

AREA OF STUDY: PHYSICAL EDUCATION**STANDARD II****UNIT/THEME: Training****AREA OF STUDY OUTCOMES****Pupils should:**

H4.a Engage in physical activities that promote interpersonal skills and health of mind and body.

CROSS-CURRICULAR OUTCOMES**Pupils should:**

SP2.b Express their opinions and feelings in a socially acceptable way.

SP2.c Identify feelings.

SP2.d Respond to the feelings of others.

SP2.e Lead and follow where appropriate.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (5 weeks) <u>Training</u> - Training: conditioning the body and mind for future activities. - Muscular strength is the amount of force that a muscle group can exert (examples of muscular groups: legs, thighs, abdominals, back, arms, hands, neck). - Muscular endurance is the ability to continue a muscular effort or movement over a prolonged period of time. Any activity done or repeated for a long period of time develops endurance. <u>Continued on next page</u>	<u>Training</u> Engage in activities that develop the following: - Legs: tipping on the toes - Thighs: frog jumps, leg curls - Abdominals: sit-ups, crunches, trunk curl - Back: back prone, trunk lift - Chest: push-ups - Shoulders: pull-ups - Arms: push-ups, hand walk - Neck: neck roll - Running, walking swimming, skipping, cycling, hiking (must be done for a long period of time without stopping – suggested time = 10-15 minutes)	<u>Training</u> - Observe for endurance, strength and speed - Observe for agility (a wide range of movements) - Physical test - Endurance run or walk for a long period of time - Speed running – stick test (check time) - Strength: throwing, kicking, jumping high, jumping far - Agility: stepping from side to side - Checklist - Coordination: juggling of balls (2-3) - Oral questions/answers

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD II

UNIT/THEME: Training

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Speed is the ability to perform successive movement of the same pattern in the shortest period of time. Speed is developed by performing a series of quick actions with long rests in between ▪ Agility is the ability to shift the body in different directions quickly and efficiently. Agility is determined by flexibility. Agility is developed through stretching of muscles, movement of joints and coordination of the body. ▪ Coordination is the harmonious adjustment of body parts working together. <u>Skills</u> ▪ Running, walking, cycling, skipping, frog jumps, stretching, bending, twisting, turning, curling, speed, creativity, balance <u>Attitudes</u> ▪ Appreciation of activities that develop muscular endurance, speed, & agility; appreciate & promote the value of lifetime physical activities	▪ Sprinting, speed walking, punching, cycling, skipping. (Encourage students to move as fast as possible.) Rest after every 10 seconds. ▪ Stretching, bending, twisting, turning, rotation of joints, obstacle courses, sit and reach for flexibility.	<i>See previous page</i>

AREA OF STUDY: *PHYSICAL EDUCATION*

STANDARD II

UNIT/THEME: Training

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL.1.k Interpret and follow instructions/directions H1.b Understand how safety practices contribute to healthy living and how to recognize and respond appropriately to danger situations	About Games Young Student's Encyclopedia Physical Education for Elementary School Children (Ninth Edition) Fitness for Life - Scott Foresman Teacher's Guide to Football – National Sports Council Track and Field Athletics, A Basic Coaching Manual Development Program, Bk 1 Belize Amateur Athletic Association – Nelson Hyde, Fred Evans, Track & Field Resource Personnel: football players, Belize tumblers, lifeguard, Swimmers, and dance group Materials rope, post, box, ball, bat, swimming pool or creek or river

AREA OF STUDY: *PHYSICAL EDUCATION*

STANDARD II

UNIT/THEME: Work

AREA OF STUDY OUTCOMES

Pupils should:

H4.a Engage in physical activities that promote interpersonal skills and health of mind and body.

CROSS-CURRICULAR OUTCOMES

Pupils should:

SP2.a Take part in group activities.
SP2.e Lead and follow where appropriate.
SP2.f Help the group to achieve its goals.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (2 weeks) <u>Work</u> - Work is effort exerted by the body to make and maintain things in our environment. - Work should be portrayed as a positive activity. - Cooperation makes work easier. - Building is to made by putting materials together – building develops creativity and pride. - Repairing is restoring of objects to their original state – repairing develops responsibility <u>Continued on next page</u>	<u>Work</u> - Sweeping classroom, home, yard, walkway, and verandah - Wiping chalkboard, desks, benches, windows - Mopping of floors - Chopping the yard - Washing dishes - Building models of things and places in the environment (i.e. classroom, park, school compound) - Simple repair of benches, desks, and chalkboard, books or other objects in the class and home - Employ simple safety rules while doing work (Group work at teacher's discretion.)	<u>Work</u> - Observe children at task - Observe procedures - Observe pantomime - Display objects built and repaired – class evaluation - Clean-up campaign - Community service - Student self-evaluation (i.e. questionnaire, feedback sheet)

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STANDARD II

UNIT/THEME: Work

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Work (continued) ▪ Cleaning is getting rid of dirt and filth. Cleaning develops good self-esteem. <u>Skills</u> Sweeping, wiping, mopping, chopping, washing <u>Attitudes</u> Appreciate activities that help to keep the environment clean; accept activities that promote a healthy lifestyle; cooperation, socialization, respect, care	<i>See previous page</i>	<i>See previous page</i>

AREA OF STUDY: *PHYSICAL EDUCATION*

STANDARD II

UNIT/THEME: Work

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL1.j Identify a sequence of events EL1.k Interpret and follow instructions/directions H1.b Understand how safety practices contribute to healthy living and how to recognize and respond appropriately to danger situations	<u>See page 3</u>

AREA OF STUDY: PHYSICAL EDUCATION**STANDARD II****UNIT/THEME: Sports****AREA OF STUDY OUTCOMES****Pupils should:**

H4.a Engage in physical activities that promote interpersonal skills and health of mind and body.

CROSS-CURRICULAR OUTCOMES**Pupils should:**

SP2.b Express their opinions and feelings in a socially acceptable way.

SP2.c Identify feelings.

SP2.d Respond to the feelings of others.

SP2.e Lead and follow where appropriate.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (18 weeks) Sports Sports are games requiring skills and physical exercise. <u>Track & Field</u> (2 weeks) - Track & field is physical activity comprising natural actions like running, jumping and throwing. - Running, jumping and throwing develop concentration and muscles. - Sprinting - Knees should be lifted to waist height. - Legs should then extend outward <u>Continued on next page</u>	Sports A. - Sprinting (50m) relay - Long distance running & relays (400m) - Long jumps, high jumps - Baseball throws	Sports - Observe children performing the various activities - Observe competition among small groups - Questions/answers – oral

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UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
3. Feet should be used to paw the earth. 4. Arms should swing back and forth while locked in an "L" shape 5. Running should be done on the balls of the feet. ▪ Long Jump 1. Run up should be a smooth sprint. 2. Take off is done from 1 foot. 3. Landing is done on both feet ▪ <u>High Jump</u> 1. Run up should be a smooth sprint 2. Take off is done from 1 foot ▪ <u>Baseball Throw</u> 1. Run up should be a smooth sprint. 2. The last few steps before throwing should be almost side ways. ▪ <u>Shot Put</u> 1. The shot must be held to the side of the neck. 2. The shot is pushed explosively at about 45°.	<i>See page 7</i>	<i>See page 7</i>

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UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Gymnastics(3 weeks) Activities that develop flexibility, agility and coordination (i.e. balancing using balance beams, tumbling) Football (5 weeks) Football (soccer) is one of the world's favorite sports. In a football game, 2 teams of 11 players try to kick or head a ball into each other's goal. The team that scores the most goals after a period of time wins. Players must kick the ball or hit it with their head or body only. Only the goalkeepers can touch the ball with the hands. Football promotes physical fitness through the constant use of the muscles and practice of manipulative and locomotor skills. Furthermore it enhances the mental being by developing concentration, building self-esteem, and teaching good sportsmanship.	Gymnastics ▪ Slow bicycle race ▪ Walk and show how you balance on one leg ▪ Bear dance ▪ Log roll, side roll ▪ Round off Football ▪ Teacher will use lead up games to develop the major skills of the game. ▪ Watch a football game, discuss and practice major skills ▪ Trapping, passing, shooting, Calaskan football ▪ Dribbling (Follow the Leader, dribble, pass and tackle) ▪ Tackling – one versus two players	Gymnastics ▪ Observe the children performing the various activities ▪ Competition among groups (observation) ▪ Oral questions/answers Football ▪ Observation of games ▪ Checklist ▪ Questions/answers

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STANDARD II

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ <u>Passing</u> using inside of foot and instep ▪ <u>Shooting</u> 1. non-kicking foot should be placed beside the ball. 2. Kicking foot is brought forward to meet ball. 3. Eyes must focus on ball ▪ <u>Trapping</u> with the inside of foot, instep, thigh, and chest 1. Trapping surface (ie. Thigh) is brought forward to meet the ball. 2. Surface is relaxed to deaden the impact of the ball. 3. Females cross the arms over the chest to trap. ▪ <u>Dribbling</u> 1. The ball is tapped and guided along with various parts of the foot. 2. The ball should always be kept from within reach. <i>Continued on next page</i>	<i>See page 9</i>	<i>See page 9</i>

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UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Skills Running, trapping, dribbling, tackling, eye-foot coordination, eye-head coordination, jumping, team work Attitudes Cooperation, leadership, respect, good sportsmanship, commitment Softball (5 weeks) Softball is played by 2 teams of 9 players each. The objective of the game is to score more runs than the opposing team in the official 7 innings. A run is scored by a batter's becoming a base runner and legally touching the three bases and home plate before the third out of the inning. A team is made up of a pitcher, catcher, first <i>Continued on next page</i>	Softball ▪ Teacher will use lead up games to develop the major skills of the game: ▪ Batting ▪ Running (sprinting 50m – simple tag) ▪ Fielding and catching 1. throw, catch, run 2. Hot Ball 3. Call Ball ▪ Throwing – underhand and overhand	Softball ▪ Observation ▪ Checklist ▪ Questions/answers (oral)

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UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Softball (continued) baseman, second baseman, third baseman, short stop, right fielder, center fielder, and left fielder. Teams take turns at bat and in the field. The team in the field is called the defensive team while the team at bat is the offensive team. The defensive team is trying to cause the offensive team to make 3 outs (3 strikes = 1 out), while the offensive team is trying to score runs. Softball promotes physical fitness, the constant use of muscles and the practice of manipulative and locomotor skills. Furthermore, it enhances the mental being by developing concentration, building self-esteem, and teaching good sportsmanship. <i>Continued on next page</i>	<i>See previous page</i>	<i>See previous page</i>

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UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Softball (continued) ▪ <u>Batting</u>: The bat is held firmly, and batters swing to make contact with the ball keeping eyes focused on the ball at all times. After contact with the ball, swinging of the bat must continue through. ▪ <u>Running</u>: Runners should touch bases in regular order. Runners should keep as close to the line as possible. ▪ <u>Catching and Fielding</u>: Body must be placed behind the ball, the hands form a cradle to cushion ball. Ball must be returned to the free base closest to the homeplate.	<i>See page 11</i>	<i>See page 11</i>

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UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Swimming (3 weeks) Swimming is the act of moving through water using the arms and the legs. It is a good form of exercise and promotes physical fitness through the use of the muscles. There are many fundamentals to swimming: ▪ Getting comfortable in water ▪ Floating ▪ Treading water ▪ Breathing techniques ▪ The basic swimming strokes are the arm and leg strokes. Swimming (continued) ▪ There are several safety rules in swimming (i.e. never go into the water or swim alone; swim in clear water, etc.) Skills ▪ Stretching, twisting, kicking, bending, lifting Attitudes ▪ Trust, building confidence	Swimming ▪ Getting comfortable in the water 1. wading in the water 2. breath: holding and exhaling; staying under water 3. time children for holding breath under water ▪ Floating – prone floating ▪ Treading (refer to glossary) ▪ Breathing technique: blow bubbles in the water and open your eyes ▪ Leg stroke: use a floating device on hand to practice the leg stroke (i.e.kicking legs up and down) ▪ Arm stroke: use a floating device (i.e.foam, tube, gallon bottle) on legs to practice arm stroke	Swimming ▪ Observe skill movements (i.e. floating, arm and leg strokes, breathing techniques, treading) ▪ Checklist for proficiency of individual strokes & combining strokes

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STANDARD II

UNIT/THEME: Sports

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL1.k Interpret and follow instructions/directions H1.b Understand how safety practices contribute to healthy living and how to recognize and respond appropriately to danger situations.	<u>See page 3</u>

AREA OF STUDY: PHYSICAL EDUCATION**STANDARD II****UNIT/THEME: Dance****AREA OF STUDY OUTCOMES****Pupils should:**

EA1.f Use rhythmic body movements to express feelings and emotions.

CROSS-CURRICULAR OUTCOMES**Pupils should:**

SP2.b Express their opinions and feelings in a socially acceptable way.

SP2.c Identify feelings.

SP2.d Respond to the feelings of others.

SP2.e lead and follow where appropriate.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (5 weeks) Dance ▪ To move in rhythm usually in time with music. ▪ Dancing allows one to have fun and express feelings in a physical way. ▪ It can help to relax muscles and relieve stress. ▪ Dancing is used as an effective means of communication. A dancer can express such feelings as joy, anger, or helplessness without saying a word. ▪ Some basic rhythmic body movements are: swaying, bouncing, <u>Continued on next page</u>	Dance ▪ Each student expresses his/her feelings with a rhythmic move. ▪ Listen to a piece of music –move to express how the music makes you feel ▪ Students express feelings with rhythmic body movements while other students guess the feeling expressed ▪ Discuss feelings and emotions ▪ Play music for different occasions – have children express feelings using different rhythmic movements (i.e. September Celebration, funerals, parties, etc.) ▪ Sing action songs – clap, tap feet or move to the rhythm	Dance ▪ Observation of different movements

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD II

UNIT/THEME: Dance

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Dancing (continued) ▪ twirling, swinging, jumping, bounding, leaping, bending, turning, stretching, twisting, sliding, dropping (see glossary) ▪ Rhythmic body movements can be performed in various modes (i.e. fast, slow, smooth, jerky) ▪ Some simple feelings and emotions that can be expressed using rhythmic body movements are: gladness, madness, love, hate, happiness, sadness, sleepiness, restless, smartness, being pleased, awake, tiredness, anger -Simple feelings & emotions can be used to expressed using rhythmic body movements Skills Listening, swaying, bouncing, twirling, swinging, jumping, bounding, leaping, bending, turning, stretching, twisting, sliding Attitudes Awareness of feelings, respect, caring, sharing	<i>See previous page</i>	<i>See previous page</i>

AREA OF STUDY: *PHYSICAL EDUCATION*

STANDARD II

UNIT/THEME: Dance

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL1.k Interpret and follow instructions/directions. H1.b Understand how safety practices contribute to healthy living and how to recognize and respond appropriately to danger situations	<u>See page 3</u>

AREA OF STUDY: PHYSICAL EDUCATION**STANDARD III****UNIT/THEME: Training****AREA OF STUDY OUTCOMES****Pupils should:**

H4.a Engage in physical activities that promote interpersonal skills and health of mind and body.

CROSS-CURRICULAR OUTCOMES**Pupils should:**

SP2.a Take part in group activities.
SP2.e Lead and follow where appropriate.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (5 weeks) <u>Training</u> - Training is conditioning of the body and mind for future activities - Muscular strength – the amount of force that a muscle group can exert (i.e. legs, thighs, abdominals, back, arms, hand, neck) - Muscular endurance is the ability to continue a muscular effort or movement over a prolonged period of time. Any activity done or repeated for a long period of time develops endurance.	<u>Training</u> Engage in activities that develop the following: - Legs – tip on the toes and hold for about 10 seconds; do 2 leg squats - Thighs – side leg raises - Abdominal/hips – bent-knee sit-ups - Back – prone trunk lift - Chest/arms – moderate push-ups (refer to glossary) - Shoulders – rotation of the arms forward and backward - Neck – neck roll (move neck front and back, and from side to side) - Running, walking swimming, skipping, cycling, hiking (must be done for a long period of time without stopping – suggested time = 10-15 minutes) <u>Continued on next page</u>	<u>Training</u> - Observe for endurance, strength and speed - Observe for agility (a wide range of movements) - Physical test - Endurance run or walk for a long period of time - Speed running – stick test (check time) - Strength: throwing, kicking, jumping high, jumping far - Agility: stepping from side to side - Checklist - Coordination: juggling of balls (2-3) - Oral questions/answers - Student self-evaluation

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD III

UNIT/THEME: Training

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Speed is the ability to perform successive movement of the same pattern in the shortest period of time. Speed is developed by performing a series of quick actions with long rests in between. ▪ Agility is the ability to shift the body in different directions quickly and efficiently. Agility is determined by flexibility. Agility is developed through stretching of muscles, movement of joints and coordination of the body. ▪ Coordination is the harmonious adjustment of body parts working together. <u>Skills</u> ▪ Running, walking, cycling, skipping, frog jumps, stretching, bending, twisting, turning, curling, speed, creativity, balance <u>Attitudes</u> ▪ Appreciation of activities that develop muscular endurance, speed, & agility; appreciate & promote the value of lifetime physical activities	▪ Sprinting, speed walking, punching, cycling, skipping. (Encourage students to move as fast as possible.) Rest after every 10 seconds. ▪ Stretching, bending, twisting, turning, rotation of joints, obstacle courses, sit and reach for flexibility.	<i>See previous page</i>

AREA OF STUDY: *PHYSICAL EDUCATION***STANDARD III****UNIT/THEME: Training**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL1.k Interpret and follow intructions/directions. H1.b Understand how safety practices contribute to healthy living and how to recognize and respond appropriately to dangerous situations.	About Games Young Student's Encyclopedia Physical Education for Elementary School Children (Ninth Edition) Fitness for Life - Scott Foresman Teacher's Guide to Football – National Sports Council Track and Field Athletics, A Basic Coaching Manual Development Program, Bk 1 Belize Amateur Athletic Association – Nelson Hyde, Fred Evans, Track & Field Go For It Volleyball For Boys and Girls – Bill Gutman Resource Personnel: football players, Belize tumblers, lifeguard, Swimmers, and dance group Materials rope, post, box, ball, bat, swimming pool or creek or river

AREA OF STUDY: PHYSICAL EDUCATION**STANDARD III****UNIT/THEME: Work****AREA OF STUDY OUTCOMES****Pupils should:**

H4.a Engage in physical activities that promote interpersonal skills and health of mind and body.

CROSS-CURRICULAR OUTCOMES**Pupils should:**

SP2.a Take part in group activities.
SP2.e Lead and follow where appropriate.
SP2.f Help the group to achieve its goals.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (2 weeks) <u>Work</u> ▪ Work is effort exerted by the body to make and maintain things in our environment ▪ Work should be portrayed as a positive activity ▪ Cooperation makes work easier ▪ Building is to make by putting materials together – building develops creativity and pride ▪ Repairing is restoring of objects to their original state – repairing develops responsibility <u>Continued on next page</u>	<u>Work</u> ▪ Sweeping classroom, home, yard, walkway, and verandah with increased speed ▪ Wiping chalkboard, desks, benches, windows, tables, shelves, vases, dry dishes, etc. ▪ Mopping of floors with increased speed ▪ Chopping the yard, clean around plants ▪ Washing dishes, tennis shoes, socks ▪ Building models of things and places in the environment (i.e. classroom, park, school compound, chairs, beds, drawers) ▪ Simple repair of benches, desks, and chalkboard, books or other objects in the classroom and home ▪ Building physical education apparatus (balance beams, deck games) (Group work at teacher's discretion.)	<u>Work</u> ▪ Observe children at task ▪ Observe procedures ▪ Observe pantomime ▪ Display objects built and repaired – class evaluation ▪ Clean-up campaign ▪ Community service ▪ Student self-evaluation ▪ Construction of an apparatus – ability to improvise

AREA OF STUDY: *PHYSICAL EDUCATION*

STANDARD III

UNIT/THEME: Work

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Work (continued) ▪ Cleaning is getting rid of dirt and filth. Cleaning develops good self-esteem. <u>Skills</u> Sweeping, wiping, mopping, chopping, washing <u>Attitudes</u> Appreciate activities that help to keep the environment clean; accept activities that promote a healthy lifestyle; cooperation, socialization, respect, care	<i>See previous page</i>	<i>See previous page</i>

AREA OF STUDY: *PHYSICAL EDUCATION***STANDARD III****UNIT/THEME: Work**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL1.j Identify a sequence of events EL1.k Interpret and follow instructions/directions H1.b Understand how safety practices contribute to healthy living and how to recognize and respond appropriately to dangerous situations	About Games Young Student's Encyclopedia Physical Education for Elementary School Children (Ninth Edition) Fitness for Life - Scott Foresman Teacher's Guide to Football – National Sports Council Track and Field Athletics, A Basic Coaching Manual Development Program, Bk 1 Belize Amateur Athletic Association – Nelson Hyde, Fred Evans, Track & Field Go For It Volleyball For Boys and Girls – Bill Gutman Resource Personnel: football players, Belize tumblers, lifeguard, Swimmers, andy dance group Materials rope, post, box, ball, bat, swimming pool or creek or river

AREA OF STUDY: PHYSICAL EDUCATION**STANDARD III****UNIT/THEME: Sports****AREA OF STUDY OUTCOMES****Pupils should:**

H4.a Engage in physical activities that promote interpersonal skills and health of mind and body.

CROSS-CURRICULAR OUTCOMES**Pupils should:**

SP2.b Express their opinions and feelings in a socially acceptable way.

SP2.c Identify feelings.

SP2.d Respond to the feelings of others.

SP2.e Lead and follow where appropriate.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (18 weeks) Sports Sports are games requiring skills and physical exercise. <u>Track & Field</u> (2 weeks) ▪ Track & field is physical activity comprising natural actions like running, jumping and throwing. ▪ Running, jumping and throwing develop concentration and muscles. ▪ Sprinting 1.Knees should be lifted to waist height. 2.Legs should then extend outward, feet <u>Continued on next page</u>	Sports Track & Field Drills Students will perform drills that involve: ▪ March, skip, run ▪ March , skip ▪ Butt Kicks ▪ Bounding ▪ Sprinting (50m) relay ▪ Long distance running & relays (800m) ▪ Long jumps, high jumps ▪ Baseball throws	Sports Track & Field ▪ Observe children performing the various activities ▪ Observe competition among small groups ▪ Questions/answers – oral ▪ Observe/checklist for mastery of skills

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CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
3. Feet should be used to paw the earth. 4. Arms should swing back and forth while locked in an "L" shape 5. Running should be done on the balls of the feet. ▪ Long Jump 2. Run up should be a smooth sprint. 2. Take off is done from 1 foot. 3. Landing is done on both feet ▪ High Jump 1. Run up should be a smooth sprint 2. Take off is done from 1 foot ▪ Baseball Throw 1. Run up should be a smooth sprint. 2. The last few steps before throwing should be almost side ways. ▪ Shot Put 1. The shot must be held to the side of the neck. 2. The shot is pushed explosively at about 45°.	<i>See previous page</i>	<i>See previous page</i>

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UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Gymnastics(3 weeks) Activities that develop flexibility, agility and coordination. Football (5 weeks) Football (soccer) is one of the world's favorite sports. In a football game, 2 teams of 11 players try to kick or head a ball into each other's goal. The team that scores the most goals after a period of time wins. Players must kick the ball or hit it with their head or body only. Only the goalkeepers can touch the ball with the hands. Football promotes physical fitness through the constant use of the muscles and practice of manipulative and locomotor skills. <i>...continued on next page..</i>	Gymnastics Students will demonstrate ▪ <u>Tumbling</u> - cartwheel - mule kick ▪ <u>Balancing</u> - tuck – v – sit - stork stand - tightrope walk Football ▪ Teacher will use lead up games to develop the major skills of the game. ▪ Review trapping and shooting and dribbling. ▪ Tackling (Games: shuttle, dribble and tackle) ▪ Heading (Games: goalheading) ▪ Passing (Games: triangle pass) ▪ Watch a football game, discuss and practice major skills	Gymnastics ▪ Observation/checklist for skill mastery Football ▪ Observe/checklist for mastery of skills ▪ Oral and/or questions/answers ▪ Observe/checklist for participation, cooperation, leadership, etc.

