDY: PHYSICAL EDUCATION

INFANT II

UNIT/THEME: NON-MANIPULATIVE SKILLS

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>PUSHING</u> ▪ None ▪ <u>PULLING</u> ▪ ST6a - how the amount of force required to make an object slide is affected by the speed, the position and the shape of a variety of objects ▪ EA3 - enjoy taking part in activities which involve creativity <u>STRETCHING</u> ▪ SL1 - listen to and understand simple instructions, statements, and questions in Spanish ▪ SL2 - respond orally in Spanish to simple instructions, statements, and questions ▪ EL4d - Describe thoughts, feelings and events	<u>PUSHING</u> ▪ Objects: paper balls, rubber balls, boxes, etc. <u>PULLING</u> ▪ Objects: crocus bag, knee cushion, leaves from a tree ▪ Tape recorder, fork, bottle <u>STRETCHING</u> ▪ Textbook: About Games ▪ Playground or classroom ▪ crocus bag, cushions

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT II

UNIT/THEME: ABUSE

AREA OF STUDY OUTCOMES

Pupils should:

How to deal with accidents, emergencies and various kinds of abuse

CROSS-CURRICULAR OUTCOMES

Pupils should:

Cp2h – Ask question

Cpb – Express the opinions and feelings

Cp2e – Engage in direct experience

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
PHYSICAL ABUSE (2 weeks) - Review of types of physical abuse discussed in Infant I (beating, biting, stoning, pinching, burning, kneeling, slapping, scratching) - Introduction of other forms of physical abuse (tripping, punching, choking) - Symptoms of abuse: cuts, bruises, welts, blisters - By whom abuse is inflicted: teacher, parents, child, relative, school - How to cope with different types of physical abuse at home and	PHYSICAL ABUSE - Review types of physical abuse (beating, biting, kicking, stoning, pinching, burning, kneeling, slapping, scratching) - Picture presentation and discussion of other forms of physical abuse (tripping, punching, choking) - Dramatize using puppets to explain the different forms of physical abuse - oral sequencing of steps to be taken from problem to possible abuse using home and school situations - Coping skills: hiding, seek refuge with neighbors or relatives - Field trip to review contact places/persons for help	PHYSICAL ABUSE - Oral sequencing of steps to be taken for a given situation of physical abuse - Picture sequencing of steps to be taken - Matching contact places to persons

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT II

UNIT/THEME: ABUSE

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
NEGLECT - DENIAL OF BASIC NEEDS (2 weeks) ▪ Basic needs: food, clothing, shelter, love ▪ Introduce proper parental guidance ▪ Ways of helping others help you ▪ Effects and /symptoms of neglect (e.g. sick, tiredness, low performance)	NEGLECT - DENIAL OF BASIC NEEDS ▪ Oral pre-testing to review basic needs (food, shelter, clothing, love) ▪ Explain/define proper parental guidance in the provision of basic needs ▪ Discuss/list ways in which parents should help them care for themselves ▪ Activity: Role playing parental roles ▪ Draw/discuss ways of helping others help you (e.g. assisting with chores) ▪ Discuss the symptoms/effects of neglect (e.g. sick, tiredness, low performance)	NEGLECT - DENIAL OF BASIC NEEDS ▪ Circle yes/no questions (e.g. Is car a basic need? Yes.....No) ▪ Match pictures with explanation ▪ Draw answers to fill in the blanks e.g. I can help by _____.)

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT II

UNIT/THEME: ABUSE

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
VERBAL ABUSE (2 weeks) - Review of types of verbal abuse mentioned in Infant I (foul language) - Feelings: how they feel and how others feel - Introduction of degrading, demeaning (teasing, name branding) - Effects: poor self-esteem SEXUAL ABUSE (2 weeks) - Child Molestation: - Appropriate names of body parts to tell/show good touch/bad touch - Revision of possible agents of child molestation mentioned in Infant I. - Revision of places where child molestation may occur mentioned in Infant I.	VERBAL ABUSE - Review types of verbal abuse mentioned in Infant I - Introduce through oral discussion, the order type of abuse (demeaning/degrading) - Invite resource personnel to explain verbally abusive situations - Storytelling to show situations that may lead to poor self-esteem - Use picture/scenarios to express feelings of themselves and others (e.g pictures showing untidy children or animals, etc) - Rhymes, sing songs to build self-esteem (e.g. tune of "Are You Sleeping") SEXUAL ABUSE - Use diagram to tell/show the appropriate names of private body parts to review the terms of good touch/bad touch - Discuss possible agents of child molestation through oral questioning - Field trip/tour to identify abandoned/isolated places in the community - Discuss time when places become isolated (e.g. school, playground, etc)	VERBAL ABUSE - Oral/written questions and answer on types and situations - Circle correct choice of socially acceptable words SEXUAL ABUSE - Label/diagram body parts - Draw pictures of contact persons (e.g. parents, teachers) - Multiple choice questions to situations - Dramatize using puppets being told a good secret and a bad secret using the two steps: (1) telling a grown-up; (2) asking for help

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT II

UNIT/THEME: ABUSE

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Sexual Abuse Con't</u> ▪ Revision of places where child molestation may occur mentioned in Infant I ▪ Revision of possible causes of child molestation mention in Infant I ▪ Introduce threats as a cause of child molestation ▪ Revision of contact persons for help ▪ Introduce principal, and vice principal as contact persons ▪ How to cope with offers and threats - Good secrets versus bad secrets	▪ Discuss when offers become dangerous. Review types of offers (e.g sweets, money, rides - and engage children in role play) ▪ Explain threats through storytelling (e.g. "Don't tell or else...") ▪ Brainstorm contact persons for help (e.g teacher, parent, principal, ice principals) Activity: Tour school grounds to locate principal's office or vice-principal's classroom, and to identify principal and vice-principal ▪ Ask the children to think about a secret they wouldn't tell and why. ▪ Then talk with them about good secrets and bad secrets. Elicit that bad secrets usually involve something nasty or unkind that can happen to them (e.g. threat of something being done to them) ▪ Explore with them of dealing with this kind of secret (e.g. share it with a close grown up (your principal, vice-principal, parents)	

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT II

UNIT/THEME: ABUSE

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>PHYSICAL ABUSE</u> ▪ EL2C - identify a sequence of events. Use pictures and diagrams ▪ EL4c - ask questions and give information ▪ SS3b - the need for rules (e.g. at home, school, and in the community) ▪ SS5b - the use of their first language as a vehicle of communication ▪ EL4e - express an opinion ▪ SL1b - identify main ideas ▪ SL2c - make simple factual statements ▪ WT3b - the importance of the services provided by people in the community <u>NEGLECT - DENIAL OF BASIC NEEDS</u> ▪ SS3a - how their rights as children are protected ▪ EL4c - ask questions and give information ▪ WT3a - how family members depend on each other to satisfy their needs and wants ▪ SS5b - the use of their first language as a vehicle of communication ▪ EL4e - express an opinion ▪ EL4d - describe feeling, thoughts and events <u>VERBAL ABUSE</u> ▪ A3 - arrange imagery in a way that is pleasing to oneself ▪ EL4c - ask questions and give information ▪ EL4d - describe feeling, thoughts and events ▪ EL3h - use appropriate words and phrases to express thoughts and feelings and convey information - EL4d - describe feeling, thoughts and events	<u>PHYSICAL ABUSE</u> ▪ Materials: puppets, pictures, flash cards <u>NEGLECT - DENIAL OF BASIC NEEDS</u> ▪ Materials: pictures, puppets, props ▪ Leaflet: Let your Voice Be Heard <u>VERBAL ABUSE</u> ▪ Materials: puppets props <u>SEXUAL ABUSE</u> ▪ Human Resource: Principal, Vice Principal ▪ Materials: puppets, crayons, handout with diagrams handouts with multiple choice questions

AREA OF STUDY: HEALTHY LIFESTYLES**INFANT II****UNIT/THEME: ABUSE**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>SEXUAL ABUSE</u> ▪ EL4g - use body language and gestures appropriate to speech ▪ A3 - arrange imagery in a way that is pleasing to oneself ▪ EL4c - ask questions and give information ▪ SS5b - the use of their first language as a vehicle of communication ▪ SS3b - the need for rules (e.g. at home, school, and in the community) ▪ EL4e - express an opinion ▪ WT3b - the importance of the services provided by people in the community	

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT II

UNIT/THEME: PERSONAL HYGIENE

AREA OF STUDY OUTCOMES

Pupils should:

H1a – How and why to apply the basic elements of personal hygiene

H1c – The importance of proper food handling and storage

H2a – The need to keep their immediate surrounding clean.

CROSS-CURRICULAR OUTCOMES

Pupils should:

Cp2a – Take part in group activities

Cp2h – Ask question

Cp2d – Observe with all senses

Cp2j – Give oral reports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>PERSONAL HYGIENE</u> (1 week) ▪ The importance of keeping clean ▪ Daily care of self ▪ Brushing teeth ▪ Bathing self – whole body ▪ Taking care of our hair—combing, washing, etc. ▪ Changing clothes daily.	<u>PERSONAL HYGIENE</u> ▪ Review the importance of keeping clean, daily care of self ▪ Sing song - “This is the way we brush our teeth” ▪ Presentation of pictures of daily care of self ▪ Demonstrate ways of brushing teeth, combing hair, bathing, etc. ▪ Students sing and pantomime to song to brush teeth, bathe, etc. ▪ Discussion of pictures ▪ Role play ways of brushing teeth, combing hair, bathing	<u>PERSONAL HYGIENE</u> ▪ Match sentences to the picture ▪ Answer oral/written questions ▪ Role play actions of the song ▪ Circle, color, draw ▪ Fill in the blanks, true/false

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT II

UNIT/THEME: PERSONAL HYGIENE

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
GROW, GLOW AND GO ▪ Functions of food ▪ Advantages of eating proper food THE EFFECTS OF UNHEALTHY FOOD ON THE BODY ▪ sickness ▪ diarrhea ▪ vomiting ▪ food poisoning	FUNCTIONS OF FOOD Foods that make us GROW, GLOW, GO ▪ Presentation of pictures showing Grow, Glow , Go (Grow - physical growth, Glow - makes us feel good, Go - energy) ▪ Display of real food or pictures of same ▪ Brainstorm about different kinds of food that make us grow, glow, & go ▪ Class discussion of pictures on meaning of Grow, glow & Go ▪ Name the different foods in the display ▪ Sort and classify different foods that make us grow, glow and go ▪ Match food that make us grow, glow, & go (e.g. glow; orange, carrots, banana: grow; beans, eggs, meat, milk; go ;bread, rice, corn, cereal) ▪ Games, flash cards, puzzles of the different types of food THE EFFECTS OF UNHEALTHY FOOD ON THE BODY ▪ Relate story using puppets/pictures based on a sick person not eating healthy food ▪ Discussion - why unhealthy food is bad for the body (e.g. sickness) ▪ Flip chart/cinema box ▪ Brainstorm possible reasons why a person is unhealthy in the above story ▪ Dramatize how an unhealthy person looks	FUNCTIONS OF FOODS ▪ Match, circle, draw foods that make us grow, glow and go ▪ Check list (oral/written) ▪ Short answer test (orally) ▪ Fill in the blanks ▪ True/False, yes/no ▪ Classification of foods in terms of grow, glow, and go ▪ List functions of foods that make us grow, glow and go THE EFFECTS OF UNHEALTHY FOOD ON THE BODY ▪ Draw the events of the story in sequential order ▪ Written test - multiple choice, true/false, fill in the blanks, short answer

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT II

UNIT/THEME: PERSONAL HYGIENE

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>OUR SURROUNDING</u> (2 weeks) ▪ The importance of keeping the home, school and neighborhood clean ▪ Beautification <u>PREVENTION</u> (1 week) ▪ Proper ways of disposing garbage ▪ Prevention of stagnant water ▪ Materials used to keep classroom and neighborhood clean (e.g. towels, brooms, soap, cups, yard, etc.)	<u>OUR SURROUNDINGS</u> ▪ Present pictures/charts of tidy and untidy home, school and neighborhood ▪ Compare the difference between tidy and untidy surroundings ▪ Observe the classroom to identify tidy and untidy area (e.g. papers, basin, towel, cups, floor, etc.) ▪ Nature walk to identify tidy and untidy areas around the school (e.g. plastic bags, bushy yard etc.) ▪ List and discuss tidy and untidy areas observed on nature walk <u>PREVENTION</u> ▪ Song "Bits of Paper" ▪ Present pictures of different ways of garbage disposal (e.g. display pictures of food that is not properly stored) ▪ Song "Wash you Hands" ▪ Invited guest to talk about cholera, common cold, worms, drinking unpurified water ▪ Discuss different ways of garbage disposal ▪ Have children discuss and change the words to the song "Wash you Hands" (e.g. wash hands before using the toilet) ▪ Discuss pictures - brainstorm proper ways of food storage and handling food.	<u>OUR SURROUNDINGS</u> ▪ Match pictures with word under the correct heading (tidy/untidy) ▪ Observation of how class keeps their classroom ▪ Written test (fill in the blank, circle, underline, multiple choice, true/false, cross out, color) ▪ Checklist ▪ Draw pictures showing the difference between a tidy and untidy area ▪ Project or booklet <u>PREVENTION</u> ▪ Written test (matching, true/false, circle, fill in the blanks, short answer) ▪ Draw pictures ▪ Compare

