

# Culture and Community

**Teacher Guide  
2015**



**Standard Based**

## Elementary Two







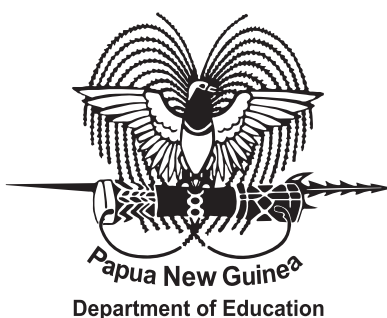
# **Culture and Community**

**Teacher Guide**

**2015**

**Elementary Two**

**Standard Based**





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

Published in 2015 by the Department of Education, Papua New Guinea

First Edition

@ Copyright 2014, Department of Education

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted by any form or by any means electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the publisher.

*Graphic Design Layout by David Kuki Gerega*

**ISBN** 978-9980-87-924-0

## **Acknowledgements**

The Culture and Community Elementary Two Teacher Guide was developed by the Curriculum Development Division of the Department of Education and coordinated by Mirou Avosa with assistance from the Subject Curriculum Group, (SCG) members.

Teachers College Lecturers, Teachers, Standard Officers and other stake holders such as Non Government Organisations and Community members are acknowledge for their contributions.

Syllabus Advisory Committee, (SAC) and Basic Education Board of Studies, (BEBOS) Committee members are acknowledged for their recommendation and endorsement of this document.



# CONTENTS

Secretary's Message	iv
Introduction	1
Key Features	3
Teaching and Learning	6
Guided Lessons	29
Assessments	62
Elaboration of Content Standards	66
Glossary	86
Resource Materials	87
References	88



## SECRETARY'S MESSAGE

The Culture and Community Elementary Two 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 Grade 3. The teachers will use this teacher guide to plan and teach 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 Two 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 Culture and Community Teachers Guide is to be used together with the syllabus. The culture and Community Curriculum recognises the culture of the community and fosters students pride and appreciation of their beliefs and values.

The syllabus is the key document that this Teacher Guide will use to plan the instructional program. It provides Elementary Two 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 arts,
- sample plans of assessment tasks,
- elaborations of key knowledge, skills and attitudes and,
- glossary.

Elementary Two teachers are encouraged to use this guide for all the planning of implementing the content for the grade two 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 table presents the Culture and Community subjects links to other subjects in the junior and senior primary levels of learning.

Subject	Linking Concepts	Junior Primary subject	Senior Primary
Culture and Community	Arts and Craft	Arts	Arts
	Community	Community Life	Social Science
	Environment	Science	Science
	Healthy individual and Community	Health	Personal Development
	Movement and physical activity	Physical Education	



# INTRODUCTION

## Integration within a subject

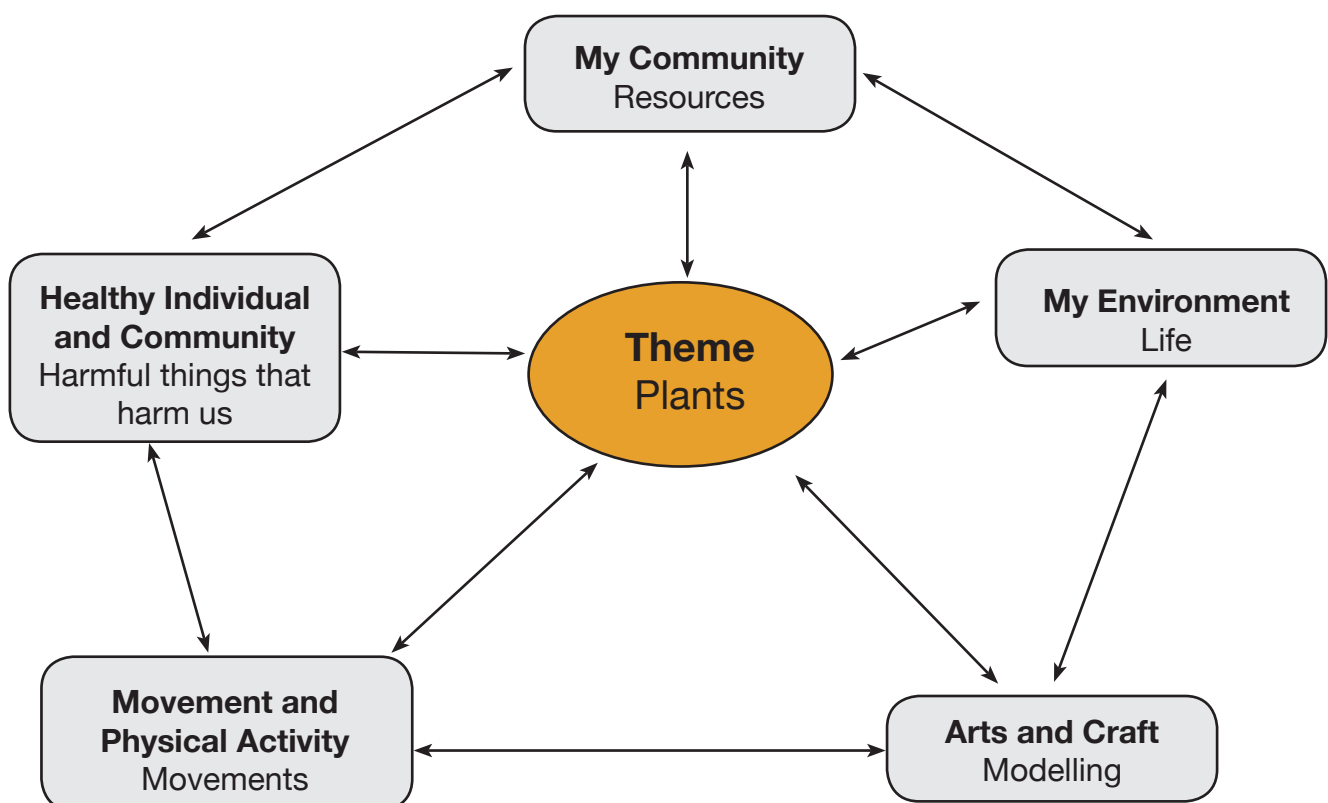
Integration is an approach to teaching that is very relevant for early years of learning. Integrated teaching requires teachers to identify themes or topics and main ideas from a strand. These ideas or concepts must be broad enough to draw on like- concepts from the content standards. They must connect 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 very comfortable learning environment. Integration brings to the formal learning environment, the experiences in the home environment. This encourages the learners to participate actively as their 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 strands within the subject by concepts. Here is a diagram that further explains the integration of strands within the subject.

### Concept connection of a theme within strands in the Subject

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





## KEY FEATURES

Elementary Education is community based and requires teachers who are dedicated, creative, and fluent in the student's vernaculars and respected members of the community. This level of education features;

- three years of formal education, *Elementary Prep To Elementary Grade Two*,
- language of instruction is English, therefore, teachers must speak English,
- community members play active roles 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 or 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' benefit when they begin education at *Elementary level* include the following;

- students start education early at the age of six,
- students learn to *speak and listen, read and write* in the English language,
- entire curriculum is taught in English and based on what the students already know,
- there is opportunity for students to perform well in their school work when the language of instruction English and 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 activities, 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 environments,
- allow students to appreciate, respect, and participate where possible in cultural activities from other cultures,
- promotes safe healthy and happy, learning environment,
- provides opportunities for students to apply problem solving and thinking skills in a 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 own 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 strands and units are the same from Elementary Prep to Elementary Grade Two,
- the knowledge, skills and attitudes that students should achieve are written in content standards,
- each content standards is a specific statement that identifies the knowledge, skills and attitudes that students should demonstrate at a certain grade,
- each content standards in the syllabus has a set of performance standards and assessment tasks.

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 standards and performance indicators

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

### Culture and Community subject strands and units

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

Subject	Strand	Units	Emphasis
<b>Culture and Community</b>	<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>	The learning scope, of 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 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 area . It stresses that the students to be proud of their traditional and modern practices of arts through visual and performance arts
	<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>	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.
	<b>My Environment</b>	<ul style="list-style-type: none"> <li>Life</li> <li>Environment</li> <li>Science in the home</li> </ul>	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
	<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>	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.
	<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>	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.



# 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. Also teachers must employ and use a variety of teaching and learning strategies that promote teacher-student and student-student interactions in their lessons. These will develop 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 either active or passive learners.

Teachers need to ensure that at Elementary Two teaching and learning in any one day are equally done in all strands of the subject. Basic literacy skills-speaking, listening, reading and writing 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 and new number concepts in preparation for the next level. 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 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 condition that is shown below indicates that learning conditions are similar from culture to culture. It is important you understand all the learning conditions, so that you can provide natural learning situations for your students in the classroom.

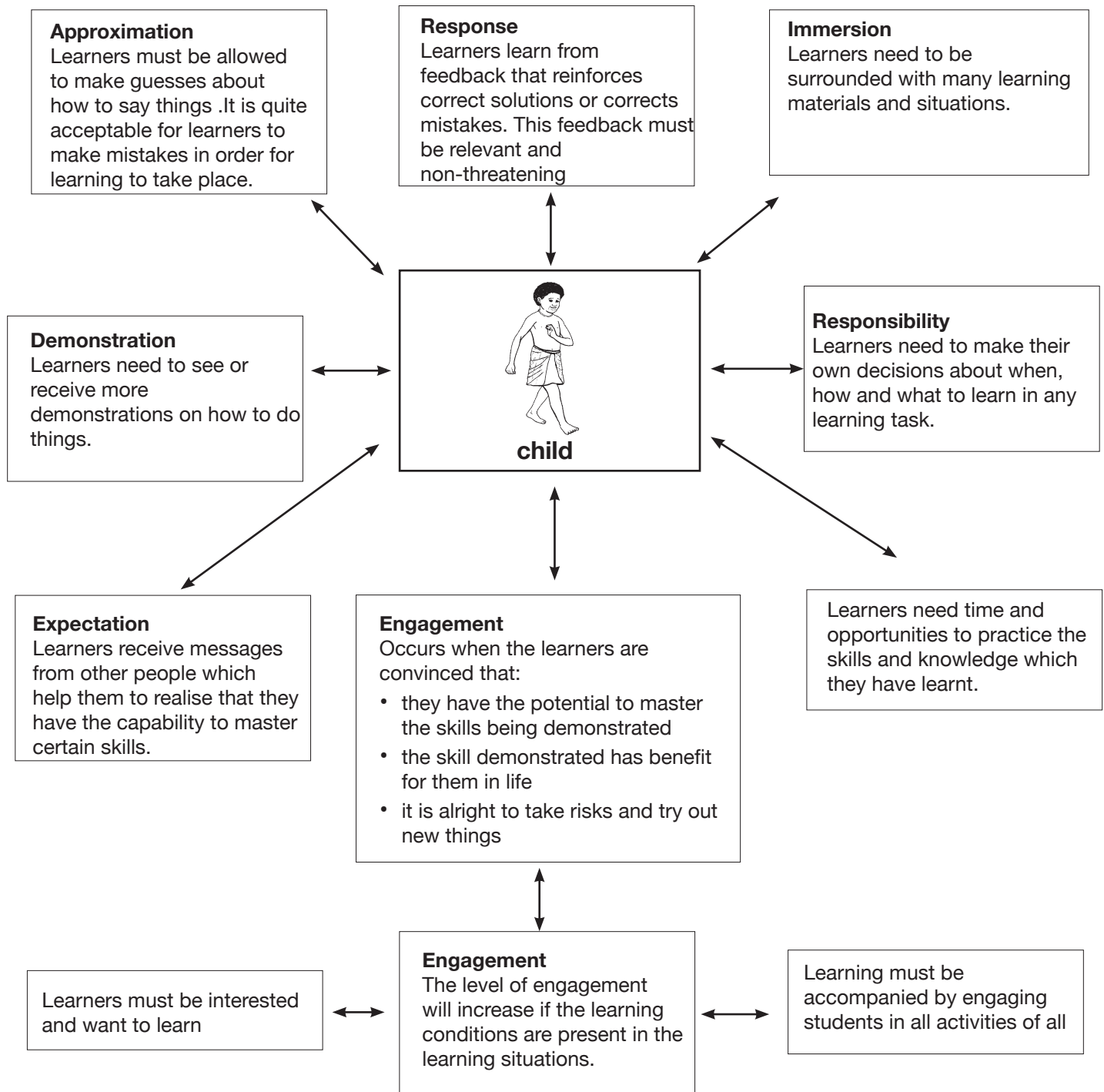
Here is a mind map of the learning conditions. Study it carefully. Read the descriptions, discuss with a colleague/s to understand and use them in setting up learning environment and teaching of lessons.





# TEACHING AND LEARNING

## Mind Map of Conditions of Learning



This mind-map is saying to an elementary two 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 that either you or the students will need to effectively and meaningfully teach or learn new knowledge in the most appropriate time and place.

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. A section for each subject is needed in the classroom so that;

- specific subject materials are stored here for continued use,
- 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,
- there is space between the chalkboard and the first row of seats.

The description above should be used to set up your classroom –learning environment that is immersed with relevant student centred materials, well organised subject sections,

## 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 from the introduction to the conclusion part of your lesson. You need to check which of and how many learning conditions you have applied in one lesson on 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 : Drawing

**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 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 through the guidance of 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,
- 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,
- talks with students rather than at them and respect them,
- allows students to proceed at their own pace,
- praises efforts of students, 'you have written a long story 'not 'good boy or good girl',
- plans and organises learning tasks,
- patient and gentle in his command or manner and approach,



# TEACHING AND LEARNING

- 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 to teach Culture and Community lessons. Teachers can use some of these teaching strategies. These are;

- free exploration,
- guided discovery and,
- problem-solving.

