

# Culture and Community

Teacher Guide  
2015



Standard Based



Elementary Prep



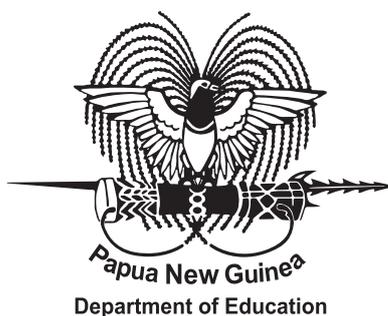
# **Culture and Community**

**Teacher Guide**

**2015**

**Elementary Prep**

**Standard Based**



## **Issued free to schools by the Department of Education**

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# CONTENTS

Secretary's Message	iv
Introduction	1
Key Features	3
Teaching and Learning	6
Guided Lessons	29
Assessments	53
Elaboration of Content Standards	65
Glossary	85
Resource Materials	86
References	87

## SECRETARY'S MESSAGE

The Culture and Community Elementary Prep Teacher Guide is part of the new Standard Based Curriculum for Elementary schools in Papua New Guinea. It is community based and builds upon the skills and knowledge the students already have in their own language and culture.

The standards stated in the Culture and Community Syllabus describe what students should know, be able to do and achieve before they continue to Elementary One. The teachers will use this teacher guide to plan and deliver the content in the most appropriate way.

The teachers should plan their daily lessons using the examples outlined in this Teacher Guide. They should also use the assessment methods and strategies for students to achieve the content standards. They are required to use their understandings about culture and community concepts and make teaching and learning fun and enjoyable for students.

I encourage all the teachers to try out ideas and strategies they believe will help the students learn better. They should adapt, modify and amend these ideas to suit their learning situations and environment.

I commend and approve this Elementary Prep Teacher Guide for Culture and Community to be used in all Elementary schools throughout Papua New Guinea.



.....  
**DR. UKE W KOMBRA, PhD**

Acting Secretary for Education



# INTRODUCTION

This Teacher Guide for Elementary Prep is to be used together in conjunction with the Culture and Community syllabus for elementary schools. The guide provides guidelines on the basic planning and implementation of the syllabus document.

It will help Elementary Prep teachers to plan the school years teaching and learning using the content standards to teach the community based curriculum. The ideas in this teacher guide will help you think of other relevant ideas which are very appropriate for the setting of your school and community environment

The Culture and Community syllabus reflects and promotes the cultures of the community and is the key document that this teacher guide will use to plan the instructional program. The teacher guide provides Elementary Prep Teachers with:

- Teaching and learning strategies.
- Table of content scope.
- Termly lesson overviews for the year.
- Weekly timetable and teaching program.
- Sample plans of guided lessons in the five strands.
- Sample plans of assessment tasks.
- Elaborations of key knowledge, skills and attitudes and glossary.

Elementary Prep teachers are encouraged to use this guide for all the planning of implementing the content for the prep classes they will teach in a school year.

## Links with other levels of learning

The Culture and Community syllabus sets the foundations for the learning of all community based subjects in the different levels of learning. This Teacher Guide will help the Elementary Prep teachers to understand content links to the community-based subjects in primary level of learning,

This table presents the subject content links to other subjects in the junior and senior primary levels of learning.

Elementary Level Subject	Linking Concepts	Junior Primary subject	Senior Primary
Culture And Community	Arts and Craft	Arts	Arts
	Community	Community Life	Social Science
	Environment	Science Environ Studies	Science Making A Living
	Healthy individual and Community	Health	Personal Development
	Movement and physical activity	Physical Education	

# INTRODUCTION

## Integration within a subject

Integration is an approach to teaching that is very relevant for early years of learning. Integrated teaching requires teachers to identify themes or topics and main ideas from a strand. These ideas or concepts must be broad enough to draw on like - concepts from content standards. They must connect within the strands smoothly.

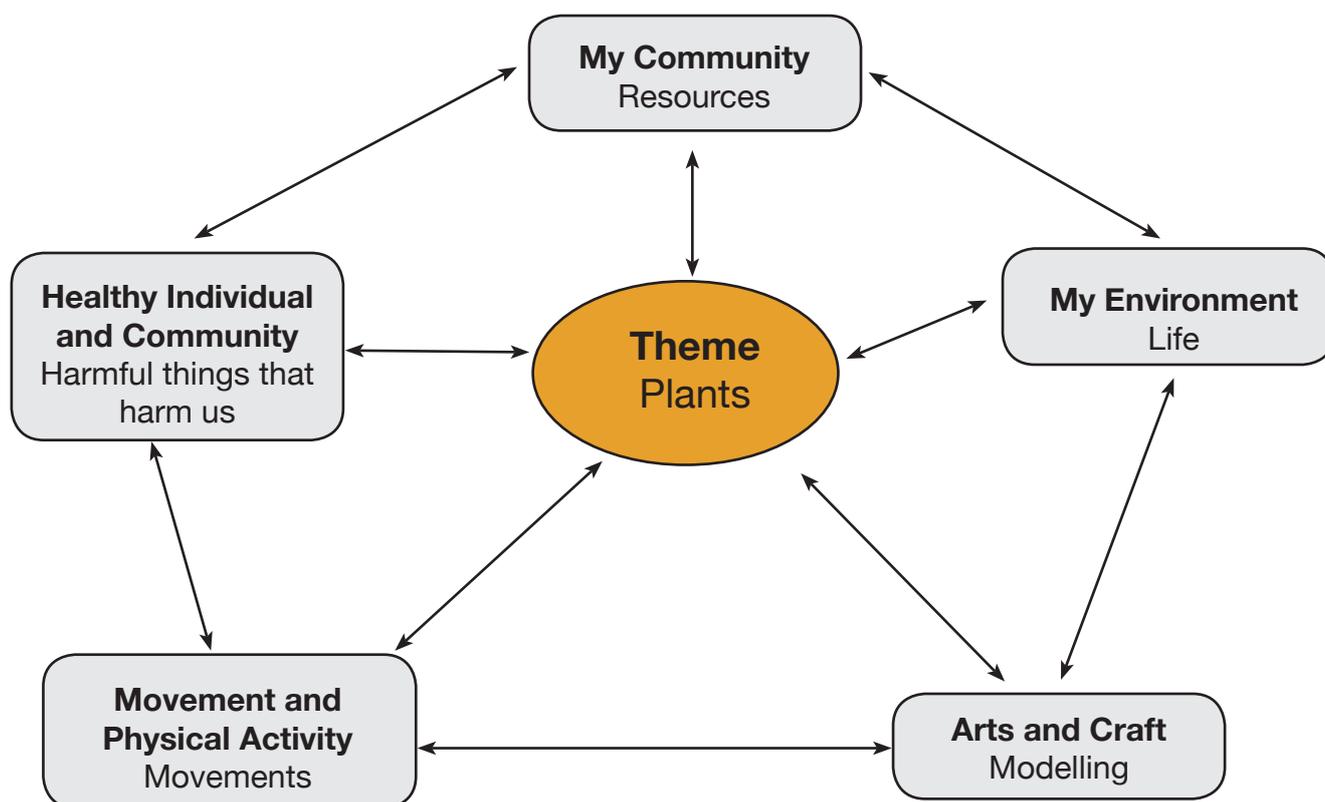
Integration makes lessons very friendly for students to participate in many different activities which are connected to each other in a comfortable learning environment. Integration brings to the formal learning environment the experiences in the home environment. This encourages the learner to participate actively as his/her experiences are now encountered in the classroom. The motivation and the want to learn behaviour is enforced in the learning situations the teacher provides.

The content of Culture and Community syllabus can be integrated through the strand and unit concepts within the subject theme webs.

Here is a diagram that further explains the integration of strands within the subject.

### Concept connection of a theme within strands in Culture and Community Subject

This diagram shows that 'plant' is the big concept or idea. Its relationship concepts that link it to the respective strands are identified in each strand as shown in the diagram below.



## KEY FEATURES

Elementary Education is community based and requires teachers who are dedicated, creative, and fluent in the language of instruction and respected members of the community. Elementary Education features:

- Three years of formal education, Elementary Prep to Elementary Grade 2.
- Language of instruction is English.
- Teachers must use Tok Pisin or Motu language to explain difficult concepts.
- Community members play active role in the community-based curriculum development.
- Teaching and learning materials come from the local environment.
- Subject integration is encouraged based on the local environment, community events and activities.

### Learning Principles

Elementary curriculum is based on three learning principles:

- we learn best when we build new learning on what we already know
- we learn well when we recognise an immediate use or need for what is to be learned
- we use ideas and skills in a coordinated way to solve problems

### Benefits for students

Students' benefits when they begin education at elementary level include the following:

- students start education early at the age of six.
- students learn to read, write, speak and listen in the language of instruction.
- the entire curriculum is taught in English and based on what the students already know.
- there is an opportunity for students to perform well in their school work when their Languages.
- culture are valued and seen as a benefit in formal learning.

### Inclusive learning

Students are surrounded with many situations, experiences and messages that are contained in the curriculum. They use these to help them learn about the world and form opinions about themselves and others. It is very important that the students know that it is their right to participate in any curriculum activity, regardless of their gender, ability, language group, culture or where they come from. An inclusive curriculum;

- supports the use of English language as the language of instruction,
- helps students to value and appreciate different roles, responsibilities and obligations males, and females play in their society,
- values and places equal emphasis on female and male experiences in the curriculum,
- recognises that students come from different backgrounds and caters for these differences,
- provides a range of learning experiences to cater for students from different living environment,
- recognises that everyone belongs to a cultural group and that all cultural groups should be treated with respect,
- allow students to appreciate, respect, participate where possible in own and other cultural activities,
- promotes, safe, healthy and happy learning environment and,
- provides opportunities for students to apply problem solving and thinking skills in various learning situations.

## KEY FEATURES

### Multi-grade Teaching

Usually teachers in a school would have one grade to teach for the whole year. In many communities the enrolments are low, so schools may have multi-grade classes. This means that two or three different grades are grouped together and are supervised by one teacher. The classes are made up of students of different ages, abilities, interests and needs grouped together for learning.

A successful multi-grade classroom provides opportunities for students to work in small groups, pairs, individually and as a whole class. The group work must have a purpose. One way of grouping is in ability groups based on the real needs identified. If students are experiencing difficulties, small groups will meet their needs. The tasks provided for each group needs to be challenging. The students must be clear about what they are expected to do and have them practise the skills while the teacher assists particular groups.

### Culture and Community Syllabus

The Culture and Community syllabus is written in Standard Based Curriculum. The syllabus outlines the content of the subject in the form of content standards. The content standards are written to a standard format. These points outline the syllabuses

- Content of the syllabuses are presented in strands and units.
- The strains and units are same from Elementary Prep to Elementary Grade 2.
- The knowledge skills and attitudes that students should achieve are written in content standard.
- Each content standard is a specific statement that identifies the knowledge, skills and attitudes that students should demonstrate at a certain grade.
- Each content standard in the syllabus has a set of performance standards.

These performance standards give example of what the students will demonstrate (do), know and understand at a particular grade level. That is all respective grades in the Elementary level of learning are laid out in the same way.

### Some aspects of content and performance standards

The content standards and performance standards:

- Give flexibility to teachers to write up teaching programs and lessons to suit the local conditions and individual student needs.
- Help teachers assess and report the students achievements.
- Allow students achievements of the content standards to be described in consistent ways
- Help teachers monitor student learning and plan their future teaching programs



# KEY FEATURES

## Subject Strands and Units

This table displays the strands and units of the subject. Each strand has a number of units. These are the same for Grades Prep, One and Two. The content standards are written to each unit in each strand.

Strand	Units	Emphasis
<b>Arts and Craft</b>	<ul style="list-style-type: none"> <li>• Arts</li> <li>• Crafts</li> <li>• Music</li> <li>• Dance</li> <li>• Drama</li> </ul>	<p>The learning strand ,Arts and Craft draw on real life experiences in which learners express, explore and experiment arts through their imaginations, play, cultural stories and manipulation of musical instruments, both modern and traditional, various forms of crafts, designs and patterns , body decorations, traditional attire for traditional dances and various forms of arts within the local and surrounding communities.</p> <p>Stresses the students to be proud of their traditional and modern practices of arts through visual and performance arts</p>
<b>My Community</b>	<ul style="list-style-type: none"> <li>• Living and Working Together</li> <li>• Meeting Needs</li> <li>• Values and Beliefs</li> <li>• Resources</li> </ul>	<p>Learning on the importance of being an, individual with rights, roles and responsibilities and being a member of and belonging to a family or in a group. They share information about the community and its surroundings, become aware of the many cultural perceptions about gender and values about the work people do, the rules that influence them, identify systems and how they interact with and manage the individual and group resources. At the same time share own opinions and respond to others expressing views and observations of interesting social and cultural aspects.</p>
<b>My Environment</b>	<ul style="list-style-type: none"> <li>• Life</li> <li>• Environment</li> <li>• Science in the home</li> </ul>	<p>The study of Science at this level concentrates on exploring the environment around them, particularly expanding drawing on and around the concepts of life: living and non-living things in the local environment and in different settings, their uses and caring for basic resources. Learners develop an understanding of their surroundings and make links and draw on simple scientific knowledge of science in the home such as types of energy, forces and their uses</p>
<b>Healthy Individual &amp; Community</b>	<ul style="list-style-type: none"> <li>• Healthy Individual</li> <li>• Things that Harm Us</li> <li>• Food and Food Hygiene</li> <li>• Family and Community Hygiene</li> </ul>	<p>It is important for a nation to have a healthy population, society, community and individual. The key area in this strand is the relationship in the health of an individual and what the individual can firstly do for him/herself before getting into the community and helping to build a healthy community. The community to be encouraged to promote healthy living; self, family and community at large. Relive basic healthy practices to make the community a safe, sickness and disease free and give and receive health services for all.</p>
<b>Movement &amp; physical activity</b>	<ul style="list-style-type: none"> <li>• Movement concepts and basic skills</li> <li>• Games</li> <li>• Fitness for health</li> </ul>	<p>Emphasises on awareness of what the body can do the development of basic movement skills and concepts. These are in preparation for participation in minor and lead up games and introduction of the modified sports ball handling skills. Students participate in simple fitness exercises and fitness activities in the home, school and community. The importance of and keeping a physically healthy body, what sporting activities can do for a learner, develop good sportsmanship attitudes, fair play behaviour in various sports, recreation and leisure activities.</p>

# TEACHING AND LEARNING

Teaching in Elementary classrooms caters for integration, based on learning that is relevant to the students' lives and values of the communities in which the students live. Teachers are encouraged to create, meaningful, child-centred, fun and enjoyable lessons. Also making sure that the learning environment is friendly and educationally (stimulated) set up with relevant teacher-student materials. Teachers are encouraged to employ or use a variety of teaching and learning strategies that promote teacher-student, interaction and individuals with creative and critical thinking minds.

Every teacher is a model to their students. Therefore, how we plan our lessons and the behaviour in which we teach these lessons will determine the level of interest in the students to become active or passive learners.

Teachers need to ensure that at/in Elementary Prep, 75% of the teaching and learning in any one day is orally done. Speaking, listening and reading must occur in all of the culture and community subject lessons. Likewise, the use of numbers and number words must be used freely to the extent of the child's home knowledge about numeracy. These learners already have basic understanding of using oral literacy and numeracy skills in the homes as well as life skills. These understanding must be built into the culture and community lessons prepared by the teachers daily.

Learning experiences outdoors is encouraged especially by taking the students back into the environment they are coming out from. The students must use the home environment, in order to help them build up confidence in using the known knowledge and skills to learn the new knowledge and skills.

Learning is enjoyable when it takes place in a fun and natural way. Students feel free and are willing to participate in the learning activities as much as they possibly can.

Natural learning is to *learn the things* as we do them in real life situations outside the classrooms. The *way babies learn to walk and talk* are very good model examples of *natural learning*.

## Conditions of Learning

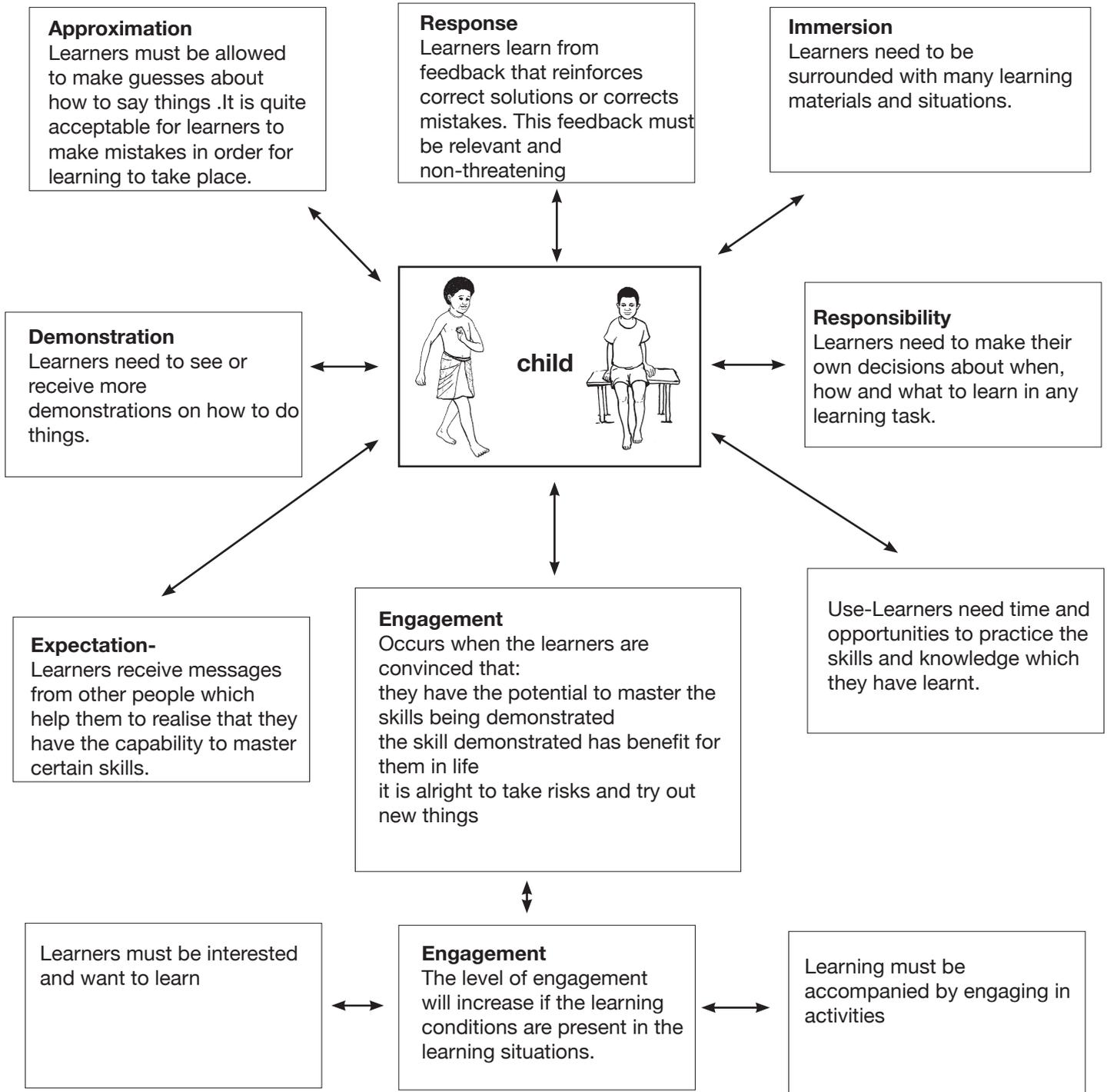
The learning conditions given indicate that they are similar from culture to culture. It is important you understand all of them, so that you can provide natural learning situations for your students in the classroom.