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT II

UNIT/THEME: PERSONAL HYGIENE

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>PERSONNEL HYGIENE</u> ▪ CP2a - use pictures and diagrams ▪ CP2c - handle real objects ▪ CP2d - observe with all senses ▪ CP2f - compare ideas and/or information ▪ CP2g - sort and classify information ▪ CP2g - sort and classify information ▪ CP2h - ask questions <u>OUR SURROUNDINGS</u> ▪ CP2a - use pictures and diagrams ▪ CP2c - handle real objects ▪ CP2d - observe with all senses ▪ CP2e - engage in direct experiences ▪ CP2f - compare ideas and/or information ▪ CP2g - sort and classify information ▪ CP2h - ask questions ▪ CP2j - give oral reports <u>PREVENTION</u> ▪ CP2a - use pictures and diagrams ▪ CP2c - handle real objects ▪ CP2d - observe with all senses ▪ CP2e - engage in direct experiences ▪ CP2f - compare ideas and/or information ▪ CP2g - sort and classify information ▪ CP2h - ask questions ▪ CP2j - give oral reports ▪ E13a - spell common words correctly ▪ EL3c - use simple grammatical structures correctly	<u>PERSONAL HYGIENE</u> ▪ Recorder ▪ Objects: comb, toothbrush, etc. ▪ Pictures ▪ Text - Finding Out - Primary Science for the Caribbean, Book 1 ▪ Chart ▪ Materials: paper, crayons, etc. ▪ Puppets <u>FUNCTIONS OF FOOD</u> ▪ Pictures ▪ Materials: pencils, crayons, paper ▪ Realia ▪ Flash Cards ▪ Games ▪ Puzzles ▪ Text: Finding Out - Primary Science for the Caribbean, Book 1 <u>Love Your Body - Stay Healthy</u> by Betty Debnam <u>THE EFFECTS OF UNHEALTHY FOOD ON THE BODY</u> ▪ Puppets ▪ Flip charts ▪ Cinema box

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT II

UNIT/THEME: PERSONAL HYGIENE

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>PERSONAL HYGIENE</u> ▪ CP2a - use pictures and diagrams ▪ CP2b - use all parts of the textbook and other reference materials ▪ CP2c - handle real objects ▪ CP2d - observe with all senses ▪ ▪ CP2e - engage in direct experiences ▪ CP2f - compare ideas and/or information ▪ CP2h - ask questions ▪ CP2j - give oral reports ▪ EL3a - spell common words correctly ▪ EL3d - forms letters correctly and write words and sentences legibly ▪ EL3h - use appropriate words and phrases to express thoughts and feelings and convey information ▪ EL4c - ask questions and give information ▪ EL4e - express an opinion ▪ EA1a - sing in tune ▪ Art - 1,2,3,4 ▪ SL2b - ask simple factual questions ▪ SL1c - interpret gestures/body language ▪ SL1d - pronounce common words and phrases comprehensibly ▪ SL2c - make simple factual statements <u>GROW, GLOW, and GO</u> ▪ CP2a - use pictures and diagrams ▪ CP2b - use all parts of the textbook and other reference materials ▪ CP2c - handle real objects ▪ CP2e - engage in direct experiences ▪ CP2f - compare ideas and/or information ▪ CP2h - ask questions ▪ CP2j - give oral reports ▪ EL1b - use phonic to assist in word recognition ▪ EL3a - spell common words correctly	<u>OUR SURROUNDINGS</u> ▪ Text: Finding Out - Primary Science for the Caribbean, Book 2 ▪ Resource Person ▪ Materials: paper, pencils, crayons, handouts, etc. ▪ Object: soap, cup, towel, basin, etc. <u>PREVENTION</u> ▪ Tape recorder or locally made instruments ▪ pictures ▪ Resource personnel: nurse, health officer ▪ Textbook: Where There is No Doctor <u>Finding Out</u> - Love Your Body, Stay Healthy

AREA OF STUDY: HEALTHY LIFESTYLES**INFANT II****UNIT/THEME: PERSONAL HYGIENE**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL3d - forms letters correctly and write words and sentences legibly ▪ EL3h - use appropriate words and phrases to express thoughts and feelings and convey information ▪ EL4c - ask questions and give information ▪ EL4e - express an opinion ▪ Art - 1,2,3,4 ▪ SL2b - ask simple factual questions ▪ SL1d - pronounce common words and phrases comprehensibly ▪ SL2c - make simple factual statements	

AREA OF STUDY: HEALTHY LIFESTYLES**INFANT II****UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES****AREA OF STUDY OUTCOMES****Pupils should:**

Substances (e.g. medicines, bleach, whiteout, etc.)

CROSS-CURRICULAR OUTCOMES**Pupils should:**

Sp2a – Take part in group activities

Cp2h – Ask questions

Cp1a – Recognize an issue or a problem

Cp1c – Suggest ways of dealing with the problem/issue

Cp2j – Give oral and written reports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (1 week) <u>COMMON SUBSTANCES</u> ▪ Gasoline, kerosene, clorax, nail polish remover, liquid soap, liquor, perfume, nail polish, correction fluid, iodine, liquid paper, camphor balls, insecticides, hair sprays.	<u>COMMON SUBSTANCES</u> ▪ Brainstorming on common substances ▪ Naming and listing common substances ▪ Class discussion relating to common substances ▪ Questioning/eliciting common substances from students ▪ Displaying empty containers of common substances	<u>COMMON SUBSTANCES</u> ▪ Oral questioning of names common substances. ▪ Written test (match, color article, shade, draw, underline) on common substance. ▪ Classifying uses of common substances using empty containers

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT II

UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>SUBSTANCES USED AS MEDICINE AND THEIR HELPFUL & HARMFUL EFFECT</u> ▪ Cough syrups, liquid and tablet vitamins ▪ Helpful effects: develops healthy conditions ▪ Harmful effects: overdose, poisoning, allergy, contradictions Recommended time (1 week) <u>SUBSTANCES NOT USED AS MEDICINE</u> ▪ Household substances: clorax, detergents, furniture cleaner, bathroom cleaning substances, disinfectants, comfort. ▪ Helpful effects: helps in cleaning and disinfecting clothes and home	<u>SUBSTANCES USED AS MEDICINE AND THEIR HELPFUL & HARMFUL EFFECT</u> ▪ Brainstorming on common substances used as medicine. ▪ Naming and listing common substances used as medicine. ▪ Class discussion relating to common substances used as medicine and their helpful and harmful effects related to their proper/improper uses. ▪ Questioning on harmful and helpful effects of common substances. ▪ Displaying empty containers of substances used as medicine. <u>SUBSTANCES NOT USED AS MEDICINE</u> ▪ Brainstorming of household substances ▪ Listing household substances ▪ Discussion of household substances and their helpful and harmful effects related to its proper and improper uses. ▪ Relate personal experience of accidental contact with household substances	<u>SUBSTANCES USED AS MEDICINE AND THEIR HELPFUL & HARMFUL EFFECT</u> ▪ Oral questioning on substances used as medicine. ▪ Written test (match, color, circle, shade, draw, underline) ▪ Classify empty containers of medicinal substances according to uses. <u>SUBSTANCES NOT USED IN MEDICINE</u> ▪ Oral questioning to elicit names of substances not used as medicine. ▪ Written test (match, color, circle, shade, draw, underline)on common substances. ▪ Classify use of empty containers of medicinal substances according to uses.

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT II

UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Harmful effects: If swallowed, causes allergies, irritation, pain, heartburn, drowsiness, stomach cramps Recommended time (2 weeks) <u>PREVENTIVE MEASURES</u> ▪ Labeling all common personal substances (for example: using red cross sign, or skull and cross bones); color coding (for example: red – danger)proper storage: for example: medicine cabinets out of children's reach) ▪ Adequate container of security proof caps for common substances (for example: drinking substances in drinking containers)	<u>PREVENTIVE MEASURES</u> ▪ Labeling common substances - Read and interpret signs and symbols of common household substances found at home. - Skit relating personal experience of accidental contact with common household substances. ▪ Proper storage of common substances - Discuss proper storage of common substances. - Demonstrate proper storage of common substances. - Relate personal experience with accidents caused by improper storage of common substances. - Educational visit to the hospital to observe proper storage of medicine and other substances ▪ Adequate containers and security-proof caps for common substances. - Brainstorm types of containers and security-proof caps. - Name and classify adequate containers for common substances.	<u>PREVENTIVE MEASURES</u> ▪ Group work projects (labeling empty containers) ▪ Written test (match, color) ▪ Oral questioning of preventive measures ▪ Oral questioning of proper storage of common substances. ▪ Model of medicine cabinets. ▪ Oral questioning of adequate containers and security-proof caps for common substances. ▪ Display a collection of adequate containers collected by different groups. ▪ Written test (matching, drawing, shading) on adequate containers & security-proof caps for common substances.

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT II

UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended time (1 week) <u>EMERGENCIES</u> (example of) ▪ Examples of emergencies: accidental contact with common substances (e.g. inhaling baygon) Recommended time: (2 weeks) <u>EMERGENCY ASSISTANCE</u> ▪ Call available adult ▪ Know and call emergency numbers (e.g. hospital, police)	<u>EMERGENCIES</u> ▪ Discussion on personal experience of emergencies by improper uses and inadequate containers of common substances. ▪ Oral questioning to elicit causes of accidents/emergencies ▪ Observation and discussion of pictures of accidents and emergencies ▪ Stories about accidents and emergencies caused by common substances <u>EMERGENCY ASSISTANCE</u> ▪ Discussion on who to call in case of an emergency and emergency numbers ▪ Role play using a telephone to call emergency numbers ▪ Dramatization of calling an available adult immediately.	<u>EMERGENCIES</u> ▪ Oral questioning and comprehension on emergencies caused by common substances. ▪ Written test (color, circle, match, draw) <u>EMERGENCY ASSISTANCE</u> ▪ Discuss whom to call in case of an emergency. ▪ Written test (color, circle, match, draw)

AREA OF STUDY: HEALTHY LIFESTYLES**INFANT II****UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>COMMON SUBSTANCES</u> ▪ CP2h – ask questions ▪ EL4c – ask questions and give information ▪ EL1f – identify cause and effect relationships ▪ EL1e – identify a sequence of events <u>SUBSTANCES USED AS MEDICINE</u> ▪ CP2h - ask questions ▪ EL4c – ask questions and give information ▪ EL1f – identify cause and effect relationships ▪ EL1e – identify a sequence of events <u>SUBSTANCES NOT USED AS MEDICINE</u> ▪ CP2h - ask questions ▪ EL4c – ask questions and give information ▪ EL1f – identify cause and effect relationships ▪ EL1e – identify a sequence of events <u>PREVENTIVE MEASURES</u> ▪ ST5a – the physical characteristics of a variety of everyday substances ▪ EL1g – predict what will happen in a sequence of events ▪ CP2f - Compare ideas and/or information	<u>COMMON SUBSTANCES</u> ▪ Empty containers of common substances <u>SUBSTANCES USED AS MEDICINE</u> ▪ Variety of medicine containers <u>SUBSTANCES NOT USED AS MEDICINE</u> ▪ Empty container of household substances <u>PREVENTIVE MEASURES</u> ▪ Containers of common household substances, labels, sign cards, flash cards ▪ Human Resources: persons from Health Department, Nurse, Community Healthy Worker showing of adequate containers: pictures, charts, empty containers

AREA OF STUDY: HEALTHY LIFESTYLES**INFANT II****UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>EMERGENCIES</u> ▪ SP2a – take part in group activities ▪ SL2c – make simple factual statements ▪ EL1e – identify a sequence of events ▪ EL1f – identify cause and effect relationships ▪ EL1g – predict what will happen in sequence of events <u>IMMEDIATE ASSISTANCE</u> ▪ EL3g – use descriptive language to portray images, events or feelings ▪ CP1a – recognize an issue or a problem ▪ CP1c – suggest ways of dealing with the problem/issue ▪ CP2j – give oral and written reports ▪ CP2h – ask questions	<u>EMERGENCIES</u> ▪ Pictures, charts ▪ Cinema box, film strip <u>IMMEDIATE ASSISTANCE</u> ▪ Flip chart, paper, crayon, pictures, charts

AREA OF STUDY: HEALTHY LIFESTYLES**INFANT II****UNIT/THEME: SAFETY PRACTICES****AREA OF STUDY OUTCOMES****Pupils should:**

H1d – the importance of traffic, water, playground and classroom safety practice
M1c – how to deal with accidents, emergencies, and various kinds of abuse.