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UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ <u>Passing</u> using inside of foot and instep ▪ <u>Shooting</u> 4. non-kicking foot should be placed beside the ball. 5. Kicking foot is brought forward to meet ball. 6. Eyes must focus on ball ▪ <u>Trapping</u> with the inside of foot, instep, thigh, and chest 1. Trapping surface (ie. Thigh) is brought forward to meet the ball. 2. Surface is relaxed to deaden the impact of the ball. 3. Females cross the arms over the chest to trap. ▪ <u>Dribbling</u> 1. The ball is tapped and guided along with various parts of the foot. 2. The ball should always be kept from within reach. ...Continued on next page	<i>See previous page</i>	<i>See previous page</i>

AREA OF STUDY: *PHYSICAL EDUCATION*

STANDARD III

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ <u>Tackling</u> 1. The legs are used to get the ball from opponents. 2. It is done only from front or side. ▪ <u>Heading</u> 1. Hitting or bunting the ball with the front of the forehead. Softball (5 weeks) Softball is played by 2 teams of 9 players each. The objective of the game is to score more runs than the opposing team in the official 7 innings. A run is scored by a batter's becoming a base runner and legally touching the three bases and home plate before the third out of the inning. A team is made up of a pitcher, catcher, first baseman, second baseman, third baseman, short stop, right fielder, ...<i>Continued on next page</i>	<i>See page 28</i> Softball ▪ Teacher will use lead up games to develop the major skills of the game. ▪ Running – sprinting 60m (Relay games) ▪ Batting – practice hitting ▪ Overhand/underhand throwing (Games: Dodge the Ball, Sardine in Tin, Balloon Toss) ▪ Fielding and catching (Games: Balloon Toss, Progressive Dodge Ball) ▪ Watch a softball game; discuss and practice major skills	<i>See page 28</i> Softball ▪ Observation of game ▪ Checklist for skill mastery ▪ Oral/written questions/answers

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD III

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Softball (continued) center fielder, and left fielder. Teams take turns at bat and in the field. The team in the field is called the defensive team while the team at bat is the offensive team. The defensive team is trying to cause the offensive team to make 3 outs (3 strikes = 1 out), while the offensive team is trying to score runs. Softball promotes physical fitness, the constant use of muscles and the practice of manipulative and locomotor skills. Furthermore, it enhances the mental being by developing concentration, building self-esteem, and teaching good sportsmanship. <i>...Continued on next page..</i>	<i>See previous page</i>	<i>See previous page</i>

AREA OF STUDY: *PHYSICAL EDUCATION*

STANDARD III

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Softball (continued) ▪ <u>Batting</u>: The bat is held firmly, and batters swing to make contact with the ball keeping eyes focused on the ball at all times. After contact with the ball, swinging of the bat must continue through. ▪ <u>Running</u>: Runners should touch bases in regular order. Runners should keep as close to the line as possible. ▪ <u>Catching and Fielding</u>: Body must be placed behind the ball, the hands form a cradle to cushion ball. Ball must be returned to the free base closest to the homeplate. <u>Skills</u> Running, striking, catching, throwing, collecting, rolling a ball, batting a ball, bending, eye-hand coordination, teamwork <u>Attitudes</u> Cooperation, respect, good sportsmanship, commitment, building confidence	<i>See page 30</i>	<i>See page 30</i>

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD III

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Volleyball (5 weeks) In volleyball the players bat a ball back and forth across a high net, and often leap high to spike a ball, or drive it downwards. The game is played with 6 players on each side. A team must score 25 points to win a game; however, a team must win a game by at least 2 points. The ball must not touch the net or a player on the server's side. Ball must always be hit before it lands on the court. No one player can hit the ball 2 times in a row. A player crossing the center line while the ball is in play has committed a foul. It is a foul to touch the net during play. Volleyball provides spirited fun and exercise. It helps to build skills learned from childhood. It builds self- <i>...Continued on next page</i>	Volleyball ▪ Demonstrate volleying ▪ Children volley in pairs without nets ▪ Play game using volleying ▪ Demonstrate underhand and overhead serving ▪ Children serve in pairs ▪ Play game with baseline serving ▪ Have children watch a volleyball game	Volleyball ▪ Observation/checklist for mastery of skills ▪ Oral and/or written questions/answers

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD III

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Volleyball (continued) esteem and confidence. It also develops muscles and gives a sense of belonging and teaches teamwork and good sportsmanship. It helps with concentration and reflexes. ▪ Volleying = passing the ball over the net or to another person using the overhand or underhand hit. ▪ Serving = using the overhead or overhand serve to get the ball over the net and into play. Serving may be done with the the underhand or overhead serve. Skills Eye/hand coordination, jumping, serving, squatting, bending, running, passing with finger tips, ball control Attitudes Cooperation, competition, sportsmanship,	Volleyball <i>See previous page</i>	Volleyball <i>See previous page</i>

AREA OF STUDY: *PHYSICAL EDUCATION*

STANDARD III

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (3 weeks) Swimming Swimming is the act of moving through water using the arms and legs. It is a good form of exercise and promotes physical fitness through the use of the muscles. There are many fundamentals to swimming (i.e. getting comfortable in water, floating, treading, breathing techniques) The basic swimming strokes are the arm and leg strokes. Swimming (continued) There are several safety rules in swimming (i.e. never go into the water alone, swim in clear water. <u>Skills</u> Stretching, twisting, swimming, lifting, paddling <u>Attitude</u> Trust, building self-confidence and self-esteem	Swimming ▪ Getting comfortable in the water: breathing (holding and exhaling), staying under water for a longer period of time ▪ Floating – prone floating ▪ Treading (refer to glossary) ▪ Breathing Techniques – blow bubbles in the water and open eyes ▪ Leg strokes – use a floating device (on hand) to practice the leg stroke ▪ Arm strokes – use a floating device (on hand) on legs to practice arm strokes Examples of floating devices: foam, tube or gallon jug	Swimming ▪ Observe movements (floating, arm and leg strokes, breathing techniques, treading water) ▪ Checklist

AREA OF STUDY: *PHYSICAL EDUCATION***STANDARD III****UNIT/THEME: Sports**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EI1.k Interpret and follow instructions/directions H1.b Understand how safety practices contribute to healthy living and how to recognize and respond appropriately to danger situations.	About Games Young Student's Encyclopedia Physical Education for Elementary School Children (Ninth Edition) Fitness for Life - Scott Foresman Teacher's Guide to Football – National Sports Council Track and Field Athletics, A Basic Coaching Manual Development Program, Bk 1 Belize Amateur Athletic Association – Nelson Hyde, Fred Evans, Track & Field Go For It Volleyball For Boys and Girls – Bill Gutman Resource Personnel: football players, Belize tumblers, lifeguard, swimmers, any dance group Materials rope, post, box, ball, bat, swimming pool or creek or river

AREA OF STUDY: PHYSICAL EDUCATION**STANDARD III****UNIT/THEME: Dance****AREA OF STUDY OUTCOMES****Pupils should:**

EA1.f Use rhythmic body movements to express feelings and emotions.

CROSS-CURRICULAR OUTCOMES**Pupils should:**

SP2.b Express their opinions and feelings in a socially acceptable way.

SP2.c Identify feelings.

SP2.d Respond to the feelings of others.

SP2.e Lead and follow where appropriate.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> Dance (5 weeks) ▪ To move in rhythm usually in time with music. ▪ Dancing allows one to have fun and express feelings in a physical way. ▪ It can help to relax muscles and relieve stress. ▪ Dancing is used as an effective means of communication. A dancer can express such feelings as joy, anger, or helplessness without saying a word. <i>...Continued on next page</i>	Dance ▪ Each person expresses his/her feelings with a rhythmic move ▪ Listen to a piece of music, students move to express how the music makes them feel ▪ Students express feelings with rhythmic body movement while others guess the feeling ▪ Discuss feelings and emotions ▪ Play music for different occasions – have children express feelings using different rhythmic movement.(i.e. September Celebration, funerals, parties) ▪ Sing action songs and clap, tap feet or move to the rhythm ▪ Have students select their own music and develop their own movements --have groups and/or individuals present	Dance ▪ Observation ▪ Checklist ▪ Ability to demonstrate feelings

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD III

UNIT/THEME: Dance

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Dance (continued) Some complex feelings and emotions are acceptance, loneliness, carefreeness, trouble, clear-headedness, confusion, blamelessness, guilt, health, misery. Complex feelings and emotions can be express using rhythmic body movements. Rhythmic body movements can be performed in various modes (i.e. fast, slow, smooth, jerky, etc.) Skills Listening, swaying, bouncing, twirling, swinging, jumping, bounding, leaping, bending, turning, stretching, twisting, sliding. Attitudes Awareness of feelings (of self and others), respect, caring, sharing	<i>See previous page</i>	<i>See previous page</i>

AREA OF STUDY: *PHYSICAL EDUCATION***STANDARD III****UNIT/THEME: Dance**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL2.d Follow instructions/directions H4.a Engage in physical activities that promote interpersonal skills and health of mind and body.	About Games Young Student's Encyclopedia Physical Education for Elementary School Children (Ninth Edition) Fitness for Life - Scott Foresman Teacher's Guide to Football – National Sports Council Track and Field Athletics, A Basic Coaching Manual Development Program, Bk 1 Belize Amateur Athletic Association – Nelson Hyde, Fred Evans, Track & Field Go For It Volleyball For Boys and Girls – Bill Gutman Resource Personnel: football players, Belize tumblers, lifeguard, swimmers, any dance group Materials rope, post, box, ball, bat, swimming pool or creek or river

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD IV

UNIT/THEME: Training

AREA OF STUDY OUTCOMES

Pupils should:

H4.a Engage in physical activities that promote interpersonal skills and health of mind and body.

CROSS-CURRICULAR OUTCOMES

Pupils should:

SP2.a Take part in group activities.
SP2.e Lead and follow where appropriate

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge Training (5 weeks) - Training: conditioning the body and mind for future activities - Muscular strength is the amount of force that a muscle group can exert (examples of muscular groups: legs, thighs, abdominals, back, arms, hands, neck) - Muscular endurance is the ability to continue a muscular effort or movement over a prolonged period of time. Any activity done or repeated for a long period of time develops endurance. ..Continued on next page	Training Engage in activities that develop the following muscle groups: - Legs – tip on the toes and hold for about 10 seconds; do 2 leg squats - Thighs – side leg raises - Abdominal/hips – bent-knee sit-ups - Back – prone trunk lift - Chest/arms – moderate push-ups (refer to glossary) - Shoulders – rotation of the arms forward and backward - Neck – neck roll (move neck front and back, and from side to side) Endurance - Running, walking swimming, skipping, cycling, hiking (must be done for a long period of time without stopping – suggested time = 10-15 minutes) ...Continued on next page	Training - Observe for endurance, strength, and speed - Observe for agility (using a wide range of movement) - Physical test - Endurance – run or walk for a long period of time. - Speed – running, stick test (check time) - Strength – throwing, kicking, jumping high, jumping far - Agility – stepping from side to side - Checklist - Coordination – juggling of balls (3-4) - Oral questions and answers

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD IV

UNIT/THEME: Training

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
▪ Speed is the ability to perform successive movement of the same pattern in the shortest period of time. Speed is developed by performing a series of quick actions with long rests in between. ▪ Agility is the ability to shift the body in different directions quickly and efficiently. Agility is determined by flexibility. Agility is developed through stretching of muscles, movement of joints and coordination of the body. ▪ Coordination is the harmonious adjustment of body parts working together. <u>Skills</u> Running, walking, cycling, skipping, frog jumps, stretching, bending, twisting, turning, curling, speed, creativity, balance <u>Attitudes</u> Appreciation of activities that develop muscular endurance, speed, & agility; appreciate & promote the value of lifetime physical activities	<i>See previous page</i>	<i>See previous page</i>

AREA OF STUDY: *PHYSICAL EDUCATION***STANDARD IV****UNIT/THEME: Training**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL.1.k Interpret and follow instructions/directions H1.b Understand how safety practices contribute to healthy living and how to recognize and respond appropriately to danger situations	About Games Young Student's Encyclopedia Physical Education for Elementary School Children (Ninth Edition) Fitness for Life - Scott Foresman Teacher's Guide to Football – National Sports Council Track and Field Athletics, A Basic Coaching Manual Development Program, Bk 1 Belize Amateur Athletic Association – Nelson Hyde, Fred Evans, Track & Field Resource Personnel: football players, Belize tumblers, lifeguard, Swimmers, and dance group Materials rope, post, box, ball, bat, swimming pool or creek or river

AREA OF STUDY: *PHYSICAL EDUCATION*

STANDARD IV

UNIT/THEME: Work

AREA OF STUDY OUTCOMES

Pupils should:

H4.a Engage in physical activities that promote interpersonal skills and health of mind and body.

CROSS-CURRICULAR OUTCOMES

Pupils should:

SP2.a Take part in group activities.
SP2.e Lead and follow where appropriate.
SP2.f Help the group to achieve its goals.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (2 weeks) Work - Work is effort exerted by the body to make and maintain things in our environment - Work should be portrayed as a positive activity - Cooperation makes work easier - Building is to made by putting materials together – building develops creativity and pride - Repairing is restoring of objects to their original state – repairing develops responsibility <u>Continued on next page</u>	Work - Sweeping classroom, home, yard, walkway, and verandah within a given time period - Wiping chalkboard, desks, benches, windows, shelves, tables, vases, dry dishes within a given time period - Mopping of floors with increased speed - Chopping the yard, clean around plants - Washing dishes, tennis shoes, socks, uniforms - Building models of things and places in the environment (i.e. classroom, park, school compound, chairs, beds, drawers, napkin holders, picture frames) - Simple repair of benches, desks, and chalkboard, books or other objects in the class and home - Assign to community project (i.e. cleaning parks and playgrounds in and around the church) (Group work at teacher's discretion.)	Work - Observe children at task - Observe procedures - Observe pantomime - Display objects built and repaired – class evaluation - Clean-up campaign - Community service

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD IV

UNIT/THEME: Work

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Work (continued) ▪ Cleaning is getting rid of dirt and filth. Cleaning develops good self-esteem. <u>Skills</u> Sweeping, wiping, mopping, chopping, washing <u>Attitudes</u> Appreciate activities that help to keep the environment clean; accept activities that promote a healthy lifestyle; cooperation, socialization, respect, care	<i>See previous page</i>	<i>See previous page</i>

AREA OF STUDY: *PHYSICAL EDUCATION***STANDARD IV****UNIT/THEME: Work**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL1.j Identify a sequence of events EL1.k Interpret and follow instructions/directions H1.b Understand how safety practices contribute to healthy living and how to recognize and respond appropriately to danger situations	About Games Young Student's Encyclopedia Physical Education for Elementary School Children (Ninth Edition) Fitness for Life - Scott Foresman Teacher's Guide to Football – National Sports Council Track and Field Athletics, A Basic Coaching Manual Development Program, Bk 1 Belize Amateur Athletic Association – Nelson Hyde, Fred Evans, Track & Field Go For It Volleyball For Boys and Girls – Bill Gutman Resource Personnel: football players, Belize tumblers, lifeguard, Swimmers, any dance group Materials rope, post, box, ball, bat, swimming pool or creek or river

AREA OF STUDY: PHYSICAL EDUCATION**STANDARD IV****UNIT/THEME: Sports****AREA OF STUDY OUTCOMES****Pupils should:**

H4.a Engage in physical activities that promote interpersonal skills and health of mind and body.

CROSS-CURRICULAR OUTCOMES**Pupils should:**

SP2.a Take part in group activities
SP2.b Express their opinions and feelings in a socially acceptable way
SP2.e Lead and follow where appropriate.
SP2.h Accept major decisions

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (18 weeks) Sports Sports are games requiring skills and physical exercise. <u>Track & Field</u> (2 weeks) - Track & field is physical activity comprising natural actions like running, jumping and throwing. - Running, jumping and throwing develop concentration and muscles. - Sprinting 1.Knees should be lifted to waist height. 2.Legs should then extend outward. <u>Continued on next page</u>	Track & Field Drills Students will perform drills: - March, skip, run - March, skip - Butt kicks - Bounding Engage in activities that involve: - Sprinting (60m) relay - Long distance running & relays (1200m) - Long jumps, high jumps, triple jumps - Baseball throws - Shot put (3 kg ball)	Track & Field - Observation of children performing various skills - Competition between groups - Oral/written questions/answers

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD IV

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
3. Feet should be used to paw the earth. 4. Arms should swing back and forth while locked in an "L" shape 5. Running should be done on the balls of the feet. ▪ Long Jump 3. Run up should be a smooth sprint. 2. Take off is done from 1 foot. 3. Landing is done on both feet ▪ High Jump 1. Run up should be a smooth sprint 2. Landing is done on both feet ▪ Baseball Throw 1. Run up should be a smooth sprint. 2. The last few steps before throwing should be almost side ways. ▪ Shot Put 1. The shot must be held to the side of the neck. 2. The shot is pushed explosively at about 45°.	...See previous page	...See previous page

UNIT/THEME: Sports**UNIT/THEME: Sports****UNIT/THEME: Sports**

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD IV

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Football (continued) Furthermore, it enhances the child mentally by developing concentration, building self-esteem, and teaching good sportsmanship. ▪ Passing is moving the ball from one player to the other using the head or feet. ▪ Goalkeeper – is the only player allowed to use the hands ▪ The golden rules of goal-keeping are: get the body behind the ball whenever possible; get the ball securely to the chest as you catch it; cushioning the ball	<i>See previous page</i>	<i>See previous page</i>

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD IV

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Softball (5 weeks) Softball is played by 2 teams of 9 players each. The objective of the game is to score more runs than the opposing team in the official 7 innings. A run is scored by a batter's becoming a base runner and legally touching the three bases and home plate before the third out of the inning. A team is made up of a pitcher, catcher, first baseman, second baseman, third baseman, short stop, right fielder center fielder, and left fielder. Teams take turns at bat and in the field. The team in the field is called the defensive team, while the team at bat is the offensive team. The defensive team is trying to cause the offensive team to make 3 outs. While the offensive team is trying to score runs. <i>...continued on next page</i>	Softball ▪ Teacher will use lead-up games to develop the major skills of the game ▪ Batting: ball on a tee, and pitched ball ▪ Running (sprinting 50m, 60m, simple tag, relays) ▪ Fielding to catch - Throw, Catch, and Run - Hot Ball - Call Ball ▪ Throwing (underhand and overhand throws) - Dodge the Ball - Sardine in Tin - Balloon Toss ▪ Fielding and Catching (Progressive Dodge Ball) ▪ Watch a softball game – discuss and practice major skills	Softball ▪ Observation of game ▪ Checklist for skill mastery ▪ Oral/written questions ▪ Student assessment of a game

AREA OF STUDY: *PHYSICAL EDUCATION*

STANDARD IV

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Softball (continued) Softball promotes physical fitness, the constant use of muscles and practice of manipulative and locomotor skills. Furthermore, it enhances the mental being by developing concentration, and building self-esteem <u>Skills</u> Running, striking, catching, throwing, collecting, rolling a ball, batting a ball, bending, eye-hand coordination, teamwork <u>Attitudes</u> Cooperation, respect, good sportsmanship, commitment, building confidence	Softball <i>See previous page</i>	Softball <i>See previous page</i>

AREA OF STUDY: *PHYSICAL EDUCATION*

STANDARD IV

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> Volleyball (5 weeks) In volleyball, the players bat a ball back and forth across a high net, and often leap high to spike a ball or drive it downward. The game is played with 6 players on each team. To win a game a team must score 25 points to win the game. It must also win by at least 2 points. The ball must not touch the net or a player on the server's side. The ball must always be hit before it lands on the court. No one player <i>...continued on next page</i>	Volleyball ▪ Demonstrate volleying. ▪ Volley the ball in pairs without a net. ▪ Demonstrate underhand and over head serving – have children play Baseline Serving) ▪ Games: - Zig-Zag volley - Circle Volley - Nebraska Ball - Bound Ball ▪ Passing (triangle passing, partners passing) ▪ Observation of game	Volleyball ▪ Assessment of game ▪ Checklist ▪ Oral/written questions/answers

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD IV

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Volleyball (continued) No one player can hit the ball 2 times in a row. A player crossing the center line while the ball is in play has committed a foul. It is also a foul to touch the net during play ▪ Volleying – passing the ball over the net or to another person using the overhand or underhand hit. ▪ Serving – using the overhead or overhand serve to get the ball over the net and into play ▪ Passing – made by contacting the ball on the lower of the forearm near the wrist Skills Eye/hand coordination, jumping, serving, squatting, bending, running, passing with finger tips, ball control Attitudes Cooperation, competition, sportsmanship,	Volleyball <i>See previous page</i>	Volleyball <i>See previous page</i>

AREA OF STUDY: *PHYSICAL EDUCATION***STANDARD IV****UNIT/THEME: Sports**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL2.b Identify a sequence of events EL2.d Follow instructions/directions EL4.c Use appropriate language to share ideas, to convince and express feelings. EL4.e Ask questions and give information EL4.f Express ideas and opinions. H1.c Understand the relationship between food and good health and be able to make healthy food choices.	About Games Young Student's Encyclopedia Physical Education for Elementary School Children (Ninth Edition) Fitness for Life - Scott Foresman Teacher's Guide to Football – National Sports Council Track and Field Athletics, A Basic Coaching Manual Development Program, Bk 1 Belize Amateur Athletic Association – Nelson Hyde, Fred Evans, Track & Field Go For It Volleyball For Boys and Girls – Bill Gutman Resource Personnel: football players, Belize tumblers, lifeguard, swimmers, any dance group Materials rope, post, box, ball, bat, swimming pool or creek or river

AREA OF STUDY: *PHYSICAL EDUCATION*

STANDARD IV

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> Basketball (5 weeks) Basketball is played with 2 teams of 5 players each. The game starts with the center jump. Four players from each team stand outside the center circle. The fifth player, usually the center, stand inside the center circle. The official tosses the ball into the air above the 2 players who jump up and try to tap it to a teammate. The game clock starts as soon as one of the players touches the ball. <i>...Continued on next page</i>	Basketball ▪ Teacher will use lead-up games to develop the major skills of the game. ▪ Shooting – demonstrate the one hand set shot. Have children practice the motion without the ball (Game: Lay-up Shooting) ▪ Play games to practice the other skills of running, dribbling, jumping, leaping ▪ Observe a game of basketball – followed by discussion ▪ Play game of basketball	Basketball ▪ Observe for skills involved and record progress on a checklist ▪ Assess a basketball game

AREA OF STUDY: *PHYSICAL EDUCATION*

STANDARD IV

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Basketball (continued) Once the team gains possession of the ball, the offensive team advances the ball into the front court. The team can dribble the ball or pass it to get it there. If the offensive teams scores, the opposing team immediately takes control of the ball out of bounds from behind the baseline. It then tries to move the ball to the basket at the other end of the court. This team now becomes the offensive team with the other team the defensive team. Play continues until time runs out (15 minute quarters) or the clock is stopped. Each basket counts 2 points. If a player misses a shot, both teams try to gain possession of the ball by catching the rebound. All <i>...Continued on next page</i>	Basketball <i>See previous page</i>	Basketball <i>See previous page</i>

AREA OF STUDY: *PHYSICAL EDUCATION*

STANDARD IV

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Basketball (continued) Playing basket ball develops self-esteem, good sportsmanship, acceptance, and confidence. It also develops muscles and reinforces basic skills learned from lower division. ▪ Shooting – one of the most important skills in basketball. When shooting always watch the target instead of the ball, and follow through after every shot. ▪ The height of the basket-ball rim is lower to allow the children to shoot without strain. The height of the rim should depend on the age and ability of the children ...Continued on next page	Basketball <i>See page 54</i>	Basketball <i>See page 54</i>

AREA OF STUDY: *PHYSICAL EDUCATION*

STANDARD IV

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Basketball (continued) One Hand Set Shot – is performed by placing the same foot as the shooting hand slightly in front of the body. The ball is held in both hands opposite the chin and above the lead foot. The back is straight with knees partially bent. In a simultaneous action, straighten the knees, release the non-shooting hand, extend the shooting arm forward and upward and push the ball toward the basket. Release the ball with a slight snap of the wrist and fingers. Skills Running, catching, throwing, bending, dribbling, twisting, shooting, passing, ball control, eye-hand coordination, accuracy Attitudes Self-esteem, sportsmanship, acceptance, confidence, cooperation, respect, care, commitment, socialization	Basketball <i>See page 54</i>	Basketball <i>See page 54</i>

AREA OF STUDY: *PHYSICAL EDUCATION*

STANDARD IV

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge Swimming (3 weeks) Swimming is the act of moving through the water using the arms and legs. It is a good form of exercise and promotes physical fitness through the use of the muscles. There are many fundamentals To swimming: getting comfortable in the water, floating, treading water, breathing techniques. The basic strokes are the arm and leg strokes. There are several safety rules in swimming (i.e. never go in the water alone; swim in clear water, etc.) <i>...Continued on next page</i>	Swimming ▪ Getting comfortable in the water – breathing (holding and exhaling); staying under water for a longer period of time ▪ Floating – prone floating ▪ Treading (see glossary) ▪ Breathing techniques – blow bubbles in the water and open eyes ▪ Leg strokes – use floating device (inner tube, large closed plastic bottle, etc. to practice ▪ Arm strokes – use floating device on legs to practice ▪ Practice holding breath, and arm and leg strokes together ▪ Have children use arm and leg strokes to move forward within a given distance (i.e. 10-15 ft.) ▪ Have children swim and time them.	Swimming ▪ Observe movement: floating, arm and leg strokes, breathing techniques, treading water ▪ Checklist for mastery of skills

AREA OF STUDY: *PHYSICAL EDUCATION*

STANDARD IV

UNIT/THEME: Sports

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Swimming (continued) Skills Floating, treading water, stretching, correct breathing, coordination of arm and leg strokes Attitudes Trust, confidence, awareness of the dangers of water	Swimming See previous page	Swimming See previous page

AREA OF STUDY: *PHYSICAL EDUCATION***STANDARD IV****UNIT/THEME: Sports**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL2.d Follow instructions/directions. EL4.e Ask questions and give information. H1.b How safety practices contribute to healthy living and how to recognize and respond appropriately to danger situations.	About Games Young Student's Encyclopedia Physical Education for Elementary School Children (Ninth Edition) Fitness for Life - Scott Foresman Teacher's Guide to Football – National Sports Council Track and Field Athletics, A Basic Coaching Manual Development Program, Bk 1 Belize Amateur Athletic Association – Nelson Hyde, Fred Evans, Track & Field Go For It Volleyball For Boys and Girls – Bill Gutman Resource Personnel: football players, Belize tumblers, lifeguard, swimmers, any dance group Materials rope, post, box, ball, bat, swimming pool or creek or river

AREA OF STUDY: PHYSICAL EDUCATION**STANDARD IV****UNIT/THEME: Dance****AREA OF STUDY OUTCOMES****Pupils should:**

EA1.f Use rhythmic body movements to express feelings and emotions.

CROSS-CURRICULAR OUTCOMES**Pupils should:**

SP2.b Express their opinions and feelings in a socially acceptable way.
SP2.c Identify feelings.
SP2.d Respond to the feelings of others.
SP2.e Lead and follow where appropriate.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge Dance (5 weeks) ▪ To move in rhythm usually in time with music. ▪ Dancing allows one to have fun and express feelings in a physical way. ▪ It can help to relax muscles and relieve stress. ▪ Dancing is used as an effective means of communication. A dancer can express such feelings as joy, anger, or helplessness without saying a word. <i>...Continued on next page</i>	Dance ▪ Each person expresses his/her feelings with a rhythmic movement ▪ Listen to a piece of music and move to express how the music makes you feel ▪ Students express feelings with the rhythmic body movement while the others guess the feeling ▪ Discuss feelings and emotions ▪ Play music for different occasions – have children express feelings using different rhythmic movements (i.e. September Celebration, funerals, parties) ▪ Sing actions songs and clap, tap feet, or move to the rhythm ▪ Have students select their own music and develop their own movements – have small groups or individuals present for class ▪ Research cultural dance ▪ Have students perform a cultural dance in pairs or small groups ▪ Have small groups of students choregraph their own dance	Dance ▪ Observation and checklist

AREA OF STUDY: PHYSICAL EDUCATION

STANDARD IV

UNIT/THEME: Dance

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Dance (continued) ▪ Some complex feelings are accepted: (Std III plus boldness, shyness, trust, suspicion, humor, seriousness, caution, contentment, relaxation, dissatisfaction, tension, alertness, confidence, fear) ▪ Complex feelings and emotions can be expressed using rhythmic body movements ▪ Rhythmic body movements can be performed in various modes (i.e. fast, slow, smooth, jerky) Skills Listening, swaying, bouncing, twirling, swinging, jumping, leaping, bending, turning, stretching, twisting, sliding, walking Attitudes Awareness of feelings, respect, care, share, confidence	Dance <i>See previous page</i>	Dance <i>See previous page</i>

AREA OF STUDY: *PHYSICAL EDUCATION***STANDARD IV****UNIT/THEME: Dance**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL2.d Follow instructions/directions EL2.e Interpret and respond appropriately to messages conveyed through visual images and tone of voice. EA1.b Identify and produce rhythmic patterns in meters of 2,3,and 4. H4.a Engage in physical activities that promote interpersonal skills and health of mind and body.	About Games Young Student's Encyclopedia Physical Education for Elementary School Children (Ninth Edition) Fitness for Life - Scott Foresman Teacher's Guide to Football – National Sports Council Track and Field Athletics, A Basic Coaching Manual Development Program, Bk 1 Belize Amateur Athletic Association – Nelson Hyde, Fred Evans, Track & Field Go For It Volleyball For Boys and Girls – Bill Gutman Resource Personnel: football players, Belize tumblers, lifeguard, swimmers, any dance group Materials rope, post, box, ball, bat, swimming pool or creek or river, music cassettes, tape recorder

PHYSICAL EDUCATION GLOSSARY

ARM STROKE – moving of the arms to propel the body in the water.

BALANCING – maintaining a stationary position or performing purposeful movements while resisting the force of gravity; also holding the body in a fixed position.

BATBALL – (9 players)

- One team is in the field and the other is at bat. Players at bat try to hit the ball into the field and run to first base, and back home in one complete trip. The batter may not stop on base. A player, who makes a complete trip without being put out, scores one run. The batter is out if: (1) a fielder catches a fly ball, or (2) a fielder touches the runner before he reaches home.
- When the team at bat has three outs, it goes into the field and the team in the field comes to bat. The team with the most points at the end of the playing period is the winner. (Teams must have the same number of times at bat.)

BEAR DANCE

- squat on the right foot and extend the left leg forward;
- extend arms from the sides;
- simultaneously jump forward, draw the right leg back, and extend the left leg forward.

