

I. Social, Emotional And Spiritual Well Being

Grade 3

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 3, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> ▪ Self awareness <ul style="list-style-type: none"> - worthwhileness at home/school/ community 	<ol style="list-style-type: none"> 1. identify what makes them special and worthwhile (special as having their own looks, talents, strengths, feelings, goals, beliefs). 2. identify ways in which they are worthwhile in the family, e.g., worthwhileness in family by providing laughter and happiness; performing tasks; caring for pets and family members. 3. identify ways in which they are worthwhile in the family, e.g., care for smaller ones; help peers with school work; mediate between friends during conflict; perform chores in class/school. 	<ol style="list-style-type: none"> 1. Allow students to engage in making a collage by using pictures, photos, words representing personal interests and attributes. 2. Allow students to write poems describing personal attributes. 3. Allow students to design a commercial about 'me' where they highlight their talents, strengths, etc. 4. Allow students to list words which describe persons who feel good about them-selves. 5. Allow students to engage in constructing a personal touch chart titled 'Helping my Family'; every one tells one thing that she/he does to help the family, e.g., chores, watch younger sibling, run errands. 6. Allow students to construct group or individual charts titled 'Helping Hands'. Students to be given weekly responsibilities in the class room. 7. Allow individual students to engage in 'peer tutoring'.

<p>CONTENT <i>Knowledge/ Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 3, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<p>▪ Interpersonal relationship - People who satisfy our needs</p>	<p>4. list ways in which they can be worthwhile in the community, e.g., performing tasks within social groups, e.g., brownies, cubs, etc.</p> <p>5. list the importance of friends and groups in performing tasks within the community, e.g., clean-up campaign, beautification projects, etc.</p> <p>6. list some tasks and chores for home bound sick people.</p> <p>7. explain the meaning of belonging, affection, love, security.</p> <p>8. explain the importance of family members.</p> <p>9. name some needs that are provided within the family, e.g., love, protection, food, shelter, etc.</p> <p>10. name other persons who also help to meet their needs of affection, love, security, etc.</p> <p>11. Identify factors necessary to maintain good relationship with different individuals in the family.</p> <p>12. State ways to show affection and caring towards family members and friends.</p>	<p>8. Allow students to participate in various communities or groups within the class doing various things.</p> <p>9. Allow students to tell stories that emphasize helping people in need.</p> <p>10. Allow students to engage in writing poems, singing songs about helping at home, school, community.</p> <p>11. Allow students to identify home bound, sick people in the community/ neighbourhood.</p> <p>12. Allow students to brainstorm ways in which those persons can be helped.</p> <p>13. Allow students to encourage friends and relatives to assist in caring for these people.</p> <p>14. Allow students to report on type of help provided to persons.</p> <p>15. Show pictures that help bring out the meaning of the concepts of belonging, affection etc.</p> <p>16. With the use of the pictures allow students to state ways in which needs can be met.</p> <p>17. Allow students to establish the concept of a need.</p> <p>18. With the use of pictures, elicit from students how family members depend on each other to meet each others needs.</p> <p>19. Through the use of pictures, students will list needs provided within the family.</p> <p>20. Allow students to construct a personal chart on which they will record the names and needs</p>