CROSS-CURRICULAR OUTCOMES**Pupils should:**

Cp2a – Use pictures and diagram
Cp2c – Handle real objects
Cp2h – Ask question
Sp2a – Take part in group activities
Sp2b – Express their opinions and feelings in socially acceptable way

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2 weeks) <u>WATER SAFETY</u> ▪ Dangers of playing in and near water (e.g. drowning, cramps, injuries, cuts, bruises, punctures) ▪ Knowledge of the swimming area (depth of water, etc) ▪ Calling for help.	<u>WATER SAFETY</u> ▪ Personal experiences and discussion with class on incidents which can happen when playing near or in water (e.g. drowning, cramps) ▪ Review safety practices - group work - making models of flotation devices - demonstrate uses of flotation devices - using pictures ▪ Observe and demonstrate simple first aid in case of emergency/accident in water ▪ Role play soliciting help in case of emergency in water.	<u>WATER SAFETY</u> ▪ Sort out from a list or display of items, safe flotation devices. ▪ Sequence pictures of safe/unsafe practices to tell a story. ▪ Oral assessment: children substitute a safe practice for an unsafe one, and state the reason for their choice; identify and relate whether choice of practice in the story was safe/unsafe and give reason for choice ▪ Observe demonstration of correct way of soliciting help in case of an accident in water

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT II

UNIT/THEME: LOCOMOTOR SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time (3 weeks) <u>TRAFFIC SAFETY</u> ▪ Dangers that occur in traffic because of carelessness: jaywalking, group walking, bicycling riding behavior (see division scheme) ▪ Safety practices while walking in traffic ▪ Safety practices while travelling in a vehicle. ▪ Do's of walking in traffic - walk on the left side of the road facing traffic - walk along the road in single file - obey, observe traffic lights and traffic officers - stop, listen and look left and right before crossing the street - cross at pedestrian crossing	<u>TRAFFIC SAFETY</u> ▪ Review: What is traffic? - The DO's of traffic (e.g. wait for vehicle to move off before crossing). - Group work: making rules of traffic safety using pictures; presentation of group work. ▪ Role play of some DO's in practicing traffic safety. ▪ Create rhymes/jingles/songs involving DON'T in traffic. ▪ Observation – riding of bicycle correctly in traffic. ▪ Explain what to do in case of emergency and accident (seek adult help)	<u>TRAFFIC SAFETY</u> ▪ Written test: multiple choice, true/false, fill in the blanks. ▪ Oral report of group work. ▪ Sort out the classifying safe and unsafe practice of bicycle riding in traffic using picture, (e.g. safe/unsafe) ▪ Recitation of rhymes/jingles/song created for DON'T in traffic. ▪ Orally state what to do in case of emergency ▪ Observation – teacher/children observe each other's behavior in traffic/walking/riding bicycle

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT II

UNIT/THEME: LOCOMOTOR SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ DON'T's of traffic - walking in traffic: DO NOT PLAY IN THE STREET, DO NOT SIT ON THE STREET - riding bicycles in traffic: DO NOT ride bicycles in the middle of the streets, DO NOT carry another person on your bike unless it has a carrier (see division scheme) - Moving vehicle: DO NOT hop on or jump off a moving vehicle		

AREA OF STUDY: HEALTHY LIFESTYLES**INFANT II****UNIT/THEME: LOCOMOTOR SKILLS**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time (2 weeks) <u>PLAYGROUND SAFETY</u> ▪ Consequences of careless play (e.g. what happens if playground has harmful objects, children throw stones/play with slingshots, children play games that are dangerous, they throw garbage etc.) ▪ Developing playground rules to help promote safety. ▪ Children make rules.	<u>PLAYGROUND SAFETY</u> ▪ Discussion of consequences of careless play (e.g. children throwing stones, playing with slingshot, throwing garbage, playing dangerous games) ▪ Have children relate consequences of throwing stones, climbing, playing with slingshot, playing dangerous games, throwing garbage on the playground. ▪ Group Work - developing rules for the playground - developing rules for the proper use of equipment and materials ▪ Class presentation of rules developed. ▪ Teacher and class select and write out the most common rules.	<u>PLAYGROUND SAFETY</u> ▪ Matching careless play with consequences (oral or written) ▪ Draw picture of safe play. ▪ Written test: multiple choice, true/false ▪ Observation of children's behavior on playground.

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT II

UNIT/THEME: LOCOMOTOR SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time (2 weeks) <u>CLASSROOM SAFETY</u> ▪ Examples of classroom rules to ensure safety - put materials in their proper place - maintain classroom clean and in order - care for classroom properly - do constructive work after completing assigned task - promotes a caring classroom (.g. play gently in classroom, put away toys and materials. ▪ Examples of consequences of unsafe classroom safety practices - falls - injuries - cuts - bruises - punctures	<u>CLASSROOM SAFETY</u> ▪ Review the importance of practicing safety. ▪ Group work: children will develop classroom safety rules; and each group will present what they have developed to the rest of the class (e.g. put materials in their proper place; maintain classroom clean and in order; care for classroom properly; do constructive work after completing assigned task. ▪ Elicit the rules that are common in all groups. ▪ Make a chart with the rules that are common – children will sign their name to the chart. ▪ Discuss the consequences of unsafe practices (.g. falls, injuries, cuts, bruises, punctures) ▪ Assist group members by reminding them to carry out the rules. ▪ Puppetry – children use puppets to relate the importance of classroom rules.	<u>CLASSROOM SAFETY</u> ▪ Complete a given story using short sentences. ▪ Sequence events by rearranging sentences/pictures ▪ Evaluating themselves to see that the rules are being carried out. ▪ Group assessment using positive reinforcement for following classroom rules (charts with stars, stamps, stickers, privileges)

AREA OF STUDY: HEALTHY LIFESTYLES**INFANT II****UNIT/THEME: LOCOMOTOR SKILLS**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>WATER SAFETY</u> ▪ CP2a – use pictures and diagrams ▪ CP2c – handle real objects ▪ CP2h – ask questions ▪ EL4d – describe thoughts, feelings and events ▪ SP2a – take part in group activities <u>TRAFFIC SAFETY</u> ▪ EL4c – ask questions and give information ▪ EL4d – describe thoughts, feelings and events ▪ EL2d – predict what will happen in a sequence of events ▪ EL2c – identify a sequence of events ▪ SP2a – take part in group activities ▪ SS3b – the need for rules (at home, school, and in the community) <u>PLAYGROUND SAFETY</u> ▪ EL1f – identify cause and effect relationships ▪ EL4c – ask questions and give information ▪ EL4d – describe thoughts, feelings and events ▪ EL4e – express opinions ▪ SP1a – recognize the values associated with choices presented in a simple situation ▪ SP1b – choose between alternatives in simple situations based on values ▪ AP2a – take part in group activities ▪ SP2b – express their opinions and feelings in socially acceptable way	<u>WATER SAFETY</u> ▪ Pictures showing safety practices (e.g. always go swimming with an adult), posters, charts showing safety practices, styrofoam (to illustrate examples of flotation devices), gallon bottles (to illustrate examples of flotation devices) markers to circle objects used as flotation devices. ▪ <u>TRAFFIC SAFETY</u> ▪ Chart/poster/pictures of pedestrian careless behavior in traffic, puppets to teach do's of traffic practices, worksheets with written test, story by teacher, crayons, paper, markers for drawing models of vehicles, traffic signs, pedestrian crossings, human resource: traffic dept. personnel. <u>PLAYGROUND SAFETY</u> ▪ Crayons, paper, pencil, chart with picture or real objects that can be harmful. Map of playground.

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT II

UNIT/THEME: LOCOMOTOR SKILLS

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
Recommended Time (2 weeks) <u>CLASSROOM SAFETY</u> ▪ Examples of classroom rules to ensure safety - put materials in their proper place - maintain classroom clean and in order - care for classroom properly - do constructive work after completing assigned task - promotes a caring classroom (.g. play gently in classroom, put away toys and materials. ▪ Examples of consequences of unsafe classroom safety practices - falls - injuries - cuts - bruises - punctures <u>WATER SAFETY</u> ▪ CP2a – use pictures and diagrams ▪ CP2c – handle real objects ▪ CP2h – ask questions ▪ EL4d – describe thoughts, feelings and events ▪ SP2a – take part in group activities	<u>CLASSROOM SAFETY</u> ▪ Review the importance of practicing safety. ▪ Group work: children will develop classroom safety rules; and each group will present what they have developed to the rest of the class (e.g. put materials in their proper place; maintain classroom clean and in order; care for classroom properly; do constructive work after completing assigned task. ▪ Elicit the rules that are common in all groups. ▪ Make a chart with the rules that are common – children will sign their name to the chart. ▪ Discuss the consequences of unsafe practices (.g. falls, injuries, cuts, bruises, punctures) ▪ Assist group members by reminding them to carry out the rules. ▪ Puppetry – children use puppets to relate the importance of classroom rules. <u>WATER SAFETY</u> ▪ Pictures showing safety practices (e.g. always go swimming with an adult), posters, charts showing safety practices, styrofoam (to illustrate examples of flotation devices), gallon bottles (to illustrate examples of flotation devices) markers to circle objects used as flotation devices.

AREA OF STUDY: HEALTHY LIFESTYLES**INFANT II****UNIT/THEME: LOCOMOTOR SKILLS**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>TRAFFIC SAFETY</u> ▪ EL4c – ask questions and give information ▪ EL4d – describe thoughts, feelings and events ▪ EL2d – predict what will happen in a sequence of events ▪ EL2c – identify a sequence of events ▪ SP2a – take part in group activities ▪ SS3b – the need for rules (at home, school, and in the community) <u>PLAYGROUND SAFETY</u> ▪ EL1f – identify cause and effect relationships ▪ EL4c – ask questions and give information ▪ EL4d – describe thoughts, feelings and events ▪ EL4e – express opinions ▪ SP1a – recognize the values associated with choices presented in a simple situation ▪ SP1b – choose between alternatives in simple situations based on values ▪ AP2a – take part in group activities <u>CLASSROOM SAFETY</u> ▪ EL4b – use simple grammatical structures correctly ▪ EL4c – ask questions and give information ▪ EL4d – describe thoughts, feelings and events ▪ SP2a – take part in group activities ▪ SP1a – recognize the values associated with choices presented in a simple situation ▪ SP1b – choose between alternatives in simple situations based on value ▪ SS3b – the need for rules (e.g. at home, school, and in the community)	<u>TRAFFIC SAFETY</u> ▪ Chart/poster/pictures of pedestrian careless behavior in traffic, puppets to teach do's of traffic practices, worksheets with written test, story by teacher, crayons, paper, markers for drawing models of vehicles, traffic sings, pedestrian crossings, human resource: traffic dept. personnel. <u>PLAYGROUND SAFETY</u> ▪ Crayons, paper, pencil, chart with picture or real objects that ca be harmful. Map of playground. <u>CLASSROOM SAFETY</u> ▪ Pictures of safe/unsafe classroom practices, ▪ Crayons, pencil, paper

AREA OF STUDY: HEALTHY LIFESTYLES

INFANT II

UNIT/THEME: LOCOMOTOR SKILLS

AREA OF STUDY OUTCOMES

Pupils should:

H4a – Practice Locomotor Skills

CROSSCURRICULAR OUTCOMES

Pupils should:

SP2a – Take part in group activities

CP2d – Observe with all senses

CP2e – Engage in direct experience

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (1 week) <u>WALKING</u> <u>Knowledge:</u> ▪ A process involving lifting and setting down each foot in turn, never having both feet off the ground at once <u>Skill:</u> ▪ Flexibility, creativity, gracefulness <u>Attitude:</u> ▪ Appreciate the benefits of proper body co-ordination.	<u>WALKING</u> <u>Teacher:</u> ▪ Demonstrate proper walking posture. ▪ Elicit skill. <u>Student:</u> ▪ Fast and slowly walking; right and left. ▪ Walk to a fast and slow beat. ▪ Lifting knees and stamping the ground in unison. ▪ Walk slow and moderate to a tempo.	<u>WALKING</u> ▪ Observe children as they perform skill through games (e.g. Simon Says, musical chairs) ▪ Checklist for: posture, walking distance, speed, timing, direction