These suggested strategies for teaching are very suitable and can be used in the three Elementary grades, Prep, One and Two. Teachers must read the descriptions and use them as a guide to prepare their lessons as described.

### Free exploration

Free exploration is a student centred teaching method that is used at Elementary Level. In this method, the teacher becomes the facilitator, making sure that the learners are engaged in the activities throughout the 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.

The 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 performing the respective activities and then swap activities. Give another 5-7 minutes performance and finish off by swapping back to the initial activities each group began with.

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





## Guided Discovery

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.

In this method the teacher is giving the students opportunities to find out for themselves and try out different ways of solving a problem or problems. 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. This is the result after they explore balancing on different sizes of bases.

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 the opportunities to find out for themselves ways of solving a problem or problems.



# TEACHING AND LEARNING

## 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.

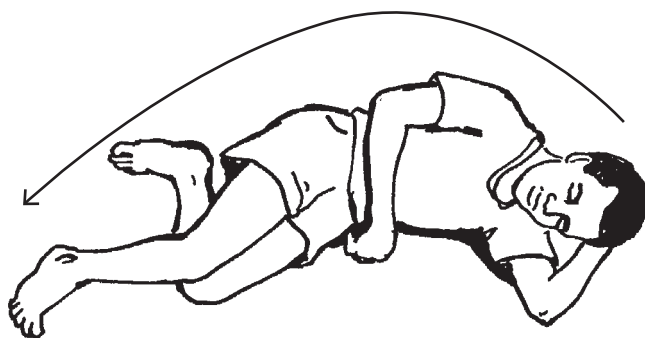
The problem solving method gives opportunities for students to work out a number of solutions for a problem. It helps students to understand problems so that they can solve them.

*For example:* Your lesson aims to teach movement concepts or body awareness. The task for the class is forming letters with their bodies.

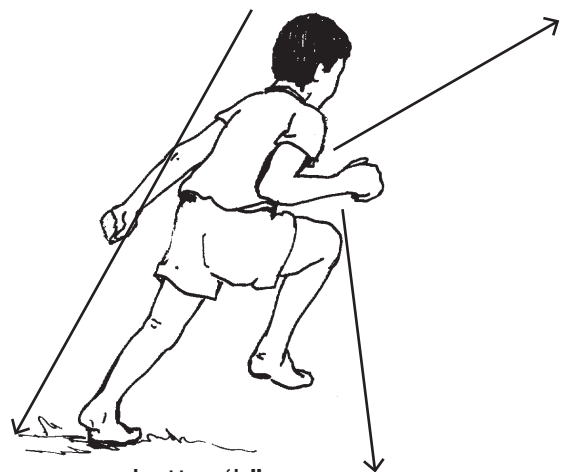
Organise the class into groups. Introduce the problem by asking each group to choose a letter of the alphabet.

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.



Letter 'C'



Letter 'k'



## Learning Strategies

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

Students are able to use these learning strategies to be able to enjoy what is learnt, critique it 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 recommended for use across the subjects and grades in elementary classrooms.

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 and
- 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. This allows students to progress at their own pace and each student is able to achieve a task or goal at their own ability level. 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 what they want to do 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 keeps 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 checklist to match the number of groups and the number of activities.

The teacher will make the checklist 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 Grade Two class.



## Creating own activities

This learning strategy gives the students the opportunity to come up with a plan for a task they can create by themselves in a group. It can be any learning activity for any of the strands. The teacher gives a mixture of topics and the students in their groups will choose one of the topics and create 2 or 3 activities for members of the group to do. 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 put into groups. 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 at the same time. 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 to be chosen from the strands. Teachers will create this from the performance standards in the syllabus.





## Planning for Implementation

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

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

## Content scope of learning

The content scope of learning is organised in the grades by strands. It is intended to inform Elementary Two teachers of the content that is expanded from Grade Prep to Grade One. The consistency in the strands, units and topics, guides teachers to use the standard statements and identify where lessons have been derived from. The grade two teachers are advised to study the content scope and refer to the term overview of lesson topics to ensure that there is link by concepts from the topics to the content standards.



# TEACHING AND LEARNING

This is the subject content the grade two students will learn in the year.

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>• Miming</li> </ul>	<ul style="list-style-type: none"> <li>• Story telling</li> <li>• Acting</li> <li>• Miming</li> </ul>	<ul style="list-style-type: none"> <li>• Story telling</li> <li>• Acting</li> <li>• Miming</li> </ul>
<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>





## TEACHING AND LEARNING

<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 the years teaching lessons

The overview of the Culture and Community subject to be delivered in a school year has been planned in terms and by strands. For each term there is an overview, of how many lessons that are expected to be taught each week. The subject has 5 strands.

Each strand is organised down into units, topics and lesson topics. The content standards are identified accordingly. This is followed by the lesson topics identified for grade two in each content standards for a particular strand.

The yearly overview for the delivery of Culture and Community content is presented by strands in the order as it appears in the Syllabus. The term overview shows;

- the code number of the content standard from each strand as shown in the syllabus,
- the weeks each content standard will be taught in,
- the number of lessons to be taught for each strand in a week and,
- the topics of each lesson.

## Yearly Lesson Overview – Elementary Two

The following are termly overviews of lesson topics for each strand listed by weeks for each standard statement.

### Term One Lessons

Weeks	Arts and Crafts	My Community	My Environment	Healthy Individual and Community	Movement and Physical Activity
<b>One</b>	<b>CS 2.1.1</b>	<b>CS 2.2.1</b>	<b>CS 2.3.1</b>	<b>CS 2.4.1</b>	<b>CS 2.5.1</b>
	L1 Printing	L1 Families	L1 Living things	L1 Washing your body	L1 Dodging
	L2 Printing	L2 Families	L2 Living things	L2 Mouth care	L2 Balancing
	L3 Printing	L3 Families	L3 Visit site	L3 Care for hands and feet	L3 Eye- head coordination
<b>Two</b>	<b>CS 1.1.2</b>	<b>CS 2.2.2</b>	<b>CS 2.3.2</b>	<b>CS 2.4.2</b>	<b>CS 2.5.2</b>
	L1 Crafts	L1 Working in Groups	L1 Observe Plants	L1 Safety first	L1 Traditional games
	L2 Crafts	L2 Working in Groups	L2 Types of plants	L2 Avoid accidents	L2 Fun games
	L3 Crafts	L3 Working in Groups	L3 Draw plants	L3 Harmful things	L3 Ball Handling games





## TEACHING AND LEARNING

<b>Three</b>	<b>CS 2.1.3</b>	<b>CS 2.2.3</b>	<b>CS 2.3.3</b>	<b>CS 2.4.3</b>	<b>CS 2.5.3</b>
	L1 Create a chant	L1 Ways to meet needs	L1Things that float / sink	L1 Food in seasons	L1 People doing physical activities
	L2 Echo singing	L2 People with special needs	L2 Examples of things that float and sink	L2Unhealthy food and paste	L2 People participating in leisure activities
	L3Play and listen to music	L3 Strengthen peace		L3 Consequences of unhealthy food	L3 Leisure activities
<b>Four</b>	<b>CS 2.1.4</b>	<b>CS 2.2.4</b>	<b>CS 2.3.1</b>	<b>CS 2.4.4</b>	<b>CS 2.5.1</b>
	L1 Story telling	L1 Customs	L1 Butterfly life cycle	L1 Healthy Individuals	L1 Locomotor skills
	L2 Story telling	L2 Good Behaviours	L2 Draw life cycle	L2 Healthy families	L2Non locator skills
	L3 Story telling	L3 Values	L3 observe life cycle	L3 Healthy communities	L3Body spelling game
<b>Five</b>	<b>CS 2.1.5</b>	<b>CS 2.2.5</b>	<b>CS 2.3.2</b>	<b>CS 2.4.1</b>	<b>CS 2.5.2</b>
	L1 Dance steps	L1 Environment	L1 Observe Animal homes	L1 Clean skin	L1 Hunter and Kapul game
	L2 Dance steps	L2 Environment	L2 Types of Animal homes	L2 Hair care	L2 Kapul soccer
	L3 Dance steps	L3 Environment	L3 Visit animal homes	L3 Clean clothes	L3 Teebol
<b>Six</b>	<b>CS 2.1.1</b>	<b>CS 2.2.1</b>	<b>CS 2.3.3</b>	<b>CS 2.4.2</b>	<b>CS 2.5.3</b>
	L1 Painting	L1 Relationships	L1 Pulling an object	L1 Common Sicknesses	L1 Leisure games
	L2 Painting	L2 Relationships	L2Pushing an object	L2 Poison	L2 Game rules
	L3 Painting	L3 Relationships	L3 Move object	L3 drugs	L3 Play games
<b>Seven</b>	<b>CS 2.1.2</b>	<b>CS 2.2.2</b>	<b>CS 2.3.1</b>	<b>CS 2.4.3</b>	<b>CS 2.5.1</b>
	L1 Make armband	L1 Sacred places	L1 Plants need water	L1 Food for growth	L1 Run skip on the spot
	L2 Make armband	L2 Specials events	L2 Plants need food	L2 Energy food	L2 Jog and Sprint
	L3 Make armband	L3 Ceremonies	L3 Plants need sunlight	L3 Protective food	L3 Hokey Po key dance
<b>Eight</b>	<b>CS 2.1.3</b>	<b>CS 2.2.3</b>	<b>CS 2.3.2</b>	<b>CS 2.4.4</b>	<b>CS 2.5.2</b>
	L1 Musical instruments	L1 Needs and wants	L1 Animals in the sea	L1 Health services	L1 Speed ball
	L2 Musical instrument	L2 Goods	L2 Animals in the bush	L2 Why Clean Toilets	L2 Captain Ball
	L3 Musical instrument	L3 Services	L3 Animals in our homes	L3 Rubbish disposals	L3 Nett Ball
<b>Nine</b>	<b>CS 2.1.4</b>	<b>CS 2.2.4</b>	<b>CS 2.3.3</b>	<b>CS 2.4.1</b>	<b>CS 2.5.3</b>
	L1 Drama	L1 My beliefs	L1 Make a ramp	L1 Oral health	L1 Gardening
	L2 Drama	L2 My values	L2 Pushing toys	L2 Unhealthy habits	L2 Fishing
	L3 Drama	L3 My attitudes	L3 Observing	L3 Healthy habits	L3 Walking
<b>Ten</b>	<b>CS 2.1.5</b>	<b>CS 2.2.5</b>	<b>CS 2.3.1</b>	<b>CS 2.4.2</b>	<b>CS 2.5.1</b>
	L1Traditional dance	L1 Care for resources	L1 What is a Food chain	L1 Types of accidents	L1 Throw and catching
	L2 Traditional dance	L2 Care for resources	L2 Example of Food chain	L2 Harmful insects	L2 Sliding
	L3 Traditional dance	L3 Care for resources	L3 Destructions to food chain	L3 Harmful objects	L3 Leaping



# TEACHING AND LEARNING

## Term Two Lessons

Weeks	Arts and Crafts	My Community	My Environment	Healthy Individual and Community	Movement and Physical Activity
<b>One</b>	<b>CS 2.1.1</b>	<b>CS 2.2.1</b>	<b>CS 2.3.1</b>	<b>CS 2.4.1</b>	<b>CS 2.5.1</b>
	L1 Draw patterns on clothing, bags, buildings	L1 Roles in the families	L1 living things and Non -living things	L1 Hygiene practices at home, public places	L1 Do movement skills stretching
	L2 Paint unusual shapes	L2 Draw a family tree	L2 Differences between living /no living things	L2 Good Home hygiene	L2 Follow the path
	L3 Print – sign boards-copy	L3 opinions about families		L3 Cleaning toilets	L3 Jump in activities
<b>Two</b>	<b>CS 2.1.2</b>	<b>CS 2.2.2</b>	<b>CS 2.3.2</b>	<b>CS 2.4.2</b>	<b>CS 2.5.2</b>
	L1 Thread necklaces	L1 Beliefs about food, marriage	L1 Animals that live in the grassland	L1 Accidents at home	L1 List types of games played
	L2 Thread necklaces	L2 Way of life at home	L2 Type of animal shelter in the grassland	L2 Accidents on road/ work	L2 Discuss rules of different games
	L3 Thread necklaces	L3 Good manners at home		L3 Avoid accidents/injuries	L3 Play a traditional game
<b>Three</b>	<b>CS 2.1.3</b>	<b>CS 2.2.3</b>	<b>CS 2.3.3</b>	<b>CS 2.4.3</b>	<b>CS 2.5.3</b>
	L1 Sing songs	L1 Examples of needs	L1 Experiments moving objects	L1 What is a balanced meal	L1 Importance of physical fitness
	L2 Sing action songs	L2 Make a food budget	L2 Explain how objects move	L2 Plan for balanced meal	L2 Warm up activities
	L3 Sing action	L3 Budget presentation		L3 Prepare and cook a balanced meal	L3 What happens if there is no exercise
<b>Four</b>	<b>CS 2.1.4</b>	<b>CS 2.2.4</b>	<b>CS 2.3.1</b>	<b>CS 2.4.4</b>	<b>CS 2.5.1</b>
	L1 Miming an action	L1 Acceptable customs	L1 What will happen if plants do not get water	L1 Sickness that caused by poor sanitation	L1 Perform movement patterns with a friend
	L2 Miming an action	L2 Bible story - Jesus love	L2 What will happen if plants do not get food	L2 Prevent diarrhoea in homes or communities	L2 Move at my level
	L3 Mime common activities	L3 Express cultures and beliefs		L3 Diarrhoea and how to prevent it	L3 Can you balance with me
<b>Five</b>	<b>CS 2.1.5</b>	<b>CS 2.2.5</b>	<b>CS 2.3.2</b>	<b>CS 2.4.1</b>	<b>CS 2.5.2</b>
	L1 Creative body movements	L1 Types of Environment	L1 Name Plants and where they grow garden	L1 Discuss Food hygiene	L1 Play a modified game with rules
	L2 Dance patterns	L2 Protect environment	L2 What happens if gardens are destroyed	L2 Write a poster about food hygiene	L2 ball handling skills in modified game
	L3 a modern dance	L3 A safe environment		L3 Practice food hygiene	L3 Play Tee - ball game