<p>CONTENT <i>Knowledge/ Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 3, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>		
<p>- Expression of feelings and emotions</p> <p>- Acceptable and unacceptable ways of expressing feelings and emotions</p>	<p>13. state ways in which their needs are displayed.</p> <p>14. identify feelings associated with their needs (negative/positive) fear, love, anger, grief, humiliation, joy, shyness, sorrow, contented, pleased, envy, satisfied, jealous, cheerful, etc.</p> <p>15. express the feelings as they experience them, e.g., I get jealous when ...,etc.</p> <p>16. list appropriate ways of expressing feelings and emotions.</p> <p>17. trace the events that give rise to some feelings (death of family, pets, friends; arrival of a friend or relative from overseas, name calling, teasing each other, making unkind remarks about people).</p> <p>18. establish some acceptable ways of dealing with these feelings (crying, talking to someone they trust, take time out, apologise if needs be, negotiate, make amends, forgive).</p>	<p>of the people involved in helping them meet their needs.</p> <p>21. Carry out case studies through the use of students and identify needs, e.g., relationship within the family.</p> <p>22. Allow students to role play the ways in which different family members treat each other, e.g., how mummy treats daddy as compared to how she treats her children.</p> <p>23. Use presentations to look at factors or events that come into play, e.g., loving, caring, etc.</p> <p>24. Allow students to engage in looking at how those factors impact on the family and how their needs are met.</p> <p>25. Allow students to express feelings based on how they are treated during role playing acts.</p> <p>26. Allow students to express their feelings by recording them on a 'Me and my Feelings' chart, e.g., I feel jealous when ...</p> <p>27. Allow students to construct a balancing feelings chart, e.g.,</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: left; width: 50%;">nervous</td> <td style="text-align: right; width: 50%;">(trusting, relaxed, happy)</td> </tr> </table> <p style="text-align: center;">△</p> <p>28. Allow students to write a feeling on each seesaw, have children balance the seesaw by selecting the opposite feeling from a given list.</p> <p>29. Allow students to construct a thermometer with feelings written in it, then allow them to enter these into their book, <i>All About Me</i>.</p>	nervous	(trusting, relaxed, happy)
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<p>CONTENT <i>Knowledge/ Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 3, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<p>- Acceptable and unacceptable ways of expressing feelings and emotions cont'd</p>		<p>30. Allow students to write sentences that best describe how someone would feel in these given situations, e.g., you are waiting for the teacher to hand out a test; you are walking home from school and a stranger in a car asks you whether you would like a ride.</p> <p>31. Allow students to keep daily emotional charts.</p> <p>32. Allow students to listen to songs about feelings.</p> <p>33. Allow students to describe several situations to the class that involve the expressions of a strong feeling, e.g., anger, sadness, loneliness, happiness, etc.</p> <p>34. Allow students to identify the problem and solve it.</p> <p>35. Allow students to role play in order to give them the opportunities to recognize that there are acceptable and unacceptable ways of expressing feelings and emotions.</p> <p>36. Allow students to initiate projects to help cope with feelings and emotions, e.g., writing out on an individual or class basis, a useful saying or proverb which teaches a lesson about the emotions, and trying to live it out on a daily, weekly or monthly basis.</p> <p>37. Allow students to identify the feelings which they have trouble controlling as individuals and work towards mastering them by certain target dates.</p>

<p>CONTENT <i>Knowledge/ Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 3, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<p>▪ Characteristics of friendship</p> <ul style="list-style-type: none"> - criteria for selection of friendship - spiritual values 	<ul style="list-style-type: none"> 19. identify the characteristics of a good friend. 20. state their criteria for selection of friends (family expectations to include right and wrong, people with similar values, likes/dislikes, etc. 21. explain the meaning of 'values'. 22. list some spiritual values. 23. state the purpose of spiritual/moral values in their lives, e.g., honesty, kindness, respect for self and concern for others, empathy, tolerance, resourcefulness, self reliance, open mindedness, respect for authority and others, trustworthiness, capacity to work hard. 24. express opinions about their criteria for selection of friends. 25. list some actions and behaviours based on spiritual/moral values. 	<ul style="list-style-type: none"> 38. Give each child a checklist and have him/her check all the feelings he/she has experienced. 39. Allow students to classify feelings under good and bad. 40. Plan group activities that reinforce positive feelings. 41. Provide opportunities for students to experience positive feelings. 42. Use familiar classic stories e.g., <i>Cinderella, Little Red Riding Hood</i>, to discuss and dramatize feelings. 43. Allow students to dictate stories about their lives. 44. Help them validate feelings. 45. Allow students to engage in writing letters to secret friends, pen pals and sick classmates. 46. Allow students to brainstorm the qualities of a friend. 47. Allow students to engage in discussions; recall how they chose their close friend. 48. On worksheets entitled, <i>What is important to me</i> (with choices written, e.g., to have a best friend, to be famous, etc.). 49. On worksheets provided, allow students to rank the choices in order of importance to them. 50. Use students' choices to bring out the concept of values. 51. Give students situations and allow them to make choices. 52. Through the use of story-telling bring out the various spiritual