Here is a mind map of the learning conditions. Study it carefully. Read the descriptions, discuss with a colleague/s to understand and use them in setting up learning environment and teaching of lessons.



# TEACHING AND LEARNING

## Mind Map- Conditions of Learning



This mind-map is saying to an Elementary Prep teacher that learning conditions play an important role in motivating students to want to learn.

# TEACHING AND LEARNING

## Learning Environment

It is important to make readily available in the classroom, teaching and learning materials. Prep teachers are encouraged to make sure that the classroom is flooded with materials (immersion) you and the students must use almost in any lesson taken each day.

Use a variety of resources to effectively and meaningfully teach your lessons. In the same way students will learn new knowledge meaningfully with the support of relevant materials in the most appropriate time and place.

## Classroom Organisation

Organise the classroom in subject areas Culture and Community, English, Mathematics and Language. Prepare a section of the classroom especially for each subject, so that;

- specific subject materials are stored there for continued use,
- there are displays of completed subject learning activities for other students, parents and visitors to see.

Students at this level are very young. Their interest span is short. They will need meaningful learning resources to motivate them and increase their interest and focus to learn. Without meaningful teaching and learning materials, lessons can become very boring for the students.

Sitting arrangement in the classroom is one important area teachers must carefully plan in the learning environment. Teachers must organise space in the classroom by ensuring that;

- there is enough sitting space between students,
- space in the classroom for group and class activities and,
- there is space between the chalkboard and the first row of seats.

## Using learning conditions

It is good to check that your lessons are planned well. In each part of the lesson make sure that you have student centred learning activities from the introduction to the conclusion part of your lesson. In this way you are able to check which of and how many learning conditions you applied in one lesson.

## Lesson Preparation:

It is good to check that your lessons are planned well. In each part of the lesson you must make sure that you have student centred learning activities. These activities are planned in the;

- Introduction
- body and
- conclusion



# TEACHING AND LEARNING

## Using learning condition in a lesson

Here is an example of applying the learning conditions. In this way you are able to check which of and how many learning conditions you have applied in one lesson.

A sample guide is done for you indicating where learning condition/s can be applied.

**Lesson Topic :** Environment - Draw a flowering plant.

---

**Introduction:** In this part of the lesson it is good to use the learning conditions,

---

- *immersion*
  - *responsibility*
  - *engagement*
- 

**Body:** In this part of the lesson apply learning conditions;

- *use*
  - *approximation*
  - *expectation,*
  - *response*
  - *engagement,*
  - *demonstration,*
- 

**Conclusion:** In this part of the lesson use learning conditions,

- *approximation,*
  - *use*
  - *engagement,*
  - *demonstration,*
-

# TEACHING AND LEARNING

## Teaching and Learning approaches

In an Elementary classroom all learning must take place in a student centred manner. Students take ownership of their learning. This means that a student must be active and can;

- take part in many different activities that relate to real life experiences so that they can think critically and understand what they are learning,
- discover new ideas on their own and also be guided by the teacher,
- as much as possible work in small groups or in pairs or with a peer to talk about ways to solve the problem given,
- use real objects to support the learning,
- encourage each other to correct their own efforts ,
- be encourage to evaluate their own efforts and,
- Individually choose who they want to share their learning situation with.

In teaching lessons, teachers are expected to:

- Provide a rich learning environment.
- Provide a supportive feeling/atmosphere in the classroom.
- Talk with students rather than at them and respect them.
- Allow students to proceed at their own pace.
- Praise efforts of students, 'you have written a long story 'not 'good boy or good girl'.
- Plan and organises learning tasks.
- Be patient and gentle in his command or manner and approach.
- Accept student's effort and show how to improve further.
- Believe in the student's ability to learn.



## Teaching Strategies

It is very good to use a variety of teaching strategies/methods when teaching Culture and Community lessons. Teachers must choose carefully which teaching strategies or methods are very suitable to use in elementary grades to teach the subject. There are three teaching methods suggested for teachers to use in their classrooms. They have been described so that you as a teacher will equip yourself with this described knowledge to confidently use it in your teaching. These teaching strategies are:

- Free exploration.
- Guided discovery.
- Problem-solving.

### Free Exploration

Free exploration is a student centred teaching method that is used at elementary level. When using this method. In this method teacher becomes the facilitator making sure that the learners are engaged in the activities throughout the duration of the lesson. Teachers keep a close supervision to answer any question, encourage students to be creative and reinforce different ways of approaching the activity.

In free exploration the lesson should be planned in a way that students take control of the kinds of things they do. For example: A teacher's lesson is about loco-motor skills. The teacher gives instruction about the task the students will do. This could be;

- find out how many different ways you can walk and,
- explore and show different animal movements.

Teacher organises the class into two groups;

- The first group will explore different ways of walking and,
- second group will explore different animal movements.

Give each group 5-7 minutes to perform the activities and then swap. Give another 5-7 minutes to perform and finish of with swapping back to the initial activities.

**Note:** The teacher is the facilitator, controlling rough play and encourages individuals to try, but will not show or demonstrate any example given below.



## TEACHING AND LEARNING

This is a strategy the teachers can use when they have decided before hand the end result of a particular learning activity. It is an effective approach to use when students are expected to come up with one answer or solution for a given task. For example, in a lesson about balanced movements students are expected to discover that it is easier to balance on a larger base than a small base.

The teacher will guide the students to balance on different-size boards, benches and body parts. After trying out various options, the students identify the base they can balance on more easily. The teacher can use the guided discovery method to help students explore and find correct or almost correct responses to problems involving movement skills. In this method the teacher is giving the students opportunities to try out different ways of solving problems.

### **Problem solving**

Problem solving is another method teachers can use. It is described here specifically to teach movement skills games and activities. The method is used to teach lessons in which the problem is open ended and structured and that there is no one right answer. Problems can vary from simple to complex and are problems students have not previously tried to solve.

The problem solving method gives opportunities for students to work out a number of solutions for a problem.

This method helps students to understand problems so that they can solve them. For example, your lesson aims to teach movement concepts or body awareness. The task for the class is forming letters with their bodies.

Organise the class into groups. Introduce the problem by asking each group to choose a letter of the alphabet. Tell the students to think about how they can make this letters with their bodies. Ask the groups to find out or come up with two solutions to the problem.

Groups go into discussion and create their own solutions. The teacher walks around the groups and gives students guidance, answers questions and encourages students to explore further if they have yet to come up with a solution.

Call on all groups to present their solutions to the class. Get the class to discuss solutions from each group. Remember there is no one right answer when using this method. When using the problem solving approach, you are asking students to find more than one solution for a problem.



# TEACHING AND LEARNING

## Learning Strategies

Students in class at this level of schooling are early starters so will need close supervision in their learning. Teachers in Elementary Prep are asked to use learning strategies that provide avenues for students to be fully responsible for their own learning.

Students are able to use these learning strategies to be able to enjoy and, critique what is learnt and create a learning situation from what they are given. There are very many strategies teachers can choose from, but the three identified here are commended for use across the grades in Elementary.

The learning strategies must be carefully considered, planned and used by teachers to motivate and create in the students willingness to participate well in the planned learning activities. Some of these learning strategies you can use are;

- choosing tasks,
- creating own activities,
- learning centres.

## Choosing Tasks

Teachers can prepare task sheets with a range of activities sequenced from the easiest to the hardest. Students choose the activities they want to try. These allow students to progress at their own pace and each student is able to achieve at their own level of ability. It is a student centred strategy and can be adjusted accordingly for students with special needs. It is also a useful strategy to use in multi-grade classes. Using task sheets gives students the opportunity to use materials they want to use and in doing so take control of their own learning.

*For example:* The teacher prepares task sheets for the class like the sample given. Each task sheet will have a checklist. The task sheet will rotate from one group to another, until all groups have completed all activities on the task sheet. The checklist contains a record of the tasks individuals successfully performed. Partners can sign for each member before moving to the next task sheet. Each group needs a new checklist. The teacher needs to prepare blank check-lists to match the number of groups and the number of activities.

The teacher will make the check-lists in English and where possible use vernacular. If the elementary school is near Invite older primary school students or parents to help the elementary children read the tasks in the prep classes.

### *Task sheet*

#### *Sample Task Sheet 1-Elementary P SS-P.5.1*

1. Walk along zigzaz path way
2. Walk on toes, balls and heels
3. Run through upright hoop at different speeds

### *Student Task Checklist*

Activity Name	1	2	3
Clemencia	√ SN		
Celine		√ BB	
Susan			√ CD
Betty		√ CV	

Key- √ task well done and completed  
Partner or group leader initial check list

# TEACHING AND LEARNING

## Creating Own Activities

This learning strategy gives the students the opportunity to come up with a plan for a task they created by themselves in a group. This strategy encourages and motivates students to work together, share ideas, take on challenging tasks and use their imaginations to solve problems. An example of this strategy is moving sculptures. Here the students are grouped. Each group is challenged to create a moving sculpture. The group will decide;

- what their sculpture is going to represent,
- at what speed it will be moving,
- what shape it will take,
- how it will move.

Through this strategy students explore a range of movements that can be created by looking at the things they see around them, but this time using their bodies to become these things.

## Learning Centres

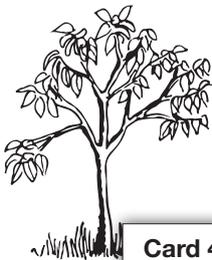
In this strategy, the teacher organises a number of different activities in a selected part of a playground or open space next to the classroom. This space is then marked up into smaller areas known as stations. These are marked by lines on the ground or some other object. In each station, a poster is displayed that describes the activity and the equipment required. All the tasks in the different stations start and finish together. On a signal the tasks start. After 5 to 10 minutes the finish signal is sounded and the groups rotate to the next station. This will continue until all groups have been to each station. The sample learning activities are chosen from the strands. Teachers will create this from the performance indicators in the syllabus.

## Samples of learning centre activities

### Card 1 : P.1.1

Take a paper:

1. draw a fruit tree
2. colour the leaves
3. say the name of the tree



### Card 2: P.5.1

Feet together:

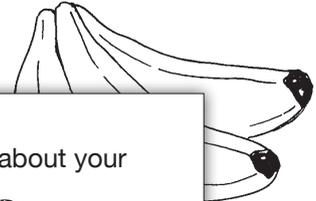
1. Jump up and down 2 times
2. Jump to the left 2 times
3. jump to the right 2 times
4. Jump backwards 2 times



### Card 3:P.4.3

Which food is healthy

1. twisties
2. Ripe banana
3. lollies
4. guava



### Card 4: P.3.1

Look in the mirror point to body parts:

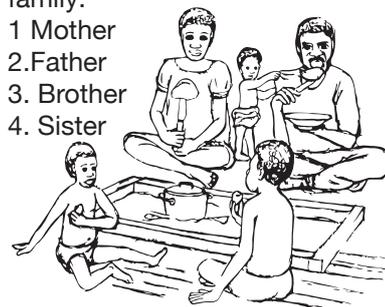
1. eye
2. ear
3. nose
4. tongue



### Card 5: P.2.1

Tell your friend about your family:

- 1 Mother
2. Father
3. Brother
4. Sister



# TEACHING AND LEARNING

## Planning for Implementation

This section presents how the content of Culture and Community subject is planned for implementation by teachers of Elementary Prep. The subject has 5 strands and is therefore organised very specifically show how the lessons will be delivered by strands according to the number of minutes allocated to the subject. The overview is presented in four ways, which are;

- content scope of learning,
- an overview of the years teaching lessons (5 strands )by terms,
- community education calendar,
- a table of the number of lessons per strand per term per week.

## Scope of learning

The content scope of learning is organised in the grades by strands. This is intended to inform

Elementary Prep teachers of the content that is expanded to grade 1 and grade 2. There is the consistency in the strands and units and the topics which lesson topics have been derived from.

The Prep teachers are advised to study the content scope and then refer to the yearly lesson topics overview to ensure that there is link by concepts from the topics to the teaching lesson topics respectively.

This table presents the scope of learning for the subject in elementary level

Strand	Unit	Elementary Prep	Elementary One	Elementary Two
<b>Arts and Craft</b>	Arts	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Printing</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Printing</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Printing</li> </ul>
	Craft	<ul style="list-style-type: none"> <li>• Modelling</li> <li>• Weaving</li> <li>• Threading</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling</li> <li>• Weaving</li> <li>• Threading</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling</li> <li>• Weaving</li> <li>• Threading</li> </ul>
	Music	<ul style="list-style-type: none"> <li>• Songs</li> <li>• Musical Instruments</li> <li>• Traditional songs/ instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Songs</li> <li>• Musical Instruments</li> <li>• Traditional songs and instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Songs</li> <li>• Musical Instruments</li> <li>• Traditional songs and instruments</li> </ul>
	Dance	<ul style="list-style-type: none"> <li>• Dances</li> <li>• Traditional dance</li> </ul>	<ul style="list-style-type: none"> <li>• Dances</li> <li>• Traditional dances</li> </ul>	<ul style="list-style-type: none"> <li>• Dances</li> <li>• Traditional dances</li> </ul>
	Drama	<ul style="list-style-type: none"> <li>• Story telling</li> <li>• Acting</li> <li>• Mime</li> </ul>	<ul style="list-style-type: none"> <li>• Story telling</li> <li>• Acting</li> <li>• Mime</li> </ul>	<ul style="list-style-type: none"> <li>• Story telling</li> <li>• Acting</li> <li>• Mime</li> </ul>

# TEACHING AND LEARNING

Strand	Unit	Elementary Prep	Elementary One	Elementary Two
<b>My Community</b>	Living and Working Together	<ul style="list-style-type: none"> <li>• Self and Community</li> <li>• Places in the community</li> <li>• Events and Ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>• Self and Community</li> <li>• Places in the community</li> <li>• Events and Ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>• Self and Community</li> <li>• Places in the community</li> <li>• Events and Ceremonies</li> </ul>
	Meeting Needs	<ul style="list-style-type: none"> <li>• What do people Need</li> <li>• Goods and Services</li> </ul>	<ul style="list-style-type: none"> <li>• What do people Need</li> <li>• Goods and Services</li> </ul>	<ul style="list-style-type: none"> <li>• What do people Need</li> <li>• Goods and Services</li> </ul>
	Beliefs and Values	<ul style="list-style-type: none"> <li>• Traditional beliefs and Values</li> <li>• Modern beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional beliefs and Values</li> <li>• Modern beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional beliefs and Values</li> <li>• Modern beliefs and values</li> </ul>
	Resources	<ul style="list-style-type: none"> <li>• Types of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Types of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Types of resources</li> </ul>
<b>My Environment</b>	Living Things	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Animals</li> <li>• Human Beings</li> <li>• Marine animals and plants</li> <li>• Senses</li> </ul>	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Animals</li> <li>• Human Beings</li> <li>• Marine animals and plants</li> <li>• Sense</li> </ul>	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Animals</li> <li>• Human Beings</li> <li>• Marine animals and plants</li> <li>• Senses</li> </ul>
	Environment	<ul style="list-style-type: none"> <li>• Ecology</li> <li>• Weather and Climate</li> <li>• Changing the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Ecology</li> <li>• Weather and Climate</li> <li>• Changing the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Ecology</li> <li>• Weather and Climate</li> <li>• Changing the environment</li> </ul>
	Science in the Home	<ul style="list-style-type: none"> <li>• Energy</li> <li>• Force</li> <li>• Motion</li> </ul>	<ul style="list-style-type: none"> <li>• Energy</li> <li>• Force</li> <li>• Motion</li> </ul>	<ul style="list-style-type: none"> <li>• Energy</li> <li>• Force</li> <li>• Motion</li> </ul>
<b>Healthy Individual &amp; Community</b>	Healthy Individual	<ul style="list-style-type: none"> <li>• Personal Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Hygiene</li> </ul>
	Things that Harm Us	<ul style="list-style-type: none"> <li>• Safety and prevention</li> <li>• Harmful things around me</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and prevention</li> <li>• Harmful things around me</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and prevention</li> <li>• Harmful things around me</li> </ul>
	Food and food hygiene	<ul style="list-style-type: none"> <li>• Food in the community</li> <li>• Food preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Food in the community</li> <li>• Food preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Food in the community</li> <li>• Food preparation</li> </ul>
	Family and Community Health	<ul style="list-style-type: none"> <li>• Family health</li> <li>• Community health</li> </ul>	<ul style="list-style-type: none"> <li>• Family health</li> <li>• Community health</li> </ul>	<ul style="list-style-type: none"> <li>• Family health</li> <li>• Community health</li> </ul>
<b>Movement &amp; Physical Activity</b>	Movement	<ul style="list-style-type: none"> <li>• Movement concepts</li> <li>• Basic movement skills</li> </ul>	<ul style="list-style-type: none"> <li>• Movement concepts</li> <li>• Basic movement skills</li> </ul>	<ul style="list-style-type: none"> <li>• Movement concepts</li> <li>• Basic movement skills</li> </ul>
	Physical Activity	<ul style="list-style-type: none"> <li>• Games</li> <li>• Fitness activities for health</li> <li>• Recreation and</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Fitness activities for health</li> <li>• Recreation and Leisure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Fitness activities for health</li> <li>• Recreation and Leisure activities</li> </ul>



# TEACHING AND LEARNING

## Overview of yearly teaching lessons

The overview of yearly teaching lessons for the subject is planned in terms and by strands. For each term, there are topics of lessons, how many lessons that are expected to be taught each week are all listed. The subject has 5 strands. Each strand has specific number of lessons. These lessons are linked to a content standards identified accordingly. It is also a good idea to look at the topics given in the scope of learning.

The topics in the scope of learning (page 23) link to the content standards written for each unit in the syllabus, content expansion. The performance standards give the lesson topics which are planned for each term in each strand for Prep grade.

The yearly overview for the delivery of Culture and Community content is presented by strands in the order as they appear in the syllabus. The term overviews show;

- term and yearly overview of lessons for each strand,
- the weeks each content standards is taught in each term,
- content standards is identified by the codes and,
- number of lessons for each content standards.

## Yearly Lesson Overview - Elementary Prep

These are the four terms of teaching lessons overview for Prep Grade. Teachers must consult the program on their time tables weekly for the school year.