# TEACHING AND LEARNING

<b>Six</b>	<b>CS 2.1.1</b>	<b>CS 2.2.1</b>	<b>CS 2.3.3</b>	<b>CS 2.4.2</b>	<b>CS 2.5.3</b>
	L1 Collect painting materials	L1 How to respect others	L1 simple machines and how they work	L1 What happens during smoking	L1 Discuss types of leisure activities
	L2 Paint objects	L2 Care for another	L2 Parts of a simple machine	L2 Alcohol and drugs	L2 Benefits of leisure activities
<b>Seven</b>	<b>CS 2.1.2</b>	<b>CS 2.2.2</b>	<b>CS 2.3.1</b>	<b>CS 2.4.3</b>	<b>CS 2.5.1</b>
	L1 Collect modelling materials	L1 Play a carousal game to share ideas	L1 living things	L1 Garden and store food	L1 Run fast in a given space
	L2 Model plane /car	L2 Why tolerance	L2 Non-living things	L2 Recipe for cooking rice	L2 Walk and hop from A to B
<b>Eight</b>	<b>CS 2.1.3</b>	<b>CS 2.2.3</b>	<b>CS 2.3.2</b>	<b>CS 2.4.4</b>	<b>CS 2.5.2</b>
	L1 Imitate different sound	L1 Draw how to meet personal needs	L1 Excursion sea/ bush : list what you see	L1 Healthy home and community	L1 safety - playing games
	L2 Change volume and speed of sounds	L2 How to help poor and disadvantage people	L2 what will happen if sea or bush is destroyed	L2 Plan an awareness	L2 modified game rules
<b>Nine</b>	<b>CS 2.1.4</b>	<b>CS 2.2.4</b>	<b>CS 2.3.3</b>	<b>CS 2.4.1</b>	<b>CS 2.5.3</b>
	L1 Talk about issue	L1 What about beliefs	L1 What is gravity	L1 Mouth care	L1 interview questions
	L2 Plan characters	L2 beliefs affect community	L2 Force of gravity	L2 How to brush teeth	L2 Interview Leisure Act
<b>Ten</b>	<b>CS 2.1.5</b>	<b>CS 2.2.5</b>	<b>CS 2.3.1</b>	<b>CS 2.4.2</b>	<b>CS 2.5.1</b>
	L1 View dance from other areas	L1 How to protect resources	L1 Explain stages of growth in plants	L1 Tell stories safety at home	L1 Play game with dribbling games skills
	L2 Practice dance patterns	L2 Use Resources wisely	L2 Explain how animals grow	L2 Make simple rules	L2 Play games with kicking skills
<b>Ten</b>	<b>CS 2.1.5</b>	<b>CS 2.2.5</b>	<b>CS 2.3.1</b>	<b>CS 2.4.2</b>	<b>CS 2.5.1</b>
	L1 Perform drama	L2 Christian beliefs in the community		L3 Food that destroys our teeth	L3 State how people spend leisure time
	L3 Perform dance from another province	L3 Debate on how to use resources		L3 Do a role play on safety	L3 Play games with catching skills



# TEACHING AND LEARNING

## Term Three Lesson

Weeks	Arts and Crafts	My Community	My Environment	Healthy Individual and Community	Movement and Physical Activity
<b>One</b>	<b>CS 2.1.1</b>	<b>CS 2.2.1</b>	<b>CS 2.3.1</b>	<b>CS 2.4.1</b>	<b>CS 2.5.1</b>
	L1 Observe different prints	L1 Types of groups in community	L1 Find out how plants grow	L1 Draw pictures of a clean and dirty kitchen	L1 Hand – eye and foot-eye coordination
	L2 Collect printing materials	L2 Roles of groups e.g. churches, clans	L2 Find out how seeds are made	L2 Discuss importance of washing dirty utensil	L2 Practice body balance activities
	L3 Print objects and display	L3 Draw picture of a community group roles		L3 Hygiene in the kitchen	L3 Play minor game like mini softball
<b>Two</b>	<b>CS 2.1.2</b>	<b>CS 2.2.2</b>	<b>CS 2.3.2</b>	<b>CS 2.4.2</b>	<b>CS 2.5.2</b>
	L1 observe weaving lesson	L1 Examples of Customs and beliefs	L1 Draw different habitats	L1 harmful things in the environment	L1 Define modified games
	L2 weave baskets/mat	L2 Acceptable customs and beliefs	L2 Draw different weathers	L2 How to avoid injuries at home	L2 field for playing kapul soccer game
	L3 Display woven baskets/mat	L3 Role play on beliefs		L3 Draw pictures and present information	L3 Play modified kapul soccer
<b>Three</b>	<b>CS 2.1.3</b>	<b>CS 2.2.3</b>	<b>CS 2.3.3</b>	<b>CS 2.4.3</b>	<b>CS 2.5.3</b>
	L1 Create a chant	L1 Ways to meet needs	L1 Things that float / sink	L1 Food in seasons	L1 People doing physical activities
	L2 Echo singing	L2 People with special needs	L2 Examples of things that float and sink	L2 Unhealthy food and paste	L2 People participating in leisure activities
	L3 Play and listen to music	L3 Strengthen peace		L3 Consequences of unhealthy food	L3 Leisure activities
<b>Four</b>	<b>CS 2.1.4</b>	<b>CS 2.2.4</b>	<b>CS 2.3.1</b>	<b>CS 2.4.4</b>	<b>CS 2.5.1</b>
	L1 Listen to story teller	L1 Apply obedience school	L1 Observe the plants grow and record height of plans	L1 listen to Guest speaker talk about community health	L1 Perform movement patters with a friend or alone
	L2 Retell the stories with expression	L2 Importance of respect	L2 Discuss about things that make plants grow	L2 Health checks, vaccination, ear, mouth	L2 Perform movements run/hop fast and slow
	L3 create own stories	L3 Respect other people belief		L3 Visit nearest clinic for health checks	L3 Play a modified game I Tee bol or kapul
<b>Five</b>	<b>CS 2.1.5</b>	<b>CS 2.2.5</b>	<b>CS 2.3.2</b>	<b>CS 2.4.1</b>	<b>CS 2.5.2</b>
	L1 Make traditional costumes	L1 Make traditional costumes L1 Listen to elders about resources	L1 Play game what am I – Fish Where do I live What do I eat	L1 how to maintain good hygiene in bedroom/ sleeping area	L1 Discuss behaviours of good sportsman
	L2 Creative body movements	L2 Game who am I showing pictures of resources	L2 Game What Am I – Where do I live/ What do I eat	L2 Maintain good hygiene in the bath /washing area	L2 Play the game “Through the gap”
	L3 Perform the dance	L3 How to main maximise waste		L3 Clean in and around the classroom	L3 Play the game “Throwers and fielders





# TEACHING AND LEARNING

<b>Six</b>	<b>CS 2.1.1</b>	<b>CS 2.2.1</b>	<b>CS 2.3.3</b>	<b>CS 2.4.2</b>	<b>CS 2.5.3</b>
	L1 Observe a spider web	L1 Visit sacred places and perform	L1 Give examples of source of energy	L1 Medicine to treat minor injuries or bites	L1 Do body stretches
	L2 Draw a spider web	L2 Qualities of an effective community	L2 Draw picture of sun and fire, food, water, wind	L2 Cut pictures on safety practices	L2 Play modified games
	L3 Colour spider web	L3 Roles of organisations. Eg role of Churches		L3 Collect newspaper on safety practices	L3 Take a walk
<b>Seven</b>	<b>CS 2.1.2</b>	<b>CS 2.2.2</b>	<b>CS 2.3.1</b>	<b>CS 2.4.3</b>	<b>CS 2.5.1</b>
	L1 Thread flower laces	L1 Avoiding judgments	L1 Find out how spiders grow	L1 food preservation Methods	L1 Play dog and bone
	L2 Thread bottle tops	L2 Visit sacred places	L2 Find out how bees grow	L2 different food storage techniques	L2 Practise attacking and defending skills
	L3 Thread seeds and shells	L3 Expressing their beliefs		L3 ways of storing food	L3 shooting relay game
<b>Eight</b>	<b>CS 2.1.3</b>	<b>CS 2.2.3</b>	<b>CS 2.3.2</b>	<b>CS 2.4.4</b>	<b>CS 2.5.2</b>
	L1 listen to music	L1 Communication service	L1 game. Suppose I was a fish I would.....	L1 Importance of using mosquito nets	L1 Discuss game rules and safety rules
	L2 Practice word and melody	L2 Health services	L2 Play the game. Suppose I was a flower I would.....	L2 Maintaining fresh air and sunlight at home	L2 Play the game "Speed ball"
	L3 Sing songs with groups	L3 Education services		L3 Clean community water supply	L3 Discuss personal strengths and weakness
<b>Nine</b>	<b>CS 2.1.4</b>	<b>CS 2.2.4</b>	<b>CS 2.3.3</b>	<b>CS 2.4.1</b>	<b>CS 2.5.3</b>
	L1 Listen to a story	L1 Create dialogue about an issue	L1 Make simple toys that can be pushed	L1 Vote with your feet about personal hygiene	L1 Do warm up activities , breathing
	L2 Talk about characters	L2 Value of prayer	L2 Experiment with simple toys	L2 Role play what will practice good hygiene	L2 Play modified sports
	L3 Mime the story	L3 Read the bible		L3 Debate Hygiene topic " Personal Hygiene is expensive	L3 Provide feedback on leisure activities
<b>Ten</b>	<b>CS 2.1.5</b>	<b>CS 2.2.5</b>	<b>CS 2.3.1</b>	<b>CS 2.4.2</b>	<b>CS 2.5.1</b>
	L1 Observe dance from pacific countries	L1 Example of natural resources	L1 Write a story about how seeds grow	L1 Discuss road safety for a diver	L1 Stationary movements using whole body
	L2 create and improvise dance patterns	L2 Example of man-made resources	L2 Write a story about an animal grows	L2 How to maintain safety at the school	L2 Do movement skills for modified games
	L3 Perform dance with costumes	L3 Sing songs to protect resources		L3 How to maintain safety at home	L3 Do dodging , jumping and catching



# TEACHING AND LEARNING

## Term Four Lesson

Weeks	Arts and Crafts	My Community	My Environment	Healthy Individual and Community	Movement and Physical Activity
<b>One</b>	<b>CS 2.1.1</b>	<b>CS 2.2.1</b>	<b>CS 2.3.1</b>	<b>CS 2.4.1</b>	<b>CS 2.5.1</b>
	L1 Local materials for painting	L1 List qualities of an effective community	L1 Draw life cycle of a mango tree	L1 consequences of poor hygiene	L1 Balance body without support
	L2 Paint objects	L2 Name of organisations or groups in the community	L2 how mango grows Group presentation of life cycles	L2 benefits of good hygiene	L2 Practice ball handling skills
	L3 Make a collage and paint	L3 community leaders to share experiences		L3 Write health goals to maintain good hygiene	L3 Play a modified game
<b>Two</b>	<b>CS 2.1.2</b>	<b>CS 2.2.2</b>	<b>CS 2.3.2</b>	<b>CS 2.4.2</b>	<b>CS 2.5.2</b>
	L1 Plan 3D model	L1 Draw special events in the community	L1 Visit different habitats around the school	L1 Dangerous things at home	L1 how to play Captain ball
	L2 Construct 3D model	L2 Present work in class	L2 Observe and list animals in the habitat	L2 Dangerous chemicals and equipment	L2 Discuss safety and game rules
	L3 Display model	L3 Describe culture from other areas		L3 Ways to prevent accidents at home /school	L3 Play captain ball game
<b>Three</b>	<b>CS 2.1.3</b>	<b>CS 2.2.3</b>	<b>CS 2.3.3</b>	<b>CS 2.4.3</b>	<b>CS 2.5.3</b>
	L1 make a musical instrument	L1 Identify service providers	L1 Experiment making fire	L1 Discuss traditional cooking methods	L1 Describe physical and leisure activities
	L2 Play a rhythmic beat	L2 Types of Goods & services in the community	L2 Experiment throwing light object in the air	L2 different ways of cooking food	L2 types of leisure and physical activities to do
	L3 Play instrument and sing song	L3 Ask questions about goods and services		L3 Discuss modern ways of cooking food	L3 Set time to do physical activities
<b>Four</b>	<b>CS 2.1.4</b>	<b>CS 2.2.4</b>	<b>CS 2.3.1</b>	<b>CS 2.4.4</b>	<b>CS 2.5.1</b>
	L1 Listen to scripted play	L1 Values of reading bible & praying	L1 Visit a pond to observe frogs	L1 Make a compost heap	L1 Do the activity " I can stretch
	L2 Name characters and setting	L2 Moral beliefs in the bible	L2 Life cycle frogs	L2 Make a compost heap	L2 Jump, walk, hop, slide, skip and leap in different directions
	L3 Act out a scripted play	L3 Value of obedience and honesty	Draw life cycle of a frogs	L3 Dig pits to bury cans, empty tins and bottles	L3 Play pair games like 3 legged race, piggy back
<b>Five</b>	<b>CS 2.1.5</b>	<b>CS 2.2.5</b>	<b>CS 2.3.2</b>	<b>CS 2.4.1</b>	<b>CS 2.5.2</b>
	L1 Watch pacific dance	L1 How to care for our school	L1 Discuss how logging destroys habitats	L1 Wash skin with soap and water	L1 Discuss traditional games
	L2 Pacific dance movements	L2 Make flower gardens	L2 Draw a poster about effects of logging	L2 Clean fingernails and toenails	L2 Make equipment for traditional games
	L3 Perform Pacific dance	L3 Recycle and re using materials	Presentation and display posters of logging	L3 How to wash and comb hair	L3 Play a traditional game





