

# I. Social, Emotional And Spiritual Well-Being

## Grade 1

### Broad Objectives

*The Social, Emotional And Spiritual Well-Being core area will enable students to:*

1. demonstrate an awareness of self, others and a supreme being.
2. establish and maintain good relationships.

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 1, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"><li>▪ <b>Self awareness</b><ul style="list-style-type: none"><li>- Personal attributes – how they have changed (height, size, weight)</li><li>- Uniqueness in favourite things – T.V. programmes, colours etc.</li><li>- More accomplishments (write better, dress himself better etc.)</li><li>- Expression of feelings and emotions</li><li>- More expression of opinions</li></ul></li></ul>	<ol style="list-style-type: none"><li>1. state ways in which they are unique and special.</li><li>2. identify how they have changed in size, height, weight, etc.</li><li>3. identify talents, skills, strengths and weaknesses which make them different to someone else.</li><li>4. identify how they are similar to someone else.</li><li>5. identify likes and dislikes.</li><li>6. identify things that they can do well.</li><li>7. identify things that they need help with.</li></ol>	<ol style="list-style-type: none"><li>1. Pair students and allow partners to do a sketch of each other.</li><li>2. Sketches and subsequent work can be put in a book titled, <i>Book About Me</i>.</li><li>3. Students fill in blanks to complete autobiography of positive characteristics 'All About Me', e.g., my name is ...; I was born on ...; I weigh ...; I am ... tall; the colour of my hair is ..., etc.</li><li>4. Students engage in introducing their partners to the class using positive information about other partner, e.g., 'This is my friend Mary'. She lives at ... she has ... brothers and sisters. Her mother's name is. Her father's name is. She loves to play, etc.</li><li>5. Students engage in filling a work- sheet using art, writing titled 'My Favourite Things' to include favourite food, colours, cartoon game, drink, shoes, hairstyle to enter into <i>Book About Me</i>. Listen to and sing along 'My Favourite Things' in the 'Sound of Music'.</li><li>6. Students sing same song substituting own words.</li></ol>

<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 1, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<ul style="list-style-type: none"> <li>- Uniqueness of individual families – have there been changes.</li> <li>- Family – uncle – niece; parent – child; brother – sister</li> <li>- Uniqueness – new challenges</li> </ul>	<ul style="list-style-type: none"> <li>8. express feelings and emotions about different situations, e.g., love, gladness, excitement, fear, discomfort, etc.</li> <li>9. express opinions about particular situations</li> <li>10. list changes that have occurred in family structure, e.g., birth of new baby, parent going away, death in the family, divorce, etc.</li> </ul>	<ul style="list-style-type: none"> <li>7. Students engage in impromptu talent show. Each student does something he/she is good at, e.g., tell a joke, recite a poem, sing, dance, etc.</li> <li>8. Students engage in activity filling in a worksheet titled, 'Things I Can Do Well, Things I Need Help With'.</li> <li>9. Student use a dough sculpture game to express feelings; students form faces with the dough that depict sadness, happiness, joy, etc. children show faces and tell class when they experienced the particular emotion.</li> <li>10. Students draw faces that depict various emotions.</li> <li>11. Students are encouraged to express elicited opinions about situations through the use of question words, such as What do you think could have been done in this situation? What would make you happier?</li> <li>12. Students make observations of changes in family structure through 'story telling', 'puppetry' 'classics', e.g., Cinderella.</li> <li>13. Students use their own real life experiences to show changes in family structure.</li> <li>14. Students draw families showing changes in structure by adding or removing family member (to include pets).</li> </ul>