### Term One Lessons

Weeks	Arts and Crafts	My Community	My Environment	Healthy Individual and Community	Movement and Physical Activity
<b>One</b>	Orientation		Getting used to the new		
<b>Two</b>	<b>CS P.1.1</b> L1 drawing using natural objects	<b>CS P.2.1</b> 1. discuss family	<b>CS P.3.1 plants</b> 1. observe plants & talk about them	<b>CS P.4.1</b> 1 Name parts of their body	<b>CS P.5.1</b> L1 identifying body parts.
	L2 Printing using paint on hands	2. draw, talk about their own family		2 label parts using the charts	L2 creating body shapes
	L3 painting using local materials	3. Finger family	2. Describe the uses of plants	3 Discuss the uses of different parts	L3 As above
<b>Three</b>	<b>CS P.1.2</b> L1 threading	<b>CS P.2.1</b> 1. Roles/ responsibility.	<b>CS P.3.1</b> 1. Sorting	<b>CS P.4.1</b> 1. Cleaning body	<b>CS P.5.2</b> 1 - 3 Play a local Traditional game
	L2 weaving	2. Role play	2. Discuss uses	2. Care & safety	
	L3 modelling	3. Make model	3. plant cycle	3. cleanliness rules	

# TEACHING AND LEARNING

<b>Four</b>	<b>CS P.1.3</b>	<b>CS P.2.1</b>	<b>CS P.3.1</b>	<b>CS P.4.1</b>	<b>CS P.5.1</b>
	L1 traditional song	1 Discuss Com.	1 parts of tree	L1 Clean/cut hair	L1 – 3 Body awareness
	L2 Musical Inst	2 Relate to com.	2 Game feely bag	L2 Use of soap	
L3Songs & Inst	3 Make model	3 Collage	L3 Practise		
<b>Five</b>	<b>CS P.1.4</b>	<b>CS P.2.2</b>	<b>CS P.3.1</b>	<b>CS P.4.1</b>	<b>CS P.5.2</b>
	L1 – 3 Dance Traditional	1. Discuss places	1 draw plants	L1 Observe nails	L1 – 3 Traditional Game with Improvised equip
		2/3 Visit special	2 Chart Uses	L2 Clean/cut nails	
Place, hall/church		3 senses guess	L3 Washing hands		
<b>Six</b>	<b>CS P.1.1</b>	<b>CS P.1.1</b>	<b>CS P.3.1 animal</b>	<b>CS P.4.1</b>	<b>CS P.5.1</b>
	L1 drawing	1 Guest speaker	1 Observe insects & talk about them	1 Clean Mouth	L1 -3 creating different body shapes
	L2 Printing	2 /3 Clean the		2 brushing teeth	
L3 painting	special place	3 Practise			
<b>Seven</b>	<b>CS P.1.2</b>	<b>CS P.2.2</b>	<b>CS P.3.1</b>	<b>CS P.4.1</b>	<b>CS P.5.1</b>
	L1 threading	1 B/storm cultural & ceremonial activities	1 draw insects	1 exercise & rest	1 moving in various speed
	L2 weaving	2 Discuss activities	2 Discuss about them	2 Role play	2 Various direction
	L3 modelling	3 Calendar Activities	3 Make mural	3 song 'This is the .	3 various height
<b>Eight</b>	<b>CS P.1.3</b>	<b>CS P.2.2</b>	<b>CS P.3.1 Birds</b>	<b>CSP.4.1</b>	<b>CS P.5.1</b>
	L1 Songs	L1 Discuss Easter	1 visit & observe Discuss Birds	1 Clothes & bed	1- 3 space awareness
	L2 Musical Inst	L2 Story telling		2 Fresh air & sun	
	L3Songs & Inst	L3 Role play	3 Parts of bird	3 Grooming	
<b>CS P.1.4</b>	<b>CS P.2.2</b>	<b>CS P.3.1</b>	<b>CS P.4.1</b>	<b>CS</b>	
<b>Nine</b>	L1 story telling	L1 Easter Celebrate.	1 Draw/paint	1 Injury & care	L1 – 3 Traditional game
	L2 Drama	L2 singing	2 Make nest	2 Discussion	
	L3 Mime	L3 Acting out	3 act like birds	3 Practice	
<b>Ten</b>	<b>Packing and Cleaning up</b>				



# TEACHING AND LEARNING

## Term Two Lesson Overview

Weeks	Arts and Crafts	My Community	My Environment	Healthy Individual and Community	Movement and Physical Activity
<b>One</b>	CS P.1.5	CS P.2.3	CS P.3.1	CS P.4.2	CS P.5.1
	L1 Dance to music	1 Discuss basic needs living things	1 Discuss people as living things	1 Harmful things Land or water	1 – 3 Movement concepts - relationship
	L2 – 3 Dance to The beat of instrument.	L2 Draw needs	2 Depend on plants	2 Draw talk about one	
		L3 Past on chart	3 Revisit needs	3 chart Land/sea	
<b>Two</b>	CS P.1.1	CS P.2.3	CS P.3.1	CS P.4.2	CS P.5.1
	L1 drawing lines seen around	L1 individual meeting needs	1 People depend on animal	1 List harmful plants	1 – 3 Movement concepts - relationship
	L2 – 3 paint on leaves and Print Onto paper	L2 Draw ways of meeting needs	2 - 3 Draw & discuss pictures - animal uses	2 Common harmful plant	
L3 Make murals		3 Discuss			
<b>Three</b>	CS P.1.2	CS P.2.2	CS P.3.1	CS P.4.2	CS P.5.2
	L1 thread seeds	1 Mothers' day talk	1 Discuss stages of growth e.g. plants-seed, plant, fruit tree 2.Draw the stages of growth in plants	1 List harmful animals	1 - 3 Games and activities with or without equipment
	L2 weaving with leaves	2 role play - mother		2- 3 Discuss & draw one	
L3 modelling - clay	3 Card making				
<b>Four</b>	CS P.1.3	CS P.2.1	CS P.3.2	CS P.4.2	CS P.5.1
	L1 Sunday school songs	1 Discuss Community. expectations	1 explore area around them	1 List harmful insects	L1 – 3 Movement concepts - Effort
	L2 Play Instrument.	2 Relate to community	2 Draw 1 land form seen	L2 – 3 Draw and discuss one	
L3 Songs & Instrument.	3 Make model				
<b>Five</b>	CS P.1.4	CS P.2.3	CS P.3.2	CS P.4.2	CS P.5.1
	Traditional dance with instrument	1. 3 how family meet needs	1 living things in different areas	1 List harmful things at sea	L1 – 3 Movement concepts - Effort
		2 Make a collage	2-3 Draw and discuss one		
<b>Six</b>	CS P.1.1	CS P.2.3	CS P.3.2	CS P.4.2	CS P.5.2
	L1 drawing using crayons	1 Discuss people with special needs - list	1 - 2 Traditional story about land	1 List harmful things at school	1 - 3 Games and activities with or without equip. and partners

## TEACHING AND LEARNING

	L2 Printing using leaves	2 /3 Talk about one and make a role play	3 Discuss in groups	2 -3 Draw and make safety rules	
	L3 painting pictures.				
<b>Seven</b>	CS P.1.2	CS P.2.2	CS P.3.2	CS P.4.1	CS P.5.1
	L1 threading seeds	1 B/storm things to do for needy	1 -2 changes. made to the environment	1 List harmful things at home	L1 – 3 Movement concepts – Body awareness
	L2 weaving leaves	2– 3 Visit old/sick people with gifts		2 – 3 Draw and make safety rules	
	L3 modelling shapes				
<b>Eight</b>	CS P.1.3	CS P.2.2	CS P.3.2	CSP.4.1	CS P.5.1
	L1 Sunday school songs	L1-2 Needs of different groups of people L3 People with disability	L1 -2 Natural - People made change L3 Draw 1 change	1 – 2 Discuss or draw things to avoid accidents 3 Make rules	L1 – 3 Movement concepts – Body awareness
	L2 – 3 Songs with improvised Instrument				
<b>Nine</b>	CS P.1.4	CS P.2.2	CS P.3.1	CS P.4.1	CS
	L1 Legend – Tum-buna story	L1 – 3 Needs and wants	L1-2 changes done to the environment by man	L1-3 Revision on Harmful things in the com.	1 - 3 Games and activities with/ out equipment
	L2 Dramatize				
	L3 Mime				
<b>Ten</b>	<b>Packing and Cleaning up</b>				



# TEACHING AND LEARNING

## Term Three Lesson Overview

Weeks	Arts and Crafts	My Community	My Environment	Healthy Individual and Community	Movement and Physical Activity
<b>One</b>	CS P.1.5	CS P.2.3	CS P.3.2	CS P.4.3	CS P.5.1
	L1 – 3 Dance creative dance with music	L1-2 B/storm Local crafts sold to satisfy Needs and wants	1 – 2 B/storm People made changes , list	1 B/storm food we eat. Make list	L1-2Movement concepts L3 Spatial awareness
		3 Show & tell crafts	3. Discuss one change	3 Sort store foods	
<b>Two</b>	CS P.1.1	CS P.2.3	<b>CS P.3.2</b>	<b>CS P.4.3</b>	<b>CS P.5.2</b>
	L1 drawing	L1 – 2 Garden foods Sold for money	1 – 2 B/storm natural chg, list 3 Discuss one	1 -2 Visit a garden & Discuss 3 Draw garden food	Games and activities Created
	L2 Printing				
L3 painting	L3 Make murals				
<b>Three</b>	CS P.1.2	CS P.2.2	CS P.3.2	CS P.4.3	CS P.5.1
	L1 threading	1 - 2 Discuss Remembrance day 3 School Remembrance Day activities	1 – 3 Discuss and role play good things done to the land in groups	1 Sort pictures into under/above	1 - 3 Movement concepts relationships
	L2 weaving			2 – 3 Make a Chart of food	
L3 modelling					
<b>Four</b>	CS P.1.3	CS P.2.4	CS P.3.2	CS P.4.3	CS P.5.2
	L1 traditional song	1 Listen to moral story on caring	1-3 Talk about natural changes Fire, strong wind	L1-2 Store Food –Types Different food	L1 – 3 Body Awareness
	L2 Musical Instrument	2 Role play			
L3Songs & Instrument	3 Play Who am I?	L3 Draw one type			
<b>Five</b>	CS P.1.4	CS P.2.4	CS P.3.2	CS P.4.3	CS P.5.2
	L1 – 3 Traditional Dance	1. Role play situation discuss good behaviour	1 – 2 Discuss and draw ways to avoid disaster 3 Mime	1 Sort food into can/packets headings	L1 – 3 Games and activities equipment
<b>Six</b>	CS P.1.1	CS P.2.4	CS P.3.2	CS P.4.3	CS P.5.1
	L2 Printing	1 Make a chart of uses of natural Resource for food, clothes, houses, etc	1 -2 Draw things that produce heat	1-3 make a plan for cleaning areas of the Community for each week	L1 -3 Movement Concepts: effort
	L3 painting		3 Glue onto energy chart		

## TEACHING AND LEARNING

<b>Seven</b>	CS P.1.2	CS P.2.5	CS P.3.1	CS P.4.4	CS P.5.3
	L1 threading beads or shells or seeds	1 B/storm non-living as resources	1 Draw objects that produce sound	1– 3 Clean one area of the community .up	List /talk about recreation leisure activities
L3 modelling	3 Add to chart				
<b>Eight</b>	CS P.1.3	CS P.2.2	CS P.3.1	CSP.4.4	CS P.5.2
	L1 carols to sing	L1 B/storm re-using waist resource to make objects	1 visit & observe Discuss Birds	1 – 3 Clean up another area Identified	1 - 3 Games and Activities with or Without equip.
	L2 Musical Inst		3 Parts of bird		
L3Songs & Inst					
<b>Nine</b>	CS P.1.4	CS P.2.2	CS P.3.1	CS P.4.4	CSP.5.1
	L1 Telling Xmas story	L1 Christmas	1 observe the wind's direction	1-3 Make a list or draw places in The home or community that Needs cleaning	L1 – 3 Movement Concepts: Body awareness
	L2 Drama parts of the story	L2 singing carol	2 – 3 observe & discuss shadows		
L3 Mime	L3 Acting out				
<b>Ten</b>	Packing and Cleaning up				



# TEACHING AND LEARNING

## Term Four Lesson Overview

Weeks	Arts and Crafts	Weeks	My Environment	Healthy Individual and Community	Movement and Physical Activity
<b>One</b>	CS P.1.5	CS P.2.3	CS P.3.2	CS P.4.3	CS P.5.1
	L1 Traditional Dances from Independence	L1 Goods and services to satisfy Needs and wants	1-3 Re-visit living 1-3 Re-visit living 1-3 Re-visit living	Revise healthy food and clean ways to prepare	Movement Concepts: spatial awareness
<b>Two</b>	CS P.1.1	CS P.2.5	CS P.3.3	CS P.4.4	CS P.5.2
	L1 draw designs	1 – 2 B/storm & list resources found in the community	Move when Pushed/pulled	1-3 Observe talk, list and draw places in the house to clean	Movement concepts :spatial awareness
	L2 Printing				
L3 painting	L3 Make murals				
<b>Three</b>	CS P.1.2	CS P.2.2	CS P.3.2	CS P.4.3	CS P.5.1
	L1 threading	1 – 3 Education Week – school program	1 -3 Make toys to Pull/push with force	1 Visit the clinic	1 - 3 Talk about Community acts to stay healthy
	L2 weaving			2 Health service	
	L3 modelling			3 Discuss them	
<b>Four</b>	CS P.1.3	CS P.2.4	CS P.3.2	CS P.4.3	CS P.5.2
	L1 traditional song	1 – 2 Walk around name & record of	1-3 Identify, discover and describe what happens when something is thrown up	L1 Make a poster one of the services the health provides	Local games and activities
	L2 Musical Inst	resource seen			
	L3 Songs & Inst	3 Living or non-living		equipment	
<b>Five</b>	CS P.1.4	CS P.2.5	CS P.3.3 Energy	CS P.4.4	CS P.5.1
	L1 – 3 Dance to the beat of music	2 Show & tell one 3 Play, What am I?	1 Discuss what produce light 2 Draw them 3 Glue on energy chart	1 -2 Observe, record water supply	L1 – 3 Movement concepts effort
				3 discuss how to improve it	
<b>Six</b>	CS P.1.1	CS P.2.5	CS P.3.1 animal	CS P.4.4	CS P.5.1
	L1 drawing	1 Make a chart of uses of natural Resource for food, clothes, houses, etc.	1 -2 Draw things that produce heat	1-3 make a plan for cleaning areas of the Community for each week	L1 -3 Movement Concepts: effort
	L2 painting				
	L3 painting				

## TEACHING AND LEARNING

<b>Seven</b>	CS P.1.2	CS P.2.5	CS P.3.1	CS P.4.4	CS P.5.3
	L1 threading beads or shells or seeds		1 Draw objects that produce sound		
	L3 modelling		3 Add to chart		
<b>Eight</b>	CS P.1.3	CS P.2.2	CS P.3.1 Birds	CS P.4.4	CS P.5.2
	L1 carols to sing		1 visit & observe Discuss Birds		
	L2 Musical Inst		3 Parts of bird		
	L3 Songs & Inst	L1 B/storm re-using waste resource to make objects		1 - 3 Clean up another area Identified	1 - 3 Games and Activities with or Without equip.
<b>Nine</b>	CS P.1.4	CS P.2.2	CS P.3.1	CS P.4.4	CS P.5.1
	L1 Telling Xmas story		1 observe the wind's direction		
	L2 Drama parts of the story		2 - 3 observe & discuss shadows		
	L3 Mime	L1 Christmas		1-3 Make a list or draw places in The home or community that Needs cleaning	L1 - 3 Movement Concepts: Body awareness
		L2 singing carol			
		L3 Acting out			
<b>Ten</b>	Packing and Cleaning up				



# TEACHING AND LEARNING

## Community Education Calendar

Every year the department on its calendar has certain events that the schools need to observe and plan for in the school programs. Teachers are asked to identify your provincial or community activities and insert them on the education calendar events and have the planned events delivered in your classrooms. Draw up your community calendar like the example shown below and have it displayed in the classroom for use during the year.

### Education Calendared Events

Month	National Events	Provincial Events	Community Events	Description
January	New Year			
February				
March				
April	Easter Holiday			Christ Crucifixion
May				
June	Queens Birthday			Head of the Commonwealth of Nations
July	National Remembrance Day			Remember people fought and died in wk1 and 2
August	National Repentance Day			Praying for the nation and world
September	PNG Independence Day			National Day
October				
November				
December	Christmas Day			Festive season
	Boxing Day			Public Holiday

## Time Planning

Teachers have their own ways of distributing time to cater for the number of lessons they intend to have in the week for each subject. The total time allocated for the subject is 360 minutes per week. The classroom teachers are the best distributors of this time. The learning needs of the students in the classroom must be considered carefully and as such the:

- number of minutes per lesson
- which part of the day the subject lessons should be taught and
- number of lessons per week are two very important areas to consider when doing time plan.

### Time Planning for Elementary Prep

Timing is very important for the delivery of lessons in the classroom. Each subject has its allocated time for each grade level. This subject has 360 minutes per week. This time must be distributed amongst the strands equally and should be used carefully to plan a school years instructional plan.

Teachers must allow flexibility in planning their allocated total time. You can use block time to balance up the time in Culture and Community. For example you can take 60 minutes from block time and add to 360 minutes and your new total time will be 420 minutes. Distribute 420 minutes evenly amongst the strands. The sample of timetable in a week is based on 420 minutes each week for Culture and Community subject.

#### 1. Time Distribution in Strands

This table displays the number of minutes allocated to each strand out of the 360 total minutes for Culture and Community subject. There are additional 60 minutes borrowed from Block time which is indicated in the *time analysis*. *This is made to give equal minutes for each of the strands.*

- **Minutes per strand per week**

Strand	Lessons per week	Minutes per lesson	Minutes per week
Arts and Craft	3	30	90
My Community	3	30	90
My Environment	2	30	60
Healthy Individual and Community	3	30	90
Movement and Physical Activity	3	30	90
	14 lessons per week	150 minutes per day	420 minutes



# TEACHING AND LEARNING

## 2. Number of lessons

Referring to the number of minutes distributed in the strands, you have to now break up the minutes into number of lessons you wish to have for each strand per week.

Here are two options you can use as guide to help you decide on how many lessons you wish to teach per week for each strand.

- Options for lesson break up

Option 1			Option 2	
Arts and Craft	3 x 30	90mins	2 x 35 and 1 X 20	90
My Community	3 x 30	90 mins	2 x 35 and 1 x 20	90
My Environment	2 x 30	60 mins	1 x 35 and 1 x 5	60
Healthy Individual and Community	3 X 30	80 mins	2 x 30 and 1 x 20	90
Movement and Physical Activity	3 x 30	90 mins	2 x 35 and 1 x 20	90

## 3. Weekly Timetable

The weekly time table is very important for the class. Teachers must ensure that the times indicated for each lesson is correctly scheduled according to the number of minutes in a day and numbers of lessons in the week are all catered for in the teaching week.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 8:30	Assembly	Assembly	Assembly	Assembly	Assembly
8:30- 9:00	English	English	English	English	English
9:00:9:30					
<b>9:30-10:00</b>	→ <b>RECESS</b> ←				
10:30-11:00	Maths	Maths	Maths	Maths	CRE
11:00-11:30					
11:30-12:00	C&C Environment	C&C HIC	C&C Community	C&C Arts	
<b>12:00-1:00</b>	→ <b>Lunch</b> ←				
1:00-1:30	C&C Environment	C&C HIC	C&C Community	C&C Arts	C&C Environment
1:30-2:00	Language	Language	Language	Language	Language
2:00-2:30					

## TEACHING AND LEARNING

### 4. Time Analysis Sample

Analysing time in minutes is important. It will help teachers to see how the time can be balanced out between subjects. Some subjects require more time to teach the content so the number of lessons is increased, which means some minutes may be subtracted from another subject or assembly. When this happens the subtraction and addition of minutes must be indicated in the time analysis table, calculated to balance the total number of minutes for the week and compared to the suggested total time given by the teacher.

Subjects	Total Time	Plus (+)	Minus( -)	Suggested Time	Number of lessons	Mins per week
English	300			300	5x60	300
Mathematics	240	30		270	4x60	280
Language	300			300	1x40	280
Culture and Community	360	60		420	14x30	420
CRE	60			60	1x60	60
Assembly	150			150	5x30	150
Block time	90		90	Nil	Nil	Nil
Total time	1500	90	90	1470	30 lessons	1500



## GUIDED LESSON

Guided lessons are pre - prepared or written lesson plans that provide teachers with main teaching points and example learning activities they can provide for their students. They are not a perfect or an exact plan a teacher may have for their class. It should be used as a guide to plan their own lessons in the classrooms for the particular grade they are responsible for.