# TEACHING AND LEARNING

<b>Six</b>	<b>CS 2.1.1</b>	<b>CS 2.2.1</b>	<b>CS 2.3.3</b>	<b>CS 2.4.2</b>	<b>CS 2.5.3</b>
	L1 Mix primary colours	L1 Identify jobs that people do	L1 Use recycle materials to make toys	L1 Devise simple rules for using dangerous tools and chemicals	L1 Practice breathing and breathing out
	L2 Print Patterns and designs	L2 Sacred places in the community	L2 Play with toys and test different weights	L2 Discuss how to do basic first aid techniques	L2 Running and jogging on the sport
	L3 Mix smooth and rough paint to print	L3 Role play good behaviours	Discuss findings with light objects and heavy objects	L3 Discuss what to do in case of fire, drowning,, swallow chemicals	L3 Play modified games
<b>Seven</b>	<b>CS 2.1.2</b>	<b>CS 2.2.2</b>	<b>CS 2.3.1</b>	<b>CS 2.4.3</b>	<b>CS 2.5.1</b>
	L1 collect weaving materials	L1 Traditional ceremonies	L1 Talk about changes in human beings	L1 Discuss importance of drinking water	L1 Throwing and catching ball
	L2 create and weave an item	L2 Sacred places in the community	L2 Explain different stages of growth	L2 list junk food and processed food	L2 Practice body balance
	L3 Weave an item using paper o leaves	L3 Express personal beliefs about own culture	Interview about changes in human growth	L3 Importance of eating fruits and vegetables	L3 Create a dance out of body movements
<b>Eight</b>	<b>CS 2.1.3</b>	<b>CS 2.2.3</b>	<b>CS 2.3.2</b>	<b>CS 2.4.4</b>	<b>CS 2.5.2</b>
	L1 Collect simple music instruments	L1 Discuss Communication services	L1 types of resources in an environment	L1 Clean around the school area	L1 Play the game" Into the hoop"
	L2 Sing songs with simple instruments	L2 Draw Health services	L2 Difference between renewable and non-renewable resources	L2 Dust and sweep the classroom	L2 Play the game" Salmon Spinner"
	L3 Perform music	L3 Describe Transport services	Draw posters of resources	L3 Write personal goals to maintain clean community	L3 Reflect on how they played the games
<b>Nine</b>	<b>CS 2.1.4</b>	<b>CS 2.2.4</b>	<b>CS 2.3.3</b>	<b>CS 2.4.1</b>	<b>CS 2.5.3</b>
	L1 Plan a drama on about a health issue	L1 Listen to a church pastor about good moral values	L1 Make a propeller with coconut leaf	L1 Discuss skins diseases and it's to cure and prevention	L1 Discuss physical activities to do at home
	L2 Prepare and collect materials	L2 Make Christmas cards to thank others	L2 Explain how a propeller works	L2 Discuss how to clean sores or bruise	L2 Plan for physical activities
	L3 Perform drama on stage	L3 Role play to model good behaviours	L3 Draw picture of propeller	L3 Set personal rules to maintain personal hygiene	L3 Physical activities for children and adults
<b>Ten</b>	<b>CS 2.1.5</b>	<b>CS 2.2.5</b>	<b>CS 2.3.1</b>	<b>CS 2.4.2</b>	<b>CS 2.5.1</b>
	L1 Organise a dance performance	L1 Managing waste in the school	L1 Find out what humans need to grow	L1 Discuss safety measure at home,	L1 Play modified games
	L2 Rehearse dance movements	L2 How to respect the environment	L2 how human beings meet their needs	L2 Discuss safety measure at kitchen	L2 Play modified games
	L3 Perform dance on stage	L3 Making compost heaps		L3 Discuss safety measure at school	L3 Reflection and suggest improvements



## Community Education Calender

Every year the department on it's calendar has certain events that the schools need to observe an plan for in the school programs. Teachers are asked to identify provincial or community activities and insert them in together with the education events and have the events planned and 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.

### Schedule of 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 ww1&2
September				
August	National Repentance Day			
September	PNG Independence Day			National Day
October				Praying for the nation and world
November				National Day
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 strand. The total time allocated for the subject is 400 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 and number of lessons per week is two very important areas to consider when making the time plan.

### 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 the Language subject which is indicated in the time analysis. This is made to give equal minutes for each of the strands

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 & Community	3	30	90
Movement and Physical Activity	3	30	90
	14 lessons per week	150 minutes per day	420 minutes

### 2. Number of lessons

Referring to the number of minutes distributed in the strands, teachers must break up the minutes into number of lessons they 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.

Strand	Option 1		Option 2	
Arts and Craft	3x30	90 mins	2x35 and 1x20	90 mins
My Community	3x30	90 mins	2x35 and 1x20	90 mins
My Environment	2x30	60 mins	1x35 and 1x25	60 mins
Healthy Individual & Community	3x30	90 mins	2x30 and 1x20	90 mins
Movement and Physical Activity	3x30	90 mins	2x35 and 1x20	90 mins



# TEACHING AND LEARNING

## 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 9:00 - 9:30	English	English	English	English	English
9:40 -10:00	<b>C&amp;C- MPA</b>	<b>C&amp;C HIC</b>	<b>C&amp;C- MPA</b>	<b>C&amp;C Arts</b>	<b>C&amp;C- MPA</b>
<b>10:00 - 10:30</b>	<b>RECESS</b>				
10:30 -11:00	Maths	Maths	Maths	Maths	Maths
11:00 -11:30	Maths	Maths	Maths	Maths	Maths
11:30 -12:00	<b>C&amp;C Environment</b>	<b>C&amp;C HIC</b>	<b>C&amp;C Community</b>	<b>C&amp;C Arts</b>	CRE
<b>12:00 - 1:00</b>	<b>Lunch</b>				
1:00 -1:30	<b>C&amp;C Environment</b>	<b>C&amp;C HIC</b>	<b>C&amp;C Community</b>	<b>C&amp;C Arts</b>	<b>C&amp;C Environment</b>
1:30 - 2:00	Language	Language	Language	Language	Language
2:00 - 2:30					

## 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.

### Sample Time Analysis Sample

Subjects	Total Time	Plus (+)	Minus (-)	Suggested Time	Number of lessons	Mins per week
English	300			300	5x60	300
Mathematics	240	30		270	4x60 1x40	280
Language	300			300		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
<b>Total time</b>	<b>1500</b>	<b>90</b>	<b>90</b>	<b>1470</b>	<b>30 lessons</b>	<b>1500</b>



## GUIDED LESSONS

This section of the Teachers Guide provides the teachers with samples of guided lessons written for each unit in each strand as indicated in the content overview of the syllabus for Culture and Community subject. The teachers will use this sample lessons as a guide to prepare and plan their teaching lessons according to the topics for lessons given in the term overview.

### Guided lesson template

The guided lessons are done from the lesson topics given in the yearly instructional program. All the lessons use a standard template across the strands. The sample is provided below for you.

Reference: \_\_\_\_\_  
Unit: \_\_\_\_\_  
Strand: \_\_\_\_\_  
Content Standard: \_\_\_\_\_  
Lesson Topic: \_\_\_\_\_

#### Introduction:

Describe what the teacher has to do to motivate and gage the student's interest to begin the lesson.....  
.....  
.....  
.....

#### Body:

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

#### Conclusion:

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



## GUIDED LESSONS

### Sample plans of guided lessons

A guided lesson is a lesson plan that is prepared to complete with the outline of the body of a lesson to be taught. These guided lessons are samples planned for all the strands according to the units identified for each grade respectively.

The table indicates how many sample guided lesson plans are done for teachers to see and follow to plan their lessons.

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

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

### Guided Lesson Overview - Elementary Two

Lesson No	Strand	Unit	Content standard	Lesson Topic	Content	Teaching Strategy	Learning Activity
1	Art & Craft	Arts	2.1.1	Printing	Draw, print or paint an object from the environment	Demonstration and role modelling drawing, printing	Imitating and show creatively
2		Crafts	2.1.2	Weaving	Different crafts – weaving, modelling and threading	Demonstration of weaving	Practice process of weaving a mat of basket
3		Music	2.1.3	Singing a song	Changing volume in sound and music	Listen to CD or live performance, take note of change in volume/speed in music	Observation and analysing music and imitate or create
4		Dance	2.1.5	Role play	Identify characters, setting and plot. Discuss and act issue in the community	Guided learning	Demonstration and show of talents
5		Drama	2.1.4	Traditional dance	Initiate their own dance and patterns	Guiding students creativity	Initiate and perform
6	My Community	Living and Working together	2.2.1	Working in groups	Groups in the Community, their role and responsibilities	Brainstorming	Collecting and compiling information





## GUIDED LESSONS

7		Living and Working together	2.2.2	Our way of life	Cultures of my community-customs, languages etc.	Concept map	Discussion and presentation
8		Meeting needs	2.2.3	Family Needs	What are basic needs and wants, What are goods and services	Facilitating group work	Group work and discussions
9		Values and beliefs	2.2.4	I am a champion	Acceptable customs and behaviours in the community	Interpret a story and self-reflect-Ask questions to provoke thinking and give feedback to the children	Work with peers and responding to questions
10		Resources	2.2.5	Care for resources	How to care ,Why care for resources,	Brainstorming	Engagement and Sequencing ideas
11	My Environment	Life	2.3.1	Life cycle of butterfly	How do living things grow from one stage to another? Activity book pg 129	Field visit or bring samples the class	Observation and ask questions
12		Environment	2.3.2	Animal homes	How resources are destroyed i	Mind map	Class discussion and Writing on cards
13		Science in the home	2.3.3	What happens to a moving object?		What moves an object?	Inquiry and investigation Asking questions and gather information
14	Healthy Individuals and Community	Personal hygiene	2.4.1	Keeping clean	Ways to keep our body clean	Keeping our body clean	Observation and follow demonstration
15		Things that harm us	2.4.2	Avoiding accidents	How to prevent accidents and injuries	Role play	Group presentations
16		Food and food hygiene	2.4.3	Right Clean Food	Eating a balanced meal	Vote with your feet	Explain if they agree or disagree with the statement
17		Family and community hygiene	2.4.4	Healthy life	Types of sickness in our body	Mind map	Discussion and writing labels
18	Movement and Physical Activity	Movement concepts and basic skills	2.5.1	Moving body	Movement and activity games book page 49	Demonstration	Observe and perform
19		Games	2.5.2	Play a game Hunter and Kapul	Movement and activity games book page 59	Demonstration and free play	Observe and perform
20		Fitness for Health	2.5.3	Keep fit	Perform fitness activities	Demonstration and free play	Observe and perform



## GUIDED LESSONS



### Sample Guided Lessons Plan: 1

**Reference:** Culture and Community Syllabus

**Strand:** Local Arts and Craft

**Unit:** Art

**Content Standard:** 2.1.1 Demonstrate the ability to imagine and create from observation natural or people made traditional and modern objects

#### Lesson Topic: Printing

**Lesson Objectives:** By the end of the lesson the student can identify different colours and prints in their community and buildings

#### Materials for Preparation:

Local traditional paints from the community such as clay, flowers and leaves paper or fibres.

#### Introduction:

Begin by asking about the different types of colours they can see in the and around the classroom and in their school;

- discuss how these colours are produced and what types of materials are used to produce this colours,
- Students say the colours and write the names of the different colours they know.

#### Learning Activity

Students discuss safety rules to follow when dealing with colour;

- Work in small group and mix the colours,
- Print simple local patterns and designs using mixture of colours and discuss the if the colour is smooth or rough.

#### Conclusion:

Describe the activity you will get the students to do to wind up the lesson good to Have one if not two, otherwise. Keep these activity short and simple (3 minutes is good) as this is the finishing part of the lesson.





## GUIDED LESSONS

### Sample Guided Lessons Plan: 2



**Reference:** Culture and Community Syllabus

**Strand:** Arts and Crafts

**Unit:** Craft

**Content Standard:** 2.1.2 Express ideas and create various of traditional crafts using local materials and colours

#### Lesson Topic: Weaving

**Lesson Objectives:** Identify different types of crafts in their community and create a traditional craft using local materials and colours

**Materials for Preparation:**

Bring samples of mats, Traditional necklaces, or clay pots, carvings , model house or fish or any other objects;

- collect paper cuttings of crafts such as baskets, mats,
- organise a visit to the craft market,
- cut out strips of papers.