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<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 1, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<ul style="list-style-type: none"> <li>- Care and respect for and sensitivity towards family members, friends, peers and self.</li> <li>- Respect for peoples' property</li> </ul>	<ul style="list-style-type: none"> <li>18. practice appropriate behaviours at school by knocking at doors before entering; greeting adults appropriately; queuing up.</li> <li>19. speak to others using appropriate language (please, thank you; may I please go to the ...; I beg your pardon; demonstrate telephone etiquette.</li> <li>20. practise appropriate behaviours in the absence of adults. E.g., when attending church, visiting the library, etc.</li> <li>21. predict the consequences of breaking rules and regulations (consequences to the person who is breaking the rules and consequences to others).</li> <li>22. address people appropriately (children and other people by their own names; principal, other adults).</li> <li>23. make requests to use other peoples' property.</li> <li>24. handle other peoples' property with care.</li> <li>25. return other peoples' property after use.</li> <li>26. make positive statements about others.</li> <li>27. pay complements to people.</li> <li>28. empathize with others by expressing feelings of regret, joy and sorrow.</li> </ul>	<ul style="list-style-type: none"> <li>23. Reverse role play to demonstrate appropriate behaviour.</li> <li>24. Students use puppetry to negotiate problem/conflict situation between students.</li> <li>25. Student engage in 'Politeness Game' through the use of scenarios, e.g., sing songs, recite verses or care and respect, rules etc.</li> <li>26. Role play situations using scenarios.</li> </ul>

## II. Health, Welfare And Lifestyle

## Grade 1

### Broad Objectives

*The Health, Welfare And Lifestyle core area will enable students to:*

1. evaluate the complexity of forces which influence personal health, principles and practices.
2. take responsibility for making decisions for attainment of health lifestyle and a high level of wellness.

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 1, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"><li>▪ <b>Disease prevention and lifestyle practices</b><ul style="list-style-type: none"><li>- Personal health</li></ul></li>          <li>- Dental care</li></ul>	<ol style="list-style-type: none"><li>1. practise proper hygiene and grooming, e.g., bathing, combing, manicure, brushing teeth, etc.</li><li>2. dress themselves properly, e.g., putting on socks and shoes, putting on clothes, etc.</li><li>3. wear clean clothes/shoes/under clothing health.</li><li>4. practise proper hygiene.</li><li>5. list foods that promote good dental health.</li><li>6. list foods that are harmful to the teeth</li><li>7. list habits that are harmful to the teeth, e.g., opening bottles with teeth; biting of certain hard objects, etc.</li></ol>	<ol style="list-style-type: none"><li>1. Use a doll and other appropriate items to demonstrate proper hygiene practices, e.g., bathing, brushing teeth, combing, etc.</li><li>2. Students engage in dressing dolls using appropriate items of clothing.</li><li>3. Students engage in putting on their own socks and shoes with special focus on tying shoe laces and wearing socks properly.</li><li>4. Collect and draw pictures of foods that promote decay and those that promote good dental health.</li><li>5. Monitor the decaying process by using various materials, e.g., a hole in a fruit and watching it disintegrate over a period of time.</li><li>6. Record the decaying process.</li></ol>

<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 1, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<ul style="list-style-type: none"> <li>- Communicable diseases</li>   <li>▪ <b>Safety</b> <ul style="list-style-type: none"> <li>- At home, at school, on the road</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>8. identify some communicable diseases, e.g., common cold, chicken pox, etc.</li> <li>9. list some ways through which they are spread.</li> <li>10. list personal practices that can prevent the spread of communicable diseases, e.g., washing of hands after using bathroom and before meals; avoid sharing the use of utensils, towels, clothing, etc. with persons who suffer from certain diseases.</li>   <li>11. identify personal safety risks/hazards in the school, on the road and at home, e.g., playing with fire, climbing, sliding, jumping from heights, handling/drinking dangerous substances/ poisons and medications</li>   <li>12. list examples of road safety rules, e.g., crossing road on/off pedestrian crossings, traffic lights, seat belts. not extending parts of the body out of open window, care in opening vehicle doors, e.g., not riding on open back vehicles.</li> </ul>	<ul style="list-style-type: none"> <li>7. Role play the feelings of (a) dirty teeth (b) clean teeth.</li> <li>8. Sort out snacks into those which are good or bad for the teeth.</li> <li>9. Sing songs about the teeth</li>   <li>10. Use puppets to role play the manner in which diseases are spread from one person to another, e.g., sneezing, coughing, etc.</li> <li>11. Role play ways of preventing the spread of these diseases.</li>   <li>12. Walk the school compound to locate safety risks/hazards.</li> <li>13. Draw or collect pictures of safety hazards in the home.</li> <li>14. Put up signs indicating safety hazards around the school.</li> <li>15. Generate ideas of appropriate behaviours around hazards.</li> <li>16. Take children on a field trip to fire station to observe fire fighting equipment.</li> <li>17. Students engage in practising safety measures in the event of a fire.</li>   <li>18. Draw and colour some road safety signs.</li> <li>19. Generate ideas on how to practise safety on the road.</li> <li>20. Students engage in a practical experience of crossing the road</li> </ul>