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: LOCOMOTOR SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (1 week) <u>RUNNING</u> <u>Knowledge:</u> ▪ Moving rapidly in such a manner that for a brief moment both feet are off the ground. <u>Skill:</u> ▪ Flexibility, creativity, speed, endurance, timing, balance <u>Attitude:</u> ▪ Appreciate the needs to occupy or travel in an area while maintaining an awareness of others.	<u>RUNNING</u> Teacher: ▪ Demonstrate proper running posture. ▪ Elicit skill . Student: ▪ Running forward in available space at a fast pace to a beat. ▪ Running freely in a group concentrating on good knee lift. ▪ Run and stop on signal. ▪ Run around the playground, increasing and changing speed.	<u>RUNNING</u> ▪ Observe children as they perform skill through games (e.g. Cat and Mouse, Flowers and Wind, Forest Rangers etc.) ▪ Checklist: a. posture b. distance c. speed d. direction e. endurance f. strength g. efficiency

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: LOCOMOTOR SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (1 week) <u>HOPPING</u> <u>Knowledge:</u> ▪ The body is propelled up and down by one foot. The body leans; the other foot and the arms serve to balance the movement. <u>Skill:</u> ▪ Balancing, increase in height and distance <u>Attitude:</u> ▪ Appreciate the needs to occupy an area while maintaining an awareness of others.	<u>HOPPING</u> <u>Teacher:</u> ▪ Demonstrate proper hopping posture. ▪ Elicit skill . <u>Student:</u> ▪ Hop with good forward motion, increasing height, light landing and arm balance. ▪ Change amount of space available while hopping. ▪ Hop over obstacles with body at different positions (e.g. lean forward, backward, sideways to a beat).	<u>HOPPING</u> ▪ Observe children as they perform skill through games (e.g. Stop & Start, Mother May I; Mix and Match, Where's My Partner etc.) ▪ Checklist: a. posture b. hopping motion ▪ Orally answer questions (e.g. Which foot do you hop best with? While hopping on your right foot which hand is used for balance?)

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: LOCOMOTOR SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (1 week) <u>JUMPING</u> <u>Knowledge:</u> ▪ Taking off with both feet and landing on both feet. The arms help with an upswing and the movement of the body combined with the force of the feet help lift the weight. <u>Skills:</u> ▪ Flexibility, balancing, taking/landing, stability, listening <u>Attitude:</u> ▪ Appreciate self-achievement	<u>JUMPING</u> ▪ Teacher demonstrates proper jumping posture. ▪ Elicit skill from children. ▪ Children jump slowly to a drum beat and accelerate and vice versa. ▪ Jump for in different heights. ▪ Jump backward/forward, sideways; big/little jumps; light/heavy jumps. ▪ Combine a jump for distance with one for height.	<u>JUMPING</u> ▪ Observe children as they perform skill through games (e.g. Mix and Match, Simon Says, Follow the Leader). ▪ Checklist: position, jumping, force, posture, stability, direction, accuracy, arm motion)

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: LOCOMOTOR SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (1 week) <u>SLIDING</u> <u>Knowledge:</u> - Sliding is done to the side. It is a one count movement with the leading foot stepping to the side and the other foot following quickly. <u>Skill:</u> - Flexibility, alertness, body control, listening, motion, force, rhythm <u>Attitude:</u> - Express freedom of choice and self-expression through creative dance. Recommended Time: (2 week) <u>GALLOPING</u> <u>Knowledge:</u> - One foot leads and the other is brought rapidly up to it. A step forward with the lead foot is followed by a step with the rear foot to a position slightly behind the heel of the lead foot.	<u>SLIDING</u> - Teacher demonstrates proper posture for sliding. - Elicit skill from children. - Children slide quietly and smoothly in short and long combinations in circles. - Sliding with a partner holding hands. - Sliding twice in one direction to do waltz dance with partner. <u>GALLOPING</u> - Ask for volunteers to demonstrate galloping. - Children gallop changing speed of gallops. - Gallop around various obstacles with and without music. - Do a series of gallops with the same foot leading, then change feet.	<u>SLIDING</u> - Observe children as they perform skill through games (e.g. Skip Tag, Skip To My Lou). - Checklist: position, sliding posture, speed, motion, timing, smoothness. - Orally ask question (e.g. In what direction is sliding done? Can you slide twice in one direction?). <u>GALLOPING</u> - Observe children as they perform skill through games. - Checklist: position, galloping posture, speed, motion, accuracy, force, rhythm, endurance. - Ask question (e.g. How many gallops can you do in 30 seconds).

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: LOCOMOTOR SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: <u>LEAPING</u> Knowledge: ▪ A slight jump made with a long step forward. A forward lean of 10° (degrees) or less. Push off and reach forward with arms opposite the lead foot. Land on the lead foot without losing balance. Skill: ▪ Balance, creativity, landing flight, height, gracefulness, endurance, movement ▪ Attitude: ▪ Appreciate the ability to create a series of combination of skills	<u>LEAPING</u> ▪ Teacher demonstrate leaping action. ▪ Elicit skill from children. ▪ Children do high and low leaps, leaps in slow motion, leap and land softly. ▪ Leap over obstacles. ▪ Leap with a partner holding hands with music. ▪ Combine the leap with a series of runs (e.g. run, run, leap). ▪ Leap landing heavily. ▪ Leap forward with a partner without holding hands. ▪ Leap like a frog. ▪ Leap with a partner holding hands.	<u>LEAPING</u> ▪ Observe children as they perform skill through games (e.g. Mix and Match, Where's My Partner?) ▪ Checklist: position, posture, distance, balance, landing, ▪ Orally ask questions (e.g. What kind of steps are used in leaping? What helps to balance you body when leaping?)

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: LOCOMOTOR SKILLS

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>WALKING</u> ▪ M3A - Using measuring devices to measure distance ▪ SP2a - Take part in group activities ▪ CP2d - Observe with all senses ▪ CP2h - Ask question ▪ ▪ <u>RUNNING</u> ▪ ST6a - How force affects the speed ▪ SP2a - Take part in group activities ▪ CP2e - Engage in direct experience ▪ CP2h - Ask questions <u>HOPPING</u> ▪ M3a - Measuring distance ▪ SP2a - Take part in group activities ▪ CP2e - Engage in direct experience ▪ CP2h - Ask questions <u>JUMPING</u> ▪ M3a - Use measuring devices to measure distance ▪ SP2a - Take part in group activities ▪ ST2a - Take part in group activities	<u>WALKING</u> ▪ Field or schoolyard ▪ Textbook: <u>About Games</u>, Ministry of Sports Running Games, Chapter 6 <u>Dynamic Physical Education for Elementary Schools</u> by Victor P. Dauer, Ninth Edition <u>Moving and Learning the Elementary School Physical Education Experience</u>, Second <u>RUNNING</u> ▪ Field or schoolyard ▪ Textbook: <u>About Games</u>, Ministry of Sports Running Games, Chapter 6 <u>Dynamic Physical Education for Elementary Schools</u> by Victor P. Dauer, Ninth Edition <u>Moving and Learning the Elementary School Physical Education Experience</u>, Second Edition <u>HOPPING</u> ▪ Field or schoolyard ▪ Textbook: <u>About Games</u>, Ministry of Sports Hopping Games, Chapter 10 <u>Dynamic Physical Education for Elementary Schools</u> by Victor P. Dauer, Ninth Edition <u>Moving and Learning the Elementary School Physical Education Experience</u>, Second Edition <u>JUMPING</u> ▪ Playground or field ▪ Rope, drums, tape recorder, obstacles, sticks, whistle, guitar, yard stick, pans, bottles, shaker, tambourine ▪ Textbook: <u>About Games</u>, Ministry of Sports

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: LOCOMOTOR SKILLS

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ SL1 - Listen to and understand simple instruction, statements, and questions in Spanish ▪ SL2 - Respond orally in Spanish to simple instructions, statements, and questions ▪ CP2d - Observe with all senses <u>SKIPPING</u> ▪ M3a - Use measuring devices to measure distance ▪ ST6a - How force affects the speed, position of a variety of objects ▪ SP2a - Take part in group activities ▪ CP2e - Engage in direct experience ▪ CP2k - Use creative arts/languages/music ▪ CP2h - Ask question <u>SLIDING</u> ▪ SS5a - The customs and traditions which their family follows ▪ SP2a - Take part in group activities ▪ CP2e - Engage in direct experience ▪ CP2d - Observe with all sense ▪ CP2h - Ask question <u>GALLOPING</u> ▪ SP2a - Take part in group activities ▪ CP2e - Engage in direct experience ▪ CP2k - Use creative arts/language/music ▪ CP2h - Ask question	<u>Dynamic Physical Education for Elementary School</u> by Victor P. Dauer, Ninth Edition <u>Moving and Learning the Elementary School Physical Education Experience</u>, Second Edition <u>SKIPPING</u> ▪ Playground ▪ Drum, whistle, tape recorder with taped music, guitar, pans, grater, shakers, sticks ▪ Textbook: <u>About Games</u>, Ministry of Sports <u>Dynamic Physical Education for Elementary School</u> by Victor P. Dauer, Ninth Edition <u>Moving and Learning the Elementary School Physical Education Experience</u>, Second Edition <u>SLIDING</u> ▪ Playground or field ▪ Tape recorder, whistle, guitar ▪ Textbook: <u>About Games</u>, Ministry of Sports <u>Dynamic Physical Education for Elementary School</u> by Victor P. Dauer, Ninth Edition <u>Moving and Learning the Elementary School Physical Education Experience</u>, Second Edition <u>GALLOPING</u> ▪ Playground, schoolyard ▪ Tape recorder with taped music, whistle, obstacles, guitar, sticks, pans, drums, bucket, white lime ▪ Textbook: <u>About Games</u>, Ministry of Sports <u>Dynamic Physical Education for Elementary School</u> by Victor P. Dauer, ninth Edition <u>Moving and Learning the Elementary School Physical Education Experience</u>, Second Edition

AREA OF STUDY: PHYSICAL EDUCATION**STANDARD I****UNIT/THEME: LOCOMOTOR SKILLS**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>LEAPING</u> ▪ M3a - Use measuring devices to measure distance ▪ SS5a - The customs and traditions which their family follows ▪ ST6a - How force affects the speed, position of a variety of objects ▪ ST2a - How force affects the speed/position of a variety of objects ▪ CP2e - Engage in direct experience ▪ CP2d - Observe with all sense ▪ CP2h - Ask questions	<u>LEAPING</u> ▪ Playground ▪ Tape recorder whistle, obstacle, drum, pans, bucket, guitar, fork ▪ Textbook: <u>About Games</u>, Ministry of Sports <u>Dynamic Physical Education for Elementary School</u> by Victor P. Dauer, Ninth Edition <u>Moving and Learning the Elementary School Physical Education Experience</u>, Second Edition

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: MANIPULATIVE SKILLS

AREA OF STUDY OUTCOMES

Pupils should:

H4b – Practice manipulative skills

CROSS-CURRICULAR OUTCOMES

Pupils should:

Spa – Take part in group activities

CP2s – Observe with all senses

CP2e – Engage in direct experience

CP2h – Ask Questions

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (1 week) <u>THROWING</u> <u>Knowledge:</u> ▪ In throwing, an object is thrust into space and is accelerated through the movement of the arm and the total coordination of the body. ▪ One handed underhand throw using a soft baseball <u>Previous Knowledge:</u> ▪ Two handed overhand throw using a beach ball at different instances <u>Skill:</u> ▪ Eye focus, eye-hand coordination, good posture <u>Attitude:</u> ▪ Cooperation, self-confidence	<u>THROWING</u> ▪ Have children pretend throwing imaginary ball, using two-handed overhand throw. ▪ Have a volunteer demonstrate the underhand throw, using one hand. ▪ Teacher demonstrates to reinforce the skill. ▪ Have children practice in groups. ▪ Have volunteer demonstrate the overhand throw using one hand. ▪ Teacher demonstrate to reinforce the skill. ▪ Have children practice in groups while teacher assists. ▪ Play game to practice the underhand and overhand throw. Use volleyball, netball to practice the skill. N.B. No rules should be included or score beanbag boxes.	<u>THROWING</u> ▪ Observe during game how children do the under and overhand throw.