As teachers it is important to bear in mind that Culture and Community is a community oriented subject therefore the lessons must be contextually planned. The sample does not direct what you teach in your classroom, but you must use this lesson plan as a guide to plan your lesson suitable to the context, learning need and ability level of your students. The guided sample lessons feature a particular unit in a particular strand.

This section of the teacher's guide is in two sections. The first part of the section gives;

- scope and sequence (sample lesson framework) and,
- samples of guided lesson plans by units in each strand.

### Guided Lesson Template

The sample template for guided lesson is given here for your convenience. The template consists of four (4) key sections. These include;

- reference,
- introduction,
- body of the lesson and,
- conclusion.

Each section of the lesson plan is given a description of what type of information teachers must include in the preparation of their lessons in elementary prep classrooms.

# GUIDED LESSON

## Template – Lesson Plan Suggestion

**Reference:**

Strand: \_\_\_\_\_

Unit: \_\_\_\_\_

Content Standard: \_\_\_\_\_

Lesson Topic : \_\_\_\_\_

**Introduction:**

(Describe what the teachers has to do to motivate and gage the students interest to begin the lesson)

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**Body:**

(Describe the types of activities how many there are, how the students are going to do them, what materials they will use and how long each task might take)

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**Conclusion:**

Describe the activity you will get the students to do to wind up the lesson. It would be better to have one if not two. Keep theses activity short and simple (3 minutes is good) as this the finishing part of the lesson.

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### Samples of Guided Lessons by Units In Each Strand

The guided lessons in this guide are done from the lesson topics given in the yearly instructional program. All the lessons use a standard template across the strands. These guided lessons are samples planned for all the strands according to the arrangement identified for each grade in the table respectively. The table indicates how many sample guided lesson plans are done for teachers to see and follow to plan their lesson.

Teachers you are encouraged to use the guided lesson plans as much as possible to plan your lessons before teaching. The sample lessons are displayed according to the order of units as listed in each strand as shown in the year and term overviews.

### Table of Guide Lesson samples - Elementary Prep

Strand	Unit	Sample lesson plans	Description
Arts and Craft	5	1x5	1 guided lesson plan for each unit in each strand
My Community	4	1x4	1 guided lesson plan for each unit in each strand
My Environment	3	1x3	1 guided lesson plan for each unit in each strand
Healthy Individual and Community	4	1x4	1 guided lesson plan for each unit in each strand
Movement and Physical Activity	3	1x3	1 guided lesson plan for each unit in each strand



# GUIDED LESSON

## Guided Lesson Overview - Elementary Prep

Lesson No.	Strand	Unit	Content Standard	Lesson Topic	Content	Teaching Objective	Learning Activity
1	Arts and Crafts	Arts	P.1.1	Drawing	Draw, print and paint objects	Demonstrating and explaining how to use local materials	Experiment/discover colours using local resources in drawing
2		Crafts	P.1.2	Threading	Folding, cutting, weaving and threading using local materials	Demonstrating, and explaining and how to cut and thread	Experimenting/discovering, sharing local materials for threading
3		Singing	P.1.3	Singing local songs	Singing songs with the local improvised instruments	Teaching songs to a beat and rhythm	Listening, humming and singing songs to the rhythm
4		Drama	P.1.4	Miming	Listen to, tell, act/ dramatize and mine characters or scenes	Story-telling with expression, questioning demonstrating	Listening, retelling /recalling and miming characters of stories
5		Dance	P.1.5	Traditional Dance	Singing, practising steps and movement patterns, using instruments	Demonstrating the steps/movement patterns and the use of kundu or improvised instruments	Singing, attentive listening and watching, dancing following the steps and movement patterns to the beat of instruments
6	My Community	Living and working together	P.2.1	My roles as family Member	Identifying expectations of a family member	Picture-talk using good questioning skills	Group work, discussing, identifying and describing roles and responsibilities as a family member
7			P.2.2	Special Places in the Community	Identifying and discussing about special places and cultural activities in the community	Making prior arrangements and guiding students find out information through guest-speaker	Listening to and collecting information in certain places in relation to the local cultures .
8		Meeting Needs	P.2.3	My Needs	Identify needs of individual and family and the ways of satisfying needs.	Explaining the survival needs from things we want	Identifying need of individual/family, discussing ways of satisfying needs.
9		Beliefs and Values	P.2.4	Be Good	Believing and valuing people and things around them Valuing good deeds done to others	Explaining and showing what is expected of students in the community, questioning	Identifying, acting out and showing good behaviours towards other people in the community
10		Re-sources	P.2.5	Using Resources in the Community	Identify and describe the uses of resources in the community	Explaining and describing the uses of different plants and animals parts in the community	Talking about plants and animals and drawing and identifying the useful parts of plants and animals
11	My Environment	Life	P.3.1	Using Senses	Using senses to collect information about the environment	Explaining and describing ways of using senses to collect information	Play games, discuss, ways to collect information touch smell, hear and see
12		Environment	P.3.2	Physical Features of my Environment	Identifying different features of environment and the living things in those types of environment	Observation and explaining the activity about living things in different types of environment	Identifying, naming, discussing and making models of different environment; using scraps

## GUIDED LESSON

13		Science in the Home	P.3.3	Energy at Home	Identifying and discussing types of energy used at home	Demonstrating and explaining the three energy practised at home	Talk about and make simple experiments to show how energy is produced at home
14	Healthy Individual and	Healthy Individual Healthy Individual	P.4.1	My Personal Health	Discussing the importance of personal cleanliness, hygiene practices, care and safety	Demonstrating and explaining proper ways of cleaning different parts of their bodies	Use items brought from home, clean different parts of their body help each other (Groom themselves)
15		Things that Harm Us	P.4.2	My Safety at Home or School	Identify how some things in the environment can be harmful	Guiding and making clear that some things or animals can be harmful	Brainstorming ideas or possible dangers in the community, drawing and labelling the dangerous situation
16		Food and Food Hygiene	P.4.3	Healthy Food from Plants	Develop understanding of the importance of eating healthy kinds of food	Explaining and guiding the students to identify parts of plants people eat and the work it does	Observing, identifying, discussing and drawing pictures of plants people eat
17		Family and Community Health	P.4.4	Making the School Healthy	Discussing about people's actions to keep community safe and healthy	Guiding students in their discovery of clean and dirty sites	Brainstorm, Observe and identify clean/ dirty sites, discover ways to improve the dirty sites
18	Movement and Physical Activity	Movement Concepts and Basic skills	P.5.1	Explore movements	Exploring and perform body movement concepts and skills	Guiding and demonstrating whole body movements	Exploring and performing in a general space alone or with a partner
19		Games	P.5.2	Playing games	Perform basic ball skills in minor/lead up games	Explaining and demonstrating skills leading to the game	Performing basic skills of passing, rolling and stopping Participating in a game
20		Fitness for Health	P.5.3	Role play Fitness Activities	Express how they feel about a fitness activity	Explain and guide students' discussion and role play of activities people do to stay fit and healthy	Discussing and role playing activities people do to be healthy and fit



## GUIDED LESSON

### Sample Guided Lessons – Elementary Prep

The sample guided lessons are sequenced in the order of the strands and units as they appear in the syllabus.



# GUIDED LESSON



## Sample Guided Lessons Plan: 1

**Reference:** Culture and Community Syllabus

**Strand:** Arts and Crafts

**Unit:** Crafts

**Content Standard:** P.1.1 Observe, create and discover their local surrounding through drawing and painting

### Lesson: Drawing

**Objectives:** By the end of the lesson each student will have identified, named and used materials like flowers and leaves around the environment to draw with.

#### Preparation and Materials:

- Shady place
- Paper or cardboard
- Identify a bush or place where students will pick objects to use

**Introductory:** (5 mins) 

Introduce the lesson with the following activities:

- Sit under a shady tree, look around and talk about what they can see around them
- Take them to where bush plants are and identify objects that have colours
- Be reminded to be careful with plants while picking leaves or flowers
- Pick some to use for drawing
- Return to the shade

**Body:** (20 mins) 

Teacher put students in groups of four or five. Explain to the students what to do by showing them how to use one of the objects collected to draw with on paper. Students after listening to the teacher do the following:

- Put what is collected together in the centre of the group
- Get a paper and start experimenting the colours by rubbing or pressing
- Get another paper to draw something of their choice

**Conclusion:** (5 mins) 

One student from each group show their picture and tell the rest of the class what he/she used to come up with the picture. Display the pictures in the classroom.

## GUIDED LESSON

### Sample Guided Lessons Plan: 2



**Reference:** Culture and Community Syllabus

**Strand:** Arts and Crafts

**Unit:** Crafts

**Content Standard:** P.1.2 Use local materials to make small crafts by folding, cutting, weaving and threading

#### Lesson: Singing

**Objectives:** By the end of the lesson each student will have identified, collected and used materials like flowers, seeds and leaves around the environment to make a lace, necklace or headband.

#### Preparation and Materials:

- A sharp item for making holes
- String for each student
- Identify an area where to pick materials for the craft

#### Introductory: (10 mins)

Introduce the lesson with the following activities:

- Sit under a shady tree, look at some necklace, headbands and armbands which the teacher has brought and talk about what they see
- Tell the students that they are going to make their own bands or necklace using objects around them
- Take them to where bush plants are and identify objects they would like to use
- Be reminded to be careful with plants while picking leaves or flowers
- Pick some to use for threading and return to the shade

#### Body: (20 mins)

Teacher put students in groups of four or five. Explain to the students what to do by showing them how to use a sharp object to make holes through leaves, flowers or seeds. Show them how to thread the objects. Students listen and watch until completion. Teacher then do the following:

- Collect their group box with sharp objects and strings inside.
- Put what is collected together in the centre of the group.
- Get a string and start threading with the objects – sharing the items together.

Teacher goes around helping those who are in need

#### Conclusion: (10 mins)

One from each group shows and tells the rest of the class what he/she use to come up with the craft. Display the craft in the classroom.

## GUIDED LESSON

### Sample Guided Lessons Plan: 3



**Reference:** Culture and Community Syllabus

**Strand:** Arts and Crafts

**Unit:** Music

**Content Standard:** P.1.3 Demonstrate musical talents by singing a variety of known songs accompanied by simple movements and improvised instruments

#### Lesson: Singing

**Objectives:** By the end of the lesson each student will have listened, identified different sounds around them and sing an known song from own community.

#### Preparation and Materials:

- Chart with song written on it
- Improvised instruments

**Introductory:** (5 mins) 

Introduce the lesson with the following activities:

- Sit in a circle
- Listen to and talk about the sounds they can hear around them
- Listen to some low/high sounds while sitting with eyes closed
- Put hands up when they hear loud sound or vice versa
- Teacher sings a song and students listen to sounds, rhythm and beat in the song

**Body:** (20 mins) 

Teacher sings the song two to three times while the students listen. Students after listening to the teacher do the following:

Hum to the song while the teacher sings the song again

Sing a song after the teacher line by line several times

Sing the song with the teacher several times

Sing while clapping hands or tapping to the beat of the music

**Conclusion:** (5 mins) 

Sing the song through clapping hands when they sing the high/low notes



# GUIDED LESSON

## Sample Guided Lessons Plan: 4



**Reference:** Culture and Community Syllabus

**Strand:** Arts and Crafts

**Unit:** Dance

**Content Standard:** P.1.4 Identify and participate in known traditional dances suitable to their ages

### Lesson: Traditional Dance

**Objectives:** By the end of the lesson each student will have performed a traditional dance following the steps and kundu drum beat.

#### Preparation and Materials:

- Kundu drum
- Improvised instruments

#### Introductory: (5 mins)

- Students sing the known song to the beat of the clapping hands.
- Sing the song again while the teacher beats the kundu drum in time with the beat and rhythm
- Students do free dance movement following the beat and rhythm of the song

#### Body: (30 mins)

- Teacher introduces the steps of the dance and students watch carefully
- Students follow the teacher as they recite the words of the song practising the steps of the dance several times
- Students sing the song as they continue to practise the dance
- Students sing and dance as the teacher beats the kundu

#### Conclusion: (5 mins)

Find out how they feel about the dance they have just learnt. Some students will be asked to express their feelings. Students perform a dance they have learnt before performing the new dance again



## GUIDED LESSON

### Sample Guided Lessons Plan: 5



**Reference:** Culture and Community Syllabus

**Strand:** Arts and Crafts

**Unit:** Drama

**Content Standard: P.1.5** Listen to tell, act and mime scenes and characters of legends myths stories from home experiences

#### Lesson: Mime

**Objectives:** By the end of the lesson each student will have retold the story and mimed some characters of the story while others guess who the character is.

#### Preparation and Materials:

Know the story well before the lesson

**Introductory:** (10mins) 

- Introduce the lesson with the following activities:
- Sit in a circle
- Teacher ask some leading questions to the story
- Students listen to the story carefully several times
- Discuss the story identifying the characters of the story

**Body:** (20 mins) 

Introduce the lesson with the following activities:

- Sit in a circle
- Teacher ask some leading questions to the story
- Students listen to the story carefully several times
- Discuss the story identifying the characters of the story

**Conclusion:** (5 mins) 

Volunteers mime their characters while others watch and talk about the mime

# GUIDED LESSON

## Sample Guided Lessons Plan: 6



**Reference:** Culture and Community Syllabus

**Strand:** My Community

**Unit:** Living and Working Together

**Content Standard:** P.2.1 Know and describe who an individual is and what their role and responsibility is as a member of a family

### Lesson: My roles as a family member

**Objectives:** By the end of the lesson, each student will have discussed and acted out things they do for their family.

#### Preparation and Materials:

- Pictures of a family working in their garden.
- Good space for group work.

#### Introductory: (5 mins)

- Teacher shows a picture of a family working in the garden.
- Students discuss the picture with guided questions to lead them to talk about their roles as members of a family.

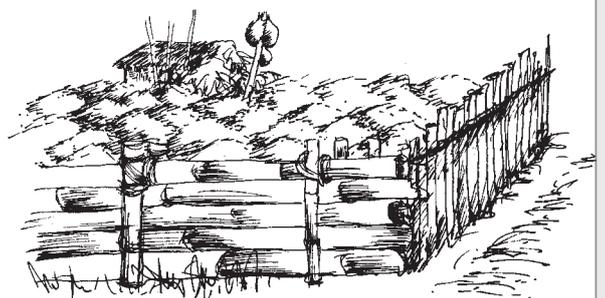
#### Body: (20 mins)

- Recall by describing some things they do for their family as a brother/sister.
- Get students into groups of four or five.
- Each group act out situations where a child is doing something for their family such as fetching water from the river, cleaning the home, feeding the pets, or picking up rubbish.

The teacher goes around checking and helping students who need help.

#### Conclusion: (5 mins)

- Present their play one at a time to the whole class.
- Talk about what their play was about and what they are doing to make their family happy.
- Display the pictures of the family used for the lesson.



## GUIDED LESSON

### Sample Guided Lessons Plan: 7



**Reference:** Culture and Community Syllabus

**Strand:** My Community

**Unit:** Living and Working Together

**Content Standards:** P.2.2 Understand and talk about what and why some places and cultural activities in the community are special

#### Lesson: Special Places in the Community

**Objectives:** By the end of the lesson each student will have listened to an elderly person to collect information about the special places in the community

#### Preparation and Materials:

Invite an elderly person to talk to the students

- A place where students can sit together to listen to the guest speaker.
- A student to thank the guest speaker.

**Introductory:** (5mins) 

Before the guest speaker comes into the classroom:

- Students be seated on the floor, ready for the visitor
- Be reminded to listen carefully and collect as much information as they can

**Body:** (20 mins) 

- Welcome the guest speaker with a song or a clap
- Guest speaker may tell the student what happened in the past and state the uses of the special places in the community in the present time.
- Where possible, discuss the main use of the places in relation to the cultures of the community
- Students ask questions if they are in doubt of something

**Conclusion:** (5 mins) 

- One student thanks the guest for coming
- Talk about the important points about the special places as a whole class or in groups after the guest had gone



## GUIDED LESSON



### Sample Guided Lessons Plan: 8

**Reference:** Culture and Community Syllabus

**Strand:** My Community

**Unit:** Meeting Needs

**Content Standards:** P.2.3 Develop an understanding of, and identify needs of an individual or family

#### Lesson: My Needs

**Objectives:** By the end of the lesson, each student will have discussed, drawn and displayed the pictures of the things they need to survive.

#### Preparation and Materials:

Things to use for drawing such as

- paper, crayons/paint
- Scissors
- Glue or paste
- Display the large sheet of paper with headings: food, water, air, shelter, clothes, love

**Introductory:** (5 mins) 

- Discuss why we eat/drink/wear clothes/breathe air etc.
- Teacher makes it clear to the students that we need these things to survive

**Body:** (20 mins) 

- In small groups, describe how the needs are met in their family and community
- Draw a picture to show how one of their needs is met
- Cut out their pictures and write their names on the cut out paper
- Glue them onto the large sheet of paper under the correct heading

**Conclusion:** (5mins) 

- Look at the large paper and discuss what they have pasted
- Talk about needs that they have pasted under each heading

## GUIDED LESSON

### Sample Guided Lessons Plan: 9



**Reference:** Culture and Community Syllabus

**Strand:** My Community

**Unit:** Beliefs and Values

**Content Standard:** P.2.4 Know that there are traditional and Christian beliefs about creation

#### Lesson: Be Good

**Objectives:** By the end of the lesson each student will have talked about and acted out situations showing good behaviours

#### Preparation and Materials:

Chart or pictures of situations for students to talk about and act out such as;

- an old lady carrying bags to the market,
- a sick boy with his bag walking slowly to the aid-post,
- a hungry class child sitting next to you while you are having your lunch.

**Introductory:** (5 mins) 

As a whole class students will discuss common situations using a picture that will lead them to identify behaviours that show love, respect or concern for others.

**Body:** (20 mins) 

- In small groups of four or five students be given different situations such as an old lady carrying bags to the market.
- Talk about it in their groups.
- Act out the situation assigning themselves characters in their own groups.

**Conclusion:** (5mins) 

- Each group presents their act to the rest of the class.
- Discuss the importance of being good or showing good manners in their family and the community.



## GUIDED LESSON

### Sample Guided Lessons Plan: 10



**Reference:** Culture and Community Syllabus

**Strand:** My Community

**Unit:** Resources

**Content Standard:** P.2.5 Recognise natural and man-made resources around the community and identify their uses

#### Lesson: Using Resources in the environment

**Objectives:** By the end of the lesson each student will have discussed, drawn and labelled the parts of plants and animals people use in their community.

#### Preparation and Materials:

Items for drawing like paper for each student with crayons

**Introductory:** (5 mins) 

- Teacher takes students outside to see what is around them
- Sit under a shady tree and play a guessing game, 'What am I?'

**Body:** (25 mins) 

- Talk about the uses of parts of plants and animals:
  - trunks of trees are for house posts, canoes, firewood
  - leaves for medicine, food, costumes and decorations
  - dogs teeth for necklaces
  - cassowary bones for lime stick
  - some animal meat for food
- Draw pictures of animals or plants and teacher helps them to label the parts they use

**Conclusion:** (5mins) 

- Make two big circles standing side by side each holding his/her picture
- Show the picture to the student next to you and take turns talking about what each one has drawn
- Outside circle make one step forward and do the same until the teacher says 'stop'

## GUIDED LESSON

### Sample Guided Lessons Plan: 11



**Reference:** Culture and Community Syllabus

**Strand:** My Environment

**Unit:** Life

**Content Standard: P.3.1** Using their senses observe living and non-living things in their immediate environment and describe what they are

#### Lesson: Using Senses

**Objectives:** By the end of the lesson each student will have discussed, drawn and labelled the parts of plants and animals people use in their community.