<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 1, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<ul style="list-style-type: none"> <li>▪ <b>Senses</b></li> </ul>	<ul style="list-style-type: none"> <li>13. list some personal safety measures that can be observed.</li> <li>14. explain the need to exercise caution at school/home/road.</li> <li>15. list the causes of common injuries to eyes and ears.</li> <li>16. list ways to prevent injuries to eyes and ears.</li> <li>17. make some decisions on their own, e.g., road crossing, grooming.</li> <li>18. identify persons who help care for the senses, e.g., ear, nose and throat specialist, optician, etc.</li> <li>19. make some goal statements relating to dental care, personal hygiene, road safety, etc</li> </ul>	<ul style="list-style-type: none"> <li>21. Students take turns in a guided blindfold walk around the class.</li> <li>22. Students empathize with the blind by expressing their feelings about the experiences.</li> <li>23. Play blindfolded games.</li> <li>24. Generate ideas or measures for caring and protecting the eye.</li> <li>25. Students to get vision tested.</li> <li>26. Collect and draw pictures of individuals who care for the senses.</li> <li>27. Role play a visit to a Doctor.</li> </ul>



## IV. Sexuality And Sexual Health

## Grade 1

### Broad Objectives

*The Sexuality And Sexual Health core area will enable students to:*

1. adopt lifestyle which promote sexual health and sexual well being.
2. develop individual responsibility for their sexual health.
3. understand the importance of privacy.

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 1, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"><li>▪ <b>Parts of the body</b><ul style="list-style-type: none"><li>- Head: eyes, ears, nose, neck, cheeks, chin, etc.</li><li>- Trunk: abdomen, penis, vulva, breasts, chest, buttocks, etc.</li><li>- Limbs: arms, hands, palms, knuckles, legs, etc.</li></ul></li><li>▪ <b>Function of body parts</b><ul style="list-style-type: none"><li>- Eyes for seeing</li><li>- Ears for hearing and listening</li><li>- Nose for smelling, etc.</li></ul></li><li>▪ <b>Sexual safety</b><ul style="list-style-type: none"><li>- Assertiveness skills</li></ul></li></ul>	<ol style="list-style-type: none"><li>1. name parts of the body.</li><li>2. explain functions of basic body parts</li><li>3. demonstrate what the body can do</li><li>4. state which parts of the body are private.</li><li>5. express how they feel about their bodies</li><li>6. demonstrate ways of showing respect for the body.</li><li>6. practise privacy behaviours by not exposing naked bodies, closing doors when using bath rooms, covering private parts and other body parts with appropriate items of clothing</li><li>7. given situations involving puppets, students will respond appropriately to parts of the body which must not be fondled.</li><li>8. differentiate between a touch or fondle.</li></ol>	<ol style="list-style-type: none"><li>1. Use models, dolls to explain function of parts of the body.</li><li>2. Draw parts of the body.</li><li>3. Engage students in doing body movements.</li><li>4. Use anatomic doll to locate private parts of the body.</li><li>5. Draw faces expressing how they feel about their bodies.</li><li>6. Role play responses to unsafe touches and situations.</li><li>7. Use story telling to outline situations.</li><li>8. Engage students in decision making to solve problem situations.</li></ol>