**Introduction:** Show pictures of different craft and ask student to name them. Write the craft name:

- Ask students to describe how a craft item is made and name the types of material used.
- Compare the similarities and differences in the designs/ patterns on each of the crafts.
- Describe common terms in weaving.

Weaving – The process of forming cloth or fabric on a loom by interlacing yarn or thread (or as in this case paper)

Loom - A frame for weaving yarn or thread into a cloth or fabric

Warp – threads running lengthwise on the loom. The warp is placed on the on the loom prior to beginning the weaving process

Weft – Threads that are woven across the warp threads to form the web

Web - The cloth or fabric is produced through weaving

#### Learning Activity

Teacher can demonstrate how to weave as the students observe:

- Describe the weaving process.
- Distribute materials and tools.
- Cut out to strips of coloured papers of the same length.
- Begin by weaving one “weft thread over” one “warp thread” then under the next warp and over the next (keep).
- Continue this process alternating over and under with each warp thread.
- Students observe and follow the demonstration an work on their paper mats.

**Conclusion:** Students display their paper mats and discuss the process of weaving the paper mat;

- What did you learn? , what are some of the challenges faced in weaving?
- What can you do to overcome the challenges?
- Display product in the classroom .



## GUIDED LESSONS



### Sample Guided Lessons Plan: 3

**Reference:** Culture and Community Syllabus

**Strand:** Local Arts and Crafts

**Unit:** Music

**Content Standard:** **2.1.3** Develop ideas and skills in listening, singing, playing instruments, performing and responding with expression to music

#### Lesson Topic: Singing A Song

**Lesson Objectives:** Identify music and the changes in volume and speed of music and create and sing a song and apply changes in volume and speed following a rhythm

#### Materials for Preparation:

Traditional and contemporary songs;

- music player,
- musical instruments.

#### Introduction:

Ask students to brainstorm ideas about what they think music is and write on the board. For example, music brings people together, it involves movement and it is a creative experience which involves expression of feelings and emotions. Music is a combination of sounds that has rhythms and melody and is pleasing to the ears. A rhythm is a repetition of a beat of sound in a regular or predictable pattern;

- make different sounds of animals,
- sing a well-known song and pay attention to the different volumes of the sound.

#### Learning Activity

Ask the students to;

- sing a traditional song with changes in the volumes ranging from soft to loud and different rhythms in the music from slow to fast,
- practice individually and then work in groups,
- sing a song with a high pitch and a low pitch,
- name some musical instruments,
- what do they like about listening to songs and other music.

#### Conclusion:

Students give feedback on their presentation and say what they did well in singing the song and what they need to improve.

- Example, I am happy with the way I was able to sing and express my self
- Next time I need to improve on my pronunciation of the words while singing



## GUIDED LESSONS



### Sample Guided Lessons Plan: 4

**Reference:** Culture and Community Syllabus

**Strand:** Local Arts and Crafts

**Unit:** Dance

**Content Standard:** 2.1.4 Perform dances from own creation and other Pacific countries

#### Lesson Topic: Creative Dance

**Lesson Objectives:** Students will;

- Identify different movements in a creative dance,
- Plan and perform a dance to the class.

#### Materials for Preparation:

Students can:

- Bring pictures or newspaper cuttings of different types of dances.
- Observe a sing sing and dance in the community.
- Watch a video on different dance performances e.g. rait music on EMTV.

#### Introduction:

- Show pictures of two different dances from other areas or province then.
- Discuss differences they can see in the dances. *Example* bilas, body movements, type of music..etc.
- Talk about traditional dances from their local areas- what is unique and how is it different from other dances.

#### Learning Activity

Get students do some stretches and movements that can be found in their own dances

- Discuss about the dances from their area, where it originated from and the traditional bilas used during the dance.
- Students work in pairs or in small groups to practice the steps and the body movements used in the dance
- Create a music and do some body movements like taking steps or moving their body parts such as their hands, head or their whole body.
- Prepare their bilas and perform their dance to the class

#### Conclusion:

After the performance ask the students what they learnt from the lesson and what they can do to improve their dances if they were asked to perform again.



## GUIDED LESSONS



### Sample Guided Lessons Plan: 5

**Reference:** Culture and Community Syllabus

**Strand:** Local Arts and Crafts

**Unit:** Drama

**Content Standard:** 2.1.5. Use drama to promote and inform friends and others of the health and community issues experienced in the local communities

#### Lesson Topic: Role play

##### Lesson Objectives:

Listen to a story about a health issue affecting the communities and perform a role play to inform members of the community

##### Materials for Preparation:

Collect stories about any health issue affecting the community e.g. diarrhoea, TB, Malaria

- Invite a Health worker to inform students about issues in the community
- Cut out any newspaper cutting or other information about health issues in the community

##### Introduction:

- Who are the famous actors in movies and shows in PNG.?
- Discuss and talk about some of the things that they do which makes them famous
- What are the key information they want to communicate in the movie s live show

##### Learning Activity

Ask students to tell their friends about an health issue and how it affects their lives. E.g. one of the issues affecting the community is people getting sick with malaria because of too many mosquitoes in the area.

- Identify the characters in the story and listen to their dialogue.
- Read out different scenarios about a health issue and tell students to act out the story
- Students research and act out the story about the causes of malaria or symptoms of malaria and what should be done to prevent people getting sick with malaria

##### Conclusion:

Ask the students what they liked and learnt from the plays.

- What new information they learnt and what they can do to prevent malaria.
- Write the key points on the board and students write them down in their books.



## GUIDED LESSONS



### Sample Guided Lessons Plan: 6

**Reference:** Culture and Community Syllabus

**Strand:** My Community working in groups

**Unit:** Living and Working Together

**Content Standard:** 2.2.1 Show an understanding of how individuals form groups to achieve a goal or aim

#### Lesson Topic: Working in groups

##### Lesson Objectives:

Students will;

- explain the role of individuals in the family and the community,
- identify different groups in the community and their roles and responsibilities.

##### Materials for Preparation:

Students talk to their parents and relatives about the roles of family members such as father, mother, uncles, and grandparents

- Find out names of leaders in different groups such as the churches, clans, sport etc.

##### Introduction:

Students work in pairs to interview each other about their families. Questions such as how many brothers and sisters do you have in the family. They will report their feed back to the class;

- Discuss how it feel to be with and without a family group.

##### Learning Activity: Discuss and ;

- Ask students to draw their family tree and discuss where they appear in the diagram,
- Discuss the purpose of the family what do they want to achieve in life. What are some of the goals and How do they work together to achieve their family goals,
- Brainstorm other groups in the community. Write down the names of these groups and the leaders in charge of these groups and their roles and responsibilities,
- Complete the table below.

Groups	Leader	Roles and Responsibilities
Church	Pastor	Preach the word of God and unite congregation members Counselling church members
Family	Father /Mother	
Clan	Chief	
Sports team	Couch	

##### Conclusion:

Students complete brainstorming and place cards on the table. Copy the notes and discuss the important roles those individuals and group perform in the community.



# GUIDED LESSONS



## Sample Guided Lessons Plan: 7

**Reference:** Culture and Community Syllabus

**Strand:** My Community

**Unit:** Living and Working Together

**Content Standard:** 2.2.2 Understand and explain that many things such as cultural practices, dressings, food and places change over time

### Lesson Topic: Our way of life

#### Lesson Objectives:

By the end of the lesson the students will express how they live and work together as members of a family and a community.

#### Materials for Preparation:

These include;

- A4 papers and marking pen or crayons, Flip Chart,
- Bring a family photo or a picture of a happy family.

**Introduction:** Ask the students how they feel as a member of the family. What are the things that make them feel happy and things that make them feel sad and worry. The purpose of the lesson is to express your beliefs about a happy and unhappy home. Learning Activity

**Learning Activities:** Ask students to describe the qualities of a happy home and unhappy home. Prompt by asking what happens when there is a special occasion such as birthday, mothers' day. What happens when there is a death in the family or there is violence in the house?

- Look at the picture, think about some qualities of people who come from a happy home.
- Draw a picture of their family living in a happy home.
- Does a role play to model good manners at home?

#### Good manners

- We Say "Please".
- We say "Thank you"
- We say "Excuse me"
- We listen when others are talking to us
- We share our food
- We don't argue
- We show kindness and help others



What can you say about this picture?

How do you treat old people?

#### Conclusion:

Students present their work to the whole class and explain how each individual should behave at home and in the community.



# GUIDED LESSONS



## Sample Guided Lessons Plan: 8

**Reference:** Culture and Community Syllabus

**Strand:** My Community

**Unit:** Meeting needs

**Content Standard : 2.2.3** Understands and differentiates between needs and wants in the form of goods and services

### Lesson Topic: Family Needs

#### Lesson Objectives:

Explain the difference between needs and wants and how these benefit them individually and as a group.

#### Materials for Preparation:

Students and teacher can;

- collect pictures of items which can be classified as needs and want. This may include, water, food, bird, computer, love,
- Decide how you will group the students to ensure that they all participate in the group discussion
- Prepare blank cards for students to write the names of needs and wants

**Introduction:** Show pictures of examples of things that we need and want and ask students to identify

- things you need to live a healthy life ( needs)
- things you don't necessary need but that might be nice to have (wants )
- Explain the topic and the learning activities

**Learning Activity:** Organise students to work in small groups of 4-5 to share and express their ideas

- Provide guidelines about how students are expected to treat each other when working together as a group e.g. Behaviours that will not be tolerated such as insults, intimidation, bullying and forcing others into a decision
- Give examples of goods and services provided in the communities
- Distribute cards to the groups and ask them to write examples of family needs and wants
- Write a table on the board and ask the students to place the cards in the correct columns.

Define the terms needs and wants.

Example of Family Needs : Needs are basic needs that we must have.	Example of Family Wants: Wants are things that we can have

- Allow the students to correct each other and place the cards in the correct places. Explain their answers why they placed the cards in the columns.
- Organise the cards into the order of priority, stating what they really need and the least are the things that they can have but are not really necessary.
- Commend the group that has the most cards on the board and get them read.
- Discuss ways the community can assist individuals/ groups to meet their needs and wants.
- Discuss and give examples of goods and services provided in the community.

#### Conclusion:

Summarise the lesson with the definition of needs and wants and the importance of spending money on their needs rather than. Explain that goods that can be seen touched and consumed such as biro, food, hats. Services are activities that provided by other people such as doctors provide health services and teachers provide education services.



## GUIDED LESSONS



### Sample Guided Lessons Plan: 9

**Reference:** Culture and Community Syllabus

**Strand:** My Community

**Unit:** Beliefs and Values

**Content Standard: 2.2.4** Understand that good virtues are desired and valued highly and explain the practices in the livelihoods in the community

#### Lesson Topic: I am a Champion

##### Lesson Objectives:

Identify good customs and moral behaviours practiced in the community and describe acceptable and unacceptable behaviours

##### Materials for Preparation:

Prepare a story or a scenario showing examples of good and bad behaviours

- Read a story from the bible about the Parable of the Good Samaritan found in Gospel Luke 10:25-37

##### Introduction:

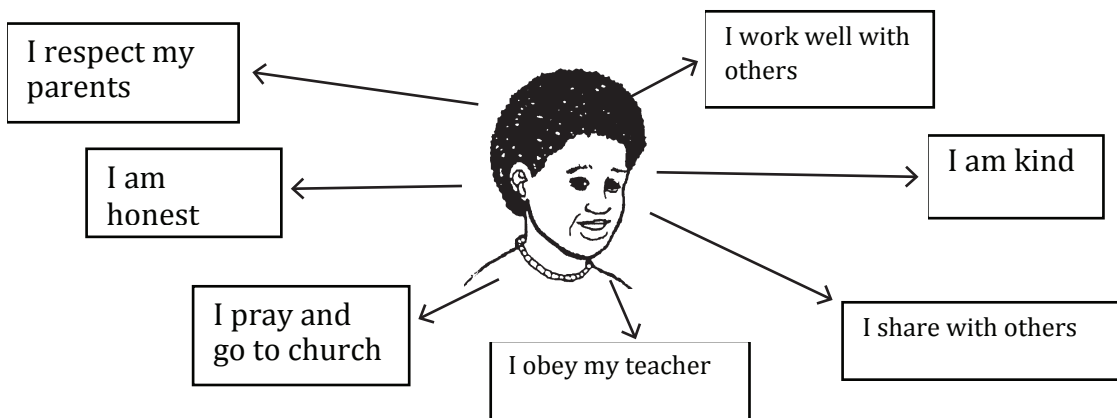
Ask students to discuss the people they like and dislike. What makes you like some people more than the others?

- Begin to identify good behaviours and attitudes such as honesty, kind, caring/ sharing.

##### Learning Activity

Read the bible scripture to the students and ask them to listen and

- Discuss the qualities of the characters in the story. What are the values and beliefs of the robber, priest, Levite and the Good Samaritan
- Students work in pairs/ groups and write down the qualities on cards/ place on the board.
- Draw a picture of themselves, write down their values and beliefs share with their friends



##### Conclusion:

Explain that Beliefs are concepts that we hold to be true and values are ideas that we hold to be important. Values govern the way we behave, communicate and interact with others. Summarise the acceptable and unacceptable behaviours and discuss areas they need to improve to become a loving, caring person as in the story of the Good Samaritans.