BENT KNEE SIT-UPS

(Simple)

- Lie on back with hands at your side;
- Bend your knees at a 90° angle;
- Put your hands under your thighs to help pull yourself up;
- Use your arms to help you sit up only if you cannot do the exercise without using them.

(Moderate)

- Lie on your back with hands clasped behind your neck;
- Bend your knees at 90° angle;
- Roll up and touch your elbows to your knees, and return to original position;
- Keep the fingers locked behind the neck;
- Do not let anyone hold your feet down.

(Difficult)

- Follow same procedure as moderate but use a plastic bottle with a lid;
- Hold the bottle (can be half-full or filled with water);
- Be sure to “curl up”, not sit up with a straight or arched back.

BOUNCING – to spring into the air like rabbit.

BOUND BALL

- The server standing anywhere behind the end line bounces the ball once, and then hits it over the centerline. The ball

must bounce once before an opposing player is allowed to return it over the line.

- Each team is allowed three hits; however, the ball must bounce between each hit. No player is allowed to hit the ball twice in succession.
- If the ball hits the centerline, it is considered dead, and the play is retaken. Balls hitting boundary lines are still in play. If the non-serving team fails to return the ball within 3 bounces, the serving team is awarded 1 point. If the serving team fails to get the serve over the centerline or fails to return a played ball, no point is scored and the ball is given to the other team. Game continues to 25 points.

BOUNDING – leaping or springing lightly along.

CALL BALL

- 5 children form a circle. The center player tosses the ball into the air and calls out a number(s), such as 3, 3+2, or 8-5 (depending on the age and concepts to be reinforced).
- The leader then bounces the ball to any player, who must try to catch the ball and give the correct answer before the leader counts to 5.

PHYSICAL EDUCATION GLOSSARY

- Award 1 point for every correct answer. Keep one group score and change leaders when the group reaches 5.

CARTWHEEL – Stand opposite the spot where the performer's hands will be placed. Cross the right arm over the left, then place both hands on the performer's hips as she pushes off from her lead foot. Aid the performer in her sideward motion and vertical balance position when indicated.

CIRCLE VOLLEY

- Divide class into squads of 5 or 6 players. Arrange squads in a shuttle formation with about 6 feet between players. Player 1 throws the ball to player 2. Player 2 volleys it to player 3, who has taken player 1's position.
- Each player goes to the end of the line after volleying the ball. Reverse the direction of the throw after everyone has had a turn.

DRIBBLE, PASS, AND TACKLE

- This is a basic shuttle relay formation, with the following modifications.
- Player 1 dribbles the ball toward the other line, while player 2 moves out to tackle player 1.
- Player 1 tries to reach the opposite line without being tackled, and player 2 attempts to touch the ball.
- Allow 20 seconds of play, then blow the whistle and start the next 2 players.

DROOPING – hanging or bending down

FOLLOW THE LEADER

- This is an excellent activity to teach ball control and keeping an eye on another player. Each player has a ball. One partner dribbles in any direction and her partner follows.

GOAL HEADING

- Divide the class into as many squads as you have goals. (Wire backstops or any substitute goal area will work for this drill.)
- Arrange squads in a line 10 feet in front of and parallel to the goal. Player A in each squad moves 15 ft. in front of his team beyond the goal, turns, and faces the second player in the line.
- Player A throws to player B who attempts to head the ball through the goal. Player B chases his own ball, throws it to A, and then returns to the end of the line.

JUMP THE SHOT (5-6 players)

- Center player holds the rope by one end and swings it in a circle, keeping it about one foot off the ground.
- Circle players try to jump the rope as it approaches. If hit, they are charged with 1 shot. The game continues for a designated period. The winner, who is the player with the least number of shots

charged against him/her, becomes the "turner" in the next game.

LEAPING – a quick light springing movement

LOG ROLL

- Lie on the back, with the arms extended over the head and the hands locked together.
- Keep the body in a straight line and roll to the side and then around to the starting position.

MULE KICK

- Begin in a semi-crouched position, with hands about shoulder-width apart, knees bent, and feet together.
- In a simultaneous movement, shift weight over hands, and vigorously thrust legs upward and backward.

...Continued on next page

NEBRASKA BALL

- 9 Players on each team
- Establish a serving line approximately 10-15 ft. from the net. One player serves the ball over the net. Any number of players may hit the ball before it returns over the net.
- A point is scored when the ball hits the floor.

PHYSICAL EDUCATION GLOSSARY

- Start play on the side where the ball hits the floor.

PROGRESSIVE DODGEBALL

- Formation: 3 parallel 20' squares designated as A, B, C.
- This game is played in 3 periods of 5 minutes each. Teams rotate, playing areas A, B, C after each period.
- On signal, a player in one square tries to hit players with the ball (below the waist) in either of the 2 squares.
- No player is eliminated, so a player who is hit should try to get the ball and throw it at an opponent as soon as he is hit.
- Hitting players on another team scores points. The teacher or leader keeps the score for each team, and the team with the highest score after three periods wins. Players may not cross boundary lines.

PRONE TRUNK LIFT

- Lie face down, legs together;
- Have a partner hold your feet down;
- Clasp your hands behind your neck;
- Lift your chin and chest as high as possible.

PULL UPS

- The student assumes a hanging position with an overhand grip (palms facing forward);
- The feet should not touch the floor;

- The student raises his body up until his chin is over the bar, then returns to a complete hanging position.

PUSH UPS

(Simple)

- Lie facedown on the floor;
- Put your hands on the floor next to your shoulders;
- Keep your knees on the floor;
- Keep your body straight while you push the upper part of your body off the floor;
- Lower your body until your nose touches the floor.

(Moderate)

- Lie face down on the floor;
- Put your hands on the floor next to your shoulders;
- Keep your body straight while you push up until arms are straight. Lower your body until nose touches the floor
- Only your toes and your knees are touching the floor.

(Difficult)

- Perform just as you do in the moderate push up, except with your feet elevated;
- Slant with a low chair or a box;
- Increase the elevation of the feet to make the exercise more difficult.

ROUND OFF

- The first part of the round off is the same as the cartwheel. As soon as both feet are off the ground, bring them

together, then make a half turn forward the left (counterclockwise)

- Bend at the hips, and land on both feet, facing the opposite direction.

SIDE ROLL

- Begin in a back-lying position
- Perform the roll with elbows, knees, and nose "hidden" or tucked in.
- Explain to children that hiding these parts of the body helps them roll in a ball-like fashion and protects vulnerable parts.

SPRINT – to run a full speed, especially for a short distance.

SHUTTLE, DRIBBLE AND TACKLE

- 4 players per group
- This is a basic shuttle relay formation with the following modifications. Player 1 dribbles the ball toward the other line, while player 2 moves out to tackle player 1.
- Player 1 tries to reach the opposite line without being tackled, and player 2 attempts touching the ball
- Allow about 20 seconds of play, then blow the whistle and start the next 2 players.

STORK STAND – stand on one leg with arms extended sideways. Raise right leg and rest bottom of foot against the knee.

TIGHT ROPE WALK

- Draw a line on the floor.

PHYSICAL EDUCATION GLOSSARY

- Stand with arms extended sideways, head up, and both feet on the line.
- Walk forward placing the toe, then the heel on the floor.

TREADING

- In a vertical position, move your hands and arms as if sculling.
- Move your feet and legs in a bicycle, scissors, or frog style.
- Water should be deep enough so toes will not touch bottom.

TUCK-V-SIT – begin in a crouched position with hands wrapped around knees. Raise feet off the floor balancing on seat.

TWIRLING – to turn round and round quickly and lightly.

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Care of the Body

AREA OF STUDY OUTCOMES

Pupils should:

H1.a Understand the relationship between proper hygiene practices and healthy living and apply these practices to their daily living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue/problem.
SP3.a Assess their needs and interests.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (2 weeks) <u>Care of the Body</u> - Health is a condition of being well – not sick - All body parts should be taken care of properly so as to be healthy <u>Body Parts</u> Why it's important to keep clean – How to keep clean - Head -combing,washing, no lice, groomed hair - Eyes – protect from dust, proper washing of eyes - Ears – washing of outer ear properly; inner ear (removal of wax) - Nose – proper cleaning of nose. I.e. Mucus with cold - Mouth/teeth – brush teeth properly; how to store brush; when to buy new brush - Hands/feet – washing properly; cleaning and cutting nails; why it's important to avoid walking barefoot ...Continued on next page	<u>Care of the Body</u> - Have children orally share viewpoints of being healthy - Discuss and elicit their definition of "health" - Arrive at appropriate definition of "health" - Present and discuss chart on proper care of body parts - Use of soap and towels - Role-play daily hygiene practices of the body – i.e. washing eyes, combing hair, bathing, etc. - List visible parts that should be kept clean daily for healthy living - Resource personnel – dentist - Videos, pictures, drawings on proper hygiene practices and healthy living - Group discussion on reading material on proper hygiene practices and healthy living - Collect pictures showing proper care of body parts	<u>Care of the Body</u> - Pretest to find out how much children know about health - Oral and written tests - Reporting on discussion of charts - Observation and discussion of role-play - Questionnaire on guest speaker's presentation - Booklet of collected pictures showing proper care of body - Children: write statements telling about proper hygiene practices seen on videos, pictures, charts, and drawings - Make posters displaying proper hygiene practices and healthy living - Matching pictures of body parts with materials used to help each part clean (i.e. teeth: toothbrush, toothpaste, mouthwash, etc.) - Posttest for evaluation

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD II

UNIT/THEME: **Care of the Body**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Care of the Body (con't) - Armpits; under the chin (neck); behind the neck (collar) <u>Skills</u> - Listening, observing, drawing, communication, research, identifying, describing, teamwork <u>Attitudes</u> - Responsibility, respect, positive attitude toward personal hygiene, appreciation of being clean	Care of the Body ...See previous page	Care of the Body ...See previous page

AREA OF STUDY: *HEALTHY LIFESTYLES***STANDARD II****UNIT/THEME: Care of the Body**

<u>LINKAGES/CONNECTIONS</u>	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1.f Discriminate between fact and fiction ▪ SL1.d Follow instructions and directions	▪ The Environment of Belize – Cubola Productions, Benque Viejo ▪ *Our Life Support Systems – Conservation ▪ Young Students Encyclopedia ▪ Hazardous Waste – Lila Gano ▪ Health Education in the Elementary School – Dean F. Miller and Susan K. Telljohann ▪ Organization of School Health Programs – 2nd Edition – W.C. Brown & Benchmark ▪ Sanitation – A Way of Life – HECOPAB, Belize, Ministry of Health ▪ The Belizean Environment – Anna Dominguez Hoare, 1997 ▪ Materials Paper, pencils, bristol board, shop paper, markers, crayons, soap, towels, videos on proper hygiene practices (if possible)/drawings on proper hygiene practices

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Diseases related to unhealthy/poor hygiene practices

AREA OF STUDY OUTCOMES

Pupils should:

H1.a Understand the relationship between proper hygiene practices and healthy living and apply these practices to their daily living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue/problem.
SP3.a Assess their needs and interests.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (1 week) Diseases related to unhealthy/ poor hygiene practices - A Disease is a sickness or illness - Diahroea – condition of having too many and too loose movements in the bowels Prevention: wash fruits and vegetables - Cholera – a painful disease of the stomash and intestines that causes cramps, vomiting and diahroea Prevention: safe water <i>Continued on next page</i>	Diseases related to unhealthy/poor hygiene practices - Brainstorm and have children give the meaning of disease and hygiene - Research from parents what they know about diahroea and parasitic infections and skin infections; share information with class - Reading pamphlets about these diseases and ways of preventing them - List possible causes of diahroedal diseases, and parasitic diseases - Discuss physical signs of these diseases (cholera and other diahroedal infections, and parasitic infections) - Have children make posters showing diseases and how they are related to poor/unhealthy hygiene practices. - Have children make posters showing preventive measures to be taken for disease.	Diseases related to unhealthy/poor hygiene practices - Written and oral tests - Oral presentation of research - Listening to oral presentations given by children on possible causes of diseases related to unsafe hygiene practices - Booklet made on physical symptoms and names of diseases related to unsafe hygiene practices - Observations of posters
CONTENT ORGANIZED INTO MANAGEABLE	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Diseases related to unhealthy/poor hygiene practices

SETS		
- Parasitic Infections – An abundance of parasites affecting the body i.e. tape worms, round worms, hook worms, lice) Prevention: use shoes, wash hands, wash fruits & vegetables, check that fruits & vegetables are fresh <u>Skills</u> - Listening, explaining, relating, cooperation, creativity <u>Attitudes</u> - Responsibility, respect, positive attitude towards cleanliness, self-knowledge, self-respect, self-discipline	Diseases related to unhealthy/poor hygiene practices <i>...See previous page</i>	Diseases related to unhealthy/poor hygiene practices <i>...See previous page</i>

AREA OF STUDY: *HEALTHY LIFESTYLES***STANDARD II****UNIT/THEME: Diseases related to unhealthy/poor hygiene practices**

<u>LINKAGES/CONNECTIONS</u>	<u>RECOMMENDED RESOURCES: TEACHER/STUDENT</u>
▪ EL1.f Discriminate between fact and fiction ▪ EL1l.h Identify cause and effect relationships ▪ EL1.k Interpret and follow instructions/directions ▪ SL1.c Identify a sequence of events ▪ SL1.d Follow instructions and directions	▪ The Environment of Belize – Cubola Productions, Benque Viejo ▪ *Our Life Support Systems – Conservation ▪ Young Students Encyclopedia ▪ Hazardous Waste – Lila Gano ▪ Health Education in the Elementary School – Dean F. Miller and Susan K. Telljohann ▪ Organization of School Health Programs – 2nd Edition – W.C. Brown & Benchmark ▪ Sanitation – A Way of Life – HECOPAB, Belize, Ministry of Health ▪ The Belizean Environment – Anna Dominguez Hoare, 1997 ▪ Materials Paper, pencils, bristol board, shop paper, markers, crayons, pamphlets on causes and prevention of disease

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Equipment Used for Personal Hygiene

AREA OF STUDY OUTCOMES

Pupils should:

H1.a Understand the relationship between proper hygiene practices and healthy living and apply these practices to their daily living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
 CP1.b Examine information related to the issue/problem.
 CP1.c Suggest ways of dealing with the issue/problem.
 SP3.a Assess their needs and interests.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (1 week) Equipment used for Personal Hygiene - There are different materials/tools/items that aid us in keeping clean (comb, soap, water, toothbrush, nail clipper, nail brush, hair brush, washcloth, toothpaste, baking soda, ashes, salt) - Proper care of clothes and linens can contribute to good personal hygiene and healthy living. (i.e towels, clothes, sheets, etc.) <u>Continued on next page</u>	<u>Equipment used for Personal Hygiene</u> - Put all materials or items necessary for personal hygiene in a box or bag. Have children pick one item and say what it is used for. - Display pictures of the different items used for personal hygiene, and have children explain why it is important to use the proper item for each particular use (i.e. nail clipper for nails, not a razor) - Given various scenarios children will decide if the proper tool/item is being used and used correctly. - Brainstorm how to take proper care of your clothes and linens, and why it is important to do so. - Collect various cleaning agents and labels - Make booklets displaying various cleaning agent's labels	<u>Equipment use for Personal Hygiene</u> - Explain through discussion the functions of the tools used for personal hygiene practices - Matching tools/items with their use - Labeling or drawing the tools/items used for personal hygiene practices - Make a cloth and linen booklet (make small samples and stick in book form) - Observe display of different cleaning agents - Booklets on labels collected on cleaning agents

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Equipment Used for Personal Hygiene

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Equipment used for Personal Hygiene ▪ To take proper care of clothes, use a cleaning agent: appropriate detergent Skills ▪ Listening, observing, communication, identifying, describing Attitudes ▪ Responsibility, self-respect, pride	Equipment used for Personal Hygiene <i>...See previous page</i>	Equipment used for Personal Hygiene <i>...See previous page</i>

AREA OF STUDY: *HEALTHY LIFESTYLES***STANDARD II****UNIT/THEME: Equipment Used for Personal Hygiene**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL2.d Follow instructions/directions ▪ EL4.a Express ideas and opinions ▪ EL4.c Use appropriate language to share ideas, to convince and express feelings ▪ EL4.d Use correct grammatical structures ▪ EL4.e Ask questions and give information ▪ EA1.e Explore and experiment to create visual images through use of a variety of artistic tools and media.	▪ The Environment of Belize – Cubola Productions, Benque Viejo ▪ *Our Life Support Systems – Conservation ▪ Young Students Encyclopedia ▪ Hazardous Waste – Lila Gano ▪ Health Education in the Elementary School – Dean F. Miller and Susan K. Telljohann ▪ Organization of School Health Programs – 2nd Edition – W.C. Brown & Benchmark ▪ Sanitation – A Way of Life – HECOPAB, Belize, Ministry of Health ▪ The Belizean Environment – Anna Dominguez Hoare, 1997 ▪ Materials Paper, pencils, bristol board, shop paper, markers, crayons, toothbrush, hairbrush, comb, nail clipper, washcloth, toothpaste, baking soda, ashes, salt, soap, water)

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Proper Food Handling

AREA OF STUDY OUTCOMES

Pupils should:

H1.a Understand the relationship between proper hygiene practices and healthy living and apply these practices to their daily living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem

CP1.b Examine information related to the issue/problem.

CP1.c Suggest ways of dealing with the issue/problem.

SP3.a Assess their needs and interests.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (2 weeks) <u>Proper Food Handling</u> - Proper food handling contributes to healthy living - Proper washing of fruits and vegetables - Boiling or chlorinating untreated water - Proper washing of utensils use for food handling/processing - Wash hands after touching objects that may contaminate food Skills - Critical thinking, creativity, observing, teamwork, identifying, reporting <u>Attitudes</u> - Responsibility, respect, self-esteem	<u>Proper Food Handling</u> - Create scenarios where children find possible solutions to given situations showing bad and good food handling - Have children demonstrate proper food handling given various scenarios - Write short paragraph on importance of proper food handling - In groups of 2 or 3 have children make up scenarios of improper food handling; exchange with other groups to find the correct solutions	<u>Proper Food Handling</u> - Reports on scenarios on ways to correct poor food handling techniques - Create and display booklets of pictures showing proper food handling techniques - Written paragraphs on the importance of proper food handling - Peer assessment using exchanged scenarios

AREA OF STUDY: *HEALTHY LIFESTYLES***STANDARD II****UNIT/THEME: Proper Food Handling**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1.h Identify cause and effect relationships ▪ EL1.k Interpret and follow instructions/directions ▪ EA1.g Explore and experiment to create visual images through the use of a variety of concrete materials in the environment	▪ The Environment of Belize – Cubola Productions, Benque Viejo ▪ *Our Life Support Systems – Conservation ▪ Young Students Encyclopedia ▪ Hazardous Waste – Lila Gano ▪ Health Education in the Elementary School – Dean F. Miller and Susan K. Telljohann ▪ Organization of School Health Programs – 2nd Edition – W.C. Brown & Benchmark ▪ Sanitation – A Way of Life – HECOPAB, Belize, Ministry of Health ▪ The Belizean Environment – Anna Dominguez Hoare, 1997 ▪ Materials Paper, pencils, bristol board, markers, crayons, shop paper

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Proper Waste Disposal

AREA OF STUDY OUTCOMES

Pupils should:

H1.a Understand the relationship between proper hygiene practices and healthy living and apply these practices to their daily living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem

CP1.b Examine information related to the issue/problem.

CP1.c Suggest ways of dealing with the issue/problem.

SP3.a Assess their needs and interests.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (1 week) Proper Waste Disposal - Definition of waste/garbage: useless or worthless materials - Proper waste disposal can contribute to a healthy environment and healthy people - Garbage storage - Garbage disposal - Fecal disposal (body waste) Skills - Creativity, listening, observation, drawing, speaking Attitudes - Responsibility, respect, caring, appreciation for clean environment	Proper Waste Disposal - Discuss definition of waste - Brainstorm ways in which one can dispose of waste properly - Elicit from children the sequence of events from the generation of the garbage to the disposal - Define fecal disposal - Brainstorm and discuss the most appropriate way to dispose of fecal waste - Create rules of proper disposal for class and compound - Create a flow chart to show proper phases of garbage disposal (generate, store, collect, dispose) - Draw ways of proper fecal disposal with explanation	Proper Waste Disposal - Short written paragraph on proper waste disposal - Describe different types of fecal disposal units: latrine, aqua pumps, water closet, composting, bucket (undesireable) - Observation and checklist of adherence to classroom rules - Flow chart - Art project of proper waste disposal with explanation

AREA OF STUDY: *HEALTHY LIFESTYLES***STANDARD II****UNIT/THEME: Proper Waste Disposal**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL2.b Identify a sequence of events. ▪ EL2.d follow instructions/directions. ▪ EL3.a Demonstrate their ability to write grammatically correct sentences. ▪ EL3.b Apply common rules of spelling to their written work. ▪ EL3.d Produce work that is legible and acceptable. ▪ EL4.a Express ideas and opinions. ▪ EL4.c Use appropriate language to share ideas, to convince and express feelings. ▪ EL4.e Ask questions and give information. ▪ ST8.b Understand the need for protection, care and responsible use of the environment.	▪ The Environment of Belize – Cubola Productions, Benque Viejo ▪ *Our Life Support Systems – Conservation ▪ Young Students Encyclopedia ▪ Hazardous Waste – Lila Gano ▪ Health Education in the Elementary School – Dean F. Miller and Susan K. Telljohann ▪ Organization of School Health Programs – 2nd Edition – W.C. Brown & Benchmark ▪ Sanitation – A Way of Life – HECOPAB, Belize, Ministry of Health ▪ The Belizean Environment – Anna Dominguez Hoare, 1997 ▪ Materials Paper, pencils, bristol board, shop paper, markers, crayons

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: First Aid

AREA OF STUDY OUTCOMES

Pupils should:

H1.b Understand how safety practices contribute to healthy living and how to recognize and respond to danger situations.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue/problem.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (2 weeks) <u>First Aid</u> - Definition: Emergency treatment given to a sick or injured person in the absence of a physician - First Aid is used in emergency situations such as: <i>Nose bleeding</i> (a flow of blood from the nostrils) <i>Cuts</i> (a wound made with something sharp; i.e. knife) <i>Abrasions</i> (wound in which part of the surface of the skin is scraped or rubbed off) <i>Bandages</i> (strip of cloth or other material used in dressing a wound or injury)	<u>First Aid</u> - Brainstorm/elicit the definition of first aid, nose bleeding, cuts, abrasions, bandages - Use videos, pictures, charts demonstrating situations where there is a need for the care of nose bleeding, cuts, abrasions, and bandages in emergencies - Identify materials used in emergency situations such as nose bleeding, cuts, and abrasions - Presentations and demonstration of first aid practices in responding to nose bleeding, cuts, and abrasions - Resource personnel from Red Cross or Nurses' Assn. - Children practice first aid dealing with nose bleeding, cuts, abrasions and the use of bandages	<u>First Aid</u> - Oral and written questions based on first aid, nose bleeding, cuts, abrasions, bandages - Oral/written report on videos, pictures, charts - Observations of demonstrations of first aid practices - Matching pictures of materials used in an emergency with the type of emergency - Role playing applying first aid to the following: nose bleeding, cuts and abrasions - Role play showing the use of bandages

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD II

UNIT/THEME: **First Aid (continued)**
And **Traffic Regulations**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
First Aid (continued) <u>Skills</u> ▪ Listening, observation, communication <u>Attitudes</u> ▪ Self-knowledge, commitment, respect Traffic Regulations <u>Knowledge</u> (1 week) ▪ Simple traffic signs such as: stop, go, and no entry, are used in traffic safety ▪ Traffic lights such as red, green, and yellow are used in traffic regulations ▪ Crossing streets safely (i.e. look right and left before crossing) <u>Skills</u> Listening, observation, speaking <u>Attitudes</u> Respect, awareness	First Aid ...See previous page Traffic Regulations ▪ Educational visits to Traffic Department to obtain materials and information on traffic regulations ▪ Observe street signs and explain what the different sign signifies ▪ Create/make traffic signs ▪ Discuss what each traffic sign stands for ▪ Discuss and explain the different traffic lights used and their meanings ▪ In small groups create scenarios on traffic signs, lights ▪ Role play in the classroom or school compound the safe crossing of street	First Aid ...See previous page Traffic Regulations ▪ Questions related to traffic safety ▪ Reporting on the importance on traffic safety ▪ Written paragraph on traffic signs ▪ Report (oral/written) on the discussions and explanations on the different traffic lights and their meanings ▪ Observation of role play on safe street crossing ▪ Questions and answers on scenarios created on traffic signs and lights

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Food Handling

AREA OF STUDY OUTCOMES

Pupils should:

H1.b Understand how safety practices contribute to healthy living and how to recognize and respond to danger situations.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue/problem.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (1½ weeks) <u>Food Handling</u> - Proper washing of fruits and vegetables before eating - Proper washing of hands before handling food - Proper washing of hands before eating - Proper washing of hands after handling pets and using the bathroom/toilet <u>Skills</u> - Listening, communication, research, teamwork, describing, drawing, creativity, recording, decision-making <u>Attitudes</u> - Self-esteem, responsibility, appreciation, caring	<u>Food Handling</u> - Review hand washing techniques - Handout on basic rules for safe food - Discussion on handouts based on rules for safe food - Demonstration on proper handling of food (i.e. washing fruits, vegetables) – this could also be done in small groups - Have children provide scenarios which show the practice of correct and incorrect handling of food - Collection of different cleaning agents such as water, soap, etc.	<u>Food Handling</u> - Oral/written questions on food handling - Written test (peer evaluation) on food handling - Observation based on demonstration of proper handling of food

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Food Handling

AREA OF STUDY OUTCOMES

Pupils should:

H1.b Understand how safety practices contribute to healthy living and how to recognize and respond to danger situations.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem
CP1.b Examine information related to the problem/issue
CP1.c Suggest ways of dealing with the problem/issue.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (1½ weeks) Substances ▪ Definition of substance ▪ Examples include vinegar, clorox, acids, insecticides, kerosene, gasoline, disinfectants, pesticides, herbicides ▪ Proper and careful use of household substances ▪ Basic household substances must be properly and carefully stored ▪ Medicinal supplies are also substances used in the home ▪ Overdose of medicine <u>...Continued on next page</u>	Substances ▪ List useful/harmful substances ▪ Collection of empty containers of common household substances and medicines ▪ Collect labels to examine expiration dates/dosages ▪ Field trip to a pharmacy to observe and discuss household substances and medicinal supplies ▪ Research on prescribed and/or non-prescription medicine ▪ Discuss safe use of medicine ▪ Resource personnel (doctor, nurse, etc) to do presentation on substances and medical supplies	Substances ▪ Oral/written questions on the definition and proper/careful use of household substances ▪ Written test on substances and their use ▪ Display collection on different cleaning agents ▪ Booklets on labels collected ▪ Questionnaires based on visit to pharmacy ▪ Oral presentations on useful and harmful substances ▪ Charts/posters done on labels collected ▪ Roleplay dangerous situations ▪ Categorizing useful/harmful substances using a flow chart ▪ Display collection of emergency phone numbers such as hospital phone number, health centers, police, etc.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD II

UNIT/THEME: Substances (household and medicinal)

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Substances ▪ Proper storage of medicine ▪ Careful reading of doctor's instructions and directions ▪ Using medicines only prescribed by doctors ▪ Parent's consent for using non-prescription (not given by a doctor) medicine <u>Skills</u> ▪ Listening, communication, research, teamwork, describing, drawing, creativity, recording, decision-making <u>Attitudes</u> ▪ Self-esteem, respect for the opinion and ideas of others, responsibility, appreciation, caring	Substances <i>...See previous page</i>	Substances <i>...See previous page</i>

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Substances (household and medicinal)

AREA OF STUDY OUTCOMES

Pupils should:

H1.b Understand how safety practices contribute to healthy living and how to recognize and respond to danger situations.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.