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<p>- spiritual values cont'd</p>		<p>values that you want to highlight, e.g., honesty.</p> <p>53. Allow students to engage in identifying values in stories.</p> <p>54. Allow students to outline the various acts which constitute 'honesty, kindness', etc.</p> <p>55. Allow students to engage in writing exercise, e.g., honesty is telling the truth – honesty is being fair when playing games.</p> <p>56. Allow students to draw scenes that they liked in role play activities that highlight values.</p> <p>57. Allow students to sing songs which emphasize spiritual values.</p> <p>58. Allow students to keep records of every occasion they practised honesty, etc.</p>

II. Health, Welfare And Lifestyle

Grade 3

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 high level of wellness.

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 3, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> ▪ Disease prevention and lifestyle practices - Personal health 	<ol style="list-style-type: none"> 1. list physical characteristics of illness and wellness. 2. list emotional characteristics of illness and wellness. 3. explain why good health practices are valuable in maintaining wellness. 4. identify causes of disease. 5. explain ways in which disease causing organisms can be transmitted. 6. list ways in which people can protect themselves and others from diseases and illness. 	<ol style="list-style-type: none"> 1. Allow students to bring pictures of persons (babies, adults, young, old) who depict wellness and illness; generate a list of words that describe both. 2. Allow students to sing songs, role play persons who feel good about themselves or display emotional wellness. 3. Allow students to write a list of feeling words that describe persons who feel good about themselves, e.g., happy, contented, proud, happy, special, important, etc. 4. Allow students to engage in concept development of 'wellness'. 5. Allow students to draw or collect pictures showing various ways in which people contract diseases and how they protect themselves from diseases. 6. Allow students to engage in concept development of 'disease and illness'.

<p>CONTENT <i>Knowledge/ Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 3, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<p>▪ Drugs</p>	<p>7. practice proper personal health habits for the care and protection of self and others from diseases and illnesses.</p> <p>8. name some common childhood diseases.</p> <p>9. identify the effects of these diseases.</p> <p>10. state measures taken to combat some common childhood diseases, e.g., vaccinations, immunisations, etc.</p> <p>11. develop a personal plan for promoting proper care and protection of the body.</p> <p>12. identify persons who are qualified to protect, promote and safeguard health and well-being, e.g., nurses, dentists, doctors, environmental officers, etc.</p> <p>13. explain the meaning of drugs.</p> <p>14. state the difference between a drug and a medicine.</p> <p>15. describe different forms of drugs, e.g., prescription/over the counter/illegal.</p> <p>16. practise refusal skills for illegal drugs</p> <p>17. express opinions about persons who sell illegal drugs.</p>	<p>7. Invite a health professional, e.g., nurse, to talk to students about how diseases are spread.</p> <p>8. Allow students to role play appropriate practices that prevent the spread of diseases.</p> <p>9. Request students health cards and have them research these childhood diseases that they were vaccinated against.</p> <p>10. Allow students to collect pictures of children who suffer from childhood diseases.</p> <p>11. Allow students to generate discussions on the effects of these diseases.</p> <p>12. Allow students to collect pictures, view films of various health professionals at work.</p> <p>13. Divide students into groups and engage them in researching the work of various health professionals, e.g., role of the nurse; different nursing specialities, places that nurses work, etc.</p> <p>14. Allow students to collect labels and boxes of various drugs.</p> <p>15. Allow students to generate discussions on the value of drugs to cure illness.</p> <p>16. Allow students to role play a visit to the doctor.</p> <p>17. Allow students to collect labels of over-the-counter drugs. <i>N.B. students to request labels from care givers.</i></p>