# GUIDED LESSONS



## Sample Guided Lessons Plan: 10

**Reference:** Culture and Community Syllabus

**Strand:** My Community

**Unit:** Resources

**Content Standard:** 2.2.5 Identify and describe some ways to take care of resources in the environment

### Lesson Topic: Care for Resource

#### Lesson Objectives:

Describe types of resources found in the environment and how to care for them.

#### Materials for Preparation:

Prepare;

- pictures of different environment such as the forest, sea, swamps or the
- built environment such as the classroom, church or hospital.
- A4 papers or Cards and markers.

#### Introduction:

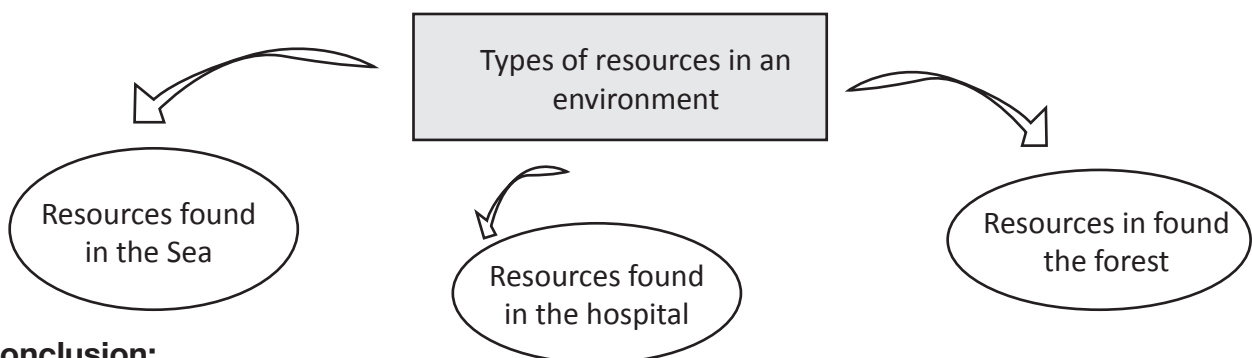
Ask the students to look around their classroom and name things that are found in that environment. Think of their homes and name useful things they use at home.

- List the items and discuss how they are useful with a partner.

#### Learning Activity

Students get into groups define environment and resources and discuss what they can find in a particular environment:

- Discuss different environments that can be found in the community. You may have answers such as in a sea environment you will find water, fish, seaweed, sharks.
- Distribute cards/papers to students to write resources they find in a sea environment
- Write different environment on the board and students paste the card resources under correct heading.
- Discuss how to care for this resources and do a class presentation.



#### Conclusion:

Ask the students about what new information they learnt from the lesson. How can they make sure they protect their environment and what they must do to ensure that everybody is responsible for protecting the environment?



## GUIDED LESSONS



### Sample Guided Lessons Plan: 11

**Reference:** Culture and Community Syllabus

**Strand:** My Environment

**Unit:** Life

**Content Standard: 2.3.1** Investigate and understand that all living things go through changes as they grow

#### Lesson Topic: Life cycle of a butterfly

##### Lesson Objectives:

By the end of the lesson each student will be able to observe and describe the life-cycle of a butterfly.

##### Materials for Preparation:

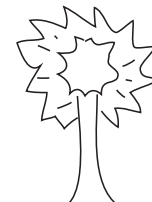
Organise and prepare a site visit and observe butterfly and return to the classroom and;

- Have a drawing of butterfly or a picture( Ref: Elementary Activity Book One)
- A chart illustrating the life cycle of a butterfly
- Collect empty bottles

##### Introduction:

Introduce the lesson about the life cycle of a butterfly. Today we will study the life cycle of a butterfly. Ask the children to think about how plants and animals grow from one stage to another;

- Draw the stages explain the process



For example: seed -----seedling-----plant-----Tree

##### Learning Activity

Get the students to;

- read the story about “The beautiful butterfly in the Elementary book activity book 3,
- students listen to the story and write down the key words describing the butterfly, e.g. the butterfly dances from flower to flower, spread her wings and warms herself in the sun,
- Students read out the words of the story and imitate the movements of the butterfly,
- Draw a picture of the butterfly and write down the description of the butterfly,
- Take the students to a near bye site and observe butterflies and how they behave,
- Find a pupa and observe the different stages from an,
- egg -----caterpillar -----pupa -----adult butterfly.
- Draw the different stages of the life cycle and explain the different stages of growths.

##### Conclusion:

Ask the students to highlight important and new information they have learnt in the lesson and make sure to display diagrams in the classroom.



## GUIDED LESSONS



### Sample Guided Lessons Plan: 12

**Reference:** Culture and Community Syllabus

**Strand:** My Environment

**Unit:** Environment

**Content Standard:** 2.3.2 Investigate and understand that natural resources in a particular area are limited and explain how these happen

#### Lesson Topic: Animal homes

##### Lesson Objectives:

Identify animals and their habitats and how they are destroyed

##### Materials for Preparation:

Pictures of natural and man-made resources or objects

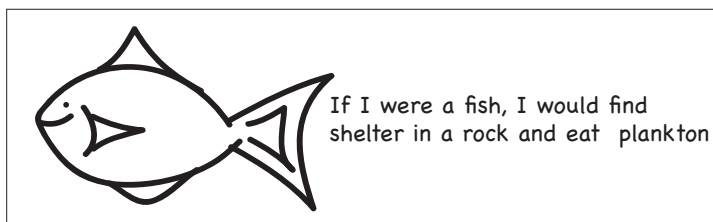
##### Introduction:

Ask the children to discuss what they find in their home environment. How this environment enable them to survive. What can happen students do not have a home? (List them down and share with the class-remove) Discuss and list down the things that could happen to a student if he/she did not have a home.

##### Learning Activity

Divide students into small groups and ask them to choose an animal to discuss. Animals could include fish, birds, dogs, cat, cassowary and pig:

- Discuss where these animals live and how they get their food.
- Brainstorm what can happen if these animals' homes are destroyed. List the consequences and display their answers on the board.
- Draw the animal and Write a creative story about their animals



##### Conclusion:

Students complete discussion and presentations and answer questions from their classmate. Discuss the importance of protecting animal homes so that they can have a place to stay.



## GUIDED LESSONS



### Sample Guided Lessons Plan: 13

**Reference:** Culture and Community Syllabus

**Strand:** My Environment

**Unit:** Science in the Home

**Content Standard:** 2.3.3 Investigate and demonstrate how energy and force are applied in everyday life

#### Lesson Topic: What happens to a moving object?

##### Lesson Objectives:

Students will discover how to move objects and explain what happens

##### Materials for Preparation:

Bring along

- balls and toys or other objects that can be moved to class
- sample pictures of toy or other objects such as wheelbarrow, spade

##### Introduction:

To begin;

- put a book on the table and push it gently from one location to another. Then pull the book towards you and repeat for several times. Ask students to also find an object such as stone, pen or leaf and gently push the object away and pull it towards them,
- ask the students to predict and describe the action done to the object and what happens when the object is moved.

##### Learning Activity

Discuss with the class;

- the concept of force and motion. Explain that force is a pull or push. When you are pushing a friend on a swing you are using another force. Pushing moves something in the direction of the push. The harder the push, the further the items go.
- Demonstrate pushing or pulling a chair in the classroom to explain the concept of force
- Discuss that motion is the changing of position or location. It requires force to cause that change

Do an experiment with moving object:

- Demonstrate making a ramp by placing one or more books under one end of the plywood.
- Gently push a toy car or ball down the ramp and then measure the speed and distance with a meter stick and a stopwatch.
- Talk about ways to make the car travel faster or go further. Discuss the forces at work on the car. What makes it move forward to the bottom of the ramp?
- Divide the class into groups of 3 or 5. Give each group about 5 books, blocks or other stacking materials the plywood and a toy car or any other object and ask them **to set up** a space in the classroom to set up their ramps.
- Allow the groups a few minutes to experiment with their ramps rolling their cars down different height ramps to see what height allows the car to go fastest and furthest. What does increasing or decreasing the angle of the ramp do for the motion of the car?
- After this initial exploration ask group to stick to the angle of ramp they find works the best for the remainder of the lesson. Have them record the drawing of their ramp in their book.

##### Conclusion:

- Ask the children to talk about what they learnt from the experiment. Discuss what can happen to increase the distance and speed of the object on the ramp.
- Talk about what they can do differently if they were to set up the next experiment.



## GUIDED LESSONS



### Sample Guided Lessons Plan: 14

**Reference:** Culture and Community Syllabus

**Strand:** Healthy Individual and Community

**Unit:** Personal Hygiene

**Content Standard:** 2.4.1 Know that human beings differ physically in their growth from one individual to another

#### Lesson Topic: Keeping clean

##### Lesson Objectives:

Explain how individuals can maintain personal hygiene and keep their body healthy

##### Materials for Preparation:

Collect;

- health chart showing different parts of the body such as the eye, ears, nose, mouth and hand,
- cleaning agents such as soap, water, face towel, body brush,
- organise space and site to do the demonstration.

##### Introduction:

Teacher do the following to introduce the lesson.

- Show a picture or a diagram of a healthy and unhealthy person to the class.
- Ask students to identify the characteristics of a healthy and unhealthy person.
- Discuss why it is important to keep our body healthy.

##### Learning Activity

Divide the students into 5 different groups. Each group will discuss how to keep their body clean from sickness and diseases,

- Draw pictures and a diagram of how to keep their body clean or write on cards and paste on the wall

How to keep my ears and  
nose clean

How to keep my mouth clean

How to keep my hands and feet  
clean

How to keep my house clean

How to keep my  
clothes clean

Teacher will demonstrate how to keep your body clean by doing all or any of the following activities,

- wash hair and body, hands and feet,
- clean around face, eyes, and nose,
- brush teeth.

Students observe and follow the demonstration and keep their body clean

##### Conclusion:

Clean up after the demonstration and ask students how they feel after cleaning their body. Students can set goals on what they can do to maintain good health and personal hygiene.



# GUIDED LESSONS



## Sample Guided Lessons Plan: 15

**Reference:** Culture and Community Syllabus

**Strand:** Healthy Individual and Community

**Unit:** Things That Harm Us

**Content Standard:** **2.4.2** Recognize dangerous activities and practices in the community and suggest ways on how to prevent accidents and other related problems.

### Lesson Topic: Avoiding accidents

#### Lesson Objectives:

Identify things that can harm our body and explain how to prevent accidents

**Materials for Preparation:** Get ready;

- A first Aid Kit, Papers and markers and dangerous equipment and chemicals found in homes

**Introduction:** Ask the students to think of things that can harm our body

- Write them down in their books and share with a friend
- Work in small groups and come up with common list of harmful things and types of accidents that can happen at home

**Learning Activity:** Divide the class into groups and to;

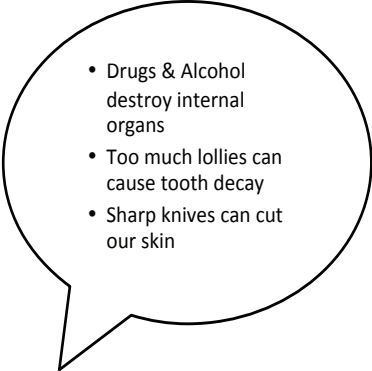
- do a role play on some of accidents that can happen at home.
- Talk about the importance of having a First Aid Kit at home and how to use the kit.
- Discuss and describe the scenario and suggest what can be done to prevent the accidents or harm and injury to the body.
- Write the information in the box provided. Scenario one has been done for you. Share your work with the class

#### Conclusion:

- Wind down by stressing the importance of eating healthy food.
- Children pin up their work on the wall.

#### Example of Scenarios

1. A baby girl walks over to the fire
2. A young man taking drugs and disturbing the community
3. Bush knives lying on the ground in the house
4. Kerosene bottle put in the same container with the water containers
5. Song cuts himself with a bush knife in the garden
6. A dog bites a small girl
7. Junior is eating food without washing his hand
8. An old man gets sick with TB

- 
- Drugs & Alcohol destroy internal organs
  - Too much lollies can cause tooth decay
  - Sharp knives can cut our skin

#### How to prevent accidents What do you do ?

1. Make sure to look after the baby and keep her away from the fire place



## GUIDED LESSONS



### Sample Guided Lessons Plan: 16

**Reference:** Culture and Community Syllabus

**Strand:** Healthy Individual and Community

**Unit:** Food and Food Hygiene

**Content Standard:** 2.4.3 Understand and describe why the body needs well prepared and nutritious food

#### Lesson Topic: Right Clean Food

**Lesson Objectives:** By the end of the lesson students will explain the importance of eating healthy food and describe some ways of preparing food at home

**Materials for Preparation:** Collect and display

- A Chart on the three food groups
- Samples of food from the three food groups
- Flash cards with labels of different food as provided. More food labels can be added on to the list depending on local contexts

**Introduction:** Ask the children to;

- talk about types of food they ate for breakfast or dinner. Find out how the food was prepared. Share the information with partners or in small groups.
- Make a list food that was eaten by the students and sort them into healthy and unhealthy food.

**Learning Activity:** Get the class to;

- Discuss different ways of preparing food. Example think of how many ways to cook yam or greens
- Distribute the flash cards labelled with the names of different food to each of the students. Each student must take a card and participate in the following activities.
- Look at your flash card labels and move to the following groups. Explain why they think they are in the right label. Students can agree or disagree with the groupings
- Check with the whole class and make corrections.