CP1.b Examine information related to the issue/problem.

CP1.c Suggest ways of dealing with the issue/problem.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT								
Knowledge (2 weeks) Dealing with Disasters A disaster is an occurrence either natural or manmade which produces interruption of the normal daily life. On a local level this can include fires and accidents. On a national level large disasters usually require help from other countries. <u>TYPES OF DISASTERS</u> <table><tr><td><u>Natural</u></td><td><u>Human Made</u></td></tr><tr><td>Hurricanes</td><td>Oil Spills</td></tr><tr><td>Floods</td><td>Fire</td></tr><tr><td>Fires</td><td>War</td></tr></table> ...Continued on next page	<u>Natural</u>	<u>Human Made</u>	Hurricanes	Oil Spills	Floods	Fire	Fires	War	How to Deal with Disasters? - Review safety measures learned in Lower Division - Discussion of dangerous situations to avoid e.g. - dark lonely areas - playing with matches - Class project: Poster with emergency numbers/persons	How to Deal with Disasters? - Roleplay dangerous situations - Checklist for participation, research, readability, cooperation in preparation of poster of emergency numbers/persons
<u>Natural</u>	<u>Human Made</u>									
Hurricanes	Oil Spills									
Floods	Fire									
Fires	War									

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD II

UNIT/THEME: **Disaster Preparedness**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Safety - Water safety - Fire hazards - Accident prevention - Safe play Disaster Preparedness Hurricanes - Different phases - Different colors of the flag and what they mean - Listen to radio/watch tv - Evacuation preparation 1.know where nearest shelter is located 2.Items to take to shelter: non-perishable foods, radio, batteries, flashlight, water, first aid kit, personal medication 3. Wrap important documents/papers in plastic and put in a high place ...Continued on next page	Safety - Discuss water safety; in small groups make up lists of rules for safely playing around water; bring groups together and combine all the lists into one that the whole class agrees on - In small groups have students list causes of fires; then have them list the equipment used in fire fighting; bring groups together, and discuss as whole class. - Invite resource personnel, such as fireman to discuss fire hazards with the class - Discuss causes of accidents - Have students draw a flow chart on accident prevention - Roleplay responding to accidents (giving first aid, calling for help) Disaster Preparedness - Resource personnel (Red Cross, HECOPAB) to talk about disaster preparedness - Discuss and identify stages of hurricane warning by showing the hurricane warning flags and their meanings - Draw different warning flags with meanings - Brainstorm and list ways of preparing for disasters other than hurricanes	Safety - Drawings depicting water safety with list of rules - Oral/written questions on causes of fire - Pictures of different causes of accidents - Observation/checklist of presentation of flow charts on accident prevention - Observation of role-play on responding to accidents - Observation of presentation on safe play - Written questions on rules for safe play at home, school, parks - Report after presentation of resource personnel (fireman) Disaster Preparedness - Pictures of warning flags - Role-play ways of preparing for disasters of different types

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD II

UNIT/THEME: Disaster Preparedness

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Disaster Preparedness (continued) Flood ▪ Definition: too much water in the wrong place ▪ <u>Precautionary measures</u> 1. Secure household belongings 2. Stock non-perishable foods 3. Listen to radio/tv ▪ <u>Dangers of flood waters</u> - contributes to: - skin infections - diarrhoeal disease - malaria ▪ Clean house thoroughly after flood Skills ▪ Listening, observing, communication, explaining, describing, cooperation, decision-making Attitudes ▪ Responsibility, respect, caring, self-discipline, commitment	Disaster Preparedness <i>...See previous page</i>	Disaster Preparedness <i>...See previous page</i>

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Abuse (Substance Abuse and Child Abuse)

AREA OF STUDY OUTCOMES

Pupils should:

H1.b Understand how safety practices contribute to healthy living and how to recognize and respond to danger situations.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.

CP1.b Examine information related to the issue/problem.

CP1.c Suggest ways of dealing with the issue/problem.

SP1.a Recognize the values associated with choices.

SP1.b Choose between alternatives based on values.

SP1.c Take action based on principled choice.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge Abuses (2 weeks) <u>Substance Abuse</u> - Definition: to misuse drugs and alcohol - What is a drug? Any substance introduced into a living organism which modifies one or more of its functions (i.e. tobacco, marijuana, cocaine, alcohol (beer, wine, rum, etc.) - Short term effects and consequences of tobacco, alcohol, and marijuana use <i>...Continued on next page</i>	Abuses <u>Substance Abuse</u> - Invite resource person to talk to class (NDACC, school liaison officer, drug task force member) - Role play scenarios or prevention of drug and alcohol abuse, using small groups of 3-4 students each - Share experiences and observation of people under the influence of drugs in the community at home - Write stories about drug and alcohol abuse prevention - Write poems on being healthy and drug-free. - Draw pictures of healthy drug-free families	Abuses <u>Substance Abuse</u> - Observation of role play on drug and alcohol abuse versus being healthy and drug-free - Collection of written reports on shared experiences and observation of people under the influence of drugs in the community and at home versus people who are healthy, drug-free and productive in their community - Display stories, poems and pictures written about drug prevention

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD II

UNIT/THEME: **Abuse (Substance Abuse and Child Abuse)**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Substance Abuse</u> (con't) ▪ Prevention: - DON'T carry any unknown packages given to you by a stranger - DON'T accept money offered to you to carry any unknown packages - DON'T hang out with drug users - DON'T go into bars - DO talk with responsible adults about risks involved with drugs and alcohol - GET involved in other alternatives (i.e. sports, clubs, Boy Scouts, Girl Guides) <u>Child Abuse</u> ▪ Anyone can abuse you. <u>Physical Abuse</u> ... is intentionally hurting someone else by physical means (i.e. hitting, pinching, burning, etc.) ▪ Symptoms: marks on the skin ...Continued on next page	<u>Substance Abuse</u> ...See previous page <u>Child Abuse</u> ▪ Invite resource personnel (counselors, nurses, doctors) to talk with class about physical abuse ▪ Discuss child's safety in physically abusive situations ▪ Role play reporting on how to cope with abuses/who to tell about abuses ▪ Design and create bookmarks with emergency telephone numbers on it ▪ In small groups design posters creating awareness of abusive situations and/or how to report abusive situations and/or how to cope with abuse	<u>Substance Abuse</u> ...See previous page <u>Child Abuse</u> ▪ Questionnaires on difinitions and examples of abuses ▪ Observation of role plays ▪ Written and/or oral summary of presentations by resource personnel

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD II

UNIT/THEME: **Abuse (Substance Abuse and Child Abuse)**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Child Abuse</u> (continued) <u>Emotional Abuse</u> ...Neglect of basic needs: food, shelter, clothes, love ...Inappropriate high expectations or demands of a child ...Adults who communicate angry feelings (i.e. calling a child "stupid" when he/she can't do what is asked of them) ...Manipulation (i.e. "If you won't give me that piece of candy you have I won't play with you.) <u>Sexual Abuse</u> ...exploitation of children for the sexual gratification of an adult – i.e. good touch-bad touch	<u>Child Abuse</u> <u>Emotional Abuse</u> ▪ Invite a resource person such as a counselor, nurse, doctor to discuss emotional abuse with the class ▪ Write paragraph summarizing the presentation of the resource person ▪ In small groups have children talk about emotional abuse and list 5-10 examples – bring groups together and have spokesperson for each group relate what the group came up with – as class discuss the examples ▪ As class discuss how we can talk with each other without hurting each other's feelings – developing positive self-esteem ▪ After given a scenario by the teacher of an verbally abusive situation, draw picture of an example of positive way to talk to someone when you are angry. Share with the class. <u>Sexual Abuse</u> ▪ Invite resource person (nurse, NOPCA, doctor) to talk about sexual abuse ▪ Have students summarize the presentation by writing a paragraph on the presentation ▪ As a class discuss "good touch/bad touch" ▪ Make posters of who to talk with when feeling unsafe ▪ Discuss positive self-esteem – <u>The Right that No one Hurt My Body</u>	<u>Child Abuse</u> <u>Emotional Abuse</u> ▪ Written paragraph of the summary of the presentation ▪ Observation of small group discussion – paying attention to participation, and information shared by each member of the group ▪ List 5 ways/examples of positive ways to talk with each other ▪ Picture drawn of positive way to talk with someone when you are angry <u>Sexual Abuse</u> ▪ Written paragraph of summary of presentation by resource person ▪ Posters of whom to talk with when feeling unsafe

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD II

UNIT/THEME: Abuse (Substance Abuse and Child Abuse)

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Abuse (continued) What are some ways of responding to different forms of abuse: ▪ Communication that is clear ▪ Building self-esteem ▪ Instilling values in self and others ▪ Refusal skills (i.e. saying “no”, shouting, telling on someone) ▪ Honesty Skills ▪ Decision making, self-assessment, reporting, identifying, observation, refusal, listening, communication, reflecting Attitudes ▪ Awareness, positive self-esteem,	Abuse ▪ Make models of emergency places such the police station, hospital, fire department	Abuse ▪ Models

AREA OF STUDY: *HEALTHY LIFESTYLES***STANDARD II****UNIT/THEME: Abuse (Substance Abuse and Child Abuse)**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1.k Interpret and follow instructions/directions ▪ EL1.h Identify cause and effect relationships ▪ EL1.j Make inferences and follow instructions ▪ EL2.b Identify a sequence of events ▪ EL2.d Follow instructions ▪ EL2.e Interpret and respond appropriately to messages conveyed through visual images and tone of voice ▪ EL3.f Demonstrate the ability to use a variety of words and phrases to express thoughts and feelings ▪ EL4.c Use appropriate language to share ideas to convince and express feelings ▪ EL4.e Ask questions and give information ▪ SL1.d Follow instructions and directions ▪ SL2.b Write short messages ▪ SL1.e Interpret body language and respond appropriately to changes in intonation ▪ SL4.b Ask questions for information and understanding ▪ SL3.a Interpret simple forms, notes, and messages and follow instructions and directions ▪ SS2.a Understand weather changes and the factors which affect these different parts of Belize ▪ SS3.a Understand how the government of Belize is organized in order to provide for the needs of the people ▪ SS5.b Understand how the different ethnic groups organize themselves ▪ ST8.b Understand the need for protection care, and responsible use of the environment ▪ EA1.e Explore and experiment to create visual images through use of a variety of artistic tools and media ▪ EA1.a Sings rounds ▪ M5.a To collect analyze and present data using charts, graphs, tables, and diagrams ▪ M4.b Use logical reasoning based on meaningful data to draw conclusions about the likely occurrence of events	▪ FACT – First Aid for Children Today, Leader's Guide – American Red Cross, 1992 ▪ You and Your Health – School, Home, Community - Scotts Foresman ▪ Prevention Primer – An Encyclopedia of Alcohol, Tobacco, and Other Drug Prevention Terms – U.S. Dept. of Health and Human Services ▪ Schools Without Drugs – William J. Bennet, Secretary 1986 ▪ Drug & Alcohol Awareness Handbook – Belize NDACC ▪ Health Education in the Elementary School – Dean F. Miller, Susan K. Telljohan ▪ Control of Communicable Diseases in Man – Abram S. Benenson ▪ Skills for the Primary School Child

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Food and Nutrition

AREA OF STUDY OUTCOMES

Pupils should:

H1.c Understand the relationship between food and good health, and be able to make healthy food choices.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.

CP1.b Examine information related to the problem/issue.

CP1.c Suggest ways of dealing with the problem/issue.

SP1.a Recognize the values associated with choices.

SP1.b Choose between alternatives based on values.

SP3.a Assess their needs/interests.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (3 weeks) <u>Food and Nutrition</u> ▪ <u>Health</u>: a state of complete physical, mental, and social well-being, and not merely the absence of disease ▪ <u>Nutrition</u>: The study of food and how our bodies use food. ▪ <u>Why we need food</u>: We need food to satisfy hunger and nourish our body. ▪ <u>Why we eat the way we do</u>: Our food habits are formed in childhood based on the meal patterns of our parents or guardians ... Continued on next page	Food and Nutrition ▪ Have children bring some living things to class (i.e. a plant, or a puppy, or a chick) ▪ Let the children keep pets, feed them and let them grow – observe the growth versus the food fed ▪ Discuss & demonstrate the need for food to the link to good health ▪ Discuss and compare a car (which runs on gas) to the body which runs on the nourishment it gets from food ▪ Use real foods or plants to show that plants, animals and humans need water + nutrients too ▪ Discuss and compare the different ethnic people living in Belize (i.e. the Toledo Mayan vs. the Garifuna who eat different types of food and grow at a different rate; and reach different levels of optimum growth ▪ Compare a baby's growth to that of an older person, and show that the babies need more food in relation to their size because they are growing – and the older person has stopped growing	Food and Nutrition ▪ Charts on growth rates of living things brought to class ▪ Summary paragraph on the link between the need for food (good healthy food) as the link to good health. ▪ Comparison of a car/vehicle to a human being ▪ Comparison of height differences for the different ethnic groups in Belize

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Food and Nutrition

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Food and Nutrition ▪ What is food? Food is what we eat and drink to help keep us alive and well; to help us grow, develop, work and play. ▪ <u>Using Food Groups As a Guide to Good Nutrition</u> Good health starts with eating right. Eating right means eating enough of the right kinds of food. ▪ There are guides to help us choose the right foods and eat healthful meals. The guide we use fits very well with our way of preparing meals. This guide breaks the food we usually eat into 6 big groups: 1. staples 4. Fruits 2. legumes 5. Food from animals 3. dark green leafy/yellow vegetables 6. Fats/oils ...Continued on next page	Food and Nutrition ▪ Questions to get the students’ perceptions of the significance of food ▪ Have the students (in small groups) do research on the significance of the different food groups (i.e. staples or starches & oils are energy food [go foods]; legumes and food from animals are for building tissue [grow foods]; fruits and vegetables protect the body from infections and illness [glow foods]) ▪ Have children investigate the types of food common to Belize ▪ In small groups create food group charts ▪ Discuss the types of foods the students eat in and out of their homes	Food and Nutrition ▪ Research projects on the significance of the different food groups ▪ Reports on the results on their findings of the food common to Belize ▪ Food group charts

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Food and Nutrition

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Food and Nutrition ▪ <u>Multimix Principle</u>: The multimix principle is a way to plan meals by combining foods from different groups. It teaches us that the foods we eat at each meal should come from the different food groups. A good multimix meal can be a one-pot ;meal of foods from at least 3 of the food groups (i.e. a dish made up of rice, chicken and carrots.) There are 3 different types of mixes: 2 mix; 3 mix, and 4 mix. ▪ <u>Cleanliness in Food Preparation/handling</u> Health and cleanliness are very important in the handling, storage, and preparation of food. This mans careful inspecion before storing. Store food items in a clean, ventilated and safe place. Wash hands and food before preparing.	Food and Nutrition ▪ Have children demonstrate portions from different food groups. ▪ Discuss with children through the use of pictures or the real food to show the different types of mixes that can be made – the foods that compliment each other ▪ Talk about the foods that are served in their homes – compare to see what type of mixes they are – could they be improved by adding another ingredient from another food group? ▪ Have small groups demonstrate: buying food at the market (& why each particular item was purchased), storing foods (safe and unsafe ways), preparing foods, storing leftover foods.	Food and Nutrition ▪ Pictures /drawings showing the different blends or mixes of foods ▪ Display of pictures/actual meals of local foods ▪ Display local recipes for food groups and portions represented in a serving ▪ Exhibition of the names + pictures of those food-borne illnesses in Belize ▪ Exhibition of pictures showing how to handle and prepare foods ▪ Demonstration of food purchases, storing and preparation conducted by students

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD II

UNIT/THEME: Food and Nutrition

-CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Food and Nutrition (con't) <u>Skills</u> ▪ Observing, speaking, comparing, listening, research, cooperation, leadership <u>Attitudes</u> ▪ Awareness, responsibility, appreciation	Food and Nutrition <i>...See previous page</i>	Food and Nutrition <i>... See previous page</i>

AREA OF STUDY: *HEALTHY LIFESTYLES***STANDARD II****UNIT/THEME: Food and Nutrition**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL2.d Follow instructions/directions. ▪ EL3a. Demonstrate their ability to write grammatically correct sentences. ▪ EL3.c Demonstrate the ability to punctuate and capitalize written work. ▪ EL3.d Produce work that is legible and acceptable. ▪ EL3.g Demonstrate unity and coherence in their writing. ▪ EL4.a Express ideas and opinions. ▪ EL4.c Use appropriate language to share ideas, to convince and express feelings. ▪ EL4.e Ask questions and give information. ▪ SL4.b Ask questions for information and understanding. ▪ M3.b Use and convert coins and bills up to \$100.00 ▪ SS5.b Understand how the different ethnic groups organize themselves. ▪ EA1.e Explore and experiment to create visual images through use of a variety of artistic tools and media.	▪ Nutrition Handbook for Community Workers – Caribbean Food & Nutrition Institute (FNI) ▪ Nutrition Made Simple – Versada S. Campbell and Dinesh P. Sinha (CNFI) ▪ Nutrition Guide for Primary School Teachers – (CNFI) ▪ Get the Best from Your Food – Food and Agriculture Organization (of the United Nations) (FAO) ▪ Teaching Food & Nutrition to Primary School Children, Teacher's Guide 1-6 grades – Versada S. Campbell and Dinesh P. Sinha (CNFI) ▪ Teaching Food & Nutrition to Primary School Children – Student's Work Books, Grades 1-6 (CNFI)

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Diseases

AREA OF STUDY OUTCOMES

Pupils should:

H2.a Understand how the prevention of common diseases, including STD's/AIDS contribute to healthy living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem

CP1.b Examine information related to the problem/issue.

CP1.c Suggest ways of dealing with the problem/issue.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (2 weeks) Health versus Disease - Health is a state of complete physical, mental, social, and spiritual well-being, and not merely the absence of disease. (Health is more than not being sick. It is well being in body, mind and community) - Disease is an unhealthy condition of body, mind, plant, or some part thereof, illness, sickness; particular kind of this with special symptoms or location. ...Continued on next page	Health versus Disease - Elicit definition of health and disease from the class, and discuss - In small groups – discuss and list the various causes of disease; bring class together and compare lists (i.e. flu, pink eye, mumps, chicken pox) - As class, classify causes under the headings of: Bacterial Viral Fungae - Discuss modes of transmission (how they are spread and how they enter the body) - Invite guest speaker to talk of common diseases (nurse, doctor)	Health versus Disease - Written list of diseases, their causes, and classified as to bacterial, viral, or fungi - Picture of parts of the body through which germs can enter - Written paragraph summarizing guest speaker's presentation

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD II

UNIT/THEME: Diseases

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Health versus Disease ▪ Germs are very small organisms (living things) that cannot be seen with the naked eye ▪ Germs enter the body through our mouths, nostrils, and skin Skills ▪ Listening, speaking, questioning Attitudes ▪ Respect, socialization, responsibility, awareness	Health versus Disease <i>...See previous page</i>	Health versus Disease <i>...See previous page</i>

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD II

UNIT/THEME: Diseases

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1.f Discriminate between fact and fiction ▪ EL1.h Identify cause and effect relationship	▪ Health Education In the Elementary School – Dean F. Miller, Susan K. Telljohan ▪ Science 7B – Bonnie B. Barn, Michael B. Legden ▪ Human Resources: doctor, nurse, health worker ▪ Materials Paper, crayons or markers, pencils

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Communicable Diseases

AREA OF STUDY OUTCOMES

Pupils should:

H2.a Understand how the prevention of common diseases, including STD's/AIDS contribute to healthy living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.

CP1.b Examine information related to the problem/issue.

CP1.c Suggest ways of dealing with the problem/issue.

SP1.a Recognize the values associated with choices.

SP1.b Choose between alternatives based on values.

SP1.c Take action based on principled choice.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (2 weeks) <u>Communicable Diseases</u> - Communicable diseases are diseases that spread easily from one person to another (i.e. cold, flu, pinkeye, mumps, chicken pox) - Causes – germs - Signs & symptoms i.e. pinkeye = red, itchy, watery, swollen eyes - Prevention (pinkeye)– avoid contact with persons who are ill or items used by those persons; good personal hygiene (washing of hands) ...Continued on next page	Communicable Diseases - Brainstorm/elicite the definition of “communicable disease” - List examples of communicable diseases - Group work to research causes, symptoms, prevention, and treatment of some communicable diseases - Oral discussion on prevention of communicable diseases - Demonstrate through role play ways to prevent disease - Make posters to show preventative methods	Communicable Diseases - Presentation of reports on causes, symptoms, prevention, and treatment of disease - Oral/written test - Observe students' role play preventative methods - posters

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD II

UNIT/THEME: Communicable Diseases

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Communicable Diseases - Treatment (pinkeye)– eye drops and ointment prescribed by the doctor Skills - Research, listening, recording, communication, leadership Attitudes - Co-operation, socialization, responsibility	Communicable Diseases ...See previous page	Communicable Diseases ...See previous page

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD II

UNIT/THEME: Communicable Diseases

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1.f Discriminate between fact and fiction ▪ EL1.h Identify cause and effect relationship ▪ EL4.a Express ideas and opinions ▪ EL4.c Use appropriate language to share ideas, to convince and express feelings ▪ EL4.e Ask questions and give information	▪ Health Education In the Elementary School – Dean F. Miller, Susan K. Telljohan ▪ Science 7B – Bonnie B. Barn, Michael B. Legden ▪ Human Resources: doctor, nurse, health worker ▪ Materials Paper, crayons or markers, pencils

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Non-Communicable Diseases

AREA OF STUDY OUTCOMES

Pupils should:

H2.a Understand how the prevention of common diseases, including STD's/AIDS contribute to healthy living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.

CP1.b Examine information related to the problem/issue.

CP1.c Suggest ways of dealing with the problem/issue.

SP1.a Recognize the values associated with choices.

SP1.b Choose between alternatives based on values.

SP1.c Take action based on principled choice.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (2 weeks) Non-Communicable Diseases ▪ Diseases that do NOT spread readily from one individual to another ▪ Examples: cancer, sugar diabetes, hypertension (pressure) ▪ Causes: lifestyle, diet, heredity, lack of exercise; other lifestyle practices such as smoking, drugs, alcohol, not enough rest, stress ▪ Symptoms i.e. sugar diabetes: excessive thirst, frequent urination, loss of weight, itching <i>...Continued on next page</i>	Non-Communicable Diseases ▪ Present pictures of unhealthy situations that cause diseases such as diabetes and hypertension ▪ Discussion on pictures presented ▪ Video/resource person to talk on non-communicable diseases; their causes, symptoms, prevention and treatment ▪ Identify and list some non-communicable diseases	Non-Communicable Diseases ▪ Observe as children role-play in groups the causes, symptoms, prevention, and treatment of diabetes and hypertension ▪ Project to list and classify diseases (communicable and non-communicable)

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD II

UNIT/THEME: **Non-Communicable Diseases**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Non-communicable Diseases - Prevention: (diabetes) good lifestyle practices especially for those who have the disease in their families. - Treatment: (diabetes) proper diet, insulin under medical supervision Skills - Observation, questioning, communication, Attitudes - Cooperation, respect, socialization, acceptance, responsibility	Non-communicable Diseases <i>See previous page</i>	Non-communicable Diseases <i>See previous page</i>

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD II

UNIT/THEME: Non-Communicable Diseases

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1.f Discriminate between fact and fiction ▪ EL1.h Identify cause and effect relationship	▪ Health Education In the Elementary School – Dean F. Miller, Susan K. Telljohan ▪ Science 7B – Bonnie B. Barn, Michael B. Legden ▪ Human Resources: doctor, nurse, health worker ▪ Video on non-communicable diseases ▪ Materials Paper, crayons or markers, pencils

AREA OF STUDY: HEALTHY LIFESTYLES**STANDARD II****UNIT/THEME: Childhood Diseases****AREA OF STUDY OUTCOMES**

Pupils should:

H2.a Understand how the prevention of common diseases including STD's/AIDS contribute to healthy living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.

CP1.b Examine information related to the problem/issue.

CP1.c Suggest ways of dealing with the problem/issue.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (2 weeks) <u>Childhood Diseases</u> ▪ Childhood diseases are diseases which commonly affect children between the ages of one and twelve (i.e. mumps, measles, chicken pox) ▪ Prevention: immunization and no contact with infected persons; however, there is currently no immunization for chicken pox in Belize Skills ▪ Questioning, listening communication <u>Attitudes</u> ▪ Respect, responsibility	Childhood Diseases ▪ Discussion of childhood diseases ▪ Identify and list childhood diseases ▪ Have children brainstorm on diseases they have seen common among children and list them ▪ Invite guest speaker to talk about childhood diseases; how they are contracted, spread and prevented ▪ Have children create a booklet on childhood diseases	Childhood Diseases ▪ Oral/written questions based on diseases ▪ Checklist on childhood diseases ▪ Student-created booklets on childhood diseases

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD II

UNIT/THEME: Childhood Diseases

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1.f Discriminate between fact and fiction ▪ EL1.h Identify cause and effect relationships ▪ EL4.a Express ideas and opinions ▪ EL4.e Ask questions and give information	▪ Health Education In the Elementary School – Dean F. Miller, Susan K.Telljohan ▪ Science 7B – Bonnie B. Barn, Michael B. Legden ▪ Human Resources: doctor, nurse, health worker ▪ Video on non-communicable diseases ▪ Materials Paper, crayons or markers, pencils, bristol board, shop paper

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Immunization

AREA OF STUDY OUTCOMES

Pupils should:

H2.a Understand how the prevention of common diseases including STD's/AIDS contribute to healthy living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.

CP1.b Examine information related to the issue/problem.

CP1.c Suggest ways of dealing with the issue/problem.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge Immunization (1 week) - It means that a drug called a vaccine is injected into the body or swallowed to protect against possible attack by germs. - It is important to immunize to prevent childhood diseases. Skills - Leadership, communication, listening, observation, comparing Attitudes - Socialization, cooperation, responsibility, awareness	<u>Immunization</u> - Relate a story to the children for understanding of immunization and the importance of immunization. - Have children relate personal experience of being immunized. - Discuss immunization as a preventative measure. - Discuss advantages and disadvantages of not immunizing. - Invite resource person from the community (nurse, doctor) to talk about immunization.	Immunization - Group dramatization of children being taken to be immunized. - Oral/written questions about immunizations - Role play immunization as a preventative measure

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD II

UNIT/THEME: Immunization

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL 1.f Discriminate between fact and fiction. ▪ EL1.h Identify cause and effect relationship. ▪ EL4.a Express ideas and opinions. ▪ EL4.c Use appropriate language to share ideas to convince and express feelings.	▪ Health Education In the Elementary School – Dean F. Miller, Susan K. Telljohan ▪ Science 7B – Bonnie B. Barn, Michael B. Legden ▪ Human Resources: doctor, nurse, health worker ▪ Video on non-communicable diseases ▪ Materials Paper, crayons or markers, pencils

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Natural Resources

AREA OF STUDY OUTCOMES

Pupils should:

H3.a Understand how maintaining a clean environment contributes to our personal health

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.

CP1.b Examine information related to the issue/problem.

CP1.c Suggest ways of dealing with the issue/problem.

SP2.a Take part in group activities.