#### Preparation and Materials:

- Chart or pictures of situations for students to talk about and act out such as;
- an old lady carrying bags to the market,
- a sick boy with his bag walking slowly to the aid-post,
- a hungry class child sitting next to you while you are having your lunch.

**Introductory:** (5 mins) 

- Listen to the teacher introduces the game 'I Spy with my eye.'
- In groups play the game for about ten minutes.

**Body:** (20 mins) 

- Discuss the uses of eyes, hands, ear, nose and tongue leading them to the concept of five senses.
- Play blindfold games in groups, recognising by touching or hearing, for example,
- have one student from each group blindfolded, get them stand at the front facing the board, one child is chosen to hit the tin with a pencil, blindfolded students listen carefully and guess what they hear.
- do the same with smelling/feeling/tasting changing different students from each game.

**Conclusion:** (5mins) 

- Round the lesson up with questions like, 'If I want to know whether the something is good to eat, what should I do?'



## GUIDED LESSON

### Sample Guided Lessons Plan: 12



**Reference:** Culture and Community Syllabus

**Strand:** My Environment

**Unit:** Environment

**Content Standard:** P.3.2 Explore the physical features of their local area and identify the different types of living things that live there

#### Lesson: Physical Features of My Environment

**Objectives:** By the end of the lesson each student will have observed, named and talked about the physical features of the environment

#### Preparation and Materials:

Identify a shady place to take the students to for observation.

**Introductory:** (5 mins) 

Go outside, observe, name and talk about the land forms with its vegetation that they can see

**Body:** (30 mins) 

- Take students inside, identify, name and discuss that living things can be found in different types of land forms; *For example*
  - Wallabies live in grassland
  - Birds, pigs, tree kangaroos live in the forest where trees are
  - Certain birds like birds of paradise live in the mountains
- Using scraps/waste materials students in groups make models of land form and living things that can be found there

**Conclusion:** (5 mins) 

- One group at a time walk around looking at the other models asking questions where appropriate.
- Display the models in the classroom.

## GUIDED LESSON



### Sample Guided Lessons Plan: 13

**Reference:** Culture and Community Syllabus

**Strand:** My Environment

**Unit:** Science in the Home

**Content Standard:** P.3.3 Investigate and explain the types of energy found in the home using simple machines

#### Lesson: Energy at Home

**Objectives:** By the end of the lesson each student will have talked about and made simple experiment to show how energy works

#### Preparation and Materials:

Students bring along

- Something to use to produce sound.
- Matches or lighter for heat.
- Torch to produce light.

#### Introductory: (5 mins)

- Rub the hands together and describe what they feel
- Hit the desk with the stick and ask students what happens leading them to talk about sound
- Switch on the torch and let the students discuss what they see

#### Body: (20 mins)

- Teacher helps the students see that there must be work done to produce energy
- In groups, students discuss different ways of producing light energy, sound energy and heat energy such as:
  - heat is produce from fire, sun, rubbing things together
  - sound by hitting, rubbing, tapping, noise or people things
  - light from the sun, fire, torch, electricity in towns
- Each group report to the rest of the class one at a time

#### Conclusion: (5 mins)

- Discuss the importance of the energy at their own homes such as heat to cook food, light to enable us see, sound is to hear different noise or things



# GUIDED LESSON

## Sample Guided Lessons Plan: 14



**Reference:** Culture and Community Syllabus

**Strand:** Healthy Individual and Community

**Unit:** Healthy Individual

**Content Standard:** P.4.1 Know the importance of personal cleanliness, hygiene practices, rest, care and safety

### Lesson: My Personal Health

**Objectives:** By the end of the lesson, each student will have talked about and demonstrated ways of cleaning themselves

#### Preparation and Materials:

Students be told to bring their own tooth brush, comb, cup and towel to school the day before the lesson.

- Tooth brush and paste
- Comb and bathing soap
- Coconut or store body oil
- Hand or body towel
- Mirror (if possible)
- A place close to water area

**Introductory:** (5 mins) 

- Display the things for cleaning the body on a desk and let students talk about their uses

**Body:** (20 mins)   
Students be put into groups

- Teacher demonstrates the way to brush the teeth or comb the hair while students watch carefully
- Teacher explains to the students what to do in their groups
- Students clean themselves by washing their face/hair, brush their teeth, use oil, comb their hair helping each other to groom each other
- Look at themselves in the mirror

**Conclusion:** (5mins) 

- Students sing a song, 'This is the way to .....
- Advise students to keep their hair, toe/finger nails short and tidy

**Note:** If there are no brushes/paste, use something people use in their community to clean their teeth.

## GUIDED LESSON



### Sample Guided Lessons Plan: 15

**Reference:** Culture and Community Syllabus

**Strand:** Healthy Individual and Community

**Unit:** Things that Harm Us

**Content Standard:** P.4.2 Identify harmful things in the home or local community and say how these things harm us

#### Lesson: My Safety at Home and School

**Objectives:** By the end of the lesson each student will have identified, discussed and draw pictures with safety rules to prevent accidents at home/school

**Preparation and Materials:**

Paper and crayons

**Introductory:** (5mins) 

In groups, students brainstorm possible dangers at home or school for ten minutes such dangers as;

- using fire,
- walking near the road,
- throwing rubbish,
- playing in the tall grass,
- using sharp or hot objects.

One from each group say one danger to the class

**Body:** (20 mins) 

- Each group chooses one dangerous situation and draws the pictures to show the danger
- Each group makes up a simple rule to show how to stay safe in the situations they have drawn
- Teacher while going around helps the group to write up (if students can't write) their rules under their drawing

**Conclusion:** (5 mins) 

- One student from each group show and tell what they have done.
- Teacher helps them read their rules to the rest of the class.
- Display their work.



## GUIDED LESSON

### Sample Guided Lessons Plan: 16



**Reference:** Culture and Community Syllabus

**Strand:** Healthy Individual and Community

**Unit:** Food and Food Hygiene

**Content Standard:** P.4.3 Be aware and develop an understanding of the importance of eating healthy foods

#### Lesson: Healthy Food from Plants

**Objectives:** By the end of the lesson, each student will have observed, identified, discussed and drawn pictures of plants that people eat

#### Preparation and Materials:

Paper and crayons

- Ask the owner of the garden before the visit

**Introductory:** (5 mins) 

- Remind the students of their good behaviour before taking them out to the garden
- With the help of the gardener, students name the food plants they see

**Body:** (20 mins) 

- In groups students sit under a shady tree and draw the pictures of food they saw in the garden
- Students talk about the parts of different plants that they eat and describe ways of preparing it
- Teacher talks about different food which have different work to do in our bodies and explains that fruits and vegetables give our bodies vitamins which stop us from getting sick
- Students take pictures back into the classroom and display it onto the butcher paper under the right column; Fruits or Vegetables

**Conclusion:** (5 mins) 

- Sing a song; 'I like .....
  - I like peanuts
  - I like peanuts
  - So do you
  - So do you
  - Break the shell and eat them
  - Break the shell and eat them
  - They are good
- Students then sing about paw paw, banana, kumu, kaukau

## GUIDED LESSON

### Sample Guided Lessons Plan: 17



**Reference:** Culture and Community Syllabus

**Strand:** Healthy Individual and Community

**Unit:** Family and Community Hygiene

**Content Standard:** P.4.4 Identify and discuss things people do to keep their homes and community healthy and safe

#### Lesson: Making the School Healthy

##### Objectives:

By the end of the lesson, each student will have observed, identified clean/dirty sites in the school and make plans to keep the school clean and healthy.

##### Preparation and Materials:

Paper and pencil for each student.

##### Introductory: (10 mins)

Remind the students of their good behaviour during their walk around the school  
Students take a walk around the school ground identifying clean and dirty sites.

##### Body: (20 mins)

- Back in the classroom, students, with the help of the teacher, brainstorm ideas about how to improve the problem areas and how to keep the school clean and healthy
- They plan activities and rosters to regularly clean the flower beds, around the rubbish pits, drinking area, assembly area and other parts of the school grounds
- Students may plan to bring flower cuttings to plant in the school
- Students are reminded to report any problems like leaking water taps to the teachers

##### Conclusion: (5mins)

Sing a song; 'This is the way to clean the school .....



## GUIDED LESSON

### Sample Guided Lessons Plan: 18



**Reference:** Culture and Community Syllabus

**Strand:** Movement and Physical Activity

**Unit:** Movement Concepts and Basic Skills

**Content Standard:** P.5.1 Explore and demonstrate simple loco motor movements skills and concepts in general space

#### Lesson: Explore movements

**Objectives:** By the end of the lesson, each student will have made whole body movements in their own space alone and in pairs.

#### Preparation and Materials:

Big clean space or playground

**Introductory:** (5mins) 

Teacher asks the students to move around in the general space inside the boundaries. As the students are moving around the teacher asks them: Can our bodies make movements without moving from place to place?

Students will be asked to try as many different movements as they can. Teacher reminds students to stay in their own space

**Body:** (20 mins) 

Students listen while the teacher explains:

- Telling them to find out different ways they can move their body
- Asking them to form pairs and find a space in the general space
- Asking pairs to show different whole body movements they can make standing, sitting or lying down without moving from their space. Some examples of these movements include shaking, shivering, bending, stretching, curling, swaying, twisting, pushing and pulling
- That partners practise these movements at low, medium and high levels in their own space
- Select individual or pairs to show the class what they can do

**Conclusion:** (5 mins) 

Students do the following activities:

- Walk along the borders of the general space, starting off slowly to the first corner
- Gradually build up speed as they head for the second corner
- As they pass the second corner, walk very fast to the third corner
- Continue with the same speed back to their starting point

## GUIDED LESSON

### Sample Guided Lessons Plan: 19



**Reference:** Culture and Community Syllabus

**Strand:** Movement and Physical Activity

**Unit:** Games

**Content Standard:** P.5.2 Perform basic ball skills through participation in traditional and lead up games

#### Lesson: Playing a game 'Tunnel Ball'

##### Objectives:

By the end of the lesson, each student will have played a game; 'Tunnel Ball' using improvised balls.

##### Preparation and Materials:

- Big clean space or playground.
- Improvised balls made from grass, paper and glue during craft time.

*Note:* In town schools teachers could buy balls from the stores

##### Introductory: (5 mins)



Students in pairs move around freely in the general space inside the boundaries  
Students still in pairs use their balls to practise rolling, passing and stopping the ball  
The Teacher reminds students to stay in their own space

##### Body: (20 mins)



- Students in groups of 4/5 make lines with the front student holding a ball.
- With a group the Teacher explains and demonstrates with one group how to play tunnel ball
- The losing team is out of the game while other teams play again until the last two teams that win receives a reward of some sort.
- Play the game several times depending on the time.

*Variation:* Make up your rules of the game and equipment to suit your environmental context.

##### Conclusion: (5 mins)



- Students with teacher's orders move into pairs with a ball for each pair.
- Pairs throw and catch the ball or roll and try to stop the ball as instructed by the teacher.



# ASSESSMENT

The practices of assessing and reporting students' performance and achievements in elementary schools is very important and must be planned, guided and done for every individual student in elementary prep grade. Assessment in elementary schooling is a continuous process of finding out what the students have learnt. It includes observing and recording students learning during classroom activities. It is a process of;

- observing students at work,
- conferencing or talking and questioning students about their work,
- looking at work samples,
- identifying further teaching and learning needs,
- recording what students can do,
- planning for future learning and,
- reporting and communicating with parents about students learning.

## Types of assessment

Teachers are encouraged to use the three types of assessment in assessing the students. Teachers are encouraged to apply these assessment types in their classroom lessons varyingly. It is good to ensure the different ability levels of your students are taken into account when planning assessment tasks. These are assessment:

- **as and in learning**
- **for learning and**
- **of learning.**

Below are sampled explanations and sample activities described for teachers to refer to in order to plan and practice your assessment **as/in, for and of learning**.

### Assessment As Learning (What is it, When should it happen, Where should it happen)

In early learning assessment as learning is encouraged. Teachers are to keep in mind that their interaction with the students at the time of student participation in the learning activities would be the most appropriate time to apply assessment as learning. Teacher must be prepared for assessment as learning in all learning situations.

*Explanation and example of assessment as learning – Samples of the types of questions teacher might ask a student whilst the child is engaged in activity either individually or with a friend:*

### Assessment For Learning

The assessment for learning is also known as ongoing or **formative** assessment. It occurs as the teacher plans to conduct it in the classroom. It is encouraged in the daily teaching of lessons. Assessment for learning is done at least once or twice in a week of the standard statements taught, depending on the teachers planning. This type of assessment helps teachers to evaluate their own teaching weekly

# ASSESSMENT

*Example of assessment for learning – Sample of a planned assessment task*

*Teachers look at the sample assessment tasks planned for your reference so that your assessment tasks can be planned in the same way. Samples on pages 61 to 66.*

## **Assessment Of Learning** (what is it, when should it happen, where should it happen)

The assessment of learning is also called summative assessment and occurs at the end of a unit of work, a term or end of school year as external examination. Elementary students will be given their report of their achievements for the year, which can be regarded as summative assessment. However teachers can do summative assessment orally of a topic done in a term.

Explanation and example of assessment of learning – Sample of a test oral at the end of the topic. For example; Plants- Teacher gives the task sheet to the students. He or she will give the instruction and students respond on the paper. That is the teacher may say: look at the picture of the plant in your worksheet.

1. Point to the leaf. Colour the leaf green.
2. Point to the flower. Put X on the flower
3. Point to the root/s. Draw circle around it.

At the end of the task collect the students worksheets and mark the students performance.

## **Assessment Methods**

Assessment is an important part of teaching and learning. Teachers must make sure that assessment is done fairly and is balanced. This is possible when teachers choose the most suitable method to conduct a particular assessment task. There are many assessment methods you can identify and use, specifically for particular grades in your classrooms. The following methods given are commended for use across all Elementary Grades Prep, One and Two. Each method is described for teachers to read and understand the processes before using it. They include;

- observation,
- conferencing,
- studying work samples.

## **Observation**

To observe is to look at and listen carefully to a student or students to make an assessment of and about what they know, understand and can do. The teachers while listening and looking can ask questions and look at or observe how the student/s can work as a group or and individual to complete a task.

The teachers must do this to gather information about students;

- ability to work alone or in a group understanding of the content of the learning task,
- way of thinking how leadership behaviour interaction with each other,
- This strategy is very suitable for peer assessing. Students can be tasked to observe a friend and,
- later report what they saw the peer doing to refer in the assessment task.



## Conferencing

Conference is discussing with students that involves talking and questioning individuals small groups or the whole class about their learning .It is a good way of finding out what the students know (knowledge), how they can do the task (skills) how they feel about what they are learning (attitudes). Conference is an assessment method which helps the teacher to gather information about;

- what a student knows,
- students attitude to learning,
- how the students get through the process of learning a new skill.

Students are young and may not speak in front of others confidently so conferencing is a very good assessment strategy for the teacher to use in assessing the students –it is a one-on one assessment strategy and is recommended to all Prep teachers.

## Studying Work Samples

The teacher thinks about and examines work samples from students. Work samples can be written tasks on paper, small chalkboards or slates, mathematics works drawing or models. Studying work samples helps the teachers to assess;

- the students level of understanding of the learning taking place,
- students thinking skills and their ability to bring their own ideas and be creative,
- how much time and effort the students use to do the task activity,
- the skills student use to produce the work and,
- if the work meets the result of the standard statement .

Teachers in this grade are encouraged to use the three strategies for assessing the students' achievements. These strategies promote teachers to have a better understanding of the ability level of each individual student, their areas of strengths in learning subject content and weaknesses that, the teacher will identify in individuals and plan for reteaching,

## Recording

Teachers must keep records of students learning and achievements of the standard statements. There are different types of recording methods. The most common and easily kept recording methods for elementary will include;

- journal, diary or anecdotal notes
- Portfolios,
- progressive records,
- check-lists and,
- work samples with comments.

From the recording methods given above, below are descriptions and samples of each individual method. Teachers are encouraged to read the descriptions and use it to record their student's achievements.

# ASSESSMENT

## Journal, diary or anecdotal notes

This recording method allows teachers to keep comments of students' performance of assessment tasks they perform in the sequence of when it has occurred. The notes will give teachers information about the individual students' weaknesses and strengths. The descriptions will mention the students;

- development,
- behaviour,
- special interest and talents,
- social skills and ability to share and cooperate with others while learning,
- special needs or help required,
- important achievements.

### Sample of assessment performance recorded in a diary.

<b>Dairy- Assessment performance for:</b>	Max -	Grade: Prep	Term: One	Year: 2014
Assessment Comments				
<b>Tasks</b>	<b>Date</b>	<b>Description</b>		
1. Make simple craft from paper or leaves	14/04/2014	careful , weaves the leaves well, shows others what he is doing, often noisy but maintains interest in the task and complete his task.		
2.....				
3.....				

A diary can be kept for each child and filled by the teacher at the end of the task as shown in the sample.

## Check-lists

A checklist is a simple way to record who has achieved what the teacher wanted them to learn, who have not and which student needs help. It is a quick and efficient way of recording information that the teacher has found out when conferencing or looking at work samples. Check lists can be done for various assessment needs. It can be done for class behaviour, classroom duties monitoring and many more.

Students can also assess their own performance and that of others using a checklist. Students must be shown how to use a check list so that they use it correctly for self, peer assessment, group and class activities besides assessment tasks.

*For example* students must be taught how to observe others using simple assessment criteria and be shown how to report in positive ways. The two samples given are for a lesson – assessment task and a behaviour monitoring of students in class.

### 1. Sample of a checklist – Student Observation Checklist for an environment activity.

Observers' report	Students Name:	
Questions to guide Observer	Opinion	Comments
1. Did the student name the plant correctly?	Yes/NO	
2. Was the student looking confident?	Yes/NO	
3. Did the student say where the plant grows?	Yes/NO	
4. Did the class enjoy the student's presentation?	Yes/NO	



# ASSESSMENT

## 2. Sample of a checklist – Student Observation Checklist for an environment activity.

Social Skills Checklist						
Students Name:	Listen to others	Responds When spoken to	Can stay on task	Offers to help	Respect others suggestions	Works well in a group
Deeki						
Rayko						
Gawi						
Simo						

Teachers can create simple check lists like these examples given for your class achievement of standard statements and behaviour. The students can be given their check-lists of their performance in the assessment tasks of Culture and Community and show them to their parents. Do not keep the students reports away from them. Show them and then file them away.

## 3. Work samples with comments

This method of recoding students performance is very helpful both to the teacher, student and the parents. The assessment occurs in the form of comments from the teacher. These comments say how well, or what the student did not do well on the task given. The comments are written straight on the students worksheet. The work sample is reported to the student or parent and kept in the students portfolio and can be referred to for reference in the future.

## REPORTING

Reporting is communicating student's achievements to their parents and guardians, teachers, students and others. Students reports should be based on ongoing assessment, information gathered by the teacher and should be as accurate as possible. Schools must decide how the report is going to be presented to the parents and guardians. It must be done in the language the community can best understand and be used freely to express their points of view. There are many ways to present reports to the guardians, parents and the students themselves. Here are some suggested ways you can use to report the students achievements. They include;

- parent teacher conference or interview- teachers it is your responsibility to make arrangements to speak to the guardians and parents of your students. This can be done in the presence of the student or not. The students achievements must be reported honest and fairly. Talking to the students guardians or parents helps build up teacher parent relationships.
- student-teacher interview- it is a must for the teacher to conduct this reporting interview- as there are students who may not be always comfortable in front of their parents, in this way the student may feel free to express his or her strengths and weaknesses.
- informal talks with guardians and parents – sometimes it is good to approach the parents when they are in school to have a few minutes chat and indirectly blend into the conversation the achievements of their child- or if you find specific problems such as behaviour- noisy or bossy etc..