#### FOOD CATEGORIES

1. Food taken from the garden and the sea
2. Food from stores
3. Healthy food and unhealthy food
4. Food that makes up a balanced meal
5. Food that gives body with protein to grow
6. Food that provides energy for the body to work and play
7. Food that protects the body against from sickness and diseases

#### LABELS OF TYPES OF FOOD

Taro, Pork, Aibika, cassava, kaukau, pawpaw, carrot, pumpkin, flying fox, cucumber, Chines taro, Soft drinks, Rice, mango, biscuit, ice cream, Cakes, bread, ripe banana, yam, apple, coffee, lollies, orange, cabbage, tomatoes, milk, ginger, Chicken, coconut, guava, bean, twisties, Cordial, noodles, sausage, tinfish, tulip, aupa leaves, orange, big rooster, prawns, fresh fish, squip, water,

#### Conclusion:

Ask a few students to explain why they are in the right place according to their food categories. Summarise the activity by discussing the importance of eating the right kind of food to keep our body healthy.



## GUIDED LESSONS



### Sample Guided Lessons Plan: 17

**Reference:** Culture and Community Syllabus

**Strand:** Healthy Individual and Community

**Unit:** Family and Community Health

**Content Standard:** 2.4.4 Understand the relationship between family and community health and say how these promote a healthy or unhealthy lifestyle

#### Lesson Topic: Healthy Life

##### Lesson Objectives:

By the end of the lesson, students will describe how a healthy family can contribute towards promoting a safe and clean and healthy community environment.

##### Materials for Preparation:

Prepare,

- Butcher papers and marking pen or crayons
- Health posters showing healthy, safe and clean families and communities

##### Introduction:

Use posters to:

- Ask the students to think about some of the health issues affecting the families and the communities in the local area. This could include issues such as poor sanitation and no proper toilets, rubbish and pollution or TB.
- Discuss the causes of issues and describe some ways of promoting a safe and healthy environment.

**Learning Activity:** Discuss characteristics of individuals who are living a safe and healthy life style in the family and the community. Some of the responses could include the points given in the table.

	Healthy life style	Unhealthy life style
Individuals	<ul style="list-style-type: none"><li>• Has enough sleep in the night</li><li>• Does regular exercise</li><li>• Plays sports</li><li>• Eats a nutritious meal</li></ul>	<ul style="list-style-type: none"><li>• Plays cards or gambles</li><li>• Takes a lot of alcohol and drugs</li><li>• Have low self esteem</li></ul>
Family	<ul style="list-style-type: none"><li>• Has enough sleep in the night</li><li>• Does regular exercise</li><li>• Plays sports</li><li>• Eats a nutritious meal</li></ul>	<ul style="list-style-type: none"><li>• Plays cards or gambles</li><li>• Takes a lot of alcohol and drugs</li><li>• Have low self esteem</li></ul>
Community	<ul style="list-style-type: none"><li>• Houses have toilets</li><li>• Respect for elders</li><li>• There is law and order practices in the community</li><li>• Active community participation</li></ul>	<ul style="list-style-type: none"><li>• No proper toilets and good water systems</li><li>• Do not have access to basic government services such as schools and hospitals</li><li>• Have law and order problem</li><li>• Disrespect for the elders</li></ul>

##### Conclusion:

Ask volunteers from the class to say new information they learnt during the lesson. State what they can do to improve and promote healthy communities.



## GUIDED LESSONS



### Sample Guided Lessons Plan: 18

**Reference:** Culture and Community Syllabus

**Strand:** Movement and Physical Activity

**Unit:** Movement skills and Concept

**Content Standard::** 2.5.1 Demonstrate basic movement skills with improvised equipment in movement games and activities

#### Lesson Topic: Body Movement skills

##### Lesson Objectives:

By the end of the lesson students perform a range of controlled body movements and skills for different purposes.

**Materials for Preparation:** Bring into class:

- sports clothing and
- balls.

##### Introduction:

- Students do warm up activities by running and doing stretch,
- Tell students to stretch out to the right, left and upright and pretend to catch a ball above the heads, at shoulder height and waist level. Call out the word “Freeze” and students stay in that position and count one up to five and then shake their bodies’ loose.

##### Learning Activity

with the class;

- Talk about the importance of regular exercise and how it promotes good health for our body,
- Discuss safety rules to prevent accidents or injuries,
- Demonstrate to the students different manipulative skills in dodging, balancing and eye and head coordinated activities.

##### Dodging

- Walk, run, jump, skip and hop through an obstacle zigzag course
- Run on the spot, stand beside an object and move the body quickly from side to side
- Walk or run fast, changing directions

##### Balancing

- Balancing on one, two, three, or four body parts
- Walk, run, jump, hop and skip at different speeds and stop suddenly without losing balance
- Balance an object on the head and walk on the heels of the feet

##### Eye – head coordinated movements

- Throwing a ball straight at targets, above the heads, waistline and below the knees
- Catching the ball with one hand or both hands in front of the body, over the head and or walk, run, jump, hop, skip, leap while moving.

##### Conclusion:

After the exercises ask the students how they feel after the exercise and what they need to do to maintain healthy body and mind. For more details refer to the “Elementary Movement and Games Activity Teacher Resource Book.” 2006. Department of Education.



## GUIDED LESSONS



### Sample Guided Lessons Plan: 19

**Reference:** Culture and Community Syllabus

**Strand:** Movement and Physical Activity

**Unit:** Fitness for health

**Content Standard:**      **2.5.2** Demonstrate good sportsmanship and fair-play through participation in modified sports

#### Lesson Topic: Keep fit

##### Lesson Objectives:

By the end of the lesson students will develop good sportsmanship and fair play as they participate in identified fun games

##### Materials for Preparation:

Make available for class;

- flip charts, cut out pictures or images of different leisure activities such as playing sports, reading books, gardening and markers,
- appropriate tools and equipment for selected physical activities.

##### Introduction:

- Do some warm up activities and stretches like walking, hopping, running, jumping, skipping and dodging?
- Sit down in small groups and discuss about types of leisure activities and physical activities that people do at home.
- How do people benefit from participating in leisure activities.

##### Learning Activity:

- Students do a role play on some of the leisure activities that people do at their free time. This could include activities such as reading books, playing sports, gardening, growing and taking care of flowers.
- Identify a recreational activity that students can perform and explain how they will participate in this activity.
- Organise games that they can play during their free time. e.g. soccer, rugby touch, volleyball and softball.
- Plan the teams to participate in this sports and the sport rules to follow.
- Participate in the planned activities and implement as planned.

##### Conclusion:

Summarise the lesson by discussing what they learnt from planning and implementing physical activities. Ask students about what they think about the recreational activities and how often they can participate so that they stay fit and healthy.



## GUIDED LESSONS



### Sample Guided Lessons Plan: 20

**Reference:** Culture and Community Syllabus

**Strand:** Movement and Physical Activity

**Unit:** Games

**Content Standard:** 2.5.3 Describe and perform physical activities people can participate in for leisure and recreational

#### Lesson Topic: Hunter and Kapul Games

##### Lesson Objectives:

By the end of the lesson students will develop good sportsmanship and fair play as they participate in identified fun games

##### Materials for Preparation:

Organise the class into groups of four;

- equipment such as tennis balls or improvised coconut leaf balls,
- wear sports clothing.

##### Introduction:

Take students out into an open field for participants in the lesson. Students do warm up activities by doing the running and dozing skills. Take a deep breath and relax. Students set some specific rules to observe by the class considering safety and good sportsmanship.

##### Example

1. Do not shout and use abusive words
2. Every one must have turn to play
3. Respect others and be considerate

##### Learning Activity: To the class:

- Explain and demonstrate with a small group of students how to play the game.
- Ask the students to work in groups of four to make a fence and hold hands
- One group of the member of the last group is identified as the hunter; the three other members of the group are identified as the kapuls. Each kapul is kept in a fence made by the other groups of four
- Each group stands in a circle holding hands to form a circle.
- The hunter tries to tag the kapul in the fence, the kapul escapes moving over to the other free space or the next fence.
- The kapul touched becomes the hunter. After a few minutes swap the students around so that the hunter and kapuls change place with a group that formed a fence ( For more details about the games, refer to the Games and movement games book page 59 )

##### Conclusion:

Ask the students to express how they felt about the game. What did you like about the games? What areas need to be improved so that we can all enjoy the games? Make suggestions for improvement. Find out if they observed the rules and what should be done to those students who do not follow the rules.



# 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 Grade Two. Assessment for Elementary Schooling is the continuous process of finding out what the students have learnt. Assessment 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.
- Assessment for learning and.
- Assessment As learning.

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

## ***Assessment As Learning***

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:

Questions –What is this ?  
Where is this ?  
Who is this?  
Is this harmful?





# ASSESSMENT

## **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 day or more or three or four times depending on the teachers planning. This type of assessment helps teachers to evaluate their own teaching weekly.

## **Assessment Of Learning**

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.

*Example of assessment of learning – Sample of a test orally at the end of the topic on Plants. Students colour parts of a plant from a worksheet prepared by the teacher at the end of the term.*



## Assessment Methods

When assessing, teachers must ensure 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 to do assessment specifically for particular grades in your classrooms. The following methods given in this guide are commended for use across all elementary grades prep, one and two. They include;

- observation,
- conferencing,
- portfolios.

Teachers in this grade are encouraged to use the three methods for assessing the students achievements. These 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 teacher will identify in individuals and plan for reteaching,

### **Descriptions of Assessment Method**

Teachers, each of the commended methods are described for you to use. It is expected that you read this descriptions carefully and understand them well so that you can use this methods confidently to conduct your assessment tasks.

### **Observation**

To observe is to look 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 as 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. The group leaders can be trained by the teacher to do peer assessment of the group members using this method. The teacher prepares a checklist of the listed areas and explains these points to the group leader, before the observation starts.

The teacher must facilitate this closely until the group leader is confident to do the peer assessment using the observation method.

Students can be helped to develop confidence in ways of reporting their own tasks and that of others.





# ASSESSMENT

## Conferencing

Conferencing is discussion with students that involved 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 how they can do the task (skills) and how they feel about what they are learning (attitudes). Conferencing is an assessment method which helps the teacher to gather information about :

- what a student knows
- the 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 a one-on one assessment strategy and is recommended to all grade two 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 knowledge and understanding of the learning taking place

### An individual assessment task.

**Strand:** Art and Craft.  
**Unit:** Art  
**Content Standard:** 2.1.1

#### Assessment Task:

Task Paint imaginary picture of your surrounding

#### Teachers Comments:

Mimi is creative and can express her surrounding through the picture she has painted. Has used colours to represent different things in her surrounding. e.g. green for plants.

**Date:** 24 /03/15  
**Signed:** mirou



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 teacher will identify in individuals and plan for reteaching,



## Recording

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

- Journal, diary or anecdotal notes and Portfolios.
- Progressive records.
- Check-lists.
- 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.

### 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

Dairy - Assessment performance for      Trex-      Grade: Two      Term: One 2014  
Assessment Comments

Tasks	Date	Description
1. Make simple craft from paper or leaves	14/04/2014	Is 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.		





# ASSESSMENT

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

## Checklist

A checklist is a simple way to record who has achieved what you, the teacher wanted them to learn, who has not and which student needs help. It is a quick and efficient way of recording information that the teacher found out when conferencing or looking at work samples. 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 and peer assessment.

For example students must be taught how to observe others using simple assessment criteria and be shown how to report in positive ways.

Examples of a checklist – Student Observation Checklist for an environment activity for a peer.

### Checklist 1

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

### Checklist 2

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						
Miav						

Teachers you can create simple check lists like these examples given for your class for achievement of content standards and behaviour



## 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 student's 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, teacher's, 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 use 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 be not always comfortable in front of the 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..*
- 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.*





# ASSESSMENT

## Assessment Task

Assessment tasks must be identified from the list of lessons in the overview of the year's lesson topics. One of the lessons in the strand for the week must be identified as an assessment task. This lesson is planned using the sample plan given in this guide. Assessment tasks can be written in different ways but making sure that;

- it is linked to the Content Standards,
- 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.

The following sample assessment tasks are given in this guide to assist teachers to plan their assessment tasks. It is not a bad idea to actually conduct any of these samples in your classroom. Observe a student at work- use a criteria checklist to assess his or her achievement



Observe a student at work - use a criteria checklist to assess his or her achievements





## Template for Sample Assessment Tasks

**Reference:** Assessment Task Plan Template.

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

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

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

**Topic:** \_\_\_\_\_

**Assessment Task:** \_\_\_\_\_

**Assessment Method:** \_\_\_\_\_

**Assessment Criteria:** \_\_\_\_\_

**Reporting & Recording Method:** \_\_\_\_\_





# ASSESSMENT

## Sample Assessment Task 1

Reference:	Culture and Community Syllabus
Strand:	Arts and Craft
Content Standard:	<b>2.1.3</b> Develop ideas and skills in listening, singing, playing instruments, perform and respond with expression to music
Unit:	Music
Topic:	Improvised Musical Instruments

### Assessment Task:

Morning Show: Make and describe improvised musical instruments that accompany a song (class assembly).

### Assessment Method:

Observation

### Assessment Criteria:

Look at the materials, sound and students movement 1.