SP2.b 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>Knowledge</u> (2 weeks) <u>Natural Resources</u> - Suggested definition: Materials supplied by nature that are useful or necessary for life - Land, air, water, flora and fauna are natural resources that can contribute to our personal health. i.e. We need air to breathe. We need water to live. <u>Sources & Uses of natural resources:</u> - Sources: Water = river, rain Flora/Fauna = forest <i>...Continued on next page</i>	<u>Natural Resources</u> - Brainstorm for definition of natural resources - Present pictures, videos of natural resources - Oral discussion of pictures, videos or natural resources - Nature walk to observe sources of land, water, flora and fauna - Oral discussion of land, water, air, flora and fauna as natural resources - Project/group work showing different uses of natural resources	<u>Natural Resources</u> - Oral questioning to elicit definition of natural resources - Webbing to show connection between sources and uses of natural resources - Reporting (written or oral) on presentation of pictures, etc. based on observation of natural resources - Check projects to evaluate if content demonstrates the proper uses of natural resources - Observation of group work.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD II

UNIT/THEME: Natural Resources

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Natural Resources Uses: - water as a natural resource is used for bathing, cooking, washing, drinking Skills - Observation, communication, identifying, describing, teamwork, explaining, cooperation Attitudes: - Respect, responsibility, appreciation, caring	Natural Resources ...See previous page	Natural Resources ...See previous page

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD II

UNIT/THEME: Conservation

AREA OF STUDY OUTCOMES

Pupils should:

H3.a Understand how maintaining a clean environment contributes to their personal health.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.

CP1.b Examine information related to the issue/problem.

CP1.c Suggest ways of dealing with the issue/problem.

SP2.a Take part in group activities.

SP2.b Express their opinions and feelings in a socially acceptable way.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge Conservation (1½ weeks) - Suggested definition: Conservation is care, protection or saving of our natural resources - The need for conservation to ensure our personal health (i.e. depleting the natural resources may affect our health; lack of water may lead to body dehydration and wilting of plants)	Conservation - Discuss what conservation is - Field trips/nature walks depicting places of conservation - Pictures, videos on conservation - Resource person trained in conservation to do presentation on conservation (Dept. of Forestry) - Collection of brochures depicting conservation - Tree planting campaign, school gardening - Creating posters/games	Conservation - Written/oral reports on conservation - Questionnaires on field trips/nature walks on conservation - Creating posters/games - Presentations/role-play on conservation - Booklets compiled from brochures depicting conservations - Recordkeeping: watering plants, plant growth/survival

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD II

UNIT/THEME: Conservation

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Conservation Skills - Observing, drawing, communicaiton, identifying, describing, explaining, creativity, research, treamework, recording, cooperation, active involvement, asking for help <u>Attitudes</u> - Appreciation, respect, caring	Conservation <i>...See previous page</i>	Conservation <i>...See previous page</i>

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD II

UNIT/THEME: Pollution

AREA OF STUDY OUTCOMES

Pupils should:

H3.a Understand how maintaining a clean environment contributes to our personal health.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.

CP1.b Examine information related to the issue/problem.

CP1.c Suggest ways of dealing with the issue/problem.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (2 weeks) <u>Pollution</u> - Suggested definition of pollution: spoiling by adding dangerous or dirty things to the land, air, or water - How it affects our environment and our personal health - Proper disposal of garbage to ensure a clean environment which contributes to personal health - Ways of preventing pollution to ensure a clean environment which contributes to personal health ...Continued on next page	<u>Pollution</u> - Discuss to elicit definition of pollution (land, air, water) - Take children on nature walk to observe polluted areas - Present pictures of polluted and clean areas so children can differentiate between polluted and non-polluted areas - Demonstrate ways of keeping the environment clean by way of a clean-up campaign - Create scenarios showing clean and polluted environments for children to give suggestions and solutions - Duty lists on taking proper care of classrooms/school compound - Checklists to record data on children's performance (i.e. classroom cleaning, compound cleaning, upkeep of school bathrooms, upkeep of entire school environment)	<u>Pollution</u> - Oral/written reporting on definition of pollution (land, air, water) - Draw pictures of polluted areas and non-polluted areas - Report on observation of pictures presented - Project/booklets on ways of keeping the environment clean - Written/oral questions on given scenarios on clean and polluted environment - Record observations on given checklists to share with parents

UNIT/THEME: Pollution (continued)
And Sanitation

UNIT/THEME: Pollution (continued)
And Sanitation

UNIT/THEME: Pollution (continued)
And Sanitation

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Sanitation

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Sanitation <u>Proper food handling to ensure personal health</u> ▪ Follow basic rules for safe food: - Always wash hands with soap and water before eating or preparing food - Always wash hands after blowing nose or coughing - Always wash hands after handling waste food or refuse ▪ Avoid contamination of food - dirty hands when preparing or eating food - dirty market places, stalls, utensils - food dropped on the ground - dirty kitchen table or utensils <i>...Continued on next page</i>	Sanitation ▪ Provide flashcards with sentences which depict contamination of food ▪ Visit places that sell food (i.e. market, street stalls, snack shops) ▪ Roleplay on dirty places which contribute to food contamination such as dirty kitchen tables, utensils, floors	Sanitation ▪ Oral/written questions on flashcards presented depicting contamination of food ▪ Oral/written report on visit to places where food is sold ▪ Observation of roleplay depicting dirty places which contribute to food contamination

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Sanitation

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (continued) <u>Sanitation</u> <u>Proper Food Storage</u> - Refrigerators, if possible - Containers of food should be covered, placed in bowls of clean cold water, placed above ground level on a table in a cool shady place <u>Food Preservation</u> - The chief methods of food preservation in homes include: canning, cold storage, freezing, and drying. <u>Appreciation for a healthy environment which contributes to our personal health</u> - Appreciation for a healthy can be shown by participating in a clean-up campaigns <u>Skills</u> - Communication, explaining, creativity, planning, recording, observing <u>Attitudes</u> - Appreciation, respect, caring, self-esteem	<u>Sanitation</u> <u>Proper Food Storage</u> - Elicit names of appliances, utensils used in proper food storage - Discuss names of pictures of utensils used in proper food storage <u>Food Preservation</u> - Discuss ways of preserving food (i.e. curing and how it is being done, drying, canning) - Writing of poems, stories, riddles on food preservation and sharing with class - Interview different people in the community (ranging from older, middle age, and young people about healthy ways of preserving food) <u>Appreciation for a healthy environment which contributes to our personal health</u> - Invite a resource person in to do a presentation on showing appreciation for a healthy environment - Organize and participate in clean-up campaign	<u>Sanitation</u> <u>Proper Food Storage</u> - Write names of appliances, utensils and explain how they are used for proper food storage <u>Food Preservation</u> - Create posters depicting ways of preserving foods - Display collection of poems, stories, riddles in booklet form - Record responses from interviews about ways of preserving food <u>Appreciation for a healthy environment which contributes to our personal health</u> - Creating posters/flyers on appreciation for a healthy environment - Creating poems and songs about a clean environment

AREA OF STUDY: HEALTHY LIFESTYLES**STANDARD III****UNIT/THEME: Sanitation**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1.g Predict what will happen in a sequence of events ▪ EL1.h Identify cause and effect relationship ▪ EL1.j Make inferences and draw conclusions ▪ EL2.c Predict what will happen in a sequence of events ▪ EL3.f Demonstrate the ability to use a variety of words and phrases to express thoughts and feelings ▪ EL4.a Express ideas and opinions ▪ SL1.d Follow instructions/directions ▪ SL2.b Write short messages ▪ SL3.a Interpret simple forms, notes and messages ▪ M4.a Make reasonable approximations based on relevant life experiences ▪ M4.b Use logical reasoning based on meaningful data to draw conclusions about the likely occurrence of an event ▪ M3.a Measure capacity, distance, weight and time using standard and non-standard measuring devices ▪ M5.a Collect, analyze and present data using charts, graphs, tables, and diagrams ▪ ST1.a Understand some of the changes in living things and their environment from prehistoric times (before humankind) to the present ▪ ST5.a Understand some basic changes which different materials can undergo ▪ ST8.a Understand the natural processes which support and maintain the environment ▪ ST8.b Understand the need for protection, care and responsible use of the environment ▪ ST7.a Understand the characteristics of living things, the main categories into which they can be grouped, and how these interrelate with the environment ▪ SS2.c Understand how people use the natural resources of Belize ▪ EA1.e Explore and experiment to create visual images through use of a variety of artistic tools and media ▪ EA1.g Explore and experiment to create visual images through the use of a variety of concrete materials in the environment	▪ Caribbean Social Studies, Revised Edition – Clara Pastor & Geraldine Holland ▪ A Geography of Belize, The Land and Its People – Cubola Production, Benque Viejo ▪ The Environment of Belize, Our Life Support System – Cubola Production, Benque Viejo ▪ Young Student Encyclopedia – Xerox Family Education Services, Middletown, CT, U.S.A. ▪ Environmental Science, A Global Concern – Wm. Brown, Publishers Hazardous Waste – Lila Gano ▪ Health Education in the Elementary School – Dean F. Miller & Susan K. Telljohann ▪ Organization of School Health Programs, 2nd Edition – WCB Brown & Benchmark ▪ Sanitation, A Way of Life – HECOPAB, Ministry of Health & Sports & UNICEF, Belize 1997 ▪ Microorganism and their Links with Disease – HECOPAB, Ministry of Health & Sports & UNICEF, Belize 1997 ▪ The Belizean Environment and Me – Anna Dominguez Hoare, 1997

AREA OF STUDY: HEALTHY LIFESTYLES**STANDARD III****UNIT/THEME: Care of the Body****AREA OF STUDY OUTCOMES****Pupils should:**

H1.a Understand the relationship between proper hygiene practices and healthy living and apply these practices to their daily living.

CROSS-CURRICULAR OUTCOMES**Pupils should:**

CP1.a Recognize an issue or a problem
CP1.b Examine information related to the issue/problem
CP1.c Suggest ways of dealing with the issue/problem
SP3.a Assess their needs and interests

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (2 weeks) <u>Care of the Body</u> - Health is a condition of being well – not sick - All body parts should be taken care of properly so as to be healthy - Clean water is necessary for proper hygiene practices <u>Body Parts</u> - Teeth (brushing, flossing) - Skin (washing) - Hair (washing, brushing, grooming) - Nails (cleaning, clipping) - Hands (washing after handling animals)	<u>Care of the Body</u> - Elicit through questioning sources of clean water, uses of water, and its importance to proper hygiene. - Share and list responses to above questions. - Discuss and demonstrate how clean water is used with other agents (soap, toothpaste, comb) to care for teeth, skin, hair, and nails.	<u>Care of the Body</u> - Oral/written questions on sources, uses and importance of water. - Observation on demonstration of the uses of clean water to care for teeth, skin, hair, and nails. - Report and posters, booklets showing proper care of teeth, skin, hair, and nails using clean water.

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD III

**UNIT/THEME: Care of the Body (continued)
And Poor Hygiene Practices**

AREA OF STUDY OUTCOMES

Pupils should:

H1.a Understand the relationship between proper hygiene practices and healthy living, and apply these practices to their daily living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem
CP1.b Examine information related to the issue/problem
CP1.c Suggest ways of dealing with the issue/problem
SP3.a Assess their needs and interests

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Care of the Body Skills - Communication, observation, reporting, explaining, critical thinking Attitudes - Responsibility, respect. Self-esteem, appreciation of cleanliness <u>Knowledge</u> (1 week) <u>Poor Hygiene Practices</u> - Poor hygiene practices and unhealthy living can contribute to diseases such as cholera, diarrhoea, amoebas - Poor hygiene practices include: bathing in dirty water; drinking unclean water. ...Continued on next page	Poor Hygiene Practices - Compare and contrast pictures depicting people with healthy and unhealthy skin, mouth, hair, teeth, nails. - Elicit from children the names of common diseases caused by poor hygiene practices. - Peer teaching/group work – research and presentations on differences between proper and improper hygiene practices.	<u>Poor Hygiene Practices</u> - Display of pictures, oral/written explanation depicting healthy and unhealthy skin, teeth, hair, nails. - Observation and report explanation on presentation completed on proper and improper hygiene practices.

UNIT/THEME: Poor Hygiene Practices (continued)
And Proper Care of Clothes and Linens

STANDARD III

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (continued) Poor Hygiene Practices - Additional poor practices include: using dirty utensils, using dirty clothes, shoes; walking barefoot; eating snacks and food with dirty hands. <u>Skills</u> - Teamwork, research, critical thinking, listening <u>Attitudes</u> - Responsibility, respect, self-knowledge, self-respect, self-discipline	Poor Hygiene Practices ... See previous page	Poor Hygiene Practices ... See previous page
<u>Knowledge</u> (1 week) Proper Care of Clothes and Bed Linen - Proper care of clothes and bed linens is part of good personal hygiene and a healthy lifestyle (towels, clothes, sheets, pillowcases, etc) <u>Skills</u> - Observing, reporting, presenting, creativity <u>Attitudes</u> - Responsibility, respect, caring, positive attitude toward cleanliness.	Proper Care of Clothes and Bed Linen - Group discussion and presentation on proper care of clothes and linens. - Small group discussions/comparisons of the different ways clothes are cleaned in Belize. - Informational posters comparing various ways clothes can be cleaned and/or ways clothes are taken care of in Belize.	Proper Care of Clothes and Bed Linen - Report as an oral/written presentation on the proper care of clothes and linens. - Posters comparing/contrasting different methods of cleaning clothes in Belize.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Proper Food Handling

AREA OF STUDY OUTCOMES

Pupils should:

H1.a Understand the relationship between proper hygiene practices and healthy living, and apply these practices to their daily living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem
CP1.b Examine information related to the issue/problem
CP1.c Suggest ways of dealing with the issue/problem
SP2.a Take part in group activities

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (2 weeks) <u>Proper Food Handling</u> - Proper food handling contributes to healthy living - Proper washing of fruits and vegetables - Boiling untreated water or chlorinating it (1/2 teaspoon of clorox/5 gal. of water) - Proper storage of food including fruits, vegetables, meats, and grains - Food needs to be stored covered where flying insects and rodents cannot touch them. - Proper washing of utensils used in food preparation is important	<u>Proper Food Handling</u> - Have children share experiences with food handling (food vendors, school, restaurants, parties). - Create scenarios in which pupils give suggestions of safe and proper food handling practices. - Have children in pairs design flow charts showing proper food handling techniques from the food on the farm to the food on their tables.	<u>Proper Food Handling</u> - Short written paragraph on their experiences with their handling of food. - Oral/written report on suggestions about proper food handling practices. - Presentation and display of flow charts.

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD III

UNIT/THEME: **Proper Food Handling** (continued)
And Proper Waste Disposal

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Proper Food Handling (continued) <u>Skills</u> ▪ Creativity, observing, critical thinking, teamwork, reporting, speaking <u>Attitudes</u> ▪ Respect, responsibility, awareness <u>Knowledge</u> (1 week) Proper Waste Disposal ▪ Proper waste disposal can contribute to proper hygiene and healthy living ▪ Definitions: Garbage = only kitchen waste Waste = all types of waste from all sources ▪ Phases of waste control or waste management: 1. generation – producing or making garbage 2. storage 3. collection 4. disposal <i>...Continued on next page</i>	Proper Food Handling (continued) <i>...See previous page</i> Proper Waste Disposal ▪ Brainstorm in small groups: definition of garbage and waste; how both are generated and how to decrease the generation of waste – have each group share their results with the whole class. ▪ Familiarize children through discussion with the different phases of waste control/management. ▪ Roleplay the different phases of waste control in the classroom. ▪ In groups of 3-4 students have students devise methods to improve the different phases of waste control which will contribute to healthy living.	Proper Food Handling (continued) <i>...See previous page</i> Proper Waste Disposal ▪ Oral/written questions on what constitutes “garbage” and what constitutes “waste”. ▪ Reports on ways to decrease the generation of waste. ▪ Display charts showing the different phases of waste control. ▪ Observation of roleplay – phases of waste control. ▪ Booklet with pictures and explanation of how to improve the phases of waste control.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Proper Waste Disposal (continued)

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Proper Waste Disposal <u>Fecal Disposal</u> ▪ Sanitary Pit Latrine – cover and doors should be kept closed to keep out flies ▪ Bucket latrines – kept covered and emptied daily ▪ Water carriage systems 1. septic system – septic tank that utilizes settling tank in sewage works located out of doors 2. home sewer system connected to city sewer system and sewage treatment plant; in parts of Belize City and Belmopan Skills ▪ Creativity, listening, observation, drawing Attitudes ▪ Responsibility, respect, caring, appreciation of cleanliness, awareness	Proper Waste Disposal ▪ Discussion of different types of disposal systems, comparing and contrasting the advantages and disadvantages of each. ▪ Draw or make models of each type of system. ▪ List ways of keeping each of the systems clean and sanitary.	Proper Waste Disposal ▪ Chart comparing and contrasting different types of disposal systems. ▪ Presentation of drawings or models of different types of disposal systems. ▪ Checklist on proper maintenance of disposal systems in the school.

AREA OF STUDY: *HEALTHY LIFESTYLES*
STANDARD III
UNIT/THEME: First Aid

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1.f Discriminate between fact and fiction ▪ SL1.d Follow instructions and directions	▪ The Environment of Belize – Cubola Productions, Benque Viejo ▪ *Our Life Support Systems – Conservation ▪ Young Students Encyclopedia ▪ Hazardous Waste – Lila Gano ▪ Health Education in the Elementary School – Dean F. Miller and Susan K. Telljohann ▪ Organization of School Health Programs – 2nd Edition – W.C. Brown & Benchmark ▪ Sanitation – A Way of Life – HECOPAB, Belize, Ministry of Health ▪ The Belizean Environment – Anna Dominguez Hoare, 1997 ▪ Materials: Paper, pencils, bristol board, shop paper, markers, crayons, videos on proper hygiene practices (if possible)/drawings on proper hygiene practices, pictures of people with healthy and unhealthy skin, teeth, hair, nails.

AREA OF STUDY: HEALTHY LIFESTYLES
STANDARD III
UNIT/THEME: First Aid

AREA OF STUDY OUTCOMES

Pupils should:

H1.b Understand how safety practices contribute to healthy living and how to recognize and respond to danger situations.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
 CP1.b Examine information related to the issue/problem.
 CP1.c suggest ways of dealing with the issue/problem.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge First Aid (2 weeks) - First Aid is emergency treatment given to a sick or injured person until the person can be seen by health personnel. - Some situations that may require first aid include: a) bleeding – losing blood from any part of the body. It can be caused by scrapes, cuts, or puncture. We can help to prevent bleeding by not playing with sharp objects, tools, or guns, and by wearing shoes outside. ...Continued on next page	First Aid - Discuss and explain what first aid is. - Elicit through questioning, emergency situations that may call for first aid. - Invite a resource person from Red Cross or HECOPAB to discuss first aid procedures - Role play first aid practices. - Record information learned about first aid in a booklet. - Create scenarios in which first aid can be demonstrated.	First Aid - Oral/written questions and answers - Questionnaires - Written paragraph summarizing what resource person talked about. - Demonstration of first aid practices. - Booklet produced of recorded information. - Presentation of suggested solutions to scenarios on first aid.

AREA OF STUDY: *HEALTHY LIFESTYLES*
STANDARD III
UNIT/THEME: First Aid

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) First Aid b) Fainting – becoming unconscious for a short while. We can prevent fainting by eating well c) Fractures – broken bones caused by a fall. It can be prevented by playing safely and carefully. d) Choking – to keep from breathing by blocking the wind pipe with food, water, smoke or objects. It can be prevented by chewing food well, and not putting small objects in your mouth, or not running or not lying with objects in mouth. e) Burn – any damage to the skin caused by heat from sun, fire, stoves It can be prevented by staying away from heat. <i>...Continued on next page</i>	First Aid <i>See previous page</i>	First Aid <i>See previous page</i>

AREA OF STUDY: *HEALTHY LIFESTYLES*
STANDARD III
UNIT/THEME: First Aid

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (continued) First Aid f) Overdose of medication – taking more than the prescribed or re-quired amount of medicine It can be prevented by reading and following the labels on medicine bottles. <u>Skills</u> ▪ Listening, observing, communication, identifying, recalling, recording, critical thinking. <u>Attitudes</u> ▪ Responsibility, caring, commitment, respect, self-discipline.	First Aid ...See page 2	First Aid ...See page 2

AREA OF STUDY: HEALTHY LIFESTYLES**STANDARD III****UNIT/THEME: Traffic Regulations****AREA OF STUDY OUTCOMES****Pupils should:**

H1.b Understand how safety practices contribute to healthy living and how to recognize and respond to danger situations.

CROSS-CURRICULAR OUTCOMES**Pupils should:**

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue/problem.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (1 week) <u>Traffic Regulations</u> - Rules that should be followed for traffic safety. - Some traffic regulations for preventing accidents include: - obeying traffic signs, such as pedestrian crossings, stop, no entry - look left and right before crossing the street - use seat belts when riding in a car or other vehicle - wear light color clothing when walking at night - wait at the bus stop far away from the road - do not play on the road - use of helmet for motorbikes & bicycles.	<u>Traffic Regulations</u> - Field trip to observe traffic and traffic signs - Role play how to act safely in traffic - Make maps and signs that could be used for traffic safety - Make a model town with different signs	<u>Traffic Regulations</u> - Display maps and signs. - Matching signs and names (game). - Presentation of posters with traffic signs. - Write a report on the model town.

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD III

**UNIT/THEME: Traffic Regulations (continued)
And Food Handling**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Traffic Regulations (con't) <u>Skills</u> - Observing, drawing, communication, listening, follow instructions, explaining, creativity, caring <u>Attitudes</u> - Responsibility, respect, appreciation, self-discipline <u>Knowledge</u> (1½ weeks) Food Handling - Food should be handled and stored properly to avoid contamination - The proper washing of fruits and vegetables under running water before eating helps us to be healthy because it eliminates germs and pesticides - All utensils used for cooking or eating must be washed properly before use. <i>...Continued on next page</i>	Traffic Regulations <i>...See previous page</i> Food Handling - Discuss definition of proper food handling and food handling procedures - Role play of proper washing of hands, fruits, vegetables, and utensils - List materials used for proper washing of vegetables, fruits, utensils, and hands - Collect samples of materials used for proper washing of vegetables, fruits, utensils, and hands.	Traffic Regulations <i>...See previous page</i> Food Handling - Oral/written questions - Observation of role play - Oral presentations/reporting on materials used for proper washing of fruits, vegetables, and utensils.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Food Handling

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (continued) <u>Food Storage</u> - Food should be stored in a cool place, refrigerated, if possible, and covered at all times. - Food should also be stored above the ground and away from places where it can be contaminated. <u>Food Contamination during or after preparation</u> - Food can become contaminated by: dirty hands, dirty market places, unhealthy habits like touching animals while cooking, leaving cooked food uncovered, dirty kitchen tables and utensils, improper handling of canned foods, and using expired food. <u>Skills</u> - Following instructions, assessing, describing, listening communication, critical thinking, creativity, cooperation, identifying. <u>Attitudes</u> - Responsibility, appreciation, pride, caring, self-discipline.	<u>Food Storage</u> - Demonstrate ways of storing food. - Experiments by groups of students showing what happens to food that is not stored properly. - Invite community resource person to demonstrate preservation of fruits and vegetables (i.e. drying, curing, canning). <u>Food Contamination During or After Preparation</u> - Create scenarios on food contamination. - List ways in which food can become contaminated. - Make posters on proper and improper food handling.	<u>Food Storage</u> - Reports of experiments in which children discover what happens when foods are not stored properly. - Display of final products that have been dried, canned or cured. - Written report summarizing the resource person's presentation. <u>Food Contamination During or After Preparation</u> - Present possible solutions to scenarios - Display posters.

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD III

UNIT/THEME: Chemical Substances (Common Household)

AREA OF STUDY OUTCOMES

Pupils should:

H1.b Understand how safety practices contribute to healthy living and how to recognize and respond appropriately to danger situations.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue/problem.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (1 week) Chemical Substances (Common Household) - Substances should be labeled and stored in a safe place to avoid children handling or drinking them (i.e. Chlorox should be kept in its original container and stored safely). - It is important to read instructions and dosage of medicine before using them. Skills - Listening, speaking, listing, creativity. Attitudes - Respect, responsibility, awareness.	Chemical Substances (Common Household) - List common household substances which can cause accidents if not stored or used properly. - Discussion on common household substances. - Invite a resource person from the community in to talk about the importance of the proper intake of medicines.	Chemical Substances (Common Household) - Oral/written questions on common household items and how to use them. - Display labels, charts highlighting warnings. - Questionnaire on presentation given by resource person.