# ASSESSMENT

- a written report- it is good to have a written report at the end of every second term in the school year. This will give the parents a recording of their child's performance and can be used for later reference as the child moves up the grades. Each school must provide a common report card for the students beginning from grades prep to grade two.

## Assessment Tasks

Assessment tasks must be identified from the list of lessons in the overview of the year's lesson topics. Assessment tasks must be written in different ways but making sure that;

- it is linked to the standard statements,
- It can have a specific answer or more,
- the use of criteria is encouraged to report individual student performance oral,
- pictorial and real ,objects assessment tasks must be considered for students in this grade level and,
- they are planned before conducting it.

To plan an assessment task teachers do this :

1. Look at the standard statement you are teaching lessons from for the week.
2. Go to your syllabus – to the content expansion section and locate the strand
3. Identify the content standard from the code given in the term overview.
4. Look down the content expansion table to the assessment task row.
5. Identify the assessment task given.
6. Create an assessment task for your class.
7. Plan your assessment task using the sample given on and the assessment task given for.

The following sample assessment tasks are given in this guide to assist you teachers to plan your assessment tasks. It is not a bad idea to actually conduct any of these samples in your classroom



## Assessment Task Template

**Reference:** Write the key reference book used for content

**Strand:** \_\_\_\_\_ Write name of strand assessment task is taken from.

**Standard Statement:** \_\_\_\_\_ Write the standard statement the task is taken out from.

**Unit:** \_\_\_\_\_ Write the name of the unit the task is taken from

**Lesson Topic:** \_\_\_\_\_ Write the name of the topic.

**Assessment Task:** \_\_\_\_\_ Describe the assessment task in this part clear and carefully

**Assessment Method:** \_\_\_\_\_ Write the name of the method you chose to conduct the assessment task

**Assessment Criteria:** \_\_\_\_\_ Write at least 2 or 3 criteria to assess the students attempts of the task

**Reporting & Recording Method:** \_\_\_\_\_ Write the name of the reporting method you have chosen to record the students' performance



## Sample Assessment Task Plan 1

Reference:	Culture and Community Syllabus
Strand:	Arts and Craft
Content Standard:	<b>P.1.2</b> Use local materials and make small crafts by weaving, modelling and threading
Unit:	Craft
Topic:	Modelling

### Assessment Task:

Show a model of a lime pot used in the community and tell how it's made "Show and Tell"

### Assessment Method:

Work sample

### Assessment Criteria:

Assess students voice, appearance and name of craft

1. Loud and clear voice
2. Name the craft work displayed
3. Confidence in speaking

### Reporting Method:

Check List -This checklist will have criteria and students names. The achievements of the criteria will be shown with an 'A' for achieved and 'NA' for not achieved

- Checklist for student performance

Students	C1 Loud and clear voice	C2 Name the craft work displayed	C3 Confidence in speaking
Rachel	A	A	A
Gana	NA	A	A
Susie	A	NA	A



## Sample Assessment Task Plan 2

Reference:	Culture and Community Syllabus
Strand:	My Community
Content Standard	<b>P.2.1</b> Know and describe who an individual is and what their role and responsibility is as a member of a family
Unit:	Living and working together
Topic:	Self and Community

### Assessment Task:

Each child will draw their own family and indicate their position as a member Sample of a nuclear family

### Assessment Method:

Conferencing

### Assessment Criteria:

Student will identify their position the family in give names of family members

1. Show me your father, Mother, brother, sister etc
2. Point to yourself in the family
3. Tell me one activity work you do for your family

### Reporting Method:

Checklist -Teacher check checklist for student responses

( **CR**- Correct Response, **NCR** - not correct response, **NR**- No Response (after 60 seconds)

Teacher - Checklist-

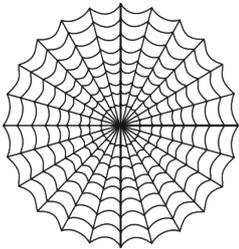
Students	C1 Show me your father, Mother, brother, sister etc.	C2 Point to yourself in the family	C3 Tell me one work you do for your family
Rachel	A	A	A
Gana	NA	A	A
Susie	A	NA	A

## Sample Assessment Task Plan 3

Reference:	Culture and Community Syllabus
Strand:	My Environment
Content Standard:	<b>P.3.1</b> Using their senses to observe living and other things in their immediate environment and describe what they are?
Unit:	Life
Topic:	Animals

### Assessment Task:

Draw, name or cut out pictures of animals and where they live.



1. ....



2. ....

### Assessment Method:

Work sample – The task given is prepared on worksheet for each student.

### Assessment Criteria:

1. Correct picture of animal drawn or pasted to match
2. Say the correct name of the animal the home belong to

### Recording Method:

Work sample with comments written by the teacher (the students task done on a a4 size paper should have written comment by the teacher and kept in a folder)

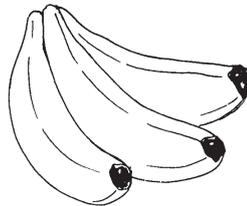
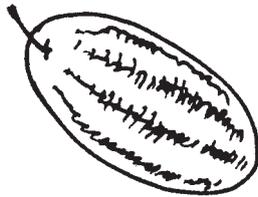
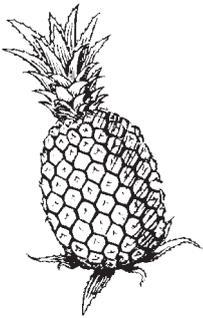


## Sample Assessment Task Plan 4

Reference:	Culture and Community Syllabus
Strand:	Healthy Individual and Community
Content Standard:	<b>P.4.3</b> Be aware and develop an understanding of the importance of eating healthy foods
Unit:	Food and Food Hygiene
Topic:	Food in the community

### Assessment Task:

Name common food or fruit eaten at home and draw it.



### Assessment Method:

Work sample

### Assessment Criteria:

These are the criteria to comment on the student's work sample,

- i) Draw common from the store,
- ii) Draw c common food from the garden
- iii) must resemble the food named

### Reporting Method:

Work sample with comments written by the teacher

## Sample Assessment Task Plan 5

<b>Reference:</b>	Culture and Community Syllabus
<b>Strand:</b>	Movement and Physical Activity
<b>Content Standard:</b>	<b>P.5.1</b> Explore and demonstrate simple loco motor movements skills and concepts in general space
<b>Unit:</b>	Movement
<b>Topic:</b>	Basic movement skills

**Assessment Task:** Demonstrate walking on different parts of the foot in own space

<b>Name:</b> Leondrell	<b>Class:</b> Prep	Task sheet	Locomotor-Walking ✓
Activities I can do:	P	D	G
Walking On			✓
Tip toes			✓
Balls of the foot	✓		
Heels		✓	
<b>Comments:</b>	The student needs more assistance to walk on the balls of his feet and some help to walk on his heels.		

**Assessment Method:**  
Observation

**Assessment Criteria:**

**Key:** P = Poor, D= developing, G= good,

A tick or x indicates the level of achievement see example Students demonstrate how to;

- Walk on tip toes
- Walk on heels of the foot
- Walk on balls of the foot

**Reporting Method:**

**Anecdotal Record and Check list**

Keep a record of what they can do with their body parts. Keep the task sheet as the record of their performance



## ELABORATION OF CONTENT STANDARDS

This sections gives the teachers in Elementary Grades Prep, one and two all the elaborations of content standards for the purpose of planning and delivering the recommended knowledge and skills in their classrooms. It is also providing the teachers with the types of skills and knowledge and attitudes that grades one and two students will cover in the year. This will give prep teachers opportunity to teach direct to the KSAs and prepare the students for grade one.

Strand: Arts and Crafts

Unit: Drawing

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.1.1</b> Observe, create and discover their local surrounding through drawing and painting {printing}	<b>1.1.1</b> Express feelings and create observational drawings, paintings and printing of people or objects	<b>2.1.1</b> Demonstrate the ability to imagine and create from observation natural or man-made traditional and modern objects
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• lines make different patterns and shapes</li> <li>• different designs, shapes and patterns in their community</li> <li>• local materials and objects used for drawing, painting and printing such as plants, ash, charcoal, clay</li> <li>• special plants can produce colours and paints</li> </ul>	<ul style="list-style-type: none"> <li>• Local patterns on community art and craft like billums mats masks carvings, body patterns</li> <li>• Primary colours; red, yellow and blue.</li> <li>• Traditional patterns and designs</li> <li>• Local materials used to make pattern and designs.</li> </ul>	<ul style="list-style-type: none"> <li>• Differences between the art of drawing , printing and painting</li> <li>• How to express ideas and observations through drawing, printing and painting</li> <li>• Description and examples of natural of modern objects such as houses, rivers, trees</li> <li>• Traditional body decorations</li> <li>• Local materials and objects used for painting</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Identifying and naming different shapes, designs and colours of their local community</li> <li>• Identifying and collecting local materials to use for drawing, painting and printing</li> <li>• selecting the local plant parts that are used for drawing, painting and printing</li> <li>• Draw, paint and print local designs and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Trace around natural shapes like fruits, flowers, shells</li> <li>• Trace around local crafts I carving other man-made objects</li> <li>• Draw natural shapes like leaves, own body, shells</li> <li>• Draw patterns found on local crafts like billums, mat, basket,</li> <li>• Draw using shapes like squares, circles, etc..</li> <li>• Create own shapes and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch and draw shapes, simple patterns and design</li> <li>• Make prints using different patterns</li> <li>• Paint pictures using local materials</li> <li>• Mix local paints correctly</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• take pride in using their local materials</li> <li>• Value own patterns and designs</li> <li>• Enjoy drawing painting and printing using local materials</li> <li>• Be confident in using local materials and care for the local plants and materials</li> <li>• Share materials with each other</li> </ul>	<ul style="list-style-type: none"> <li>• Take pride in their own community craft and patterns</li> <li>• Enjoy class activities</li> <li>• Be cooperative</li> <li>• Be confident in tracing and drawing</li> <li>• Respect each other's drawing</li> <li>• Share ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Develop curiosity about things around them</li> <li>• Take pride in their work</li> <li>• Respect art work</li> </ul>

# ELABORATION OF CONTENT STANDARDS

**Strand:** Arts and Crafts

**Unit:** Crafts

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.1.2</b> Use local materials to make small crafts by folding, cutting, weaving and threading	<b>1.1.2</b> Describe and compare qualities of own arts and craft to that of the neighbouring districts	<b>2.1.2</b> Express ideas and create versions of traditional crafts using local materials and colour
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• local material can be used for simple craft</li> <li>• different crafts with designs, shapes and patterns in their community</li> <li>• local materials and objects used for crafts such as wood, clay, seeds, shells, feathers</li> <li>• special plants can produce colours and paints to use in crafts</li> </ul>	<ul style="list-style-type: none"> <li>• Threading items for decoration</li> <li>• Different patterns and colours in threading</li> </ul>	<ul style="list-style-type: none"> <li>• Difference between craft work produce through weaving , modelling and threading</li> <li>• Woven crafts have their own designs and patterns and rules Patterns and designs on crafts have their traditional stories</li> <li>• Process of creating a 3 D shapes models using clay, mud or plasticine</li> <li>• Description of designs and patterns</li> <li>• Local materials and colours used for weaving, creating models and threading</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Identifying and naming different crafts of their local community</li> <li>• Identifying and collecting local materials to use for crafts</li> <li>• making simple crafts using local materials</li> <li>• Discussing common crafts used in their community</li> <li>• Use waste materials to make crafts such as tins to make flower vase, colour plastic to make flowers, coconut shells to make cups/bowls</li> </ul>	<ul style="list-style-type: none"> <li>• Create different patterns in threading</li> <li>• Threading</li> <li>• Apply different colours and patterns</li> <li>• Identify the pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Compare different types of patterns and designs on craft materials</li> <li>• Use local materials to weave an item such as a basket or paper mat</li> <li>• Create and weave an item using leaves, wool or paper</li> <li>• Make a model shape from mud, sticks or papers</li> <li>• Make a 3D model using available materials</li> <li>• Thread items for body or house decorations</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Value and take pride in their local crafts with local colours, designs and patterns</li> <li>• Taking great care of borrowed crafts from parents</li> <li>• Be confident in using local materials</li> <li>• Share ideas and materials with each other</li> </ul>	<p>Enjoy working with others</p> <p>Respect others in group work</p> <p>Have pride in own creation</p>	<p>Develop creativity and innovation</p> <p>Being resourceful</p> <p>Willingness to cooperating with others</p>



# ELABORATION OF CONTENT STANDARDS

**Strand:** Arts and Crafts

**Unit:** Music

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.1.3</b> Participate in music through singing a variety of songs accompanied by improvised instruments	<b>1.1.3</b> Demonstrate musical talents by singing a variety of known songs accompanied by simple movements and improvised instruments	<b>2.1.3</b> Develop ideas and skills in listening, singing, playing instruments, perform and respond with expression to music
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• different musical sounds/ rhythms</li> <li>• simple traditional songs like lullabies, songs about animals, plants, etc.</li> <li>• high/low pitch of music different sounds for example, low/high</li> <li>• musical instruments for different songs</li> <li>• simple timing, beats and rhythms</li> </ul>	<ul style="list-style-type: none"> <li>• names of traditional songs</li> <li>• name of modern songs</li> <li>• beats or rhythm of a song they know</li> <li>• changes of voice (pitch) of a song (from low to high)</li> </ul>	<ul style="list-style-type: none"> <li>• Music can be produced through singing and use of musical instruments</li> <li>• Process of making a musical instrument</li> <li>• Importance of changing volume and speed in music</li> <li>• Use of rhythm to produce music</li> <li>• How musical instruments are made and used in the community</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Imitating or responding to sounds (whisper, shout, very high tone of sound)</li> <li>• Singing with control of voices (high/low)</li> <li>• Singing simple songs with or without actions</li> <li>• using simple improvised instruments, sticks, seed shakers, coconut shells, etc.</li> <li>• Following simple steady beats by clapping, tapping or stamping</li> </ul>	<ul style="list-style-type: none"> <li>• sing songs with changes of voice from high to low, from low to high</li> <li>• sing songs (traditional or modern) with regular beats</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs with changes in volume( soft to loud) and speed (slow to fast)</li> <li>• Create a chant apply change in speed ( fast and slow)</li> <li>• Make and play a musical instrument e.g. bamboo flute, rattles</li> <li>• Listen and sing traditional songs with instruments</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Value and take pride in their local music</li> <li>• Be confident in using local or improvised instruments</li> <li>• Attentively listening to songs sung by others</li> <li>• Enjoy singing songs with musical instruments</li> <li>• Appreciate the talents of others</li> <li>• Co-operate with others</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate traditional and modern songs</li> <li>• Enjoy singing songs</li> <li>• Listen with appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to songs with appreciation</li> <li>• Express emotions through music</li> <li>• Develop creativity and innovation</li> </ul>

# ELABORATION OF CONTENT STANDARDS

**Strand:** Arts and Crafts

**Unit:** Dance

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.1.4</b> Identify and participate in known traditional dances suitable to their age	<b>1.1.4</b> Know the importance and use of their and others traditional dance attire	<b>2.1.4</b> Perform dances from own creation and other Pacific countries
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• some traditional dances from the community</li> <li>• traditional dance movements and formation</li> <li>• simple dance patterns, formations or movements from other areas</li> </ul>	<ul style="list-style-type: none"> <li>• meaning of some of the body movements in their traditional dance</li> <li>• correct body movement of their traditional dance</li> <li>• Name some dances and songs from other places they hear on radio or see on television</li> <li>• Be familiar with modern dance and song</li> <li>• Be familiar with simple dance patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of dances from the local area and within the Pacific</li> <li>• Examples of dance patterns and movements</li> <li>• Familiar with traditional dance movements and formations</li> <li>• Creative body movements</li> <li>• Traditional costumes used for different dances</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Performing simple dance formation, patterns and steps from their own and other areas</li> <li>• Showing correct dance formation with simple beats</li> <li>• using traditional or improvised instruments according to the beat/timing of the songs</li> <li>• Demonstrating body flexibility in dancing</li> </ul>	<ul style="list-style-type: none"> <li>• perform traditional dance with correct body movements</li> <li>• explain the meaning of their traditional dance</li> <li>• execute body movements e.g. bend, twist, turn, stretch, etc.</li> <li>• do simple dance patterns with the beat</li> <li>• create own dance patterns with music</li> </ul>	<ul style="list-style-type: none"> <li>• Use body movement to create a dance pattern</li> <li>• Perform traditional dance with musical instruments</li> <li>• Observe and perform a dance from other areas</li> <li>• Prepare local costumes for a dance</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Appreciate and show interest in traditional dances from own and other areas</li> <li>• Enjoy dancing with others</li> <li>• Develop self-confident in dancing</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate traditional dances</li> <li>• Enjoy working with others in a group</li> <li>• Develop self-confidence</li> <li>• Appreciate own and others' talents</li> <li>• Share talents with others</li> <li>• Show interest in learning new things</li> </ul>	<ul style="list-style-type: none"> <li>• Developing self-confidence and self esteem</li> <li>• Express emotions through dance</li> <li>• Enjoy working with others</li> <li>• Take pride in their achievements</li> <li>• Working cooperatively with others</li> <li>• Develop tolerance</li> </ul>



# ELABORATION OF CONTENT STANDARDS

**Strand:** Arts and Crafts

**Unit:** Drama

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.1.5</b> Listen to, tell, act and mime scenes and characters of legends, myths and stories from own home experiences	<b>1.1.5</b> Create and participate in simple role-plays, mime-acts and retell parts of a known legend, myth, own experiences and stories from the community	<b>2.1.5</b> Use drama to promote and inform friends and others of the health and community issues experienced in the local and surrounding communities.
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• some common daily life activities</li> <li>• some tradition stories, legends and myths/poems</li> <li>• characters of the story</li> </ul>	<ul style="list-style-type: none"> <li>• importance of knowing some legends, myths, chants from own community</li> <li>• some stories of legends, myths, chants from own community</li> </ul>	<ul style="list-style-type: none"> <li>• Drama can be expressed through storytelling, acting and miming to communicate about health and community issues</li> <li>• Different kinds of stories and the basic structure of a story (beginning, middle and end)</li> <li>• Use of facial expressions and gestures in miming to communicate messages without words</li> <li>• Drama have characters, settings and a plot</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• describing some real life situations</li> <li>• discussing the characters of stories heard</li> <li>• Acting out characters of real life situations or stories they hear</li> <li>• Retelling, miming, role-playing and dramatising some parts of stories heard</li> <li>• Creating and telling stories using pictures or own drawings</li> </ul>	<ul style="list-style-type: none"> <li>• tell and retell a story of a legend, myth or an experience with facial expressions</li> <li>• compare a real life story and a legend or myth</li> <li>• identify the sequence a story (beginning, middle and ending)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of facial expression and voice projections to tell a story and act</li> <li>• Listen to an issue and plan and act out a drama</li> <li>• Use of different body movements e.g. bending, twisting, stretching etc.</li> <li>• Write a story using pictures or drawings</li> <li>• Attentive listening</li> <li>• Developing focus on the audience, scene, character</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Listen attentively during story-telling</li> <li>• Enjoy telling, retelling and listening to stories</li> <li>• Respect and appreciate stories from others</li> </ul>	<ul style="list-style-type: none"> <li>• listening attentively</li> <li>• enjoy listening and telling stories to friends</li> <li>• respect others while they are talking</li> </ul>	<ul style="list-style-type: none"> <li>• Developing self-confidence and self esteem</li> <li>• Respect others options</li> <li>• Willingness to cooperate with others</li> <li>• Develop creativity and problem solving</li> <li>• Work as a team</li> </ul>