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2 weeks) <u>CATCHING AND COLLECTING</u> <u>Knowledge:</u> - Using the hands to stop a controlled or moving object. Move forward to catch ball, throwing it at higher heights. (Use chest or legs as backstop for the ball). <u>Previous Knowledge:</u> - Standing in a stationary position and moving forward to catch a ball . <u>Skill:</u> - Visual contact with a moving object, eye-hand coordination, correct catching posture. <u>Attitude:</u> - Self-confidence, determination, alertness, socialization, cooperation	<u>CATCHING AND COLLECTING</u> - Provide each child with a ball and have them toss the ball forward yet upward, and have them catch the ball, making a step forward - Have a volunteer demonstrate throwing the ball forward yet upward at a higher height to demonstrate the step movement - In groups of 5, children will toss ball higher to demonstrate the step movement - Game: Divide class in groups (5 to a group) and have a representative from each group. Have the leader throw and catch properly with the correct movement of the foot; or Group Juggling.	<u>CATCHING AND COLLECTING</u> Self-evaluation - Why didn't I catch the ball?

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (1 week) <u>KICKING</u> <u>Knowledge:</u> ▪ A striking action executed with the feet. ▪ Fast ball kicking – kicking the ball while it is moving. ▪ Various types of kicking: side of foot, heel of foot, inside/outside of foot. <u>Previous Knowledge:</u> ▪ Place kicking and punting (drop ball from hand and kick it before it touches the ground). <u>Skill:</u> ▪ Eye contact with a moving object, correct kicking posture, balance, timing, force to send ball a distance <u>Attitude:</u> ▪ Confidence, eagerness, caring, cooperation, respectful	<u>KICKING</u> ▪ Have children walk and imagine kicking the ball at least 3 times. ▪ Let children walk fast and kick the ball following it. ▪ Put children in pairs and let them kick the ball while it's rolling. The other partner on the end will kick it back (repeat). ▪ Line up children in two groups facing each other. Have Group 1 kick the ball to Group 2 and vice versa. ▪ Teacher will demonstrate the various types of kicks using the side of the foot. ▪ Individuals will be grouped to practice. ▪ Game: Football game will be played to reinforce the various types of kicks.	<u>KICKING</u> ▪ Observe for velocity and distance, while the ball is moving (Two out of three trials will be observed for each child).

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (1 week) <u>STRIKING</u> <u>Knowledge:</u> ▪ Hitting an object with an implement. ▪ Two handed side arm strike using a racket for striking in tennis, while tossing and hitting the ball in different directions. <u>Previous Knowledge:</u> ▪ Two handed side arm strike (hitting a softball with a bat) <u>Skills:</u> ▪ Eye-hand coordination, balance, tossing, timing, correct posture <u>Attitude:</u> Cooperation, self-control, consideration, alertness, determination	<u>STRIKING</u> ▪ Children will be divided into groups and demonstrate how to strike a ball sing ▪ the implement. ▪ Have a volunteer demonstrate how to strike the ball upward with a racket in a stationary position using a racket for striking as in tennis. ▪ Children will practice individually striking the ball in a stationary position. ▪ Children will toss and hit ball with racket in a moving position with their partner. ▪ Game: In pairs children will play tennis.	<u>STRIKING</u> ▪ Observe for proper endurance who maintains the ball the longest.

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (2 weeks) <u>DRIBBLING</u> <u>Knowledge:</u> ▪ Moving the ball from one place to the next on a playing pitch . <u>Previous Knowledge:</u> ▪ Dribbling ball while walking fast or slow using the wrist and hands. <u>Content:</u> ▪ Dribble ball in different desired directions using the hand or foot; dribble ball under legs, change hand/feet position. <u>Skill:</u> ▪ Listening, eye contact, eye-hand coordination, timing, total body coordination and movement, balance, creativity <u>Attitude:</u> ▪ Self-control, determination, alertness, self-discipline (respect/obey), appreciate, socialization, cooperation	<u>DRIBBLING</u> 1st Week ▪ Have students dribble the ball while walking slow or fast using the wrist and hand hands . ▪ Volunteers dribble ball in different desired directions using hand. ▪ Volunteers also demonstrate dribbling ball under legs/changing hand positions. ▪ Divide the children into small groups and have them practice dribbling ball under the legs changing their hands.. ▪ Game: Basketball (only to demonstrate creativity) - Dribble ball with hand and shoot to net only - Must be done in groups. 2nd Week ▪ Teacher divides children into small groups and have students dribble ball under the legs changing their hands. ▪ Teacher demonstrates how to dribble ball with the foot in different desired directions while children observe. ▪ Put children in pairs (boy and girl) to dribble ball to each other. ▪ Teacher demonstrates how to dribble ball best will assist those who need assistance. ▪ Game: Teacher will lay out obstacles on playground for groups to dribble ball between. ▪ Game: Football for reinforcement. N.B. Do not focus on football rules.	<u>DRIBBLING</u> ▪ Observe how children control the ball when dribbling between the obstacles.

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: MANIPULATIVE SKILLS

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>THROWING</u> ▪ SS3B - the need for rules at school, outdoor games ▪ ST6a - how force affects the speed, the position, and the shape of a variety of objects ▪ SL1 - listen to and understand simple instructions, statements, and questions ▪ SL2 - respond orally in Spanish to simple instructions, statements, and questions <u>CATCHING AND COLLECTING</u> ▪ SL1 - listen to and understand simple instructions, statements and questions ▪ SL2 - respond orally in Spanish to simple instructions, statements, and questions ▪ EL4c - ask questions and give information ▪ SS10 - have tolerance for others ▪ ST6a -- how force affects the speed, the position, and the shape of a variety of objects <u>KICKING</u> ▪ SL1 - listen to and understand simple instructions, statements and questions in Spanish ▪ SL2 - respond orally in Spanish to simple instructions ▪ ST6b - how the amount of force required to make an object slide	<u>THROWING</u> ▪ Playground ▪ Net, beanbag, boxes, balls, string ▪ Textbook: About Games, page 198 <u>CATCHING AND COLLECTING</u> ▪ Balls (paper, rubber) ▪ Playground ▪ Textbook: About Games, page 230 <u>KICKING</u> ▪ Textbook: <u>About Games</u>, page 181 ▪ Balls (rubber and/or plastic) ▪ Playground

AREA OF STUDY: PHYSICAL EDUCATION**STANDARD I****UNIT/THEME: MANIPULATIVE SKILLS**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>STRIKING</u> ▪ SL1 - listen to and understand simple instructions, statements and questions in Spanish ▪ SL2 - respond orally in Spanish to simple instructions, statements, and questions ▪ WT1d - test a simple device to see if it meets a need ▪ ST6a - how force affects the speed, the position ▪ SS10 - have tolerance for others ▪ Cp2d – Observe with all senses <u>DRIBBLING</u> ▪ EA3 - enjoy taking part in activities which involve creativity ▪ SL1 - listen to and understand simple instructions, statements, and questions in Spanish ▪ SL2 - respond orally in Spanish to simple instructions, statements, and questions ▪ ST6a - how force affects the speed/the position ▪ SS10 - have tolerance for others ▪ Sp2a – take part in group activities ▪ Cp2e – engage in direct experience	<u>STRIKING</u> ▪ Tennis racket ▪ Playground <u>DRIBBLING</u> ▪ Playground ▪ Beach balls, Basketballs ▪ Basketball net/crocus and onion bag ▪ Bucket mouth as rim

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: NON-MANIPULATIVE SKILLS

AREA OF STUDY OUTCOMES

Pupils should:

H4c – Practise non-manipulative skills

CROSS-CURRICULAR OUTCOMES

Pupils should:

Sp2a – take part in group activities

Cp2d – observe with all senses

Cp2e – engage in direct experience

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: <u>TWISTING</u> <u>Knowledge:</u> ▪ A movement of a designated part of the body around its own axis as far as possible with good control. ▪ Twisting in time to a beat at different speeds combining different parts of the body. <u>Skill:</u> ▪ Discover more areas of the body that can be twisted while balancing, coordination, creativity. <u>Attitude:</u> ▪ Appreciate rhythmic involvement; display enthusiasm and determination.	<u>TWISTING</u> ▪ Listen to different types of music (with different beats). ▪ Discuss the beat.	<u>TWISTING</u> ▪ Observe: cooperation, participation, attitude (positive or negative) ▪ Observe the beat at different speeds

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: NON-MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: <u>TURNING</u> <u>Knowledge</u> - Rotation of the entire body head and feet move at standing or sitting position. - Standing on one foot and turn the body at different speeds. <u>Skill:</u> - Move, listen, observe, follow directions, balance, coordination <u>Attitude:</u> - Appreciate sound and body movement Recommended Time: <u>SWAYING</u> <u>Knowledge:</u> - A slower movement than rocking and is somewhat more controlled. The base of support is unchanged. - Swaying in a standing position to the left, right, forward/backward - Swaying in a kneeling position at a rapid movement - Swaying with different foot positions	<u>TURNING</u> - Brainstorming (upper part of body). - Discover which part of the upper/lower part of the body they can twist. - Demonstrate how to twist upper part of the body (neck, hands, arms, wrist) and lower parts (ankle, leg). - Teacher will use tape recorder to demonstrate how to move in time to a beat. <u>SWAYING</u> - Volunteer demonstrate swaying in a kneeling position. - Children will practice the prior position. - Teacher will demonstrate how to balance on one foot.	<u>TURNING</u> - Observe balancing and turning of individuals - Directions - Oral questions - Demonstration by children <u>SWAYING</u> - Self-assessment (Which leg can you say is the best?)

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: NON-MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Skills: - Balance ▪ Attitude: Confidence, display enthusiasm and determination; exhibit joy in achieving challenging movement Recommended Time: <u>ROCKING</u> Knowledge: - In rocking, the part of the body that contacts the ground is in a rounded position. - Rocking forward/backward, left/right in a standing position - Rocking in a sitting position in different directions at different speeds. - Rocking in a lying position in time to a beat Skill: - Balance, listening, observing to follow directions, coordination Attitude: - Exhibit joy in achieving movement	<u>ROCKING</u> - Discuss and have volunteers demonstrate how to rock in a lying position. - Practice the skill of rocking in groups.	<u>ROCKING</u> Simple written test (Can you rock while lying on you back?)

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: NON-MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: <u>PUSHING</u> <u>Knowledge:</u> ▪ A forceful action performed against an object to move the body away from the object or to move the object in a certain direction. ▪ Pushing the body from the wall or ground <u>Previous Knowledge:</u> ▪ Pushing a partner with hands and objects with the feet <u>Skill:</u> ▪ Creativity, force, following directions <u>Attitude:</u> ▪ self-confidence	<u>PUSHING</u> ▪ Brainstorm with questions such as: Which objects could you push your body away from? ▪ Teacher demonstrates how to push away from the wall. ▪ Practice pretending how to push away the wall . ▪ Children will go to actual object(s) and practice the skill . ▪ Group children, and have them push their body from ground (push-up). ▪ Game: Group children and see which group or individual can do the most push-ups.	<u>PUSHING</u> ▪ Evaluation for endurance and strength while children are pushing away from the wall and while doing push-ups.

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: NON-MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: <u>PULLING</u> <u>Knowledge:</u> - Forceful action that moves an object closer to the body and vice versa. - Pulling body upward toward an object. - Pulling heavy objects in a lying position (tie with a rope and pull lying down). <u>Previous Knowledge:</u> - Pulling and pushing objects in time to a beat. <u>Skill:</u> - Creativity, balance, grip, listening and timing, good posture. <u>Attitude:</u> - Self-confidence, trust, cooperation	<u>PULLING</u> - Teacher will create situations for children to develop their skills of pulling (pulling objects, and pulling body to object - monkey bars). - Have a volunteer demonstrate how to pull their body towards a limb or monkey bar. - Have pairs practice how to pull their body towards the limb or monkey bar have children lie down and imagine pulling heavy objects towards them (e.g. a big rock - strength must be shown).. - Game for reinforcement - who will pull object closer towards then develop speed, and timing.	<u>PULLING</u> Observe for strength and speed when pulling heavy objects.