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD III

UNIT/THEME: Chemical Substances (Common Household)

AREA OF STUDY OUTCOMES

Pupils should:

H1.b Understand how safety practices contribute to healthy living and how to recognize and respond to danger situations.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT														
<u>Knowledge</u> (1 week) <u>Disaster Preparedness</u> A disaster is an occurrence either natural or manmade which produces interruption of normal daily life. On a local level this can include fires and accidents. On a national level, large disasters usually require help from other countries. TYPES OF DISASTER <table><tr><td><u>Natural</u></td><td><u>Human Made</u></td></tr><tr><td>Hurricanes</td><td>Traffic Accident</td></tr><tr><td>Floods</td><td>Chemical Spills</td></tr><tr><td>Fire</td><td></td></tr><tr><td>Earthquake</td><td></td></tr><tr><td>Tremor</td><td></td></tr><tr><td>Volcanic Eruptions</td><td></td></tr></table>	<u>Natural</u>	<u>Human Made</u>	Hurricanes	Traffic Accident	Floods	Chemical Spills	Fire		Earthquake		Tremor		Volcanic Eruptions		<u>Disaster Preparedness</u> - Resource personnel (Red Cross, HECOPAB) to talk about preparedness. - Invite, if possible, a member of the community who has experienced a major disaster, such as a hurricane; have children interview this person as if they were working for a newspaper. - In pairs write an short article based on interview with community member. - Match the stages of hurricane with the warning flags. - Have small groups collect items needed in case of different types of disasters and create a display in the classroom. (If actual items are not available, use pictures).	<u>Disaster Preparedness</u> - Write summary paragraph of presentation by resource person. - Interview of the community member who has experienced a major disaster. - Articles written by students. - Peer evaluation of matching warning flags with stages of hurricane. - Display items needed in disaster situations.
<u>Natural</u>	<u>Human Made</u>															
Hurricanes	Traffic Accident															
Floods	Chemical Spills															
Fire																
Earthquake																
Tremor																
Volcanic Eruptions																

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Disaster Preparedness

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Disaster Preparedness Hurricanes ▪ Different phases ▪ Different colors of the flag and what they mean ▪ Listen to radio/watch tv ▪ Evacuation preparation: 1. Know where nearest shelter is located 2. Items to take to shelter: non-perishable foods, radio, batteries, flashlight, water, first aid kit, personal medication 3. Wrap important documents/papers in plastic and put in a high place. Floods ▪ Definition: too much water in the wrong place ▪ <u>Precautionary measures</u> 1. Secure household Belongings 2. Stock non-perishable Foods 3. Listen to radio/tv. ...Continued on next page	Disaster Preparedness <i>See previous page</i>	Disaster Preparedness <i>See previous page</i>

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD III

UNIT/THEME: **Disaster Preparedness**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Floods ▪ <u>Precautionary measures</u> 1. Secure household belongings 2. Stock non-perishable Foods 3. Listen to radio/tv ▪ <u>Dangers of flood waters</u> - contributes to: - skin infections - diarrhoeal disease - malaria ▪ Clean house thoroughly after flood Emergency Equipment Emergency equipment and precautionary measures are very important to our safety in danger situations. Examples: ▪ Fire: fire extinguisher, water ▪ Hurricane: matches, lamps, batteries, food ▪ Water accidents: life jackets, tire tubes, rope ...Continued on next page	Floods <i>See page 15</i> Emergency Equipment ▪ Brainstorm equipment needed and precautionary measures that can be taken in an emergency. ▪ Display or draw examples of emergency equipment. ▪ In small groups have students write a short skit about an emergency situation and the equipment that was used and present to the class (puppets could also be used).	Floods <i>See page 15</i> Emergency Equipment ▪ Display of drawings of equipment used in an emergency. ▪ Reports and skits they have made up.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Disaster Preparedness

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Disaster Preparedness ▪ <u>Skills</u> Critical thinking, observing, communication, recording, teamwork, research, describing, relating ▪ <u>Attitudes</u> Respect, responsibility, pride, self-discipline	Disaster Preparedness <i>...See pages 15, 17</i>	Disaster Preparedness <i>...See pages 15, 17</i>

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD III

UNIT/THEME: Substance Abuse

AREA OF STUDY OUTCOMES

Pupils should:

H1.b Understand how safety practices contribute to healthy living, and how to recognize and respond to danger situations.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue/problem.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (2 weeks) Substance Abuse The short term effects and consequences of alcohol, marijuana and tobacco on our health: ▪ <u>Alcohol</u> <u>SHORT TERM EFFECTS</u> Staggering Slurred speech Hangover Vomiting <u>CONSEQUENCES</u> Traffic accidents Fights Family disputes ...Continued on next page	<u>Substance Abuse</u> - Review what students learned in Standard II. - Show videos on the effects and consequences of alcohol, marijuana and tobacco. - Research the short term effects of alcohol, tobacco, and marijuana. - Collect pictures of consequences such as accidents, injuries, newspaper clippings, drug arrests and display. - Role play short term effects of alcohol, tobacco, and marijuana. - Write a paragraph on the effects and consequences of alcohol, tobacco, and marijuana. - Role play healthy, drug-free family. - Write poems on being healthy and drug-free.	Substance Abuse - Oral/written questions. - Report on research of short term effects of alcohol, tobacco, and marijuana. - Oral report on what was collected. - Observation of role play. - Sharing/display of written paragraphs/poems.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Substance Abuse

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Substance Abuse ▪ <u>Marijuana</u> <u>SHORT TERM EFFECTS</u> Red eyes Affects short term Memory ▪ <u>Hallucinations</u> <u>CONSEQUENCES</u> Arrest Imprisonment Family disputes Pollution of environment Waste of money ▪ <u>Tobacco</u> <u>SHORT TERM EFFECTS</u> Bad breath Smelly hair, clothes Stained teeth, nails, lips <u>CONSEQUENCES</u> Pollution of environment Passive smoking Waste of money <i>...Continued on next page</i>	Substance Abuse <i>...See previous page</i>	Substance Abuse <i>...See previous page</i>

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD III

**UNIT/THEME: Substance Abuse (continued)
And Child Abuse**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Skills</u> ▪ Observing, communication, listening, following instructions, reporting, recording, identifying ▪ <u>Attitudes</u> Self-esteem, pride, respect, responsibility, appreciation <u>Knowledge</u> Child Abuse (1 week) ▪ Types: physical, sexual, and emotional (verbal, mental, and neglect) ▪ <u>Physical</u> = non-accidental physical injury -<u>signs/symptoms</u>: bruises, welts, scratches, bleeding, burn marks ...Continued on next page	Substance Abuse ...See page 13 Child Abuse ▪ Define physical, sexual and emotional abuse. ▪ Discussion about physical, sexual, and emotional abuse. ▪ Invite resource person (NDACC, NOPCA, Dept. of Human Development) to talk about abuse including recognition of, solutions, coping skills, persons to talk with, reporting. ▪ “DO WELL” – children sit in a circle, as you go around the circle, each child shares with the group something they like to do and that they do well. ▪ “THE NICEST THING EVER” – have the whole class write The Nicest Thing Ever book. Let each child write and illustrate 2-3 contributions: a) The nicest thing I ever did for anyone else; b) the nicest thing anyone ever did for me; c) the nicest thing I ever did for myself.	Substance Abuse ...See page 13 Child Abuse ▪ Oral/written questions ▪ Short written paragraph summarizing presentation by resource person ▪ “THE NICEST THING EVER” booklet ▪ Observation of puppet role plays.

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD III

UNIT/THEME: **Substance Abuse (continued)**
And Child Abuse

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Child Abuse ▪ <u>Sexual</u> = any contact between a child and another person in which the child is being used to satisfy the sexual desires of another person. The person can be another child or an adult <u>-signs/symptoms:</u> overt sexual behavior, withdrawn, low self-esteem. ▪ <u>Emotional Abuse</u> = the use of words to hurt a person's feelings; manipulation of another person; neglect of child's basic needs (food, shelter, clothes, love) <u>-sign/symptoms:</u> crying, rebellious, withdrawn, low self-esteem. ...Continued on next page	Child Abuse ▪ Use puppets to have children demonstrate physical and emotional abuse ▪ Use puppets to show how people should treat other people with respect and dignity demonstrating that each person is worthwhile.	Child Abuse <i>See previous page</i>

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Substance Abuse (continued)
And Child Abuse

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (continued) Child Abuse ▪ Sample of Coping skills - a)good communication - b)choosing the right friends - c)Using the buddy system - d)Avoid risky situations - e)Know who to tell <u>Skills</u> ▪ Observing, communication, listening, following instructions, reporting, recording, identifying <u>Attitudes</u> ▪ Positive self-esteem, pride, respect, responsibility, appreciation, awareness.	Child Abuse ...See page 15 -16	Child Abuse ...See page 15

AREA OF STUDY: HEALTHY LIFESTYLES**STANDARD III****UNIT/THEME: Substance Abuse (continued)
And Child Abuse**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1.k Interpret and follow instructions/directions ▪ EL1.h Identify cause and effect relationships ▪ EL1.j Make inferences and follow instructions ▪ EL2.b Identify a sequence of events ▪ EL2.d Follow instructions ▪ EL2.e Interpret and respond appropriately to messages conveyed through visual images and tone of voice ▪ EL3.f Demonstrate the ability to use a variety of words and phrases to express thoughts and feelings ▪ EL4.c Use appropriate language to share ideas to convince and express feelings ▪ EL4.e Ask questions and give information ▪ SL1.d Follow instructions and directions ▪ SL2.b Write short messages ▪ SL1.e Interpret body language and respond appropriately to changes in intonation ▪ SL4.b Ask questions for information and understanding ▪ SL3.a Interpret simple forms, notes, and messages and follow instructions and directions ▪ SS2.a Understand weather changes and the factors which affect these different parts of Belize ▪ SS3.a Understand how the government of Belize is organized in order to provide for the needs of the people ▪ SS5.b Understand how the different ethnic groups organize themselves ▪ ST8.b Understand the need for protection care, and responsible use of the environment ▪ EA1.e Explore and experiment to create visual images through use of a variety of artistic tools and media ▪ EA1.a Sings rounds ▪ M5.a To collect analyze and present data using charts, graphs, tables, and diagrams	▪ FACT(First Aid for Children Today), Leader's Guide – American Red Cross, 1992 ▪ You and Your Health – School, Home, Community - Scotts Foresman ▪ Prevention Primer – An Encyclopedia of Alcohol, Tobacco, and Other ▪ Drug Prevention Terms – U.S. Dept. of Health and Human Services ▪ Schools Without Drugs – William J. Bennet, Secretary 1986 ▪ Drug & Alcohol Awareness Handbook – Belize NDACC ▪ Health Education in the Elementary School – Dean F. Miller, Susan K. Telljohan ▪ Control of Communicable Diseases in Man – Abram S. Benenson Skills for the Primary School Child

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Substance Abuse (continued) And Child Abuse

AREA OF STUDY OUTCOMES

Pupils should:

H1.c Understand the relationship between food and good health, and be able to make healthy food choices.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.

CP1.b Examine information related to the issue/problem.

CP1.c Suggest ways of dealing with the issue/problem.

SP1.a Recognize the values associated with choices.

SP1.b Choose between alternatives based on values.

SP3.a Assess their needs/interests.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (3 weeks) Food and Nutrition ▪ <u>Health</u>: a state of complete physical, mental, and social well-being, and not merely the absence of disease ▪ <u>Nutrition</u>: The study of food and how our bodies use food. ▪ <u>Why we need food</u>: We need food to satisfy hunger and nourish our body. ▪ <u>Why we eat the way we do</u>: Our food habits are formed in childhood based on the meal patterns of our parents or guardians. ... Continued on next page	Food and Nutrition ▪ Have children make clay models of the foods they like to eat. ▪ Bring real foods for children to see, feel, smell, and taste. ▪ Have students identify foods they ate the day before – decide to what food groups do they belong ? ▪ In small groups have students design 3 meals for one day using the food groups – and be able to explain why it is healthy. ▪ Have children chart their height and weight – compare at the beginning of each term and end of year to see the difference. ▪ Have a group of students set up a health corner including handwashing facilities (rotate this responsibility every couple of weeks – changing the focus but always including the handwashing facilities). ▪ Have children bring in recipes – in small groups analyze the recipes to see how many food groups are used – report to whole class.	Food and Nutrition ▪ Peer evaluation – identifying foods from the different food groups ▪ Charts of height and weight ▪ Health Corner – for creativity, interest, correct information it describes ▪ Report on recipe analysis.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Food and Nutrition

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT						
Knowledge (continued) Food and Nutrition ▪ <u>What is food?</u> Food is what we eat and drink to help keep us alive and well; to help us grow, develop, work and play. ▪ <u>Using Food Groups As a Guide to Good Nutrition</u> Good health starts with eating right. Eating right means eating enough of the right kinds of food. There are guides to help us choose the right foods and eat healthy meals. The guide we use fits very well with our way of preparing meals. This guide breaks the food we usually eat into 6 big groups: <table><tr><td>1. staples</td><td>4. Fruits</td></tr><tr><td>2. legumes</td><td>5. Food from</td></tr><tr><td>3. dark green leafy/yellow vegetables</td><td>6. Fats/oils</td></tr></table> ...Continued on next page	1. staples	4. Fruits	2. legumes	5. Food from	3. dark green leafy/yellow vegetables	6. Fats/oils	Food and Nutrition ... See previous page	Food and Nutrition ...See previous page
1. staples	4. Fruits							
2. legumes	5. Food from							
3. dark green leafy/yellow vegetables	6. Fats/oils							

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD III

UNIT/THEME: Food and Nutrition

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Food and Nutrition ▪ <u>Multimix Principle</u>: The multimix principle is a way to plan meals by combining foods from different groups. It teaches us that the foods we eat at each meal should come from the different food groups. A good multimix meal can be a one-pot ;meal of foods from at least 3 of the food groups (i.e. a dish made up of rice, chicken and carrots.) There are 3 different types of mixes: 2 mix; 3 mix, and 4 mix. ▪ <u>Cleanliness in Food Preparation/handling</u> Health and cleanliness are very important in the handling, storage, and preparation of food. This means careful inspection before storing. Store food items in a clean, ventilated and safe place. Wash hands and food before preparing.	Food and Nutrition ...See page 25	Food and Nutrition ...See page 25

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Food and Nutrition

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Food and Nutrition (con't) <u>Skills</u> - Observing, speaking, comparing, listening, research, cooperation, leadership <u>Attitudes</u> - Awareness, responsibility, appreciation	Food and Nutrition <i>...See previous page</i>	Food and Nutrition <i>...See previous page</i>

AREA OF STUDY: *HEALTHY LIFESTYLES***STANDARD III****UNIT/THEME: Food and Nutrition**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL2.d Follow instructions/directions ▪ EL3a. Demonstrate their ability to write grammatically correct sentences. ▪ EL3.c Demonstrate the ability to punctuate and capitalize written work. ▪ EL3.d Produce work that is legible and acceptable. ▪ EL3.g Demonstrate unity and coherence in their writing. ▪ EL4.a Express ideas and opinions. ▪ EL4.c Use appropriate language to share ideas, to convince and express feelings. ▪ EL4.e Ask questions and give information. ▪ SL4.b Ask questions for information and understanding. ▪ M3.b Use and convert coins and bills up to \$100.00 ▪ SS5.b Understand how the different ethnic groups organize themselves. ▪ EA1.e Explore and experiment to create visual images through use of a variety of artistic tools and media.	▪ Nutrition Handbook for Community Workers – Caribbean Food & Nutrition Institute (FNI) ▪ Nutrition Made Simple – Versada S. Campbell and Dinesh P. Sinha (CNFI) ▪ Nutrition Guide for Primary School Teachers – (CNFI) ▪ Get the Best from Your Food – Food and Agriculture Organization (of the United Nations) (FAO) ▪ Teaching Food & Nutrition to Primary School Children, Teacher's Guide 1-6 grades – Versada S. Campbell and Dinesh P. Sinha (CNFI) ▪ Teaching Food & Nutrition to Primary School Children – Student's work Books, Grades 1-6 (CNFI)

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD III

UNIT/THEME: Diseases

AREA OF STUDY OUTCOMES

Pupils should:

H2.a Understand how the prevention of common diseases, including STD's/AIDS contribute to healthy living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue/problem.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (2 weeks) <u>Health versus Disease</u> - Health is a state of complete physical, mental, social, and spiritual well-being, and not merely the absence of disease. (Health is more than not being sick. It is well-being in body, mind and community.) - Disease is an unhealthy condition of body, mind, plant, or some part thereof, illness, sickness; particular kind of this with special symptoms or location. ...Continued on next page	<u>Health versus Disease</u> - Elicit definition of disease – list examples such as malaria, cholera, chicken pox, and measles. - Invite resource person (doctor, nurse, health dept.) to talk about how germs enter our bodies and the spread and prevention of disease. - Demonstrate how diseases are spread and prevented. - Have students make pictures/posters displaying the spread of disease. - Draw pictures of the body labeling the parts through which germs can enter.	<u>Health versus Disease</u> - Oral/written report summarizing guest speaker's presentation. - Students' presentations on the spread of disease. - Observation/checklist – parts of the body through which germs enter.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Diseases

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Health versus Disease ▪ Communicable diseases are caused by germs (bacteria and virus). ▪ Germs are spread by air, water, food, people and animals. ▪ Germs enter our bodies through our mouths, noses, and our skin. ▪ Bacteria are tiny germs that can be seen only under a microscope. ▪ Virus are smaller than bacteria. They are so tiny that scientists can only see them through very powerful microscopes. ...Continued on next page	Health versus Disease ...See previous page	Health versus Disease ...See previous page

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD III

UNIT/THEME: **Diseases**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Health versus Disease - By itself, a virus seems to be a lifeless particle. After a virus invades a living cell, it becomes an active organism, capable of multiplying rapidly. As a virus multiplies it damages or destroys the cell. If a number of cells become infected a disease results. - Prevention - Some diseases can be prevented by washing hands, covering foods, keeping animals away from food/kitchen, cover mouth with a handkerchief when you cough or sneeze, keep wounds covered, keep your yards and drains clean. Skills - Listening, speaking, questioning Attitudes - Respect, awareness, socialization, responsibility	Health versus Disease ...See page 20	Health versus Disease ...See page 20

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Diseases

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1.f Discriminate between fact and fiction ▪ EL1.h Identify cause and effect relationship	▪ Health Education In the Elementary School – Dean F. Miller, Susan K. Telljohan ▪ Science 7B – Bonnie B. Barn, Michael B. Legden ▪ Human Resources: doctor, nurse, health worker ▪ Materials: Paper, crayons or markers, pencils

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD III

UNIT/THEME: Communicable and Non-Communicable Diseases

AREA OF STUDY OUTCOMES

Pupils should:

H2.a Understand how the prevention of common diseases, including STD's/AIDS contribute to healthy living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
 CP1.b Examine information related to the issue/problem.
 CP1.c Suggest ways of dealing with the issue/problem.
 SP1.a Recognize the values associated with choices.
 SP1.b Choose between alternatives based on values.
 SP1.c Take action based on principled choice.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (2 weeks) Communicable Diseases - Any disease that can be passed from one person to another by direct or indirect contact - Examples: - Measles - Flu - Chicken pox - STD's/AIDS - Causes: germs (both bacteria and virus) - Prevention: Avoid contact with infected person in case of measles, flu, and chicken pox; or immunization in case of measles. <i>...Continued on next page</i>	Communicable Diseases - Brainstorm what a communicable disease is, and elicit examples from the students. - Have children relate experiences/observations of having a communicable disease. - Role play how NOT to spread communicable diseases. - Create awareness of prevention by making posters in small groups. - Invite health worker to talk about communicable diseases to the class.	Communicable Diseases - List examples of communicable diseases. - Write short paragraph explaining when they had or knew someone who had a communicable disease. - Questionnaire to be peer-evaluated about presentation by health worker.

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD III

UNIT/THEME: Communicable and Non-Communicable Diseases

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Non-Communicable Diseases ▪ Diseases that do NOT spread readily from one individual to another ▪ Examples: cancer, sugar diabetes, hypertension (pressure). ▪ Causes: lifestyle, diet, heredity, lack of exercise; other lifestyle practices such as smoking, drugs, alcohol, not enough rest, stress. ▪ Symptoms i.e sugar diabetes excessive thirst, frequent urination, loss of weight, itching. ▪ Prevention: (diabetes) Proper diet, insulin under medical supervision. Skills ▪ Observation, questioning, communication, writing Attitudes ▪ Cooperation, respect, socialization, acceptance, responsibility	Non-Communicable Diseases ▪ Brainstorm what a non-communicable disease is, and elicit examples from the students. ▪ Have children relate observations of people they know having a non-communicable disease. ▪ Have children in pairs do research and write a short report on a non-communicable disease. ▪ Create awareness of prevention by making posters in small groups. ▪ Invite health worker to talk about non-communicable diseases to the class.	Non-Communicable Diseases ▪ Posters from small group work. ▪ Presentation of reports. ▪ List 3 non-communicable diseases with its causes and preventative measures – peer evaluated.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Communicable and Non-Communicable Diseases

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1.f Discriminate between fact and fiction ▪ EL1.h Identify cause and effect relationship	▪ Health Education In the Elementary School – Dean F. Miller, Susan K. Telljohan ▪ Science 7B – Bonnie B. Barn, Michael B. Legden ▪ Human Resources: doctor, nurse, health worker ▪ Materials : Paper, crayons or markers, pencils

AREA OF STUDY: HEALTHY LIFESTYLES**STANDARD III****UNIT/THEME: Childhood Diseases****AREA OF STUDY OUTCOMES****Pupils should:**

H2.a Understand how the prevention of common diseases including STD's/AIDS contribute to healthy living.

CROSS-CURRICULAR OUTCOMES**Pupils should:**

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue/problem.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (2 weeks) <u>Childhood Diseases</u> ▪ Childhood diseases are diseases which commonly affect children between the ages of one and twelve. ▪ Caused by bacteria: tuberculosis, whooping cough, bronchitis, and tetanus). ▪ Caused by viruses: measles, mumps, influenza, polio, common cold, chicken pox. ▪ Prevention: some diseases are prevented by immunization.	<u>Childhood Diseases</u> ▪ Discuss childhood diseases. ▪ Classify childhood diseases after discussion into those caused by virus or bacteria. ▪ Research symptoms and preventions of some childhood diseases. ▪ Discuss immunizations a preventative measure and why we need to be immunized. ▪ Have children in pairs or small groups research and report on a childhood disease.	<u>Childhood Diseases</u> ▪ Oral questions on childhood diseases. ▪ Classification of diseases into bacterial or viral. ▪ Display of clinic cards. ▪ Research reports.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Childhood Diseases

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Childhood Diseases (con't) <u>Skills</u> - Observation, reading, communication, recording, classifying, investigating, teamwork. <u>Attitudes</u> - Cooperation, socialization, responsibility, awareness <u>Knowledge</u> (1 week) Immunization - It means that a drug called a vaccine is injected into the body or swallowed to protect against possible attack by germs. - It is important to immunize to prevent childhood diseases. - Different vaccines are administered at different ages. <i>...Continued on next page</i>	Childhood Diseases <i>...See previous page</i> Immunization - In groups of 3 or 4 have the children compare the advantages of immunization and not being immunized. Make a chart. - Discuss ages at which different vaccines are administered. Make posters to campaign for immunizations. - Write poems and/or songs in relation to immunization as a preventative measure.	Childhood Diseases <i>...See previous page</i> Immunization - Comparison chart – immunized versus not immunized. - Posters for immunization campaign. - Poems/songs for immunization as preventative measure.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Childhood Diseases

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT														
Immunization <u>Immunization Chart</u> <table><tr><td>▪ Age</td><td>Disease</td></tr><tr><td>Birth</td><td>Tuberculosis</td></tr><tr><td>2-3 mos.</td><td>**DPT, polio</td></tr><tr><td>4-5 mos.</td><td>DPT, polio</td></tr><tr><td>6-7 mos</td><td>DPT, polio</td></tr><tr><td>12 mos.</td><td>**MMR</td></tr><tr><td>4-6 yrs.</td><td>DPT, polio booster</td></tr></table> ▪ **DPT = Diptheria, Pertussus (whooping cough), and tetanus **MMR = Measles, Mumps, and Rubella <u>Skills</u> ▪ Leadership, communication, listening, observation, comparing <u>Attitudes</u> ▪ Socialization, cooperation, responsibility, awareness	▪ Age	Disease	Birth	Tuberculosis	2-3 mos.	**DPT, polio	4-5 mos.	DPT, polio	6-7 mos	DPT, polio	12 mos.	**MMR	4-6 yrs.	DPT, polio booster	Immunization <i>See previous page</i>	Immunization <i>See previous page</i>
▪ Age	Disease															
Birth	Tuberculosis															
2-3 mos.	**DPT, polio															
4-5 mos.	DPT, polio															
6-7 mos	DPT, polio															
12 mos.	**MMR															
4-6 yrs.	DPT, polio booster															

AREA OF STUDY: *HEALTHY LIFESTYLES***STANDARD III****UNIT/THEME: Childhood Diseases**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1.h Identify cause and effect relationship ▪ EL1.i Identify a sequence of events ▪ EL1.j Make inferences and draw conclusions	▪ Health Education In the Elementary School – Dean F. Miller, Susan K. Telljohan ▪ Science 7B – Bonnie B. Barn, Michael B. Legden ▪ Human Resources: doctor, nurse, health worker, HECOPAB ▪ Materials: Paper, crayons or markers, pencils, bristol board or shop-paper

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD III

UNIT/THEME: Natural Resources

AREA OF STUDY OUTCOMES

Pupils should:

H3.a Understand how a clean environment contributes to their personal health.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem

CP1.b Examine information related to an issue/problem

CP1.c Suggest ways of dealing with an issue/problem

SP2.a Take part in group activities.

SP2.b 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>Knowledge</u> (2 weeks) <u>Natural Resources</u> - Land, air, water, flora and fauna are natural resources that can contribute to our personal health. - Care of our natural resources to ensure the best of health - at home - at school - in the community - Sources and uses of our natural resources (i.e. rain = water – used for bathing Atmosphere = air – oxygen <u>Skills</u> Observation, speaking, creativity, describing, research, teamwork, listening <u>Attitudes</u> - Caring, responsibility, respect, honesty	<u>Natural Resources</u> - Recall and discuss definition of natural resources. - Nature walks, field trips, interviews to observe/study different types of natural resources and how to care for them accordingly. - Projects depicting proper care of home, school, community. - Discussion on how a clean environment contributes to our personal health. - Group work and/or individual discussions and explanations of different samples depicting land use (i.e. farming).	<u>Natural Resources</u> - Oral/written questions to elicit definition of natural resources. - Questionnaires on nature walks, field trips, interviews - Role-play activities portraying care of our natural resources at home, school and the community. - Checklist of tasks done at home, school, and the community. - Creating posters, signs, flyers to raise the community awareness on the need to care for, and to keep our environment clean. - Display students' charts, models; and have children explain.

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD III

UNIT/THEME: Conservation

AREA OF STUDY OUTCOMES

Pupils should:

H3.a Understand how maintaining a clean environment contributes to their personal health.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue/problem.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge Conservation (1½ weeks) - What is conservation? The care, protection or saving of our natural resources. - The need for conservation: to ensure our personal health, and to ensure that resources are available for future generations (i.e. we need to conserve water because water is important for us to live.) - Recycling as a way of conserving for health purposes (i.e. recycling a stack of newspapers 1 mile high saves a whole tree) <i>Continued on the next page</i>	<u>Conservation</u> - Review thorough discussion of what conservation is, and the need for conservation to ensure personal health. - Brainstorm their definition of recycling; write the correct definition. - Have children demonstrate ways of recycling (i.e. juice bottles into shakers or flower vases; bottle stoppers to create petals for arts & crafts). - Create games using recyclable materials. <i>...Continued on next page</i>	Conservation - Oral/written questions on conservation and the need to conserve water, air, land, flora and fauna for health purposes. - Display recycled materials/projects. - Observe games using recycled materials. <i>...Continued on next page</i>

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD III

UNIT/THEME: Conservation

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Conservation Recycling (continued) Definition of recycling = reusing old and/or discarded materials <u>Deforestation and Reforestation and its affect on health</u> ▪ Deforestation = destroying the trees in an area such as a forest or woodland ▪ Reforestation = planting of trees where others have been destroyed or cut down ▪ Effects of deforestation: depleting oxygen, erosion ▪ Effects of reforestation; reestablishment of land and stopping of erosion, replacement of oxygen source ▪ Reserving of our natural resources: Contributes to ensuring our personal health. <i>...Continued on next page</i>	Conservation (continued) ▪ Have children brainstorm in small groups what deforestation and reforestation are with examples of each; bring small groups together to share their ideas. ▪ Present pictures of deforested areas and reforested areas —discuss the affects on human beings. ▪ Research project: are there areas in Belize that are being deforested or reforested. ▪ Create posters on deforestation prevention and/or the benefits of reforestation. ▪ Compare and contrast reserved and unreserved areas using pictures, videos, drawings, etc. ▪ Use information gathered by children to show how it impacts their health (i.e. drought, famine) – make booklets.	Conservation (continued) ▪ Oral/written report on the effects of deforestation and reforestation on human beings and their health. ▪ Posters on deforestation/reforestation. ▪ Research projects. ▪ Drawings of reserved and unreserved areas. ▪ Booklets of how reserved and unreserved areas affect their health.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Conservation

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Conservation ▪ Reserve areas include: • National parks • Marine reserves • Protected areas ▪ Wildlife Protection ▪ Food Chain (i.e. dead matter → eaten by vultures). Skills ▪ Communication, explaining, creativity, planning, observing, research, decision-making. Attitudes ▪ Caring, respect, awareness appreciation, responsibility, pride.	Conservation ▪ Create a food chain to show how wildlife helps to maintain a clean environment. ▪ Create posters/drawings showing the food chain.	Conservation ▪ Display charts, posters pictures, drawings depicting the importances of a food chain in maintaining a healthy environment.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD III

UNIT/THEME: Pollution

AREA OF STUDY OUTCOMES

Pupils should:

H3.a Understand how a clean environment contributes to their personal health.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
 CP1.b Examine information related to the issue/problem.
 CP1.c Suggest ways of dealing with the issue/problem.
 SP2.a Take part in group activities.
 SP2.b. 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>Knowledge</u> (2 weeks) <u>Pollution</u> ▪ Polluted water, air, noise, and land can affect our personal health. ▪ Polluted water can cause dysentery and other diarrhoeal diseases ▪ Polluted air can cause cancer ▪ Polluted land often pollutes air and water ▪ Noise pollution increases stress, tension, and cause loss of hearing. <u>Skills</u> ▪ Communication, observing, active involvement, cooperation <u>Attitudes</u> ▪ Responsibility, respect, appreciation, caring	<u>Pollution</u> ▪ Read stories of different types of pollution. ▪ Collect information or pictures on different types of pollution and their effects.	<u>Pollution</u> ▪ Oral explanation on different type of pollution. ▪ Display/report on the information or pictures collected.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD IV

UNIT/THEME: Sanitation

AREA OF STUDY OUTCOMES

Pupils should:

H3.a Understand how a clean environment contributes to their personal health.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.