# ELABORATION OF CONTENT STANDARDS

**Strand:** My Community

**Unit:** Living and Working Together

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.2.1</b> Know and describe an Individual and his or her role and responsibility as a member of the family	<b>1.2.1</b> Understand and identify the rights of an individual and his or her relationship with others at home and in the community	<b>2.2.1</b> Show an understanding of how individuals form groups to achieve a goal or aim
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• they belong to a family</li> <li>• who makes up a family each member's roles and responsibilities in a family</li> <li>• the relationship among the family members</li> <li>• the importance of living together as family members</li> </ul>	<ul style="list-style-type: none"> <li>• Every individual has special interests and qualities</li> <li>• People make critical choices of behaviours they like/dislike</li> <li>• Certain behaviours and attitudes are appropriate or inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• individuals play important roles in the family, community groups such as churches and clans</li> <li>• an individual can affiliate with others groups and organizations to achieve common goals</li> <li>• Examples of common goals that are shared by a family, clan or a business group</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Identifying and discussing their roles and responsibilities as a member of a family</li> <li>• Participating in family activities</li> <li>• Discussing ways of approaching, communicating, sharing and caring for members of the family</li> <li>• Showing positive relationships within their families</li> </ul>	<ul style="list-style-type: none"> <li>• Explore special interests and qualities of a person</li> <li>• Make critical choices of behaviours they like/dislike</li> <li>• Observe behaviours and attitudes that are appropriate or inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Working collaboratively in groups and contribution of ideas</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Appreciate, value and respect each member of the family</li> <li>• Share things and activities among their family members</li> <li>• Maintain identity and sense of belonging</li> <li>• Take turns and share responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate uniqueness of self in their nuclear family</li> <li>• Express appropriately their position in an extended family</li> <li>• Practice acceptable behaviour and attitudes</li> <li>• Express their likes and dislikes appropriately</li> <li>• Develop positive attitudes towards their peers and adults</li> <li>• Express thoughts and feelings about something that interest them</li> </ul>	<ul style="list-style-type: none"> <li>• Respect and value contributions from other individuals</li> <li>• Appreciate uniqueness of individuals</li> <li>• Be sensitive and considerate to the feelings and needs of others</li> </ul>



# ELABORATION OF CONTENT STANDARDS

**Strand:** My Community

**Unit:** Living and Working Together

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.2.2</b> Talk about what and why some places and cultural activities in the community are special	<b>1.2.2</b> Develop an understanding of the differences and similarities in the cultural events and ceremonies in the province	<b>2.2.2</b> Understand and explain that many things such as cultural practices, dressings, food and places change over time
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• the community has common places for special activities</li> <li>• special places in the community must be cared for</li> <li>• the importance of special places in the community</li> <li>• different cultural activities in their community</li> <li>• the importance of cultural activities</li> <li>• when certain cultural activities occur in the year</li> </ul>	<ul style="list-style-type: none"> <li>• individual roles and responsibilities</li> <li>• different works people do</li> <li>• paid work and not paid</li> <li>• females work and males work</li> </ul>	<ul style="list-style-type: none"> <li>• symbols of sacredness in the culture</li> <li>• sacred cultural activities from another district or province or country</li> <li>• some beliefs are good and others not</li> <li>• sacred cultural activities inform us of lives of our ancestors</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• describing the uses of special places in the community</li> <li>• Discovering the importance of special places from the elders</li> <li>• Discussing about laws, rights and taboos of special places</li> <li>• Describing good and bad things about special places</li> <li>• Participating in caring of the special places</li> <li>• Identifying main ceremonial activities of the year</li> <li>• Discussing the importance of the activities</li> <li>• Taking part in traditional sing sing and ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss different works fathers and mothers do</li> <li>• Dramatise roles and responsibilities of members of the family</li> <li>• Draw and describe the roles of a family or group or community member e.g. teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Display and describe the features of a sacred symbol in the district, province or nation</li> <li>• Identify on the map of a the province sacred places in a district or province</li> <li>• Discuss the good and bad practices of sacred beliefs</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Show pride and appreciation for special places in the community</li> <li>• Respect and abide by laws and taboos of special places</li> <li>• Be part of to enjoy cultural and ceremonial activities</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate works people do</li> <li>• share experiences of the kinds of jobs family members do</li> </ul>	<ul style="list-style-type: none"> <li>• Share experiences about sacred beliefs</li> <li>• Accept and respect others sacred beliefs</li> </ul>

# ELABORATION OF CONTENT STANDARDS

**Strand:** My Community

**Unit:** Meeting Needs

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.2.3</b> Develop an understanding of and identify needs of an individual or family	<b>1.2.3</b> Recognise and describe how groups of people interact to meet needs and satisfy their needs	<b>2.2.3</b> understand and differentiate between needs and wants in the form of goods and services
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• all living things need air, food, water and shelter to survive</li> <li>• each family member depends on each other for their basic needs and wants</li> <li>• people need love and support to stay healthy</li> <li>• goods and services can satisfy needs and wants of families</li> </ul>	<ul style="list-style-type: none"> <li>• Family members help each other</li> <li>• Some needs can be met by extended family</li> <li>• People can assist to meet the needs and wants of those who cannot afford.</li> <li>• Some needs and wants can be met by special groups</li> </ul>	<ul style="list-style-type: none"> <li>• Differences between a needs and wants</li> <li>• goods and services e.g. of community goods and services</li> <li>• Ways community helps to meet the needs of minority groups in the community such as disabled individuals</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Discussing what each individual member of the family needs to survive and stay healthy</li> <li>• Identifying and discussing how each member of the family help to meet their needs and satisfy their wants</li> <li>• Discussing what family/ies can do to satisfy needs of those who are in need</li> </ul>	<ul style="list-style-type: none"> <li>• Provide for extended family members</li> <li>• Extended family members meet your family needs</li> <li>• Meeting needs of people outside of family cycle</li> <li>• Giving and sharing fairly with unfortunate people</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions to gather information</li> <li>• Working collaboratively in groups and contribution of ideas</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Appreciate and value the efforts of the family members</li> <li>• Accept that some wants can be difficult to get</li> <li>• Take care of what is provided for them</li> </ul>	<ul style="list-style-type: none"> <li>• Display positive relationships with extended family</li> <li>• Develop an attitude of fairness when proving for needs and wants</li> <li>• Take pride in giving</li> <li>• Sharing with the needy establishes lasting relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Respect and value contributions from other individuals</li> <li>• Appreciate uniqueness of individuals</li> <li>• Be sensitive and considerate to the feelings and needs of others</li> </ul>



# ELABORATION OF CONTENT STANDARDS

**Strand:** My Community

**Unit:** Beliefs and Values

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.2.4</b> Know that there are traditional and Christian beliefs about creation	<b>1.2.4</b> Demonstrate the understanding of Christian practices, and moral behaviours towards members of a family and community	<b>2.2.4</b> Understand that good virtues are desired and valued highly and explain the practices in the livelihoods in the community
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• some good manners practised at home/school</li> <li>• ways of showing good manners and moral practices to others</li> <li>• the importance of traditional and Christian beliefs and values accepted in the community</li> <li>• moral beliefs and values from the Bible and other stories</li> <li>• moral practices from role models of people in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Stories from the bible</li> <li>• Some moral beliefs and values from the story.</li> <li>• the characters from moral beliefs and values.</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptable customs and moral behaviours in the community</li> <li>• Importance of displaying positive attitudes in the community</li> <li>• Moral beliefs and values about prayer</li> <li>• Characteristics of a person who is obedient and honest</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• practising good behaviours and practices from stories</li> <li>• Discussing the importance of traditional and Christian beliefs and values</li> <li>• Listening to and identifying characters with moral practices in the Bible and other stories</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to moral stories</li> <li>• Identify characters with good behaviours in the bible</li> <li>• Discuss manners/behaviours from the bible stories</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to moral beliefs in the bible</li> <li>• Interpret bible stories of characters who are honest and obedient and possess other good moral behaviours</li> <li>• Practice the attitudes of obedience and honesty in dealing with situations</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Appreciate and value contributions of others</li> <li>• Valuing characters with moral practices from stories</li> <li>• Show tolerant of differences in behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Concern for family members and others</li> <li>• valuing bible stories</li> <li>• valuing good behaviours in the bible stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Be considerate towards others</li> <li>• Respect other peoples' beliefs</li> <li>• Show appreciation for other people</li> </ul>

# ELABORATION OF CONTENT STANDARDS

**Strand:** My Community

**Unit:** Resources

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.2.5</b> Observe and name some useful resources in the Environment	<b>1.2.5</b> Be aware and talk about man-made and natural resources	<b>2.2.5</b> Understand and say why it is important to take care of resources in the environment , identify some good ways and how these can be done.
	<ul style="list-style-type: none"> <li>• useful natural or people made resources</li> <li>• where resources are found in the community</li> <li>• objects needed to make resources different resources have different uses such as:               <ul style="list-style-type: none"> <li>• Animals for clothes, food and tools</li> <li>• Plants for food, clothes, shelter and transport</li> <li>• Marine life for food some resources can be reuse or recycle such as plastic bags, tins, rice packets or bags</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ways of using resources in the community</li> <li>• Useful resources for the people in the community</li> <li>• The uses of resources that are made by people</li> <li>• Wise use of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Names of resources found in an different types of environment</li> <li>• Definition of environment</li> <li>• Difference between a man made environment and natural environment</li> <li>• Importance of protecting resources in the environment</li> <li>• Ways to care and protect for resources in the environment</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Observing and identifying useful resources on land/water</li> <li>• Naming ways in which resources are made</li> <li>• Gathering and reporting information on different types of common resources in the local community</li> <li>• Describing uses of different types of natural and people made resources; - leaves for food, - timber for houses, - fish for food</li> <li>• Making things from waste materials</li> </ul>	<ul style="list-style-type: none"> <li>• Naming ways in which resources are used</li> <li>• Gathering information about uses of natural resources</li> <li>• Reporting on the uses</li> <li>• Naming ways of using resources that are made by people</li> <li>• Gathering information about resources made by people</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate practices to protect resources in the environment such as recycling waste</li> <li>• Reducing disposal of waste in the environment'</li> <li>• Making a compost heap</li> <li>• Preventing soil erosion in the in a flower garden</li> <li>• Ask questions about resources in the environment</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• value different types of resources in the community</li> <li>• Value efforts of others in providing useful resources</li> <li>• Care for natural and people made resources</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating usefulness of resources</li> <li>• Be responsible for what is around them</li> <li>• Wise use of resources</li> <li>• Valuing efforts of others</li> <li>• Show appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate usefulness of resources</li> <li>• Develop a caring attitude and protect their environment</li> <li>• Be responsible for protecting the environment</li> <li>• Respect the environment</li> </ul>



# ELABORATION OF CONTENT STANDARDS

**Strand:** My Environment

**Unit:** Life

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.3.1</b> Using their senses, observe living and non-living things in their immediate environment and describe what they are	<b>1.3.1</b> Investigate and understand that living things such as plants, animals and human beings need food, air, water and sunlight for survival	<b>2.3.1</b> Investigate and understand that all living things go through changes as they grow
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>names of a variety of living and non-living things in their environment</li> <li>different living and non-living things are found in different places in the environment</li> <li>some things in the environment can be harmful</li> <li>the difference between living and non-living things</li> <li>the five senses; sight, hear, smell, touch and taste</li> <li>the uses of their senses</li> <li>our senses are useful and important in many ways</li> </ul>	<ul style="list-style-type: none"> <li>Main parts of plant (Roots, stem, leaves, flowers)</li> <li>Each part of the plant has different function.</li> <li>Plants have different uses.</li> <li>Use their senses to identify living things</li> </ul>	<ul style="list-style-type: none"> <li>Difference between living and non-living things</li> <li>Examples of living and non-living things</li> <li>Living things need food and water to grow</li> <li>Living things change from one form to another as they grow</li> <li>Examples of how living things grow and change such as butterfly grows from a larva</li> <li>Life cycle of a butterfly</li> <li>How animals grow and change from a baby to an adult</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>Sharing experiences about common living and non-living things in the environment</li> <li>Comparing differences between living and non-living things</li> <li>Gathering information about common living things using the senses</li> <li>Sorting things into groups using senses; hot/cold, big/small, sweet/sour, long/short,</li> </ul>	<ul style="list-style-type: none"> <li>Identifying Flowering plants and non-flowering plants.</li> <li>Compare different types of plants.</li> <li>Explore the local habitat and collect list different insects found in the environment</li> <li>Describe parts of a plant what it is used for by people</li> <li>Identifying and describing things around them using their senses</li> </ul>	<ul style="list-style-type: none"> <li>Develop questioning skills about living and non-living things</li> <li>Observation and discuss skills the stages of an insects life</li> <li>Exploring the different environment such as drains and swamps and their habitats</li> <li>Gathering and recording information about the environment</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>Value the importance of their senses</li> <li>Appreciate things around them</li> <li>Develop interest and care for things in the environment</li> <li>Show interest in the use of living and non-living things in the environment</li> </ul>	<ul style="list-style-type: none"> <li>Value plants, care for the plants</li> <li>Care for natural plants flowers and fruit trees</li> <li>Appreciate the environment they have</li> </ul>	<ul style="list-style-type: none"> <li>Develop curiosity</li> <li>Appreciate living things in the environment</li> <li>Respect for the environment</li> <li>Responsible for their own actions</li> </ul>

# ELABORATION OF CONTENT STANDARDS

**Strand:** My Environment  
**Unit:** Environment

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.3.2</b> Look at the physical features of a particular area and identify the different types of living things	<b>1.3.2</b> Investigate and understand the special effects of weather and climate on a particular habitat	<b>2.3.2</b> Investigate and understand that natural resources in a particular habitat are limited and identify how this occur
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• the features of their environment such as swamp, mountains, rivers, valleys</li> <li>• the land use for different purposes</li> <li>• where different types of living things can be found;               <ul style="list-style-type: none"> <li>- wallabies are found in the grassland,</li> <li>- different types of birds live in different areas</li> </ul> </li> <li>• that change of climate can affect the lives of living things</li> </ul>	<ul style="list-style-type: none"> <li>• different kinds of weather in their local area.</li> <li>• Compare the weather from other communities with theirs.</li> <li>• Different communities have different weather patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of the terms natural resources and habitats</li> <li>• Examples of natural resources found in the natural habitats</li> <li>• How the natural resources are destroyed</li> <li>• Definition of the terms environment and natural resources</li> <li>• Examples of resources found in a natural environment</li> <li>• How the resources are destroyed in the natural environment</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Observing and discussing the land form they are in for example; rivers, swamps, mountains, lagoons</li> <li>• Exploring living and non-living things that are found in different land forms</li> <li>• Visiting/exploring a range of natural and built environment</li> <li>• Discussing ways of caring for natural and built environment</li> <li>• Finding out from elders of different types of living things found during different seasons or weather change</li> </ul>	<ul style="list-style-type: none"> <li>• Observing and tell different types of weather.</li> <li>• Compare weather patterns in the community and district</li> <li>• Discuss and describe how the weather affects the environment .</li> </ul>	<ul style="list-style-type: none"> <li>• Making predictions about the weather</li> <li>• Exploring information of how environment is destroyed or changed by man or others.</li> <li>• Observation how some living things such as animals depend on the their immediate environment</li> <li>• Making connections of ideas</li> <li>• Working collaboratively in groups about a particular living thing</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Be concerned and care for animals and plants in their environment</li> <li>• Admire the beauty of the environment</li> <li>• Respect for and feel responsible for the natural and built environments</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate that the type of weather they have affects their everyday activities</li> <li>• Share their ideas about plants with others</li> <li>• Have a caring behaviour towards their surroundings .</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation for the natural environment</li> <li>• Respect for resources in the environment</li> <li>• Develop curiosity and creativity</li> <li>• Responsible for their own actions</li> </ul>



# ELABORATION OF CONTENT STANDARDS

**Strand:** My Environment  
**Unit:** Science in the Home

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.3.3</b> Investigate and explain in own words the types of energy found in the home through simple machines	<b>1.3.3</b> Investigate and understand how objects are moved by different kinds of force and motion	<b>2.3.3</b> Investigate and demonstrate how to apply energy, force and motion using simple machines
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>the types of energy such as light, heat and sound</li> <li>what energy is and the work each energy type does</li> <li>things that produce heat, light or sound like;</li> <li>sun produce light, heat</li> <li>fire produces light, heat</li> <li>energy can be produced by rubbing, blowing, hitting, tapping</li> <li>the light, heat and sound can reflect or produce shadow, echo</li> </ul>	<ul style="list-style-type: none"> <li>pushing and pulling objects</li> <li>Effect of increasing force on movement</li> <li>Simple machines help us to work</li> </ul>	<ul style="list-style-type: none"> <li>Definition of energy, force and motion</li> <li>There are six basic simple machines include a lever, inclined plane, pulley, wedge, screw, wheel and axle</li> <li>Change in speed or direction of motion is caused by forces. The greater the force, the greater the change in motion will be</li> <li>Energy is the ability to do things or work</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>observing and discussing things that produce energy such as sun, fire, matches, electricity</li> <li>producing energy:               <ul style="list-style-type: none"> <li>heat by rubbing hands together or onto other objects</li> <li>air by blowing or waving something</li> <li>sound by tapping, hitting clapping</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the importance of energy</li> <li>Observe and discuss the speed caused by the force and the motion</li> <li>Identifying and making reflections of heat under an iron roof without ceiling, light using a mirror and sound using a bamboo or a pipe</li> </ul>	<ul style="list-style-type: none"> <li>Exploring and asking question</li> <li>Observation skills</li> <li>Making prediction</li> <li>Doing experiment with speed</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>Appreciate the benefits of energy at home</li> <li>Take care when using energy at home such as fire, electricity, mirror</li> </ul>	<ul style="list-style-type: none"> <li>Feel free to question and be curious</li> </ul>	<ul style="list-style-type: none"> <li>Develop creativity and innovation</li> <li>Respect for tools and simple machines</li> <li>Develop curiosity</li> <li>Wise use of materials</li> </ul>

# ELABORATION OF CONTENT STANDARDS

**Strand:** Healthy Individual and Community

**Unit:** Healthy Individual

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.4.1</b> Know and explain the importance of personal cleanliness , hygiene practices , rest, care and safety	<b>1.4.1</b> Understand that food, air and water are as important as work and play which contribute to having a healthy body	<b>2.4.1</b> Know that human beings differ physically from one individual to another
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• the names and how to care for different body parts</li> <li>• the functions of each body part</li> <li>• the personal hygiene habits</li> <li>• items use to clean their bodies</li> <li>• things that will make them healthy such as clean water, food and air</li> <li>• the importance of taking care of different parts of their bodies</li> <li>• ways of keeping their body healthy such as rest, good food and exercise</li> </ul>	<p>Good personal hygiene practices to keep the body clean</p> <ul style="list-style-type: none"> <li>• products from local and store used to make the body clean</li> <li>• Differentiate between good and bad personal hygiene</li> <li>• importance of keeping a good personal hygiene</li> <li>• Know the effects of unclean body</li> </ul>	<ul style="list-style-type: none"> <li>• People are different in their physical appreciation as well as their personalities</li> <li>• Ways of keeping our body clean and healthy such as washing everyday</li> <li>• Wearing clean clothes, personal grooming</li> <li>• Importance of maintaining personal hygiene</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Naming body parts and describing their functions such as mouth to enable us eat/ talk, nose for smelling, teeth for eating, feet for walking</li> <li>• Describing ways of keeping their body clean</li> <li>• Creating simple healthy rules</li> <li>• Practise brushing their teeth using brush</li> <li>• Demonstrating personal hygiene practices such as washing hands after using the toilet or before eating</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways to keep clean for example Wash hands using soap, or omo etc.</li> <li>• Identify effects of unclean body</li> <li>• Describe good and bad personal hygiene</li> <li>• Discussing with others the importance of healthy life style</li> <li>• Identifying polluted air, water, food that will harm them</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of keeping the body clean such as washing, brushing teeth, grooming</li> <li>• Describe some ways of keeping and maintaining the community environment clean</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Be responsible for their own health</li> <li>• Appreciate the healthy lifestyle</li> <li>• Enjoy the games for fitness and health</li> <li>• Be mindful of pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate care of different parts of the body</li> <li>• Appreciate being clean</li> <li>• Appreciate a clean and safe environment</li> <li>• Appreciate self</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of body parts</li> <li>• Be responsible for taking care of different body parts</li> </ul>