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: NON-MANIPULATIVE SKILLS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: <u>STRETCHING</u> <u>Knowledge:</u> ▪ Extending the muscles to the limit in different directions ▪ Stretching increases the flow of blood to the areas being stretched. ▪ It elongates the muscles and reduces the tension in those muscles. ▪ Stretching of shoulders in a sitting position and leg stretches in a lying position. <u>Previous Knowledge:</u> • Stretching hands and legs forward, upward, sideways, backward in a standing position . <u>Skill</u> ▪ Creativity, balance, coordination, flexibility <u>Attitude:</u> ▪ Self-confidence	<u>STRETCHING</u> ▪ Stretch and pretend to reach the sky. ▪ Children and teacher in a sitting position - Teacher will explain good sitting posture, then demonstrate how to stretch shoulders. ▪ Have children practice stretching. ▪ Have children discover different ways of stretching their legs beside sitting down. ▪ Have volunteer demonstrate stretching their legs in a lying position. ▪ Reinforcement - have children in pairs and let them stretch shoulders in a sitting position, and then legs in a lying position.	<u>STRETCHING</u> ▪ Observe flexibility by stretching shoulders in a sitting position while trying to touch the ground

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD I

UNIT/THEME: NON-MANIPULATIVE SKILLS

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>TWISTING</u> ▪ SL1c - interpret gestures and body language ▪ H4 - participate in physical activity for sports, leisure and health <u>TURNING</u> ▪ EL4e - express an opinion <u>BENDING</u> ▪ SL1c - interpret gestures/body language <u>SWAYING</u> ▪ SL1c - interpret gestures and body language ▪ EL2e - interpret gestures and body language <u>ROCKING</u> ▪ SS10 - have tolerance for others <u>SWINGING</u> ▪ None <u>PUSHING</u> ▪ EA3 - enjoy taking part in activities which involve creativity ▪ SL1 - listen to and understand simple instructions, statements, and questions in Spanish ▪ ST6b - how the amount of force required to make an object slide is affected by the surface materials ▪ WT1d - test a simple device to see if it meets a need/solves a problem	<u>TWISTING</u> ▪ Tape recorder with audio cassettes of different types of beats ▪ Objects: drum, stick, forks, bottles <u>TURNING</u> ▪ Tape recorder with audio cassettes of music ▪ drum, stick <u>BENDING</u> ▪ Textbook: About Games ▪ Human Resource Person: <u>SWAYING</u> ▪ Playground ▪ Textbook: About Games <u>ROCKING</u> ▪ Tape recorder with audio cassettes of music ▪ crocus bag ▪ batteries <u>SWINGING</u> ▪ Playground ▪ Tree limb ▪ Monkey bar ▪ Textbook: About Games <u>PUSHING</u> ▪ Stationary objects: wall, ground, tree

AREA OF STUDY: PHYSICAL EDUCATION**STANDARD I****UNIT/THEME: NON-MANIPULATIVE SKILLS**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>PULLING</u> ▪ None <u>STRETCHING</u> ▪ SL1 - listen to and understand simple instructions, statements, and questions in Spanish ▪ SL2 - respond orally in Spanish to simple instructions, statements, and questions ▪ SS3b – the need for rules at school (indoor/outdoor) games ▪ Sp2a – take part in group activities ▪ Cp2d – observe with all senses ▪ Cp2e – engage in direct experience	<u>PULLING</u> ▪ Objects: tire, tree limb, monkey bar, rope <u>STRETCHING</u> ▪ crocus bag, cushions ▪ playground

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD I

UNIT/THEME: ABUSE

AREA OF STUDY OUTCOMES

Pupils should:

How to deal with accidents, emergencies and various kinds of abuse

CROSS-CURRICULAR OUTCOMES

Pupils should:

Cp2h – ask questions

Spb – express their opinions and feelings

Cp2e – engage in direct experience

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>PHYSICAL ABUSE</u> (2 weeks) - Review all form of physical abuse dealt with in Infant II (beating, biting, stoning, pinching, burning, kneeling, slapping, scratching, tripping, punching, choking) - Introduce blunt and pointed objects - What is hard labour? e.g. reaping, chopping, washing, vendors (selling) household chores, assistant masonry, carpentry, collecting wood. - The right not to do any hard labor and not to do any hard work when should be in school.	<u>PHYSICAL ABUSE</u> - Review forms of physical abuse listed in Infant II - Introduce through oral discussion, other forms of physical abuse (e.g. using blunt and pointed objects) Use teacher made/real stories to explain the different forms of abuse - Discuss possible causes/situations of physical abuse (e.g. bribery and threat) - compare and share ideas and suggest possible situations - discuss the right that nobody hurts my body - Picture discussion depicting hard labor - discuss their rights - when it becomes abusive (e.g. excessive labor & working during school time)	<u>PHYSICAL ABUSE</u> - Written (e.g. circle, true/false, sentences sequencing of steps to be taken to cope with situation, - Picture booklet - Draw pictures to represent the different forms of abuse - Role play the steps to be taken in the event of a given situation in order to cope with the situation

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD I

UNIT/THEME: ABUSE

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>NEGLECT - DENIAL OF BASIC NEEDS</u> (1 weeks) ▪ Review basic needs mentioned in Infant I & II (food, clothing, shelter, love) ▪ Introduce nutritious food, teacher's failure to provide proper education ▪ Coping with situation of neglect ▪ Symptoms/effects: e.g. sickness, low performance, low motivation, tiredness ▪ The right to an education and to eat healthy and nutritious food	<u>NEGLECT - DENIAL OF BASIC NEEDS</u> ▪ Review the basic needs taught in Infant I and Infant II through oral questioning/quiz ▪ Elicit from children some examples of nutritious food. List on chalkboard. a. discuss importance of nutritious food to the body b. picture reading discussion on their rights c. classify examples of foods as nutritious/non-nutritious ▪ Use scenarios (of teacher interaction with children) to facilitate the understanding of teacher failure to provide proper education (e.g. favoritism in school) ▪ Discussing and sharing ways children can help make the classroom a caring one for themselves ▪ Brainstorm the effects/symptoms of neglect from previous knowledge ▪ Explain/define low motivation activities to build self-esteem (e.g. Magic shell game (saying positive things about themselves); the Ugly Duckling)	<u>NEGLECT - DENIAL OF BASIC NEEDS</u> ▪ Circle yes/no beside given statements. ▪ Draw pictures to illustrate the rights. ▪ Multiple Choice ▪ Report on nutritious foods. ▪ Compare/contrast nutritious/non nutritious food.

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD I

UNIT/THEME: ABUSE

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>VERBAL ABUSE</u> (1 weeks) ▪ Review verbal abuse mentions in Infant I & II (foul language, teasing, demeaning and degrading words, name branding) ▪ How they feel and how others would feel ▪ Introduce examples of insults/ridiculing ▪ Effects: poor self-esteem <u>SEXUAL ABUSE</u> (2 weeks) ▪ What is patting, fondling? ▪ Possible agents of child molestation (parents, relatives). Review of friends and strangers. ▪ Where child molestation may occur for e.g. abandoned places/situations)?	<u>VERBAL ABUSE</u> ▪ Oral pre-testing to review definition and types of verbal abuse ▪ Relate experience of insulting situations ▪ Role play/pantomime/puppetry to show insulting situations ▪ Explain the effects of verbal abuse and provide an activity to build self-esteem (Group children and have them exchange positive feelings) ▪ Write sentences/reports of how they feel and how others would feel. <u>SEXUAL ABUSE</u> ▪ Use puppets to demonstrate patting and fondling as child molestation ▪ Invite resource person (e.g. policeman) to discuss possible agents of child molestation (e.g. parents(s) - incest) ▪ Activity: Carry children through an imaginary trip to identify places in the community where they felt safe; discuss why places would be safe/unsafe; list in two columns safe and unsafe places	<u>VERBAL ABUSE</u> ▪ Multiple choice, true/false, matching ▪ Dramatization of everyday classroom situations <u>SEXUAL ABUSE</u> ▪ Written multiple choice questions ▪ Models of contact places ▪ Fill in the blanks - safe and unsafe places ▪ Sequencing events in a given scenario

AREA OF STUDY: HEALTHY LIFESTYLES**STANDARD I****UNIT/THEME: ABUSE**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Contact persons/places for help (policeman/police station, nurse/health Center, social Worker/social welfare) ▪ How to cope with low self-esteem. How they feel. How they think others would feel. ▪ The right that nobody should hurt my body.	▪ Discuss/list contact person/places ▪ Group work - making models of contact persons/places ▪ Students-teacher discussion to build self-esteem - The right that nobody hurt my body. ▪ Activity: Use a scenario (story) to relate conflict resolution	

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD I

UNIT/THEME: ABUSE

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>DRUG ABUSE</u> Types of drug abuse: ▪ Narcotics (prohibited form)/effects (e.g. alcohol, cocaine, crack, marijuana) ▪ Overuse of prescribed medicine and vitamins, and the effects ▪ How to cope with drug influence ▪ The right to a safe environment free from drugs	<u>DRUG ABUSE</u> ▪ Invite resource person (policeman) to discuss and display narcotics (see content). ▪ Discuss the effects of drugs ▪ Elicit from children through oral discussion some types and uses of prescribed medicine and vitamins. Brainstorm with the children on the result of the overuse of medicated drugs. Class discussion and rule out side effects. ▪ Invite resource personnel from NDACC to talk with children on how to cope with drug influence. ▪ Role play resisting drug persuaders - JUST SAY NO ▪ Discuss/list places in the community free from drugs activity: make posters showing a safe environment free from drugs.	<u>DRUG ABUSE</u> ▪ Matching pictures of drugs to their name ▪ Multiple choice questions ▪ Role play the use of drugs/overuse of prescribed drugs and their effects ▪ Oral questioning/quiz situations on how to cope with drug influence ▪ Draw pictures showing places free from drugs

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD I

UNIT/THEME: ABUSE

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>PHYSICAL ABUSE</u> ▪ EL2c - identify a sequence of events use pictures and diagrams ▪ EL4c - ask questions and give information ▪ SS3a - how their rights as children are protected ▪ SS5b - the use of their first language as a vehicle of communication ▪ EL4e - express an opinion ▪ SL1b - identify main ideas ▪ SL2c - make simple factual statements ▪ WT3b - the importance of the services provided by people in the community <u>NEGLECT - DENIAL OF BASIC NEEDS</u> ▪ SS3a - how their rights as children are protected ▪ EL4c - ask questions and give information ▪ WT3a - how family members depend on each other to satisfy their needs and wants ▪ SS5b - the use of their first language as a vehicle of communication ▪ EL4e - express an opinion ▪ EL4d - describe feeling, thoughts and events <u>VERBAL ABUSE</u> ▪ A3 - arrange imagery in a way that is pleasing to oneself ▪ EL4c - ask questions and give information ▪ EL4d - describe feeling, thoughts and events ▪ EL3h - use appropriate words and phrases to express thoughts and feelings and convey information	<u>PHYSICAL ABUSE</u> ▪ Materials: crayons, paper, pictures, props ▪ Leaflet: <u>Let your Voice Be Heard</u> (UNICEF) <u>NEGLECT - DENIAL OF BASIC NEEDS</u> ▪ Materials: seashell game, The Ugly Duckling, crayons, paper, pictures ▪ Leaflet: <u>Let your Voice Be Heard</u> (UNICEF) <u>VERBAL ABUSE</u> ▪ Materials: puppets, props <u>SEXUAL ABUSE</u> ▪ Human Resource: Policeman Nurse Social Worker ▪ Materials: cardboard boxes paint crayons scissors ▪ Pamphlet: <u>Let Your Voice Be Heard</u> <u>DRUG ABUSE</u> ▪ Human Resources: Police NDAAC personnel

AREA OF STUDY: HEALTHY LIFESTYLES**STANDARD I****UNIT/THEME: ABUSE**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>SEXUAL ABUSE</u> ▪ EL4g - use body language and gestures appropriate to speech ▪ A3 - arrange imagery in a way that is pleasing to oneself ▪ EL4c - ask questions and give information ▪ SS5b - the use of their first language as a vehicle of communication ▪ SS3b - the need for rules (e.g. at home, school, and in the community) ▪ EL4e - express an opinion ▪ WT3b - the importance of the services provided by people in the community <u>DRUG ABUSE</u> ▪ SS3b - the need for rules (e.g. at home, school, and in the community) ▪ SS5b - the use of their first language as a vehicle of communication ▪ EL4c - ask questions and give information ▪ H1b - the dangers of some common substance ▪ WT3b - the importance of the services provided by people in the community ▪ SS3a - how their rights as children are protected	

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD I

UNIT/THEME: PERSONAL HYGIENE

AREA OF STUDY OUTCOMES

Pupils should:

H1a – How and why to apply the basic elements of personal hygiene.

H1c – The importance of proper food handling and storage.

H2a – The need to keep their immediate surroundings clean.