CP1.b Examine information related to the issue/problem.

CP1.c Suggest ways of dealing with the issue/problem.

SP2.a 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>Knowledge</u> (1½ weeks) <u>Sanitation</u> - Reasons for proper disposal of solid wastes and faeces - Basic rules for safe food (cleanliness both personal and general) <u>Personal</u> Always wash hands with soap and water: - After using the bathroom - After handling raw meat, poultry or fish. - Before preparing or eating food. - After sneezing, blowing nose or coughing - After handling waste or refuse.	<u>Sanitation</u> - Roleplay to demonstrate proper sanitary practices. - Discuss basic rules for safe food handling and how they affect personal and general health. - Create posters in small groups that show sanitary rules for cleanliness (personal and general).	<u>Sanitation</u> - Personal checklist of cleanliness. - List basic rules for safe food handling – both personally and generally. - Posters – peer evaluation (emphasis on correct information).

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD IV

UNIT/THEME: Sanitation

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Sanitation <u>General</u> - Wash all dishes and utensils as soon as possible after use. - Wash all fruits and vegetables before eating or cooking. - All utensils should be clean before they are used, and should be washed, if necessary. - Utensils should be stored in a clean closed cupboard. <u>Skills</u> - Identifying, observing, investigating, research, recording, creativity, explaining, listening, accuracy, decision-making <u>Attitudes</u> - Responsibility, respect, pride, caring, appreciation, patriotism, commitment	Sanitation ...See previous page	Sanitation ...See previous page

AREA OF STUDY: HEALTHY LIFESTYLES**STANDARD IV****UNIT/THEME: Sanitation**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1.g Predict what will happen in a sequence of events ▪ EL1.h Identify cause and effect relationship ▪ EL1.j Make inferences and draw conclusions ▪ EL2.c Predict what will happen in a sequence of events ▪ EL3.f Demonstrate the ability to use a variety of words and phrases to express thoughts and feelings ▪ EL4.a Express ideas and opinions ▪ SL1.d Follow instructions/directions ▪ SL2.b Write short messages ▪ SL3.a Interpret simple forms, notes and messages ▪ M4.a Make reasonable approximations based on relevant life experiences ▪ M4.b Use logical reasoning based on meaningful data to draw conclusions about the likely occurrence of an event ▪ M3.a Measure capacity, distance, weight and time using standard and non-standard measuring devices ▪ M5.a Collect, analyze and present data using charts, graphs, tables, and diagrams ▪ ST1.a Understand some of the changes in living things and their environment from prehistoric times (before humankind) to the present ▪ ST5.a Understand some basic changes which different materials can undergo ▪ ST8.a Understand the natural processes which support and maintain the environment ▪ ST8.b Understand the need for protection, care and responsible use of the environment ▪ ST7.a Understand the characteristics of living things, the main categories into which they can be grouped, and how these interrelate with the environment ▪ SS2.c Understand how people use the natural resources of Belize ▪ EA1.e Explore and experiment to create visual images through use of a variety of artistic tools and media ▪ EA1.g Explore and experiment to create visual images through the use of a variety of concrete materials in the environment	▪ Caribbean Social Studies, Revised Edition – Clara Pastor & Geraldine Holland ▪ A Geography of Belize, The Land and Its People – Cubola Production, Benque Viejo ▪ The Environment of Belize, Our Life Support System – Cubola Production, Benque Viejo ▪ Young Student Encyclopedia – Xerox Family Education Services, Middletown, CT, U.S.A. ▪ Environmental Science, A Global Concern – Wm. Brown, Publishers ▪ Hazardous Waste – Lila Gano ▪ Health Education in the Elementary School – Dean F. Miller & Susan K. Telljohann ▪ Organization of School Health Programs, 2nd Edition – WCB Brown & Benchmark ▪ Sanitation, A Way of Life – HECOPAB, Ministry of Health & Sports & UNICEF, Belize 1997 ▪ Microorganism and their Links with Disease – HECOPAB, Ministry of Health & Sports & UNICEF, Belize 1997 ▪ The Belizean Environment and Me – Anna Dominguez Hoare, 1997

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD IV

UNIT/THEME: Care of the Body

AREA OF STUDY OUTCOMES

Pupils should:

H1.a Understand the relationship between proper hygiene practices and healthy living, and apply these practices to their daily living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.

CP1.b Examine information related to the issue/problem.

CP1.c Suggest ways of dealing with the issue/problem.

SP2.b Express their opinions and feelings in a socially acceptable way.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (2 weeks) Care of the Body - Health is a condition of being well - not sick - Hygiene is the conditions and practices that promote health - Proper cleaning of the body contributes to healthy living - Oral hygiene (dental care) - Hair grooming – prevention of lice - Care of finger and toe nails - Skin care – wash skin with soap and water to eliminate dirt, oil, and other substances ...Continued on next page	Care of the Body - Review definition of health - Review definition of hygiene - Discuss ways of taking care of the body - Brainstorm importance of taking care of the body - Research project – how the body changes from infancy to puberty - Make charts of the different ways the body changes in both boys and girls - Collect materials/labels/pictures of objects used for cleaning of the body - Research on alternative items that can be used in place of commercial ones (i.e. toothpaste: salt, ashes, baking soda, deodorant: lime under the arms)	Care of the Body - Oral/written questions on ways in which we can take care of our different body parts - Oral/written tests on the importance of taking care of our body - Observation and display of research project on how the body changes from infancy to puberty - Booklet made from labels, pictures/materials from items used to clean the body - Matching alternatives to the commercial items used - Essay written on the proper cleaning of the body - Oral reporting on research of alternatives to commercial products used in keeping the body clean

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD IV

UNIT/THEME: **Care of the Body**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (continued) Care of the Body ▪ Oil glands are working and producing more oil – regular cleaning helps to eliminate oil and dust ▪ Oil and dust may cause skin infections such as boils, and acne ▪ Sweat glands produce sweat that has odor – regular washing eliminates it ▪ Materials needed for proper cleaning of the body include: shampoo, toothpaste, soft or hard soap, soap powder <u>Skills</u> Research, creativity, reporting, speaking, observing <u>Attitudes</u> Responsibility, respect, self-esteem, awareness	Care of the Body ...See previous page	Care of the Body ... See previous page

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD IV

UNIT/THEME: Diseases Related To Poor Hygienic Practices

AREA OF STUDY OUTCOMES

Pupils should:

H1.a Understand the relationship between proper hygiene practices and healthy living and apply these practices to their daily living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue/problem.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (1 week) Diseases related to poor hygienic practices ▪ Cholera – obtained from drinking contaminated water or eating contaminated fruits and vegetables. ▪ Parasitic infections – caused by intestinal worms, lice, bedbugs. ▪ Hepatitis –transmitted by contaminated food or other objects taken in the mouth. ▪ Worms and parasites: a. ringworm – caused by various fungi; transmitted <i>...Continueud on next page</i>	Diseases related to poor hygienic practices ▪ In small groups brainstorm different types of poor hygiene practices and their effect on the body ▪ As a large group share the lists poor hygiene practices and their effect on the body discussed in the small group setting ▪ Discuss how people can avoid the effects – positive hygienic pratices ▪ In groups of 3 or 4 research the different types of parasites or worms that can cause diseases in human beings – make charts showing the parasite, how transmitted, ways to avoid transmission ▪ Write a narrative of a child who did not follow proper hygiene practices	Diseases related to poor hygienic practices ▪ Research project on causes of disease transmission from one person to another ▪ Written narrative on child who did not follow proper hygiene practices

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD IV

UNIT/THEME: **Diseases Related To Poor Hygienic Practices**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Diseases related to poor hygienic practices ▪ Worms & Parasites (con't) <u>Ringworm</u> – transmitted through human to human contact; sharing towels, clothes and combs can result in the spread of the disease <u>Scabies</u> – caused by small parasites called itch mites that infest the outer layers of the skin where their waste products cause irritation; transmitted by close body contact <u>Hookworm</u> –parasitic roundworm which takes its name from the hooklike appendages around its mouth – an intestinal parasite; caused by walking barefoot in contaminated areas or by handling contaminated human feces as fertilizer	Diseases related to poor hygienic practices ...See previous page	Diseases related to poor hygienic practices ...See previous page

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD IV

UNIT/THEME: Proper Food Handling

AREA OF STUDY OUTCOMES

Pupils should:

H1.a Understand the relationship between proper hygiene practices and healthy living, and apply these practices to their daily living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue/problem.
SP3.a Assess their needs and interests.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (2 weeks) Proper Food Handling - Proper food handling is the method of handling food from preparation to consumption. - The contamination of food is avoided through proper food handling. - Basic rules for food storage: - a.always wash hands with soap and clean water after using the latrine. - b.always wash hands with soap and clean water after handling raw meat, fish, & poultry. ...Continued on next page	Proper Food Handling - Roleplay the proper food handling strategies. - Create scenarios/pictures on proper and improper ways of food handling. - Invite a resource person in to talk about proper food handling (public health officer, HECOPAB) - Have children make their own basic rules on the proper handling of food.	Proper Food Handling - Observe the roleplay on the proper food handling strategies. - From scenario or picture on food handling children will give solution to the ones that depict improper food handling. - Questionnaire or summary paragraph of talk given my resource person

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD IV

UNIT/THEME: **Proper Food Handling**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Proper Food Handling c. always wash hands with soap and water before preparing or eating food. d. wash hands after smoking, blowing nose or coughing. e. wash hands after handling waste food or refuse. ▪ General rules a. wash all dirty dishes and utensils as soon as possible after use. b. wash all fruits & vegetables in clean running water before eating or cooking. c. all utensils should be clean before they are used, and should be washed, if necessary. d. all utensils should be stored in a clean closed cupboard. <i>...Continued on next page</i>	Proper Food Handling <i>...See previous page</i>	Proper Food Handling <i>...See previous page</i>

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD IV

UNIT/THEME: Proper Food Handling

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Proper Food Handling ▪ Proper Food Storage a. refrigeration b. covered to keep away flies, insects, rodents, and domestic pets – these can spread bacteria to food ▪ Food Preparation and Cooking a. People who are ill should not prepare or cook food, especially if they have diarrhoea, bad coughs or infected cuts or sores on their hands. b. If milk needs to be mixed with water, the water should be boiled to kill any bacteria. c. Never allow raw food to come in contact with cooked food; bacteria can be transferred. Skills Critical thinking, observing, reporting, creativity, identifying Attitudes Responsibility, respect, self-esteem	Proper Food Handling ... See page 5	Proper Food Handling ... See page 5

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD IV

UNIT/THEME: Proper Waste Disposal

AREA OF STUDY OUTCOMES

Pupils should:

H1.a Understand the relationship between proper hygiene practices and healthy living, and apply these practices to their daily living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.

CP1.b Examine information related to the issue/problem.

CP1.c Suggest ways of dealing with the issue/problem.

SP2.b Express their opinions and feelings in a socially acceptable way.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (2 weeks) Proper Waste Disposal - Waste disposal is the method by which we get rid of garbage and other wastes so that they do not affect humans or animals - Proper waste disposal is important for proper hygiene and healthy living. - Phases of waste disposal - generating – making of garbage or other wastes - storage – separation of wastes into biodegradable and non-biodegradable material ...Continued on next page	Proper Waste Disposal - Through discussion elicit definition of proper waste control or management. - Discuss/explain through diagrams, proper waste disposal. - In small groups, discuss the relationship between proper waste disposal and health - in large group compare findings. - Explain and define through eliciting meanings of : - Garbage generation - Garbage storage - Garbage collection - Garbage disposal - Have students research definitions of biodegradable, non-biodegradable, compost. - Have students make diagrams that show the different steps involved in proper garbage disposal. ...Continued on next page	Proper Waste Disposal - Questions on the diagrams dealing with proper waste control/management - Orally the students can repeat the relationship between proper waste disposal and health. - Matching words to written meanings. - Categorize materials as biodegradable and biodegradable. - Diagrams of steps in proper garbage disposal. - Booklets , charts, or posters on how different communities dispose of their own garbage. - Present way in which children dispose of home garbage.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD IV

UNIT/THEME: Proper Waste Disposal

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (continued) Proper Waste Disposal Phases of Waste Disposal b.storage (continued);- proper containers to avoid: wind, animals spreading it, insects and flies spreading disease. c.Collection – agencies which collect the waste (Town Board, RECONDEV, Belize Waste Control) d.Disposal – where waste is taken after it is collected. <u>Skills</u> Creativity, listening, observation, speaking <u>Attitudes</u> Responsibility , respect, caring, awareness, appreciation for a clean environment	Proper Waste Disposal ▪ Research the different ways in which different communities dispose of their garbage (methods used) ▪ Study your own way in which your family disposes its garbage.	Proper Waste Disposal ... See previous page

AREA OF STUDY: *HEALTHY LIFESTYLES***STANDARD IV****UNIT/THEME: Proper Waste Disposal**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1.f Discriminate between fact and fiction ▪ SL1.d Follow instructions and directions	▪ The Environment of Belize – Cubola Productions, Benque Viejo ▪ *Our Life Support Systems – Conservation ▪ Young Students Encyclopedia ▪ Hazardous Waste – Lila Gano ▪ Health Education in the Elementary School – Dean F. Miller and Susan K. Telljohann ▪ Organization of School Health Programs – 2nd Edition – W.C. Brown & Benchmark ▪ Sanitation – A Way of Life – HECOPAB, Belize, Ministry of Health ▪ The Belizean Environment – Anna Dominguez Hoare, 1997 ▪ Materials: Paper, pencils, bristol board, shop paper, markers, crayons

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD IV

UNIT/THEME: First Aid

AREA OF STUDY OUTCOMES

Pupils should:

H1.b Understand how safety practices contribute to healthy living and how to recognize and respond to danger situations.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue/problem.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge First Aid (1½ weeks) ▪ Definition: Emergency treatment given to a sick or injured person in the absence of a physician. ▪ First Aid is used in emergency situations such as: Choking (review from Std III) Fainting (review from Std III) Poisons Overdose of medication Burns caused by heat, cold, or chemicals ie) battery acid, muriatic acid, gramaxone, vinegar acid) Mouth to mouth resuscitation	First Aid ▪ Brainstorm for definition of first aid. ▪ List injuries which require first aid, and identify types of first aid necessary. ▪ Invite guest speaker to talk about first aid (i.e. Red Cross, paramedic, nurse). ▪ Recall/list first aid procedures. ▪ Create scenarios/role play for children to demonstrate first aid techniques given to persons who need: Mouth to mouth resuscitation Who have gotten burned Drunk or inhaled poisonous liquids or gas Suddenly fainted Overdosed on medication	First Aid ▪ Oral questioning on definition of first aid. ▪ Complete questionnaire/written/oral reports on talk. given by guest speaker. ▪ Role play first aid practices.

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD IV

**UNIT/THEME: First Aid (continued)
And Traffic Regulations**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
First Aid (continued) <u>Skills</u> ▪ Listening, observation, communication <u>Attitudes</u> ▪ Self-knowledge, commitment, respect <u>Knowledge</u> (1 week) Traffic Regulations ▪ Traffic policy related to accidents include: - Proper use of seat belts - Properly seated while in a vehicle - Use of helmet when riding a motorcycle or bicycle - Always walk facing oncoming traffic - Pedestrians look-out for turning vehicles - Obey traffic lights and signs - Bikes should be equipped with lights/reflectors/bells and functioning brakes	First Aid (continued) ...See previous page Traffic Regulations ▪ Discussion on traffic regulations and how these relate to safety. ▪ Prepare a questionnaire on traffic regulations. ▪ Invite traffic officer to talk on traffic regulations and traffic safety (policeman or transport officer). ▪ Make booklet/complete questionnaire on information presented by resource person. ▪ Make samples of traffic signs which relate to safety. ▪ Field trip/educational walk to observe a busy street to identify and record inappropriate actions taken by pedestrians. ▪ Role play using traffic signs made in class by children to demonstrate what each indicate.	First Aid (continued) ...See previous page Traffic Regulations ▪ Oral/written questions on traffic regulations/traffic safety. ▪ Written report on questionnaire. ▪ Presentation of booklet on traffic regulations and safety. ▪ Display traffic signs and explanations. ▪ Written report on observations done on educational field trip, and suggestions on appropriate actions which should have been taken. ▪ Observation on demonstrations done on the use of traffic signs.

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD IV

**UNIT/THEME: Traffic Regulations (continued)
And Food Handling and Storage**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Traffic Regulations (con't) <u>Skills</u> Observing, drawing, communication, listening, following instructions, explaining, creativity, caring <u>Attitudes</u> Responsibility, respect, appreciation, self-discipline <u>Knowledge</u> (1 week) Food Handling & Storage Food Poisoning Causes of food poisoning: meats not properly prepared; using expired products; using damaged/rusted canned foods; lack of proper refrigeration Prevention of food poisoning: cooking food long enough to kill bacteria; using good personal hygiene at all times, use only good quality food; use <i>...Continued on next page</i>	Traffic Regulations (con't) <i>...See previous page</i> Food Handling & Storage Food Poisoning - Review what students learned in Std. III - Present pictures of food - Discussion on illness/food poisoning by eating certain food.. - List possible causes of illness resulting from food poisoning. - Collect pictures of food and make posters showing proper food storage and preservation. - Collect labels/containers and examine for expiration dates/ warnings/directives, and build discussin how it relates to safety.	Traffic Regulations (con't) <i>...See previous page</i> Food Handling & Storage Food Poisoning - Oral questioning on discussion of illness caused by food. - Checklist on possible causes of illness. - Observation/explanation of pictures of food. - Display labels/containers with written explanations on labels.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD IV

UNIT/THEME: Traffic Regulations (continued)
And Food Handling and Storage

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (continued) Food Handling & Storage Food Poisoning food which has not expired; storing food properly at appropriate temperatures before & after cooking; preserving and packaging food properly <u>Skills</u> Following instructions, assessing, describing, listening, communication, critical thinking, creativity, cooperation, identifying <u>Attitudes</u> Responsibility, appreciation, pride, caring, self-discipline	Food Handling & Storage Food Poisoning <i>See previous page</i>	Food Handling & Storage Food Poisoning <i>See previous page</i>

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD IV

UNIT/THEME: Proper Handling and Storage of Chemical Substances

AREA OF STUDY OUTCOMES

Pupils should:

H1.b Understand how safety practices contribute to healthy living, and how to recognize and respond to danger situations.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue/problem.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (1½ weeks) Proper Handling & Storage of Chemical Substances (i.e. bleaches, acids, lubricants, detergents, etc.) ▪ Store chemical substances in a safe place out the reach of children ▪ Label substances correctly and keep in the original containers ▪ Periodically check containers of substances for any leakage ▪ Properly dispose of empty containers ▪ Handle chemical substances with care	Proper Handling & Storage of Chemical Substances ▪ Collect labels/empty containers of common household chemicals. ▪ Read and discuss information on the substances provided on the labels. ▪ Make a chart/poster with labels categorizing dangerous to most dangerous. ▪ Create scenarios or accidents caused by household substances/chemicals.	Proper Handling & Storage of Chemical Substances ▪ Display labels or empty containers with written explanation on labels. ▪ Role play after discussion of scenarios. ▪ Observation of chart/flow chart, written/oral report on charts.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD IV

UNIT/THEME: Proper Handling and Storage of Chemical Substances

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Proper Handling & Storage of Chemical Substances <u>Skills</u> Listening, labeling, reading, collecting, speaking, organization <u>Attitudes</u> Awareness, respect, creativity	Proper Handling & Storage of Chemical Substances <i>See previous page</i>	Proper Handling & Storage of Chemical Substances <i>See previous page</i>

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD IV

UNIT/THEME: Substance Abuse

AREA OF STUDY OUTCOMES

Pupils should:

H1.b Understand how safety practices contribute to healthy living and how to recognize and respond to danger situations.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue/problem.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (2weeks) Substance Abuse The effect and consequences of alcohol, marijuana, tobacco, crack, cocaine, and prescription/nonprescription drugs and inhalants to our health. ▪ <u>Alcohol Effects(short term)</u> a) Nausea b) Decreased awareness c) Stomach distress d) Muddled thinking ▪ <u>Alcohol Effects (long term)</u> a) cirrhosis of liver b) alcoholic hepatitis c) malnutrition d) gastritis/ulcers ...Continued on next page	Substance Abuse ▪ Invite resource person to talk about the effects and consequences of alcohol, marijuana, tobacco, cocaine, and crack. ▪ Brainstorm the effects and consequences of alcohol, marijuana, tobacco, cocaine, and crack. ▪ Discuss short term and long term effects of substance abuse. ▪ List effects of substance abuse. ▪ Elicit consequences of substance abuse. ▪ Create scenarios of different consequences of substance abuse. ▪ Discuss possible solutions to scenarios. ▪ Questioning or critical thinking of what leads a person to substance abuse. ▪ Relate and compare short term and long term effects of substance abuse (debate). ...Continued on next page	Substance Abuse ▪ Oral/written questions on presentation given by resource person. ▪ Compare and contrast users and non-users of drugs. ▪ Match drugs to body parts affected by such drugs. ▪ Pantomime to relay messages of not using drugs; showing effects and consequences of using drugs. ▪ Draw pictures of state of prison, and displaying of such pictures. ▪ Writing essays on observations of prison. ▪ Written discussion on reasons why it is best to not be in prison.

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD IV

UNIT/THEME: Substance Abuse

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Substance Abuse (con't) ▪ <u>Alcohol Consequences</u> a) Family violence b) Imprisonment/arrest f) Fatal alcohol syndrome ▪ <u>Marijuana Effects (short term)</u> a) Silly & talkative b) Anxious & frightened c) Increased blood pressure d) Decreased body temperature ▪ <u>Marijuana Effects (long term)</u> a) No ambition/motivation b) Decrease in school work & performance c) Problems in the reproductive system d) Impaired sexual functioning ▪ <u>Marijuana Consequences</u> a) Family violence b) imprisonment/arrest c) loss of job ...Continued on next page	Substance Abuse ▪ List substances that are commonly abused in our community/country. ▪ Research to find other substances that are abused. ▪ Collect pictures showing effects on the use of drugs. ▪ Show videos on organs affected by drug use and alcohol. ▪ Invite police officer, prison officer, or parole officer to talk with the class about prison life.	Substance Abuse <i>See previous page</i>

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD IV

UNIT/THEME: Substance Abuse

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Substance Abuse (con't) ▪ <u>Cocaine Effects</u> (short-term) a) Dizziness b) Confusion c) Blurred vision d) Restlessness/irritability/anxiety ▪ <u>Cocaine Effects</u> (long term) a) Weight loss/malnutrition b) Runny nose/eyes c) Inability to sleep d) Lung damage ▪ <u>Consequences</u> a) Arrest/imprisonment b) Fines c) Loss of job d) Theft/crime ▪ <u>Inhalants</u> ▪ <u>Examples</u>: white out, glue, felt tip pens, rubber cement ...Continued on next page	Substance Abuse <i>See page 8 and 9</i>	Substance Abuse <i>See page 8</i>

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD IV

UNIT/THEME: Substance Abuse

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Substance Abuse (con't) ▪ <u>Inhalant Effects (short term)</u> a) violent behavior b) poor judgement c) loss of self-control ▪ <u>Inhalant Effects (long term)</u> a) weight loss b) fatigue c) headaches d) inability to concentrate or perform in school ▪ <u>Consequences</u> a) damage to blood and liver/kidneys ▪ Prevention - educate children about dangers of drug use & the existing laws on drugs. - help children to develop strong values; self-discipline, respect for healthy lifestyles, decision-making, responsibility. ...Continued on next page	Substance Abuse <i>See page 8and 9</i> Prevention <i>See page 12</i>	Substance Abuse <i>See page 8</i> Prevention <i>See page 12</i>

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD IV

UNIT/THEME: **Substance Abuse**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Substance Abuse (con't) - Prevention (con't) - help children learn how to deal with peer pressure; saying "NO"; help them develop effective exercises. - encourage children to engage in productive activities and to productively deal with stress - know what to do when they suspect a problem <u>Skills</u> Listening, speaking, decision-making, critical thinking, organization, interviewing, questioning, self-discipline <u>Attitudes</u> Positive self-esteem, responsibility, awareness, respect ...Continued on next page	Substance Abuse – Prevention - Invite resource person to give talk on drug abuse and the laws concerning drug use. - Create scenarios and discussion in which children have to make on-the-spot decisions - Discuss the law and have children suggest their own - Create posters, charts, drawings on self-discipline, respect for healthy lifestyle, decision-making, responsibility. - Collect pictures showing strong values and make collage. - Choose and interview a role model from the community. - Emphasize through discussion the development of personal and civic responsibility, self-esteem, health, leisure activities (i.e. music, youth groups) - Encourage open and frank discussion of concerns about drugs and drug use.	Substance Abuse - Short written summary of talk by resource person - Observation of scenarios/discussions on types of decisions children make when confronted with a difficult situation concerning drugs. - Posters and charts. - Collage showing strong values. - Interview with community role model.

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD IV

UNIT/THEME: Substance Abuse

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Substance Abuse (con't) Prescription/Non-prescription Drugs ▪ Prescripton and non-prescription drugs can be stimulants or depressants. ▪ A prescription drug is one that a doctor has to prescribe such as valium. ▪ A non-prescription drug is an "over the counter" drug, such as aspirin or Tylenol. ▪ Stimulants make the central nervous system work faster. ▪ Depressants makes the central nervous system work slower. ▪ Only sick people need prescripton/non-prescription drugs. <u>Skills</u> Listening, observing, research, communication, leadership, decision-making, analyzing, self-assessment <u>Attitudes</u> Responsibility, positive self-esteem, honesty, self-discipline, self-respect, respect for others	Substance Abuse Prescription/Non-prescription Drugs ▪ Brainstorm for definition of prescription and non-prescription drugs. ▪ Research definition and examples of prescription and non-prescription drugs. ▪ Collect labels of both types of drugs and make booklet. ▪ Field trip/educational visit to various centers for healthy activities in which children can take part (i.e. karate) ▪ Reading different pamphlets and magazines on drug abuse. ▪ Focus on lifeskills such as problem-solving, resisting peer pressure, developing friendships and coping with stress. ▪ Explain to class that you wil teach a scientific way to make wise decisions: - a)state what the decision is about - b)state positive alternative choices - c)gather information about all alternatives - d)decide from among the alternatives	Substance Abuse Prescription/Non-prescription Drugs ▪ Oral/written questioning of definition of prescripton and non-prescripton drugs. ▪ Presentation and reporting on research completed on prescripton and non-prescription drugs. ▪ Display booklet of labels collected.