<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 1, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
<p>▪ <b>Growth and development</b></p>	<p>9. identify interactions with strangers and others that are unsafe, e.g., begging for money, food, taking rides, etc.</p> <p>10. identify situations under which they can talk to strangers.</p> <p>11. list rules that children should follow with strangers and <b>others</b>.</p> <p>12. explain the consequences of responding to strangers.</p> <p>13. identify situations and persons who examine the body, e.g., doctors, nurses during illness.</p> <p>14. establish safe touch boundaries.</p> <p>15. practise refusal skills relating to strangers and <b>others</b>, e.g., no thanks, I do not want your ride etc.</p> <p>16. practise responding to threatening and uncomfortable situations, e.g., don't touch me, I'll tell my mother/teacher/ father/sister, etc.</p> <p>17. identify signs of growth by measuring their height, weighing themselves, tasks they can now perform and were unable to do before, e.g., dress/ feed themselves, observing items of clothing that do not fit, etc.</p>	<p>9. Engage students in generating rules.</p> <p>10. Role play responding to strangers and others using rules generated by students.</p> <p>11. Role play a visit to the doctor.</p> <p>12. Use anatomic dolls to establish boundaries.</p> <p>13. Role play.</p> <p>14. Measure and record height, weight, etc. enter in scrap book, portfolios.</p> <p>15. Write or dictate story about what they can do.</p>

## V. Managing The Environment

## Grade 1

### Broad Objectives

*The Managing The Environment core area will enable students to:*

1. relate to the environment in ways which will promote protection from and protection of the environment.
2. understand that a healthy environment is an individual and community concern and responsibility.

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 1, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"><li>▪ <b>Environmental awareness</b><ul style="list-style-type: none"><li>- Environmental features</li></ul></li></ul>	<ol style="list-style-type: none"><li>1. show increased curiosity to explore the natural environment (field trips, observe various aspects of the environment)</li><li>2. describe various environmental features, e.g., a bright sunny day, a cloudy day, a calm sea, a green field, etc.</li><li>3. monitor daily weather conditions and its effect on the body.</li><li>4. identify the importance of some environmental features to our health, e.g., water for bathing, washing, cooking, cleaning, etc.; air for breathing, etc.; plants and animals for food.</li><li>5. identify some negative factors in the environment/home/school/ community that impact on our health, e.g., litter, garbage, odours and smells, loud noises, vehicle exhaust, old cars, etc.</li></ol>	<ol style="list-style-type: none"><li>1. Field trip to observe pleasant and unpleasant features.</li><li>2. Role play what birds, butterflies, lizards, etc. think and say about the environment.</li><li>3. Draw pictures depicting various weather features.</li><li>4. Keep a daily weather chart or journal.</li><li>5. Use pictures and drawings to indicate the many uses of water to our health.</li><li>6. Students dictate or write verses about negative factors.</li></ol>

<b>CONTENT</b> <i>Knowledge/ Skills/Attitudes</i>	<b>SPECIFIC LEARNER OUTCOMES</b> <i>By the end of Grade 1, students should be able to:</i>	<b>SUGGESTED ACTIVITIES</b>
	<ol style="list-style-type: none"> <li>6. explain what is meant by a healthy home/school/community environment.</li> <li>7. name some pest and insect vectors, e.g., rats, mice, mosquitoes, cockroaches, etc.</li> <li>8. express feelings relating to an experience with some common insect vectors.</li> <li>9. state ways in which insect vectors affect people (carry diseases, destroy property, eat plants, etc.).</li> <li>10. list measures students can take to keep their home/school/ community environment clean.</li> <li>11. identify persons who help to keep the environment clean.</li> <li>12. state the value of persons who work to keep the environment clean.</li> <li>13. state the benefits of living/ working in an aesthetically clean environment.</li> </ol>	<ol style="list-style-type: none"> <li>7. Field trip to observe open and hidden habitats of insect vectors, e.g., dark, cool, humid places, tree holes, drainage pipes, etc.</li> <li>8. Draw or collect pictures of resources needed for insect vectors to survive in habitat.</li> <li>9. Role play what happens when resources are diminished.</li> <li>10. Draw pests and insect vectors.</li> <li>11. Write, dictate or draw faces depicting feelings.</li> <li>12. Role play how an insect vector carries diseases, e.g., mosquito.</li> <li>13. Students generate rules for the upkeep of the environment.</li> <li>14. Students engage themselves in activities to reduce pests, insects vectors, e.g., fill in tree holes, turn over open containers, avoid littering class or playground with scraps of food.</li> <li>15. Sanitation worker to interact with students on daily work activities.</li> <li>16. Sing songs, write or dictate verses on clean environment.</li> </ol>