CROSS-CURRICULAR OUTCOMES

Pupils should:

Cp2d – observe with all senses

Cp2h – ask questions

Cp2e – engage in direct experiences

Cp2f – compare ideas and/or information

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>IMPORTANCE OF KEEPING CLEAN, AND PERSONAL CARE OF THE BODY</u> (1 week) ▪ Proper brushing of teeth ▪ Bathing self - whole body ▪ Hair care - washing and combing ▪ Nail care - hands and feet ▪ Clothes - change daily	<u>IMPORTANCE OF KEEPING CLEAN, AND PERSONAL CARE OF THE BODY</u> ▪ Orally list and discuss ways of keeping the body clean ▪ Present pictures of personal care of the body ▪ Using a doll, individuals or groups of students demonstrate ways of bathing ▪ Orally match statements with pictures (e.g. combing hair, bathing)	<u>IMPORTANCE OF KEEPING CLEAN, AND PERSONAL CARE OF THE BODY</u> ▪ Oral/written questions on personal care of the body ▪ Project - booklet on importance of keeping clean ▪ Matching pictures with statement ▪ Short answer ▪ Fill in the blanks ▪ True/False ▪ Multiple choice ▪ Draw materials used for keeping the body clean ▪ Observation - check to see child (if keep nails, hair and clothes clean)

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD I

UNIT/THEME: PERSONAL HYGIENE

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>CARE OF THE TEETH</u> (2 weeks) ▪ The importance of teeth ▪ Different kinds of teeth ▪ What do our teeth do? ▪ Parts of the teeth` ▪ Taking care of the teeth <u>ENVIRONMENT</u> (2 weeks) ▪ The importance of keeping the environment clean: home, school, community ▪ How to keep the environment clean (proper garbage disposal, keeping yard clean, sweeping, etc.)	<u>CARE OF THE TEETH</u> ▪ Pair children to observe each other's teeth – open ▪ Your mouth and use a mirror to look at the teeth ▪ List and discuss the functions of the teeth ▪ Present pictures of tooth (molars, premolars, etc.) ▪ Present and discuss pictures showing two sets of teeth (baby teeth & permanent teeth) ▪ Demonstrate correct care of the teeth using toothbrush, dental floss, etc. ▪ Brainstorm the importance and function of teeth ▪ Observe the different types of teeth (cutting, grinding, tearing) ▪ Discuss the different part of a tooth (neck, crown, etc.) ▪ Sing “toothbrush” song - “Brush, brush your teeth” <u>ENVIRONMENT</u> ▪ The importance of keeping the environment clean ▪ Nature walk around the school, neighborhood, and/or community ▪ Invite speaker from Health Department or Town Board to talk on clean environment ▪ Children observe the difference between a tidy and untidy environment . ▪ Compare/contrast a tidy/untidy environment and how it affects the school and community. ▪ Group discussion and presentation of ways keeping the school and surrounding environment clean (e.g. proper garbage disposal, keeping cups .	<u>CARE OF THE TEETH</u> ▪ Demonstrate how to correctly brush teeth (up and down) ▪ Draw and label parts of the tooth ▪ List types and functions of teeth ▪ Project - construct models of human teeth using marshmallow, foam, glue oval cardboard ▪ short answer, multiple choice, fill in the blanks ▪ Riddle - “Love Your Mouth <u>ENVIRONMENT</u> ▪ Clean-up campaign/Fijian (Community Work) ▪ Project (poster making group; making group/individual) ▪ Poster - placing posters around the community ▪ Observation on how students keep the classroom clean, proper use of trash cans and the environment ▪ Oral/written: fill in the blanks, draw, multiple choice, true/false, short answer

AREA OF STUDY: HEALTHY LIFESTYLES**STANDARD I****UNIT/THEME: PERSONAL HYGIENE**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>PREVENTION</u> ▪ The importance of keeping the environment clean ▪ Prevent sickness and disease (e.g. cholera, malaria) ▪ Prevent dangers from rats, snake, roaches, houseflies, mosquitoes ▪ Prevent stagnant water at home, school and environment/pollution	<u>PREVENTION</u> ▪ Song "Bits of Paper" ▪ Discuss words of the song (meaning). ▪ Story telling about the environment - have students discuss, pantomime and role play . ▪ Present pictures showing different ways of garbage disposal ▪ Display real objects (e.g. tires, cans, coconut shells, etc.) ▪ Display pictures of the different effects caused by improper garbage disposal and stagnant water ▪ Discuss pollution and have students define what it is. ▪ Brainstorm and answer questions about pictures ▪ Discuss and demonstrate ways of preventing stagnant water in the objects in the display (see #5 above) ▪ Brainstorm the effects of improper garbage disposal and stagnant water (e.g. sickness, disease: cholera, pollution)	<u>PREVENTION</u> ▪ Demonstrate the proper ways of garbage disposal and disposing of stagnant water ▪ Observe proper ways of keeping the environment clean ▪ Written test: fill in the blanks, multiple choice, short answer, true/false ▪ Draw and color different ways of keeping the environment clean ▪ Booklet: Ways of keeping the environment clean and garbage disposal

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD I

UNIT/THEME: PERSONAL HYGIENE

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>IMPORTANCE OF KEEPING CLEAN, AND PERSONAL CARE OF THE BODY</u> ▪ CP2a - use pictures and diagrams ▪ CP2c - handle real objects ▪ CP2d - observe with all senses ▪ CP2e - engage in direct experiences ▪ CP2f - compare ideas and/or information ▪ CP2h - ask questions ▪ CP2j - give oral reports ▪ SL2b - ask simple factual questions ▪ SL2c - make simple factual statements ▪ E13a - spell common words correctly ▪ EL3b - punctuate and capitalize written work ▪ EL3d - forms letters correctly and write words and sentences legibly ▪ EL4c - ask questions and give information ▪ EL4e - express an opinion ▪ Art 1 - use various materials to explore different effects/possibilities <u>CARE OF THE TEETH</u> ▪ CP2a - use pictures and diagrams ▪ CP2b - use all parts of the textbook and other reference materials ▪ CP2c - handle real objects ▪ CP2d - observe with all senses ▪ CP2j - give oral reports ▪ EL1b - use phonic to assist in word recognition ▪ EL3a - spell common words correctly ▪ EL3d - forms letters correctly and write words and sentences legibly ▪ EL4c - ask questions and give information	<u>IMPORTANCE OF KEEPING CLEAN, AND PERSONAL CARE OF THE BODY</u> ▪ Pictures of personal care of the body ▪ Textbook: <u>Love Your Body, Stay Healthy Finding Out, Primary Science for the Caribbean Book 1</u> ▪ Materials: comb, toothbrush, hairbrush, etc. ▪ Paper, markers, glue, pencil, crayons ▪ Doll <u>CARE OF THE TEETH</u> ▪ Human resource - local dentist ▪ Picture of two sets of teeth (baby & permanent) ▪ Chart ▪ Materials (glue, marshmallows/foam, cardboard) ▪ Textbooks: <u>Healthy Habits, Your Health and You Love You Body, Stay Healthy Health and Nutrition Manual for Belize</u>

AREA OF STUDY: HEALTHY LIFESTYLES**STANDARD I****UNIT/THEME: PERSONAL HYGIENE**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>SIX BASIC FOOD GROUPS</u> ▪ CP2a - use pictures and diagrams ▪ CP2b - use all parts of the textbook and other reference materials ▪ CP2c - handle real objects ▪ CP2g - sort and classify information ▪ CP2h - ask questions ▪ CP2j - give oral reports ▪ SL2b - ask simple factual questions ▪ SL2c - make simple factual statements ▪ EK3a - spell common words correctly ▪ EL3b - punctuate and capitalize written words ▪ EL3d - form letters correctly and write words and sentences legibly ▪ spell common words correctly ▪ EL3c - use simple grammatical structures correctly <u>PERSONAL HYGIENE</u> ▪ CP2a - use pictures and diagrams ▪ CP2b - use all parts of the textbook and other reference materials ▪ CP2c - handle real objects ▪ CP2d - observe with all senses ▪ CP2e - engage in direct experiences ▪ CP2f - compare ideas and/or information ▪ CP2h - ask questions ▪ CP2j - give oral reports ▪ EL3a - spell common words correctly ▪ EL3d - forms letters correctly and write words and sentences legibly ▪ EL3h - use appropriate words and phrases to express thoughts and feelings and convey information ▪ EL3d - forms letters correctly and write words and sentences legibly ▪ EL4c - ask questions and give information ▪ EL4e - express an opinion	<u>ENVIRONMENT</u> ▪ Posters ▪ Pollution manual ▪ Resource personnel: Health Department, Town Board ▪ Materials: paper, crayons, trash cans, bags, bristol boards, markers, tape, etc. <u>PREVENTION</u> ▪ Pictures of garbage disposal ▪ Recorder ▪ Materials: paper, crayons, markers, trash cans, tires, cans, coconut shell ▪ Resource personnel: Health Department, Town Board ▪ Cinema box: puppets

AREA OF STUDY: HEALTHY LIFESTYLES**STANDARD I****UNIT/THEME: PERSONAL HYGIENE**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ A1 - use various materials to explore different effects/possibilities ▪ A2 - use color, shape, line, pattern, and texture effects/possibilities ▪ A3 - arrange imagery in a way that is pleasing to oneself ▪ A4 - share artistic discoveries with each other <u>ENVIRONMENT</u> ▪ ST8e - how their own actions affect the environment ▪ SL1g - predict what will happen in a sequence of events ▪ EL3a - spell common words correctly	

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD I

UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

AREA OF STUDY OUTCOMES

Pupils should:

H1b – The dangers of some common substances (e.g. medicines, bleach, whiteout, etc.)

CROSS-CURRICULAR OUTCOMES

Pupils should:

Cp2d – Observe with all senses

Cp2a – Take part in group activities

Cp2h – Ask questions

Cp4c – Ask questions and give information

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time: (1 week) <u>COMMON SUBSTANCES</u> ▪ Gasoline, kerosene, clorax, liquor, perfume, Pepto-Bismol, alcohol, fertilizers – Miracle grow, insecticides – Baygon, Bop, Fish Coil, pesticide – Asuntol, herbicide – Gramoxone, vermicide – worm syrup.	<u>COMMON SUBSTANCES</u> ▪ Brainstorming common substances used in and around the house, school, farm. ▪ Naming and listing common substances. ▪ Sorting and classifying common substances ▪ Displaying empty containers of common substances ▪ Grouping common substances.	<u>COMMON SUBSTANCES</u> ▪ Oral questioning of names common substances. ▪ Presentation using picture/flashcards with names of common substances. ▪ Written test (matching, color, circle, shade, multiple choice, write simple sentences, fill in the blanks, listing)

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD I

UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>SUBSTANCES USED AS MEDICINE AND THEIR HELPFUL & HARMFUL EFFECT</u> ▪ Worm syrup, cough syrups ▪ Local home remedies: apasote leaves, sorosi, lemon grass, hierba buena, bitters, contribo, honey, oregano, ruda, tree of life. Recommended time (2 weeks) <u>SUBSTANCES NOT USED AS MEDICINE</u> ▪ Examples: hair gels, disinfectants, acids, shampoos, insect repellants, pesticide – Asuntol, Lorexane, rat poison, insecticides _Baygon fish coil, vermicide – worm medicine; merbicide – Gramoxone, Malathion; fertilizers – Miracle grow.	<u>SUBSTANCES USED AS MEDICINE AND THEIR HELPFUL & HARMFUL EFFECT</u> ▪ Brainstorming names of medicine. ▪ Naming and listing substances used as medicine. ▪ Class discussion on substances used as medicine and their helpful and harmful effects related to their proper/improper uses. ▪ Collect plants used to make medicinal substances. ▪ Identifying and labeling substances used as medicine (local home remedies. ▪ Displaying labeled pictures/actual medicinal substances <u>SUBSTANCES NOT USED AS MEDICINE</u> ▪ Brainstorming of household substances used as medicine ▪ Naming/listing substances not used as medicine. ▪ Class discussion about substances not used as medicine and their helpful and harmful effects ▪ Displaying labeled pictures/empty containers of substances not used as medicine. NB. Do not allow children to handle these empty containers with bare hands – “DANGEROUS	<u>SUBSTANCES USED AS MEDICINE AND THEIR HELPFUL & HARMFUL EFFECT</u> ▪ Oral questioning ▪ Presentation using picture/flashcards with names of common substances. ▪ Written test (matching, color, circle, shade, multiple choice, write simple sentences, fill in the blanks,) <u>SUBSTANCES NOT USED AS MEDICINE</u> ▪ Oral questioning ▪ Class presentation (how and tell) on helpful/harmful effect of substances used as medicine. ▪ Project (booklet of sample medicinal plants) ▪ Written test (matching, color, circle, write simple sentences, fill in the blanks)