1. Materials are from the local environment
2. Sound is loud and clear
3. Student moved to the beat
4. Name of the instrument

### Reporting Method:

Check list- for the group

Names	Individual Performance - Improvised Musical Instrument				
	1. Materials are from the local environment 2. Sound is loud and clear 3. Student moved to the beat 4. Name of the instrument				
	Instrument	C1	C2	C3	C4
James	rattles				
Lavaki	Kundu				
Fred	Bamboo Flute				
Mera	Coconut leaf beagle				



## Sample Assessment Task 2

Reference:	Culture and Community Syllabus
Strand:	My Community
Content Standard:	<b>2.2.1</b> Show an understanding of how individuals form a group to achieve a goal or aim
Unit:	Living and working Together
Topic:	Family

### Assessment Task:

Select a family member Write a story maximum of 12 words about the family member identified in your words.

Family member	Roles they play
Father	
Mother	
Brother	
Sister	
Self	

### Assessment Method:

Study work sample

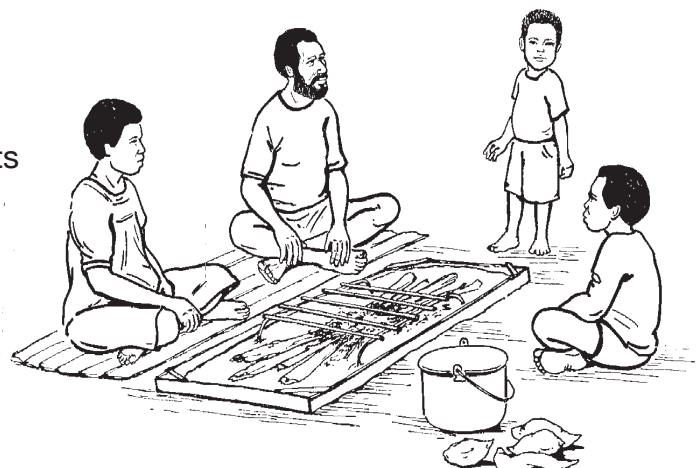
### Assessment Criteria:

Marking Guide:

1. Identify the family member.
2. Mention 2 roles he/she plays.
3. What is his/her character.
4. Is the story meaningful.

### Reporting Method:

Sample work sheet with teachers comments





## Sample Assessment Task 3

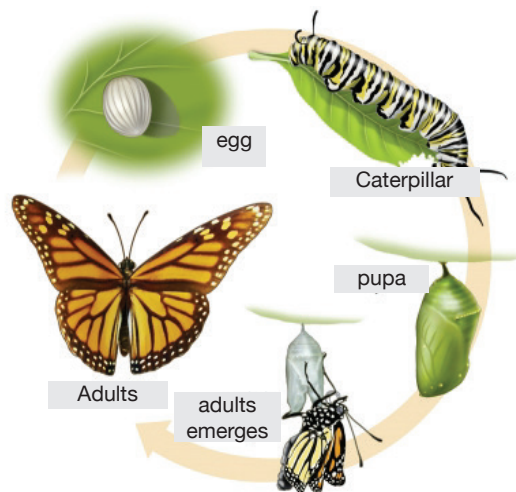
**Reference:** Culture and Community Syllabus  
**Strand:** My Environment

**Content Standard:** 2.3.1 Investigate and understand that all living things go through changes as they grow

**Unit:** Life  
**Topic:** Living things

### Assessment Task:

Draw the Life cycle of an insect- Example - butterfly.  
Show the 4 stages of growth, egg -caterpillar---pupa-----adult



### Assessment Method:

Study work sample

### Assessment Criteria:

Students Individual worksheet-criteria;

1. sequence order of growth development of insect,
2. Correct name of each growth stage,
3. neatness.

### Recording Method :

Work sample with comments from the teacher

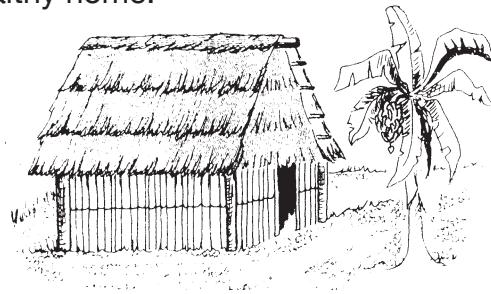


## Sample Assessment Task 4

<b>Reference:</b>	Culture and Community Syllabus
<b>Strand:</b>	Healthy Individual and Community
<b>Content Standard:</b>	<b>2.4.4</b> Understand the relationship between family and community health and say how these relationships can promote a healthy or unhealthy lifestyle
<b>Unit:</b>	Family and community health
<b>Topic:</b>	Clean Home

### Assessment Task:

Draw and label a clean healthy home.



Example: Clean flower garden around the home

**Assessment Method:** Work Sample

### Assessment Criteria:

Individual marking criteria;

1. neat and tidy work,
2. correct Labelling of clean home.

### Recording Method:

Work sample with teachers comments.





## Sample Assessment Task 5

**Reference:** Culture and Community Syllabus  
**Strand:** Movement and Physical Activity

**Content standard:** 2.5.2 Demonstrate good sportsmanship and fair-play through participation in modified sports

**Unit:** Physical Activity  
**Topic:** Ball handling skills

### Assessment Task:

Use underarm and overarm throws to pass a tennis ball to a friend at two different heights

**Assessment Method:**  
 Observation

### Assessment Criteria:

Passing balls....the ball;

1. step forward with opposite foot to throwing arm,
2. lean forward when the ball is released,
3. accurately throw to a target.

### Recording Method :

Student	Assessment Criteria Key: x-not done, √-good effort,			Comments
	1	2	3	
Colette	√	x	√	Need more practice in c2
Betty	x	√	√	Need more practice in c1
Adeyato	x	x	√	Need more practice in c1 & 2
Mary	√	√	√	Good control in the overarm throw



## ELABORATIONS OF CONTENT STANDARD

This section presents the elaborations of standard statements for Elementary Prep grade. Elaboration of content standards will be done by strands. These will have the recommended knowledge and skills and attitudes. The organisation will follow the sequence of grade levels.

This section of the teacher guide has the elaborations of the content standard for all the grades. You are encouraged to consult this section as much as possible so that you have fair knowledge of the specific knowledge, skills and attitudes recommended for each Elementary grade. This will help you prepare teachers in your own grades to by providing the kind of teaching and learning activities that students will participate in to fully acquire the knowledge, skills and attitude at their grade levels so as to confidently take on the next grade level.

**Strand:** Arts and Crafts

**Unit:** Drawing

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Standard Statement</b>	<b>P.1.1</b> Observe, create and discover their local surrounding through drawing and painting	<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 artistic figures from observing, traditional and modern arts
<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 bilums 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>• Drawing, painting and printing 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 like 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> </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>• Value and take pride in 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</li> <li>• Take care of local plants</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>



# ELABORATIONS OF CONTENT STANDARD

**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>Valuing and taking pride in their local crafts with local colours, designs and patterns</li> <li>Taking great care of borrowed crafts from parents</li> <li>Being confident in using local materials</li> <li>Sharing ideas and materials with each other</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy working with others</li> <li>Respect others in group work</li> <li>Have pride in own creation</li> </ul>	<ul style="list-style-type: none"> <li>Develop creativity and innovation</li> <li>Being resourceful</li> <li>Willingness to cooperating with others</li> </ul>



# ELABORATIONS OF CONTENT STANDARD

**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 the ability to use various pitches of voice in singing traditional and other songs with or without 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>





# ELABORATIONS OF CONTENT STANDARD

**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>• Familiarise themselves 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>



# ELABORATIONS OF CONTENT STANDARD

**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>





# ELABORATIONS OF CONTENT STANDARD

**Strand:** My Community

**Unit:** Living and Working Together

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P2.1</b> Know and describe who an individual is and what their role and responsibility is as a member of a 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> </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>



# ELABORATIONS OF CONTENT STANDARD

**Strand:** My Community

**Unit:** Living and Working Together

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.2.2</b> Understand and talk about what and why some places and cultural activities in the community are special	<b>1.2.2</b> Recognize and identify differences and similarities in various events and ceremonies in own and other provinces	<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>• they belong to a family</li> <li>• who makes up a family</li> <li>• 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 interests 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>





# ELABORATIONS OF CONTENT STANDARD

**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 want	<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>



# ELABORATIONS OF CONTENT STANDARD

**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, 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 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>





# ELABORATIONS OF CONTENT STANDARD

**Strand:** My Community

**Unit:** Resources

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.2.5</b> Recognise natural and man-made resources around the community and identify their uses	<b>1.2.5</b> Be aware of and identify different types of natural resources, renewable and non-renewable and how people use them to make some things we use today	<b>2.2.5</b> Identify and describe some ways to take care of resources in the environment
	<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</li> </ul> </li> <li>• some resources can be reuse or recycle such as plastic bags, tins, rice packets or bags</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>



# ELABORATIONS OF CONTENT STANDARD

**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, sound, smell, touch</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>our senses are useful and important in many ways</li> <li>the uses of their senses</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>Relate to experiences about common living and non-living things around them</li> <li>Grouping things into living and non-living</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, rough/smooth</li> <li>Identify describe things around them using their senses</li> </ul>	<ul style="list-style-type: none"> <li>Identifying Flowering plants and non-flowering plants.</li> <li>Compare different types of flowering plants</li> <li>Compare different types of non-flowering plants</li> <li>Describe and identify the parts of flowering and non- plants</li> <li>Use their senses to identify living things</li> </ul>	<ul style="list-style-type: none"> <li>Develop questioning skills about living and non-living things such as               <ul style="list-style-type: none"> <li>Observation skills</li> <li>Exploring</li> <li>Gathering and recording information</li> </ul> </li> <li>Discuss and Identify changes of growth in plants, animals,</li> <li>Identify underwater animals and plants and discuss their general changes in growth</li> <li>Label the external parts of animals on land and in the water</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> <li>Sharing experiences about common living and non-living things</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>





# ELABORATIONS OF CONTENT STANDARD

**Strand:** My Environment

**Unit:** Environment

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P.3.2</b> Explore the physical features of their local area and identify the different types of living things that live there	<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 area are limited and explain how these happen
<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> </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>



# ELABORATIONS OF CONTENT STANDARD

**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 the types of energy found in the home using simple machines	<b>1.3.3</b> Investigate and understand how objects move when different types of force are applied	<b>2.3.3</b> Investigate and demonstrate how energy and force are applied in everyday life
<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 is a force and it uses energy to move object</li> <li>pulling is a force and it uses energy objects</li> <li>Effect of increasing more force on movement of objects</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>Discussing the importance of energy</li> <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, onto other objects</li> <li>air by blowing or waving something</li> <li>sound by tapping, hitting clapping</li> </ul> </li> <li>Identify reflections of heat under an iron roof light using a mirror sound using a bamboo or a pipe</li> </ul>	<ul style="list-style-type: none"> <li>Observe activities in the community that use push energy</li> <li>Observe activities in the community that use pull energy</li> <li>discuss the speed caused by big and small pull force and the motion</li> <li>discuss the speed caused by big and small push force and the motion</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>





# ELABORATIONS OF CONTENT STANDARD

**Strand:** Healthy Individual and Community

**Unit:** Healthy Individual

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P4.1</b> Know 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> Recognize that human beings differ physically in their growth 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>The things used to make the body clean</li> <li>Differentiate between good and bad personal hygiene</li> <li>importance of maintaining 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 appearances 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</li> <li>Wash hands using soap, or omo etc.</li> <li>Identify effects of unclean body</li> <li>Describe good and bad personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Ways of keeping the body clean such as washing, brushing teeth, grooming</li> <li>Maintain clean environment</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>



# ELABORATIONS OF CONTENT STANDARD

**Strand:** Healthy Individual and Community

**Unit:** Things that Harm Us

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P4.2</b> Identify harmful things in the home or local community and say how these things can 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 and practices in the community and suggest how to prevent accidents and 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 bodies</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 to avoid</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</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 used in the Home</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>





# ELABORATIONS OF CONTENT STANDARD

**Strand:** Healthy Individual and Community

**Unit:** Food and Food Hygiene

Grades	Elementary Prep	Elementary One	Elementary Two
<b>Content Standard</b>	<b>P4.3</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 sorted and 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>responsible for their actions</li> </ul>



# ELABORATIONS OF CONTENT STANDARD

**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 air</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>





# ELABORATIONS OF CONTENT STANDARD

**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 simple loco motor movements skills and concepts in general space	<b>1.5.1</b> Link a series of loco motor and non - locomotor movements and concepts to perform a simple movement sequence and pattern	<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 or 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>



# ELABORATIONS OF CONTENT STANDARD

**Strand:** Movement and Physical Activity

**Unit:** Games

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> Recognise 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>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 sportsman-ship</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>Explore and perform 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 sport 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>





# ELABORATIONS OF CONTENT STANDARD

**Strand:** Movement and Physical Activity

**Unit:** Fitness for Health

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>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>



## 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
Samples	Examples of ideas described for lessons such as
Science in the home	Things used in the home which have basic science knowledge
Content Standards	Statement that contains KSA for students to acquire through planned learning activities
Strand	Big idea/s for learning e.g. Life





## RESOURCE MATERIALS

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
- Reader.

### 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 them to take 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 available in the classroom for your teaching and students learning.



## REFERENCES

National Department of Education (1994) *Elementary Attainment Targets*

National Department of Education (1998) *Elementary Scope and Sequence*

National Department of Education (2003) *Culture & Community Outcomes-based Syllabus*

National Department of Education (1998) *Curriculum Overview*

National Department of Education (2006) *Teacher Resource Book- Culture and Community*

National Department of Education (2006) *Teacher Resource*

*Book - Movement and Games activity*

National Department of Education-*Report of the Task Force For the Review of Outcomes –Based Education* (2013)