# ELABORATION OF CONTENT STANDARDS

**Strand:** Healthy Individual and Community

**Unit:** Things that Harm Us

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.4.2</b> Identify harmful things in the home or local community and say how these things harm us	<b>1.4.2</b> Understand the importance of making healthy choices and explain how these choices prevent health problems	<b>2.4.2</b> Recognize dangerous, activities/practices and situations in the community and suggest ways to prevent accidents and other related problems
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• things that are dangerous in the community</li> <li>• dangerous things that come in different forms: liquid, metal, sharp wood, electricity, insects, plants</li> <li>• how safety rules can prevent accidents</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of dangerous things</li> <li>• Understand types of prevention methods used from prevention</li> <li>• Safety and prevention gears and equipment</li> <li>• Steps involve in applying first aid</li> <li>• Importance of prevention of dangers</li> </ul>	<ul style="list-style-type: none"> <li>• Types of injuries that can harm our body/ies</li> <li>• Importance a safety and having a First aid Kit at home</li> <li>• Ways of preventing injuries to our body</li> <li>• Types of accidents at home and how to prevent them.</li> <li>• What is substance abuse and how does it affect our body.</li> <li>• Poisons and drugs can be harmful to our body</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Identifying plants and animals that are dangerous and so must be avoided</li> <li>• Applying simple safety rules to avoid accidents</li> <li>• Identifying and talking about common diseases in the local area like malaria, TB</li> <li>• Keeping homes clean to avoid flies, snakes and mosquitoes</li> <li>• Finding out more about harmful plants and animals from elders</li> <li>• Discussing how harmful things can be dangerous</li> </ul>	<ul style="list-style-type: none"> <li>• Reading danger signs in the environment</li> <li>• Applying first aid to a others or self</li> <li>• Identifying dangerous things such as food, animals, blades, and people</li> <li>• Design simple safety and prevention rules</li> <li>• Identifying people who are likely to get into danger</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making and making food choices</li> <li>• Express their own ideas and feelings to other people who may be dangerous to have around</li> <li>• Draw and write a shot description of preventing danger or harm by a dangerous person, object or animal</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Be responsible for own safety</li> <li>• Take extra care when dealing with dangerous items like electricity, fire, sharp items</li> <li>• Be conscious when going into the bush, river or sea</li> <li>• Develop self-discipline and a sense of right or wrong</li> </ul>	<ul style="list-style-type: none"> <li>• Be cautious of all dangerous things</li> <li>• Put all dangerous things in secured places</li> <li>• Be considerate to other in dangerous situations</li> <li>• Be responsible of all the things you</li> <li>• Appreciate others around you.</li> </ul>	<ul style="list-style-type: none"> <li>• Be safety conscious</li> <li>• Take precautions to prevent accidents</li> <li>• Be responsible for their actions</li> </ul>

# ELABORATION OF CONTENT STANDARDS

**Strand:** Healthy Individual and Community  
**Unit:** Food and Food Hygiene

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.4.3</b> Be aware and develop an understanding of the importance of eating healthy foods	<b>1.4.3</b> Know that there are a variety of local and other foods that can be grouped	<b>2.4.3</b> Understand and describe why the body needs well prepared and nutritious food
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>the healthy foods to eat</li> <li>the importance of eating three meals every day</li> <li>garden foods that are healthy</li> <li>what a balance meal should have</li> <li>what junk foods are to avoid</li> <li>how to prepare a balanced meal</li> </ul>	<ul style="list-style-type: none"> <li>Food from the garden</li> <li>Vegetables/Fruits</li> <li>Food from animal source</li> <li>Healthy food</li> <li>Unhealthy foods/Junk food</li> <li>Food groups</li> <li>High energy foods/Energy foods</li> <li>Body building foods</li> <li>Protective foods</li> <li>Eat less fat</li> </ul>	<ul style="list-style-type: none"> <li>Different food groups and their functions in the body</li> <li>What nutrients are found in three food group</li> <li>What is a balanced meal and nutritious food</li> <li>Eating healthy food is good for healthy body and growth</li> <li>Different ways of preparing and cooking food</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>Identifying and discussing what kinds of food are healthy to eat</li> <li>Discovering from a gardener what garden foods are cooked and which ones are eaten raw</li> <li>Observing and preparing healthy balanced meal</li> <li>Express through drawing the healthy food they eat each meal</li> <li>Controlling their diet by not eating too much of oily and sweet foods</li> </ul>	<ul style="list-style-type: none"> <li>Eat more fruits and vegetables</li> <li>Understand the different food</li> <li>Cut down eating processed or store foods groups</li> <li>Different ways of cooking</li> <li>Food from the garden is the best</li> <li>Cut down on eating a lot of oily foods</li> <li>Identify where most unhealthy food come from</li> </ul>	<ul style="list-style-type: none"> <li>Making choice about good food for their health</li> <li>Asking questions about food</li> <li>Preparing and cooking balanced meal</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>Sharing and taking turns in discussing or playing a game</li> <li>Enjoying a game or a meal</li> <li>Willingness to accept what is offered</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate different ways of cooking</li> <li>Understand the importance of food in our body</li> <li>Enjoy your meal times</li> <li>Eat three meals a day</li> <li>Eat from the four food groups</li> <li>Avoid drinking tea or coffee with food but after 10-30 minutes after eating</li> <li>Eat less unhealthy foods</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the value of food for good health</li> <li>Creative in preparing food</li> <li>Be considerate for others opinion and views</li> <li>Be responsible for their actions</li> </ul>



# ELABORATION OF CONTENT STANDARDS

**Strand:** Healthy Individual and Community

**Unit:** Family and Community Health

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.4.4</b> Identify and discuss things people do to keep their homes and community clean, healthy and safe	<b>1.4.4</b> Understand and say why people provide good health care services for the family and community	<b>2.4.4</b> Understand the relationship between family and community health and say how these promote a healthy or unhealthy lifestyle
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• Clean home with clean house and surrounding</li> <li>• Different parts of the home to take care of such as kitchen, bedrooms, toilet and bathroom</li> <li>• Community hygiene with:               <ul style="list-style-type: none"> <li>- clean water supply</li> <li>- good toilets bath place</li> <li>- rubbish pits</li> </ul> </li> <li>• Road safety rules</li> <li>• Other important places in the community to clean and safe like school, church, aid post, community hall, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Concerns for clean home</li> <li>• Bed rooms</li> <li>• Toilet</li> <li>• Kitchen</li> <li>• Cockroaches</li> <li>• Rats</li> <li>• Mosquitoes</li> <li>• Bed bugs</li> <li>• Flies/Flees</li> <li>• Bed covers/bed sheets</li> <li>• Blankets</li> <li>• Towels</li> <li>• cupboards</li> </ul>	<ul style="list-style-type: none"> <li>• Signs of a healthy and unhealthy lifestyle</li> <li>• Signs of a healthy and unhealthy family and community</li> <li>• How to maintain a healthy lifestyle and be happy</li> <li>• Ways of preventing sickness in the family and community</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Keeping home clean by dusting, sweeping, washing,</li> <li>• Letting sunlight and fresh air into the house</li> <li>• Boiling drinking water from the river or creek</li> <li>• keeping grass away from houses by cutting and sweeping it</li> <li>• Take part in cleaning the school, church aid-post and other important places</li> <li>• Help to keep pigs in fences or away from homes for people</li> </ul>	<ul style="list-style-type: none"> <li>• Let into the house enough light and ventilation</li> <li>• Once a while, put out all beddings in the sun</li> <li>• Do not hang wet clothes inside the house or room</li> <li>• Do not eat or store food in the bed rooms</li> <li>• Keep the toilet and kitchen clean at all times, Remove cockroaches and other rodents in the house using means such as rat poison, Morten etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore relationships between family and community health</li> <li>• Participate in community activities that promotes healthy life style</li> <li>• Maintaining clean homes</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Enjoying, valuing and appreciating a healthy home or environment</li> <li>• Eager to help keep homes clean and safe</li> <li>• Be responsible for their homes and community</li> </ul>	<ul style="list-style-type: none"> <li>• Be responsible and clean/ wash all eating and cooking utensil after use and keep the kitchen clean at all times</li> <li>• Appreciate your bed room and keep in clean, let in enough light and ventilation and hang all wet cloths and towels in the sun</li> <li>• Keep all toilets clean, closed toilets with a lid if pit toilet or bucket and let in enough ventilation</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate other people's opinions about health in the community</li> <li>• Cooperate with other members of the community</li> <li>• Take responsibility</li> </ul>

# ELABORATION OF CONTENT STANDARDS

**Strand:** Movement and Physical Activity

**Unit:** Movement Concepts and Basic Skills

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.5.1</b> Explore and demonstrate the ability to perform simple whole body movement concepts and skills	<b>1.5.1</b> link a series of basic movement patterns/skills with simple movement sequence	<b>2.5.1</b> Demonstrate basic movement skills with improvised equipment in movement games and activities
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• Common or basic body movements skills sequences</li> <li>• Ways of moving different body parts for different purposes</li> <li>• Common/basic movements for moving their body from one place to another, hopping, walking running, leaping, jumping and skipping in different ways straight/curved</li> <li>• Body can move to music or other sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Simple movements the body can do in different pathways</li> <li>• Movements done in a straight line</li> <li>• Movements done on a curved path</li> <li>• Explain how the body moves in a curved or a straight line path</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of body movement skills such as loco motor skills, non locomotor skills, manipulative skills and controlled and coordinated movements</li> <li>• Names of body parts that carry weight when moving</li> <li>• Types of improvised equipment and how to use them</li> <li>• Examples of games and activities the body can do while moving</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Performing basic or common movements in a given space on the sport or using pathways</li> <li>• Creating a variety of movements like run, skip, jump on one place of following a pathway (curved or straight)</li> <li>• Moving specific parts of the body in response to instructions or sounds of instruments</li> <li>• Imitating the movements of a leader/teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Walk, run, hop, skip in different paths, straight or curved</li> <li>• Perform individually or as a group</li> <li>• Work out ways of swinging the hands in a curved or a straight line</li> </ul>	<ul style="list-style-type: none"> <li>• Use safety rules when using improvised equipment</li> <li>• Run and throw sticks</li> <li>• Run and catch the ball</li> <li>• Run and jump like a wallaby</li> <li>• Jump, walk, run, hop, slide, skip and leap over obstacles, in different directions</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Awareness of and confidence in physical abilities in body movements</li> <li>• Willingness to accept physical challenges</li> <li>• Express different feelings with the sound of music</li> <li>• Value and appreciate others support</li> </ul>	<ul style="list-style-type: none"> <li>• Cheer on others while playing</li> <li>• Appreciate support of peers</li> <li>• Develop confidence in moving in a straight or curved path</li> <li>• Encourage peer participation</li> </ul>	<ul style="list-style-type: none"> <li>• Develop confidence in moving different body parts</li> <li>• Self-respect and respect for others</li> <li>• Appreciate and value different body movements</li> <li>• Be safety conscious</li> <li>• Value and encourage other team members</li> </ul>



# ELABORATION OF CONTENT STANDARDS

**Strand:** Movement and Physical Activity

**Unit:** Fitness for Health

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.5.2</b> Perform basic ball skills through participation in minor and lead up games	<b>1.5.2</b> Recognize and participate in minor games and activities with rules and identify where they play	<b>2.5.2</b> Demonstrate good sportsmanship and fair-play through participation in modified sports
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• Activities people do to stay fit like gardening, fishing, playing games</li> <li>• The importance of physical activities to people</li> <li>• How they feel during and after an activity</li> </ul>	<ul style="list-style-type: none"> <li>• Know what fitness means</li> <li>• Understand why people must do fitness exercises</li> <li>• Know what happens to the body when we exercise</li> <li>• Know how to do a fitness exercise</li> </ul>	<ul style="list-style-type: none"> <li>• What are leisure and recreation activities</li> <li>• Importance of participating in leisure and recreation activities</li> <li>• Examples of recreational and leisure activities that people can do to maintain health and fitness</li> <li>• Example of physical activities that people do to keep themselves fit and healthy such walking, gardening, swimming etc..</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Identifying and naming activities people do in the community</li> <li>• Collecting information on why some elderly people in the community looking fit and healthy</li> <li>• Discussing the importance of staying fit and healthy</li> <li>• Demonstrating ways of staying fit in different activities</li> <li>• Expressing their feeling of how they feel after an activity or a game</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what fitness exercise is</li> <li>• Describe the kind of exercise people do</li> <li>• List the common names of exercises people do to stay fit</li> <li>• Take part in doing some fitness exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Play traditional and modified games</li> <li>• Perform fitness activities such as sit up, push ups and other warm up activities before games</li> <li>• Perform walking, running or jumping at different speed levels</li> <li>• Apply safety rules when performing physical activities for leisure or recreation purposes</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Develop sense of responsibility for own health and fitness</li> <li>• Confidence in performing different physical activities</li> <li>• Enjoyment in physical activity</li> <li>• Promoting good health and physical fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Build self confidence in doing fitness</li> <li>• Value the importance of doing fitness exercise</li> <li>• Encourage participant participation</li> <li>• Respects other peers</li> <li>• Obey the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate different leisure and recreational activities</li> <li>• Encourage other students to participate in physical activities</li> <li>• Respect for self and others</li> <li>• Be creative and organize own leisure and recreational activities</li> </ul>

# ELABORATION OF CONTENT STANDARDS

**Strand:** Movement and Physical Activity

**Unit:** Games

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.5.3</b> Understand and describe actions of how the individuals feel after participating in a physical activity	<b>1.5.3</b> Recognize and identify various physical activities in the community and say how these activities keep a body fit and healthy	<b>2.5.3</b> Describe and perform physical activities people can participate in for leisure and recreation
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>• Importance of using rules in games</li> <li>• Game with or without equipment like balls, bats, skipping ropes and hoops</li> <li>• Traditional games and activities played in the community</li> <li>• Safety rules for simple games, equipment and playing fields</li> <li>• Improvised equipment can be made to play simple games like ball games, running races, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what lead up games are</li> <li>• Understand the types of equipment used in the lead up games</li> <li>• Understand and explain that lead up games are played by simple rules</li> <li>• Understand the nature of lead up games</li> </ul>	<ul style="list-style-type: none"> <li>• Types of traditional games</li> <li>• Difference between modified games and minor games</li> <li>• Common rules in modified games such as Teebol or kapul soccer</li> <li>• Types of modified games and how to play them</li> <li>• Qualities of good sportsmanship</li> <li>• Safe play areas and safety rules to avoid injuries in games</li> <li>• Games must be fair for boys and girls to participate</li> </ul>
<b>Recommended Skills</b>	<ul style="list-style-type: none"> <li>• Abiding closely by safety rules in games</li> <li>• Discussing and playing traditional games and activities</li> <li>• Creating and playing free play games in class or groups</li> <li>• Performing manipulative skills in games like passing, catching</li> <li>• Exploring and performing manipulative skills in games such as passing, catching etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the rules used in different lead up games</li> <li>• Write simple rules of the lead up games</li> <li>• Used improvised equipment to play lead up games</li> <li>• Play lead up games</li> <li>• Make an improvised equipment to play a minor game</li> </ul>	<ul style="list-style-type: none"> <li>• Use rules when playing modified games with equipment</li> <li>• Throw and catch non and improvised balls</li> <li>• Play obstacle games following guided rules</li> <li>• Create their own modified games and rules</li> <li>• Perform skills in games with moderate success</li> </ul>
<b>Recommended Attitudes</b>	<ul style="list-style-type: none"> <li>• Show eagerness to learn to play games</li> <li>• Confidence to take risks and learn from mistakes in new games</li> <li>• Value others contributions in games</li> <li>• Enthusiasm for and enjoyment of physical game or activity</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the contributions of peers in a team game</li> <li>• Respect each student's skills in a game</li> <li>• Value each student's contribution in the game</li> <li>• Encourage group participation</li> <li>• Have fun playing the games</li> </ul>	<ul style="list-style-type: none"> <li>• Share sports equipment with others</li> <li>• Play fairly</li> <li>• Respect each other's feelings during or after the games</li> <li>• Encourage others to play games safely</li> <li>• Respect the rules of the games</li> <li>• Be tolerant and cooperate with team members</li> <li>• Have fun and enjoyment</li> </ul>



## GLOSSARY

This section presents list of words for teachers to access easily to build up their vocabulary in Standard Based Curriculum and use them confidently.

Word	Meaning
anecdotal	Notes kept on a record sheet about a students performance of a learning activity
assessment	Processes of finding out what students have learnt
assessment methods	Ways of task assessing an assessment
assessment task	A learning activity especially planned for assessing particular knowledge and skill
checklist	A list of things to do on paper
demonstration	Show how to do something-perform a skill
elaboration	Processes in which basic knowledge, skills and attitudes are identified in a standard statement
environment	Everything in your or our surrounding
energy	Is force applied on an object to give a response
force	Is a pull or a push to move an object
individual	A particular person male or female in a family or group
integration	Connection of like learning concepts to form a new idea
learning conditions	Particular ideas used in the teaching of lessons to present meaningful lessons
link	Connect two or more similar ideas for learning purposes
mime	Actions without spoken words
movement concepts	Words that tell how a movement is performed
movement skills	Basic movement s such as run, walk ,jump etc.
recording method	Ways used to record information on student achievement, such as a checklist
resemble	Having same likeness or looks of a certain object or person
oral hygiene	Health of the mouth and its parts
personal hygiene	Health of a persons body
performance indicator	Tells and show what students are expected to perform as activities for each standard statement
physical activity	Activities done in the community by people to stay physically fit
printing	Marks made on paper as artwork
push	Force used to move object forward
pull	Force used to move object backward
samples	Examples of ideas described for lessons such as
science in the home	Things used in the home which have basic science knowledge
standard statement	Statement that contains KSA for students to acquire through planned learning activities
strand	Big idea/s for learning e.g. Life
tooth decay	Bad tooth which is caused by not caring for the teeth .

## RESOURCE

This section presents materials the teachers should have in the classrooms all year around. This will help the teachers to plan for teaching in a well sourced classroom. Some of these resources may include such things like:

- printed materials
- improvised materials

### Printed Materials

Printed materials are developed and written materials from the department or other publishers . They have relevant subject content and can be used by teachers in the classrooms to equip themselves with content knowledge

- Wall charts of climates
- Number charts,
- Word charts
- Shell books
- Readers

### Improvised Materials

Teachers you are very familiar with the local environment .You can plan for your teaching and learning resources based on the local resources which students can contribute to by bringing them into the classroom. This is also encouraging taking ownership of their own learning,

Improvised resources could include:

- Coconut shells,
- plants,
- leaves
- sticks
- crafts from the home return after use,
- shells seeds etc.

There are many more you can list and have them readily in the classroom for your teaching and students learning.



## REFERENCES

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**NOT FOR SALE**