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD I

UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended Time (2 weeks) <u>PREVENTIVE MEASURES</u> ▪ Labeling all common personal substances using signs, symbols, key codes, labels. ▪ Proper storage: example, medicine cabinets out of children's reach. ▪ Adequate containers and security proof caps: containers containing common substances.	<u>PREVENTIVE MEASURES</u> ▪ Brainstorm – types of labeling ▪ Discuss types of labeling e.g. signs, symbols, color codes related to common substances. ▪ Oral questioning on labeling ▪ Discussion about how labeling helps to prevent accidents. ▪ Relate personal experience related to accidents to improper labeling. ▪ Demonstrate properly labeled substances. ▪ Discuss proper storage of common substances. ▪ Discuss types of security proof caps. ▪ Display security proof caps ▪ Demonstrate proper storage procedure for common substances. ▪ Relate personal experience related to improper storage of common substances. ▪ Brainstorm types of adequate containers and security caps for storing common substances. ▪ Name and classify adequate container for common substances. ▪ Discuss what is meant by adequate containers and security proof caps for common substances (e.g. drinking substances – drinking containers)Discuss the need for adequate containers and security proof caps. ▪ Project on adequate containers and security proof caps.	<u>PREVENTIVE MEASURES</u> ▪ Oral questioning on preventative measures applied to common substances. ▪ Written test (match, color, circle, shade, draw, underline, list multiple choice, write simple sentences. ▪ Skit on preventative measures of common substances. ▪ Oral questioning. ▪ Making a model of proper storage using label containers ▪ Display a collection of adequate containers and security proof caps for common substances. ▪ Projects

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD I

UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended time (1 week) <u>EMERGENCIES</u> (example of) ▪ Drinking unknown substances ▪ Inhaling unknown substances ▪ Swallowing too many medicinal tablets ▪ Scald burns with hot water ▪ Burns with hot oil ▪ Burns with acids Recommended time (1 week) <u>EMERGENCY ASSISTANCE</u> ▪ Call available adult ▪ Know and call emergency numbers (e.g. hospital, police, family, doctor, contact person). ▪ First Aid: Simple first aid (washing cuts and scrapes with soap and water, bandages etc.	<u>EMERGENCIES</u> ▪ Elicit questioning on proper storage of common substance ▪ Discuss possible causes of accidents and emergencies ▪ Discuss the need to educate family members at home about prevention related to common substances. ▪ Have children provide ideas as to how to educate their family (brothers, sisters, neighbors) ▪ Relate personal experience of emergencies <u>EMERGENCY ASSISTANCE</u> ▪ Discuss guidelines to follow in an emergency - Keep clean - Plan what you want to do - Send for a doctor or ambulance - Keep the injured or ill person still and comfortable ▪ Encourage the injured or ill person by saying "Help is on the way, things will improve" ▪ Define first aid (immediate care given to an injured or ill person until a doctor arrive) ▪ Call for help. ▪ Discuss possible first aid tips. - provide adequate ventilation - keep person awake by talking - encourage the injured or ill person by saying "Help is on the way".	<u>EMERGENCIES</u> ▪ Oral questioning on proper storage of common substances. ▪ Dramatize scenario of an accident for children to explain what to do in an emergency ▪ Have children draw pictures as to how they can respond to a minor accident. ▪ Have children list rules in emergency prevention. ▪ Assemble picture puzzle of accidents/emergencies. ▪ Written test. <u>EMERGENCY ASSISTANCE</u> ▪ Oral questioning to elicit guidelines to follow in an emergency ▪ Role play following guidelines applicable in an emergency ▪ Written test (matching, color, circle, shade, multiple choice, write simple sentences, fill in the blanks, list) ▪ Dramatization of first aid practice. ▪ Role play on giving assistance, keeping in mind the first aid tips. ▪ Oral questioning in rendering first aid.

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD I

UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>COMMON SUBSTANCES</u> ▪ CP2h – ask questions ▪ EL4c – ask questions and give information <u>SUBSTANCES USED AS MEDICINE</u> ▪ CP2h - ask questions ▪ EL4c – ask questions and give information ▪ SS5a – the custom and tradition their families follow <u>SUBSTANCES NOT USED AS MEDICINE</u> ▪ CP2h - ask questions ▪ ST5a – the physical characteristics of a variety of everyday substances ▪ EL4c – ask questions and give information ▪ EL1g – predict what will happen in a sequence of events ▪ CP2g – compare ideas and information	<u>COMMON SUBSTANCES</u> ▪ Empty containers of common substances ▪ Pictures/flashcards ▪ Charts showing examples of common substances ▪ <u>SUBSTANCES USED AS MEDICINE</u> ▪ Variety of empty containers of substances used as medicine, medicinal plant collection ▪ 100 Healing Herbs of Belize by Rosita Arviga & Michael Balic ▪ <u>SUBSTANCES NOT USED AS MEDICINE</u> ▪ Empty container of variety of common substances collected by teacher ▪ Pictures, flash cards, posters

AREA OF STUDY: HEALTHY LIFESTYLES**STANDARD I****UNIT/THEME: DANGERS OF SOME COMMON SUBSTANCES**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>PREVENTIVE MEASURES</u> ▪ EL1g – predict what will happen in a sequence of events ▪ CP2f – compare ideas and/or information ▪ EL1g – predict what will happen in a sequence of events ▪ EP2f – compare ideas and information <u>EMERGENCIES</u> ▪ SP2a – take part in group activities ▪ SL2c – make simple factual statements ▪ EL1e – identify a sequence of events ▪ EL1f – identify cause and effect relationships ▪ EL1g – predict what will happen in sequence of events <u>EMERGENCY ASSISTANCE</u> ▪ CP2a – take part in group activities ▪ EL1e – identify a sequence of events ▪ EL1g – predict what will happen in a sequence of events ▪ CP1a – recognize an issue or a problem ▪ CP1c – suggest ways of dealing with the problem/issue ▪ CP2j – give oral and written reports ▪ CP2h – ask questions ▪ CP4c – ask questions and give information	<u>PREVENTIVE MEASURES</u> ▪ Empty containers of variety of common substances, labels ▪ Box (model cabinet) security proof caps, resource personnel: Agronomist, Agro-veterinarian <u>EMERGENCIES</u> ▪ Resource person: local nurse, principal, health worker <u>EMERGENCY ASSISTANCE</u> ▪ Resource persons: local nurse, doctor, health worker, local Health Dept. Personnel, first aid kit

AREA OF STUDY: HEALTHY LIFESTYLES**STANDARD I****UNIT/THEME: SAFETY PRACTICES****AREA OF STUDY OUTCOMES**

Pupils should:

H1d – the importance of traffic, water safety, playground and classroom practices

H1e – how to deal with accidents, emergencies, and various kinds of abuse

CROSS-CURRICULAR OUTCOMES

Pupils should:

Cp2a – Use pictures and diagrams

Cp2c – handle real objects

Cp2h – ask questions

Sp2a – take part in group activities

Sp2b – express their opinions and feelings in a socially acceptable way

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>WATER SAFETY</u> - What to do in case of Drowning? Keep an eye on the person and call for help. - What to do in case of cramps? Get out of the water immediately. - What to do in case of minor injuries? Apply simple first aid	<u>WATER SAFETY</u> - Role play how to respond in case of drowning, cramps, minor injuries - Practice simple first aid procedures for minor injuries - Brainstorm what some of the signs are that you look for around water. - make signs (e.g. danger, warning flags, no diving) - Devise safety rules for swimming - Use songs, rhymes and stories to reinforce safety rules	<u>WATER SAFETY</u> - Written test on water safety rules/signs (multiple choice, short answer, fill in the blank) - Evaluate drawing of safety signs - Evaluate the signs developed to warn of danger - Rearrange pictures/sentences in sequence depicting water safety - Story completion of scenario for safety in water

AREA OF STUDY: HEALTHY LIFESTYLES**STANDARD I****UNIT/THEME: SAFETY PRACTICES**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>TRAFFIC SAFETY</u> ▪ Traffic consists of all moving vehicles ▪ Dangers that occur in traffic because of carelessness (gazing, running, playing, jaywalking, walking, reaching out at moving vehicles) ▪ Safety practices to be observed while walking in traffic a. walk on the left side of the road facing traffic b. walk along the road in single file c. obey, observe traffic lights and traffic officers d. stop, listen and look left and right before crossing the street e. cross at pedestrian crossings	<u>TRAFFIC SAFETY</u> ▪ Participate in first hand experience of crossing the street with or without assistance (pedestrian crossing traffic officer, traffic lights) ▪ Write report of their first hand experience ▪ Present situations/scenarios dealing with safe/unsafe practices in which children will make choices (orally) responding to emergencies ▪ Invite traffic officer to talk about safe bicycle riding and observing traffic rules ▪ Role-play: situations related to danger, rules, consequences of obeying/disobeying rules ▪ Games (Do's and Don'ts of traffic safety)	<u>TRAFFIC SAFETY</u> ▪ Written test - short answer ▪ Group reports (oral or written) of their first hand experience in traffic ▪ Oral/written response to scenarios depicting safe/unsafe practice/responding to an emergency ▪ Student demonstration on the correct way of riding a bicycle (pantomime) ▪ Student demonstration of correct ways of responding to a traffic accident or emergency

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<u>PLAYING SAFETY</u> ▪ Importance of rules a. rules make it possible for people to live safely and happily b. play is more fun with rules than without ▪ Consequences of disobeying rules a. chaos b. problems c. unsafe conditions d. injuries ▪ Simple First Aid a. cleaning cuts and scrapes b. applying ice to reduce swelling c. puncture wounds	<u>PLAYING SAFETY</u> ▪ Written test on playground safety a. multiple choice b. short answer ▪ Student demonstration of how to apply simple first aid	<u>PLAYING SAFETY</u> ▪ Written test on playground safety a. multiple choice c. short answer ▪ Student demonstration of how to apply simple first aid

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CLASSROOM SAFETY ▪ Examples of rules to insure classroom safety a. put materials in their proper place b. maintain classroom clean and in order c. care for classroom properly ▪ Examples of consequences of unsafe classroom practices a. falls b. injuries c. cuts d. bruises e. punctures	CLASSROOM SAFETY ▪ Create song/poem/riddles that will help children to review and reinforce safety rules (e.g. Tune: Row Row Row Your Boat - Rules, rules, keep you safe from cuts and bruises, Keep your rules and make it fun at work and at play ▪ Role play what happens when rules are broken a. forfeit privileges b. do classroom duties for three consecutive days ▪ Make a flipchart with simple First Aid Procedures ▪ Collect materials for first aid kit (bandages, cotton, hydrogen peroxide) ▪ Practice simple First Aid procedures under teacher supervision whenever incidents occur	CLASSROOM SAFETY ♦ Written test (rules) (a) questions (b) short answer for simple first aid practices ♦ Group evaluation of the safety rules developed ♦ Observation by teacher and student to see that the safety rules are carried out

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LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<u>WATER SAFETY</u> ◆ CP2a - use pictures and diagrams ◆ CP2c - handle real objects ◆ CP2h - ask questions ◆ EL4d - describe feeling, thoughts and events ◆ SP2a - take part in group activities ◆ SS3b - the need for rules (e.g. at home, school, and in the community) ◆ EL4b - use simple grammatical structures correctly and appropriately ◆ EL1e - identify a sequence of events ◆ EL1f - identify cause/effect relationship ◆ EL1g - predict what will happen in a sequence of events ◆ EL3e - use different forms of writing to communicate ideas, feeling, and to convey information ◆ EL2c - identify sequence of events ◆ EL2d - predict what will happen in a sequence of events ◆ EL2e - interpret body language and gestures <u>TRAFFIC SAFETY</u> ◆ EL4b - use simple grammatical structures correctly/appropriately ◆ EL3e - use different forms of writing to communicate ideas, feeling, and to convey information	<u>PLAYGROUND SAFETY</u> Textbook: <u>British Red Cross Practical First Aid</u> First Aid Kit Resource Person: Community Nurse <u>CLASSROOM SAFETY</u> Paper, markers Flip chart with First Aid Procedures Textbook: <u>British Red Cross Practical First Aid</u>

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LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
PLAYGROUND SAFETY ♦ EL3e - use different forms of writing to communicate ideas, feeling, and to convey information ♦ EL4b - use simple grammatical structures correctly and appropriately ♦ EL4c - ask questions and give information ♦ EL4d - describe feeling, thoughts and events ♦ EL1e - express opinion ♦ EL1f - identify cause/effect relationships ♦ EL1g - predict what will happen in a sequence of events ♦ SS3b - the need for rules (e.g. at home, school, and in the community) ♦ SP1a - recognize the values associated with choices presented in a simple situation ♦ SP1b - choose between alternatives in simple situations based on values ♦ SP2a - take part in group activities ♦ SP2b - express their opinions and feelings in a socially acceptable way CLASSROOM SAFETY ♦ EL4c - ask questions and give information ♦ EL4d - describe feeling, thoughts and events ♦ SS3b - the need for rules (e.g. at home, school, and in the community) ♦ SP2a - take part in group activities ♦ SP2b - express their opinions and feelings in a socially acceptable way	