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD IV

UNIT/THEME: Child Abuse

AREA OF STUDY OUTCOMES

Pupils should:

H1.b Understand how safety practices contribute to healthy living, and how to recognize and respond appropriately to danger situations.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue/problem.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> Child Abuse (1 week) - Types: physical, sexual and emotional (verbal, mental, and neglect) <u>Physical</u> = non-accidental physical injury <u>Sexual</u> = any contact between a child and another person (usually an adult) in which the child is being used for the sexual gratification of the perpetrator. a) Incest is when the abuser is a relative. ...Continued on next page	Child Abuse - Brainstorm definition of physical abuse. - Discussion on physical abuse - Present pictures/videos showing physical abuse and its short term effects. - Brainstorm definition of sexual abuse/incest. - Discussion on dangerous situations that may lead to sexual abuse - List suggestions/collect newspaper clippings or any other article with information on safety measures to help avoid sexual abuse. - Create scenarios in which the children provide possible suggestions or ways to help avoid sexual abuse (i.e. keeping secrets) ...Continued on next page	Child Abuse - Display/observe pictures drawn on physical abuse. - List suggestions to avoid physical abuse. - Oral/written report on abuse (physical, sexual, and/or emotional) - List safety measures for each abuse. - Paraphrased paragraphs on articles brought in on abuse.

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD IV

UNIT/THEME: **Child Abuse**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Child Abuse (continued) ▪ <u>Sexual Abuse</u> (con't) b) Situations that could possibly lead to sexual abuse: - accepting a ride from a stranger - walking in isolated areas - not informing parents/guardians about whereabouts ▪ <u>Emotional Abuse</u> = the use of words to hurt a person's feelings; maipulation of another person; neglect of child's basic needs (food, shelter, clothes, love) <u>Support systems which can help in case of abuse:</u> NOPCA, NDACC, HUMAN DEV. OFFICER, FAMILY COURT <u>Skills</u> Listening, observing, communication, reporting, identifying <u>Attitudes</u> Positive self-esteem, pride,respect, awareness, responsibility	Child Abuse ...See previous page <u>Emotional Abuse</u> ▪ Brainstorm the definition of emotional abuse. ▪ Present videos which demonstrate emotional abuse. ▪ Draw pictures showing emotional abuse. ▪ Discussion of emotional abuse and how it affects them. ▪ List several support systems to contact in case of abuse. ▪ Invite resource person from any of the agencies listed in the content to talk about their responsibility and how they can help.	Child Abuse ...See previous page <u>Emotional Abuse</u> ▪ Oral/written questions on emotional abuse. ▪ Presentation of pictures drawn on emotional abuse. ▪ Short written report summarizing what the resource person talked about.

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD IV

UNIT/THEME: Building Self-Esteem

AREA OF STUDY OUTCOMES

Pupils should:

H1.b Understand how safety practices contribute to healthy living, and how to recognize and respond to danger situations.

CROSS-CURRICULAR OUTCOMES

Pupils should:

SP2.b Express their opinions and feelings in a socially acceptable way.
 SP2.c Identify feelings.
 SP3.a Assess their needs/interests.
 SP3.b Assess progress in relation to achievement of goals and adjust goals or strategies as necessary.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (1 week) Building Self-Esteem ▪ If you feel good about yourself, it serves as a safety practice for healthy living. ▪ Components of good self-esteem: - security - positive identity - friendship building - goal setting - competence - knowing my body - loving my body (self) Skills Listening, drawing, writing, problem solving, speaking, goal setting Attitudes Positive self-esteem, respect, caring, sharing	Building Self-Esteem ▪ Group discussion that brings out good feelings about one's self. ▪ Draw pictures of the ideal classroom or home (in their opinion) ▪ Write 3 good qualities about each of the other students in the class. ▪ Write 3 good qualities that they like about themselves. ▪ Make a recipe for making friends. ▪ Develop a 2 column chart in which children list possible obstacles they may encounter and how they will handle them. ▪ Discussion on goals and what they are. ▪ Set short term goals (no longer than 1 month); keep a checklist to see how much has been accomplished.	Building Self-Esteem ▪ Observing behaviour of children toward each other. ▪ Display/observe qualities written on building self-esteem. ▪ Display menus for making friends. ▪ Display list of goals. ▪ Display/explain checklist..

AREA OF STUDY: HEALTHY LIFESTYLES**STANDARD IV****UNIT/THEME: First Aid, Traffic Regulations, Food Handling & Storage, Substances & Child Abuse, and Building Self-Esteem**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1.k Interpret and follow instructions/directions ▪ EL1.h Identify cause and effect relationships ▪ EL1.j Make inferences and follow instructions ▪ EL2.b Identify a sequence of events ▪ EL2.d Follow instructions ▪ EL2.e Interpret and respond appropriately to messages conveyed through visual images and tone of voice ▪ EL3.f Demonstrate the ability to use a variety of words and phrases to express thoughts and feelings ▪ EL4.c Use appropriate language to share ideas to convince and express feelings ▪ EL4.e Ask questions and give information ▪ SL1.d Follow instructions and directions ▪ SL2.b Write short messages ▪ SL1.e Interpret body language and respond appropriately to changes in intonation ▪ SL4.b Ask questions for information and understanding ▪ SL3.a Interpret simple forms, notes, and messages and follow instructions and directions ▪ SS2.a Understand weather changes and the factors which affect these different parts of Belize ▪ SS3.a Understand how the government of Belize is organized in order to provide for the needs of the people ▪ SS5.b Understand how the different ethnic groups organize themselves ▪ ST8.b Understand the need for protection care, and responsible use of the environment ▪ EA1.e Explore and experiment to create visual images through use of a variety of artistic tools and media ▪ EA1.a Sings rounds ▪ M5.a To collect analyze and present data using charts, graphs, tables, and diagrams	▪ FACT (First Aid for Children Today), Leader's Guide – American Red Cross, 1992 ▪ You and Your Health – School, Home, Community - Scotts Foresman ▪ Prevention Primer – An Encyclopedia of Alcohol, Tobacco, and Other ▪ Drug Prevention Terms – U.S. Dept. of Health and Human Services ▪ Schools Without Drugs – William J. Bennet, Secretary 1986 ▪ Drug & Alcohol Awareness Handbook – Belize NDACC ▪ Health Education in the Elementary School – Dean F. Miller, Susan K. Telljohan ▪ Control of Communicable Diseases in Man – Abram S. Benenson ▪ Skills for the Primary School Child

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD IV

UNIT/THEME: Food and Nutrition

AREA OF STUDY OUTCOMES

Pupils should:

H1.c Understand the relationship between food and good health, and be able to make healthy food choices.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.

CP1.b Examine information related to the problem/issue.

CP1.c Suggest ways of dealing with the problem/issue.

SP1.a Recognize the values associated with choices.

SP1.b Choose between alternatives based on values.

SP3.a Assess their needs/interests.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (2-3 weeks) Food and Nutrition ▪ <u>Health</u>: a state of complete physical, mental, and social well-being, and not merely the absence of disease ▪ <u>Nutrition</u>: The study of food and how our bodies use food. ▪ <u>Why we need food</u>: We need food to satisfy hunger and nourish our body. ▪ <u>Why we eat the way we do</u>: Our food habits are formed in childhood based on the meal patterns of our parents or guardians ... Continued on next page	Food and Nutrition ▪ Review: definition of health Definition of nutrition Why we eat the way we do Why we need food What is food ▪ Have small groups of students make a life size poster of the digestive system – trace a student; fill and label in the parts of the digestive system. ▪ Have each group give a summary of what takes place in each part of the digestive system. ▪ As a class discuss what other components are necessary to maintain a healthy body (rest, exercise and good personal hygiene) ▪ Invite a resource person in to be interviewed by the class about food as energy, or the digestive process (SHAPES, HECOPAB, Community nurse, doctor) ▪ Have students make puppets to use in scenario about food storage and preparation – students write the scenario too.	Food and Nutrition ▪ Write short summary of the definition of health and nutrition, why we eat the way we do, why we need food, what food is and the food pyramid. ▪ Posters of the digestive system. ▪ Oral summary of digestive system. ▪ Interviews of the resource person. ▪ Puppet scenarios on food storage and preparation.

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD IV

UNIT/THEME: **Food and Nutrition**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT						
Knowledge (continued) Food and Nutrition ▪ What is food? Food is what we eat and drink to help keep us alive and well; to help us grow, develop, work and play. ▪ Using Food Groups As a Guide to Good Nutrition Good health starts with eating right. Eating right means eating enough of the right kinds of food. There are guides to help us choose the right foods and eat healthful meals. The guide we use fits very well with our way of preparing meals. This guide breaks the food we usually eat into 6 big groups: <table><tr><td>1. staples</td><td>4. Fruits</td></tr><tr><td>2. legumes</td><td>5. Food from</td></tr><tr><td>3. dark green leafy/yellow vegetables</td><td>6. Fats/oils</td></tr></table> ...Continued on next page	1. staples	4. Fruits	2. legumes	5. Food from	3. dark green leafy/yellow vegetables	6. Fats/oils	Food and Nutrition ... See previous page	Food and Nutrition ... See previous page
1. staples	4. Fruits							
2. legumes	5. Food from							
3. dark green leafy/yellow vegetables	6. Fats/oils							

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD IV

UNIT/THEME: **Food and Nutrition**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Food and Nutrition ▪ <u>Multimix Principle</u>: The multimix principle is a way to plan meals by combining foods from different groups. It teaches us that the foods we eat at each meal should come from the different food groups. A good multimix meal can be a one-pot ;meal of foods from at least 3 of the food groups (i.e. a dish made up of rice, chicken and carrots.) There are 3 different types of mixes: 2 mix; 3 mix, and 4 mix. ▪ <u>Cleanliness in Food Preparation/handling</u> Health and cleanliness are very important in the handling, storage, and preparation of food. This means careful inspection before storing. Store food items in a clean, ventilated and safe place. Wash hands and food before preparing.	Food and Nutrition ...See page 27	Food and Nutrition ...See page 27

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD IV

UNIT/THEME: **Food and Nutrition**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Food and Nutrition (con't) <u>Digestive System</u> - mouth, esophagus, stomach, *liver, *gall bladder, small and large intestine, rectum <u>Skills</u> Observing, speaking, comparing, listening, research, cooperation, leadership <u>Attitudes</u> Awareness, responsibility, appreciation *The gall bladder stores "bile" produced by the liver that aids in digestion in the small intestine.	Food and Nutrition ...See page 27	Food and Nutrition ...See page 27

AREA OF STUDY: *HEALTHY LIFESTYLES***STANDARD IV****UNIT/THEME: Food and Nutrition**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL2.d Follow instructions/directions ▪ EL3a. Demonstrate their ability to write grammatically correct sentences. ▪ EL3.c Demonstrate the ability to punctuate and capitalize written work. ▪ EL3.d Produce work that is legible and acceptable. ▪ EL3.g Demonstrate unity and coherence in their writing. ▪ EL4.a Express ideas and opinions. ▪ EL4.c Use appropriate language to share ideas, to convince and express feelings. ▪ EL4.e Ask questions and give information. ▪ SL4.b Ask questions for information and understanding. ▪ M3.b Use and convert coins and bills up to \$100.00 ▪ SS5.b Understand how the different ethnic groups organize themselves. ▪ EA1.e Explore and experiment to create visual images through use of a variety of artistic tools and media.	▪ Nutrition Handbook for Community Workers – Caribbean Food & Nutrition Institute (FNI) ▪ Nutrition Made Simple – Versada S. Campbell and Dinesh P. Sinha (CNFI) ▪ Nutrition Guide for Primary School Teachers – (CNFI) ▪ Get the Best from Your Food – Food and Agriculture Organization (of the United Nations) (FAO) ▪ Teaching Food & Nutrition to Primary School Children, Teacher's Guide 1-6 grades – Versada S. Campbell and Dinesh P. Sinha (CNFI) ▪ Teaching Food & Nutrition to Primary School Children – Student's work Books, Grades 1-6 (CNFI)

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD IV

UNIT/THEME: Communicable Diseases

AREA OF STUDY OUTCOMES

Pupils should:

H2.a Understand how the prevention of common diseases, including STDs/AIDS contributes to healthy living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.

CP1.b Examine information related to the issue/problem.

CP1.c Suggest ways of dealing with the issue/problem.

SP2.a Take part in group activities.

SP2.b Express their opinions and feelings in a socially acceptable way.

SP2.e Lead and follow where appropriate.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (2 weeks) Disease - Health is a state of complete physical, mental, social, and spiritual well-being, and not merely the absence of disease. (Health is more than not being sick. It is well being in body, mind and community.) - Disease is an unhealthy condition of body, mind, plant, or some part thereof, illness, sickness; particular kind of this with special symptoms or location. ... Continued on next page	Disease - Review Standard 2 and 3. - Brainstorm with class to elicit the definition of diseases. - Research “disease-causing organisms” – in pairs. - Discussion of organisms that cause diseases. - List examples of diseases caused by bacteria. - Research causes, symptoms, and prevention of STD's (syphilis and gonorrhoea); make poster of preventative measures and/or make oral/written report (groups of 3 or 4 students) - Discussion of causes, symptoms, and prevention of diseases including syphilis and gonorrhoea).	Disease - Matching of diseases with their causes - Oral presentation by pairs of disease-causing organisms - Poster of preventative measures - Oral/written report of research on findings of disease-causing organisms by groups - Oral/written tests of information presented – devised by students (4-5 questions submitted by each group)

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD IV

UNIT/THEME: **Communicable Diseases**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Communicable Diseases Disease – Bacterium(a) ▪ Bacterium, viruses, and fungi are disease causing organisms (plural form is bacteria) ▪ A bacterium is a one cell organism made up of a very small amount of living matter surrounded by a thin cell wall. ▪ A bacteria disease is a communicable disease ▪ Some diseases are caused by bacteria (i.e. tuberculosis, typhoid fever, cholera, tetanus, pneumonia, whooping cough) ▪ Some bacterial diseases are sexually transmitted (i.e. syphilis, gonorrhoea) ▪ Prevention of bacterial diseases in some cases: vaccines, good hygiene, and healthy lifestyle practices. <i>...Continued on next page</i>	Health versus Disease <i>...See previous page</i>	Health versus Disease <i>...See previous page</i>

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD IV

UNIT/THEME: **Communicable Diseases**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Communicable Diseases Disease – Viruses ▪ A virus is a small organism that lives in a cell of another living thing. ▪ Some diseases are caused by viruses: common cold, hepatitis, measles, polio, mumps, chicken pox. ▪ Viral diseases are communicable diseases. ▪ Some viral diseases are sexually transmitted: HIV (Human Immunodeficiency Virus)/AIDS (Acquired Immune Deficiency Syndrome) ▪ Prevention: avoid contact with persons who have the disease; healthy lifestyle such as abstaining from sexual relationships and use of clean needles (injections, tattoos, ear piercing) ...Continued on next page	Disease – Viruses ▪ List diseases caused by viruses ▪ Brainstorm/talk about HIV/AIDS to see what the children know – as a starting point. ▪ Invite a resource person in from the community to talk about HIV/AIDS (nurse, doctor, HECOPAB) and AIDS prevention ▪ Show video on AIDS, if available ▪ AIDS Prevention campaign – have groups of 3-4 students make posters, create songs, poems for display in classroom and/or around school/community) ▪ List other sexually transmitted diseases and compare signs and symptoms.	Disease – Viruses ▪ Summary paragraph of presentation by resource person. ▪ Posters, poems, songs created for Prevention Campaign by groups. ▪ Matching signs and symptoms with the disease causing them.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD IV

UNIT/THEME: Communicable Diseases

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Communicable Diseases Diseases – Fungus (i) ▪ Fungi are small plant-like organism that feed on other living things causing infections ▪ A fungal disease is any disease caused by a fungi (i.e. yeast infection, ringworm, athlete's foot) ▪ Prevention: practice good personal hygiene ▪ Treatment: antifungal cream or ointment prescribed by a doctor Skills Listening, researching, speaking, observing, defining Attitudes Trust, self-respect, leadership, cooperation, responsibility, socialization	Disease – Fungus (i) ▪ Elicit definition of fungus ▪ Display pictures showing parts of the body infected by fungi. ▪ Research in pairs diseases caused by fungi. ▪ List some diseases caused by fungi. ▪ Discussion of fungal diseases. ▪ Share experiences/observations of being infected with any of the diseases mentioned. ▪ Videos showing persons infected with fungal diseases ▪ Invite resource person from community to discuss treatment and prevention of fungal diseases.	Disease – Fungus (i) ▪ Summary paragraph of presentation by resource person on fungus diseases. ▪ Matching signs/symptoms with diseases. ▪ Poster showing examples fungal diseases – oral presentation by pairs of students explaining the posters.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD IV

UNIT/THEME: Non-Communicable Diseases

AREA OF STUDY OUTCOMES

Pupils should:

H2.a Understand how the prevention of common diseases including STDs and AIDS contribute to healthy living.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.

CP1.b Examine information related to the issue/problem.

CP1.c Suggest ways of dealing with the issue/problem.

SP2.a Take part in group activities.

SP2.b Express their opinions and feelings in a socially acceptable way.

SP2.e Lead and follow where appropriate.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> Non-Communicable Diseases - Non-communicable diseases are never caused by germs (bacteria, fungi, or viruses) - Non-communicable diseases are diseases that do NOT spread readily from one individual to another. - Examples: heart attack, stroke, cancer, allergies, alcoholism - Antibiotics or medicines that fight germs do not help non-communicable diseases <i>...Continued on next page</i>	Non-Communicable Diseases - Discuss definition of non-communicable diseases - Compile a list of non-communicable diseases and their causes (in small groups) – compare lists as class - Classify diseases according to cause - Have children interview different people in the community that have suffered from a non-communicable disease – report back to the class - Write short essay on how non-communicable diseases can be prevented.	Non-Communicable Diseases - Reports from groups on lists of non-communicable diseases and their causes. - Interviews with community members. - Summary report on prevention of non-communicable diseases.

AREA OF STUDY: **HEALTHY LIFESTYLES**

STANDARD IV

UNIT/THEME: **Non-Communicable Diseases**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Knowledge (continued) Non-Communicable Diseases ▪ Non-communicable diseases are caused by: a) something wearing out or going wrong within the body (heart attack, cancer, stroke) b) something from outside that harms or troubles the body (allergies, snake bite, alcoholism) c) a lack of something the body needs (iodine, iron, Vitamin A, Vitamin C) ▪ Prevention: Some non-communicable diseases can be prevented: - Malnutrition – balanced diet/healthy eating habits; - alcoholism – avoid alcoholic beverages Skills Defining, classifying, recording, writing, listing Attitudes Care, socialization, patience, respect, trust	Non-Communicable Diseases ...See previous page	Non-Communicable Diseases ...See previous page

AREA OF STUDY: *HEALTHY LIFESTYLES***STANDARD IV****UNIT/THEME: Communicable and Non-Communicable Diseases**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1.f Discriminate between fact and fiction ▪ EL1.h Identify cause and effect relationship ▪ EL1.i Identify a sequence of events ▪ EL1.j Make inferences and draw conclusions ▪ EL1.k Interpret and follow instructions/directions ▪ EL4.e Ask questions and give information	▪ Health Education In the Elementary School – Dean F. Miller, Susan K.Telljohan ▪ Science 7B – Bonnie B. Barn, Michael B. Legden ▪ Human Resources: doctor, nurse, health worker, HECOPAB ▪ Materials:Paper, crayons or markers, pencils, bristol board or shop paper

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD IV

UNIT/THEME: Natural Resources

AREA OF STUDY OUTCOMES

Pupils should:

H3.a understand how maintaining a clean environment contributes to their personal health.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue/problem.
SP2.a Take part in group activities.
SP2.b 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>Knowledge</u> (2 weeks) <u>Natural Resources</u> - Proper use of natural resources are essential for the maintenance of a clean environment. - Renewable resources are resources that reproduce and grow so that they are always available to us - Non-renewable resources will not renew themselves - if we use them too quickly they will soon run out <u>Skills</u> Recalling, listing, selecting, research, identify, creativity <u>Attitudes</u> Respect, self-esteem, self-knowledge	<u>Natural Resources</u> - Recall and discuss definition of natural resources - List the different types of natural resources - In groups of 4-5, have students research renewable and non-renewable resources and make a chart of examples of each type. - In pairs, have students collect examples of renewable and non-renewable resources in the community	<u>Natural Resources</u> - Oral/written questions based on review of definition of natural resources. - Present/display charts of renewable and non-renewable resources. - Display examples of renewable and non-renewable resources found in the community. - Categorize resources as renewable and non-renewable.

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD IV

UNIT/THEME: Conservation

AREA OF STUDY OUTCOMES

Pupils should:

H3.a Understand how maintaining a clean environment contributes to our personal health.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem.
CP1.c Suggest ways of dealing with the issue/problem.
SP2.a. Take part in group activities.
SP2.b 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>Knowledge</u> (1½ weeks) Conservation - Method and importance of conservation on land, air, water, flora and fauna is essential for the maintenance of a healthy environment. - Controversies arise on how a resource should be used, allocated, and for whom (i.e. farmers, fishers, and industry vie for unrestricted use of a river; cutting down forests near rivers increases erosion) - Forests and their importance to our personal health (i.e. tropical rainforest is protected both for ecology and local economy)	Conservation - Elicit from the students what they think conservation is - Discuss why conservation is important - Show videos/pictures of the effects of conservation and what happens when conservation doesn't take place - Debate the topics relating to methods and importance of conservation. - Illustrate through drawings/pictures different ways of protecting land, air, water, flora and fauna in relation to health practices. - Discuss the importance of trees to our personal health (i.e. maintaining balance between oxygen and carbon dioxide) - Construct charts showing the relationship between humans and trees in terms of breathing.	Conservation - Written summary of the effects of conservation versus not protecting the environment. - Pictures/drawings of different ways of protecting land, air, water, flora and fauna in relation to health practices. - Charts showing relationships between humans and plants in terms of breathing.

AREA OF STUDY: HEALTHY LIFESTYLES

STANDARD IV

**UNIT/THEME: Conservation (continued)
And Diseases caused by environmental pollution**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Conservation <u>Skills</u> Listening, observing, drawing, teamwork, creativity, relating, cooperation <u>Attitudes</u> Responsibility, respect, awareness, self-knowledge <u>Knowledge</u> (1 week) Diseases caused by environmental pollution ▪ Lung cancer Coal miners potters ▪ Skin cancer ▪ Leptospirosis (bacteria found in contaminated water that causes illness in human beings) ▪ Bone disease caused by phosphorus in match making plants <u>Skills</u> ▪ Listening, reporting, research, communicating <u>Attitudes</u> ▪ Awareness, respect, caring, self-knowledge, appreciation	Conservation <i>...See previous page</i> Diseases caused by environmental pollution ▪ Share readings, information, stories on how pollution affects our health. ▪ Invite health personnel from HECOPAB, SHAPES, to discuss diseases caused by pollution. ▪ Research how the loss of significant forest may lead to an increase in carbon dioxide.	Conservation <i>...See previous page</i> Diseases caused by environmental pollution ▪ Reports on reading/findings of pollution in terms of health hazards. ▪ Questionnaires/ summary paragraphs based on talks by resource personnel. ▪ Group presentations on research paper done concerning diseases caused by pollution. ▪ Presentation/booklet on research done on how the loss of significant forest may lead to an increase in carbon dioxide and its effects on human beings.

AREA OF STUDY: *HEALTHY LIFESTYLES*

STANDARD IV

UNIT/THEME: Sanitation

AREA OF STUDY OUTCOMES

Pupils should:

H3.a Understand how maintaining a clean environment contributes to our personal health.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a Recognize an issue or a problem.
CP1.b Examine information related to the issue/problem
CP1.c Suggest ways of dealing with the issue/problem.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Knowledge</u> (1½ weeks) <u>Sanitation</u> ▪ Definition: Man's attempt to clean up the mess he created and/or maintaining sanitary conditions ▪ The importance of sanitation is to reduce or prevent the spread of disease ▪ Two types of disposal: Sewage disposal Solid Waste disposal (garbage and waste) <u>Skills</u> Speaking, research, creativity, observing, presenting, teamwork <u>Attitudes</u> Responsibility, caring, respect, self-esteem, self-discipline, honesty, self-knowledge	<u>Sanitation</u> ▪ Brainstorm what students think sanitation is – discuss and explain what sanitation really encompasses ▪ Discuss good sanitary practices. ▪ (Small group) Research project – history of waste disposal systems – present to class ▪ Write poems/stories dealing with safe sanitation practices. ▪ Roleplay/pantomine proper sanitation practices ▪ Create models showing proper healthy sanitation practices. ▪ Invite resource personnel to give a presentation on proper sanitary practices (health inspector). ▪ Write messages/paper on proper disposal of solid/liquid waste.	<u>Sanitation</u> ▪ Oral/written questions on the definition of sanitation. ▪ Display drawings showing proper/improper sanitary practices. ▪ Listening/recording/observing pantomines, plays, stories on safe sanitation practices. ▪ Research project – history of waste disposal systems. ▪ Summary paragraph of presentation by resource personnel. ▪ Paper/messages on proper disposal of solid waste.

AREA OF STUDY: HEALTHY LIFESTYLES**STANDARD IV****UNIT/THEME: Natural Resources, Conservation, Pollution, and Sanitation**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
▪ EL1.g Predict what will happen in a sequence of events ▪ EL1.h Identify cause and effect relationship ▪ EL1.j Make inferences and draw conclusions ▪ EL2.c Predict what will happen in a sequence of events ▪ EL3.f Demonstrate the ability to use a variety of words and phrases to express thoughts and feelings ▪ EL4.a Express ideas and opinions ▪ SL1.d Follow instructions/directions ▪ SL2.b Write short messages ▪ SL3.a Interpret simple forms, notes and messages ▪ M4.a Make reasonable approximations based on relevant life experiences ▪ M4.b Use logical reasoning based on meaningful data to draw conclusions about the likely occurrence of an event ▪ M3.a Measure capacity, distance, weight and time using standard and non-standard measuring devices ▪ M5.a Collect, analyze and present data using charts, graphs, tables, and diagrams ▪ ST1.a Understand some of the changes in living things and their environment from prehistoric times (before humankind) to the present ▪ ST5.a Understand some basic changes which different materials can undergo ▪ ST8.a Understand the natural processes which support and maintain the environment ▪ ST8.b Understand the need for protection, care and responsible use of the environment ▪ ST7.a Understand the characteristics of living things, the main categories into which they can be grouped, and how these interrelate with the environment ▪ SS2.c Understand how people use the natural resources of Belize ▪ EA1.e Explore and experiment to create visual images through use of a variety of artistic tools and media ▪ EA1.g Explore and experiment to create visual images through the use of a variety of concrete materials in the environment	▪ Caribbean Social Studies, Revised Edition – Clara Pastor & Geraldine Holland ▪ A Geography of Belize, The Land and Its People – Cubola Production, Benque Viejo ▪ The Environment of Belize, Our Life Support System – Cubola Production, Benque Viejo ▪ Young Student Encyclopedia – Xerox Family Education Services, Middletown, CT, U.S.A. ▪ Environmental Science, A Global Concern– Wm. Brown, Publishers ▪ Hazardous Waste – Lila Gano ▪ Health Education in the Elementary School – Dean F. Miller & Susan K. Telljohann ▪ Organization of School Health Programs, 2nd Edition – WCB Brown & Benchmark ▪ Sanitation, A Way of Life – HECOPAB, Ministry of Health & Sports & UNICEF, Belize 1997 ▪ Microorganism and their Links with Disease – HECOPAB, Ministry of Health & Sports & UNICEF, Belize 1997 ▪ The Belizean Environment and Me – Anna Dominguez Hoare, 1997