<p>CONTENT <i>Knowledge/ Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 3, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<p>▪ Safety</p>	<p>18. express feelings/opinions about persons/family members who are addicted to drugs.</p> <p>19. predict the consequences of using illegal drugs.</p> <p>20. name some socially acceptable drugs that also cause addiction, e.g., coffee, tea, alcohol; list the effects of these drugs on our health.</p> <p>21. identify individuals who are qualified to administer and/or dispense drugs.</p> <p>22. explain safety rules in taking medicines.</p> <p>23. identify injuries/accidents that children experience at home/ school and community, e.g., road accidents to include bicycle and motor vehicles, etc.</p> <p>24. trace the incidents that led to an accident that they or someone else was involved in.</p> <p>25. identify simple measures/ practices to protect self and others from accidents and injuries, e.g., practise fire drills in school, road safety, safety around water.</p> <p>26. explain the likely consequences of accidents.</p> <p>27. describe basic simple first aid skills for common injuries/ accidents.</p> <p>28. demonstrate some simple first aid skills.</p> <p>29. memorise emergency numbers in the event of accidents, e.g., hospital/police/fire service/ parents' work place telephone numbers, etc.</p>	<p>18. Allow students to engage in reading caution on labels.</p> <p>19. Allow students to research the names of various illegal drugs.</p> <p>20. Allow students to engage in developing the concept of addiction to drugs using case studies (focus on both socially acceptable and illegal drugs).</p> <p>21. Allow students to engage in discussions on the effect of a drug addict in the family.</p> <p>22. Allow individual students to engage in talking, drawing accidents they were involved in or one they have witnessed.</p> <p>23. Allow students to generate discussions on how the accident could have been avoided.</p> <p>24. Allow students to engage in locating and reporting on hazards at school/home and community.</p> <p>25. Allow students to look at hazards in every room at home to include fire, electrical burns, etc.</p> <p>26. Allow students to practise how to exit a room/ house/school building in the event of a fire.</p> <p>27. Allow students to talk about behaviours demonstrated by peers near hazards that could lead to accidents.</p> <p>28. Allow students to generate corrective measures/behaviours around hazards.</p> <p>29. Allow students to research the effects of accidents on individuals.</p>

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 3, students should be able to:</i>	SUGGESTED ACTIVITIES
	30. practice behaviours to prevent injuries and accidents to self and others. 31. make a personal safety plan for home/school, etc.	30. Allow students to collect pictures of persons who have been maimed by accidents – member of the Red Cross to demonstrate and have students practise basic first aid skills, e.g., choking, cuts and bruises.

III. Appropriate Eating And Fitness

Grade 3

Broad Objectives

The Appropriate Eating And Fitness core area will enable students to:

1. understand the importance of food and fitness to good health.
2. practise fitness skills that promote good health.
3. adopt positive attitudes towards eating and fitness.

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 3, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> ▪ Food and nutrition 	<ol style="list-style-type: none"> 1. name the different food nutrients. 2. discover that foods contain different nutrients (proteins, carbohydrates, fats, vitamins etc.). 3. identify foods necessary for proper growth and development. 4. investigate the importance of water to the body, e.g., flushing of kidneys. 5. list the functions of the parts of the alimentary canal. 6. explain the process of digestion. 7. give reasons why the lack of nutrients can lead to deficiency diseases. 8. list diseases caused by lack of nutrients. 9. name and classify foods from plants, e.g., bulbs; leaves - lettuce, cabbage, etc.; stem; tubers – potatoes; roots - carrot. 10. list nutrients and corresponding foods that are necessary for proper functioning of eyes, teeth, skin, e.g., vitamins – for skin and eyes – pumpkin; calcium for bones and teeth – dairy products. 	<ol style="list-style-type: none"> 1. Allow students to categorize actual foods based on nutrients. 2. Allow students to prepare a balanced meal. 3. Allow students to categorize nutrients in terms of their functions. 4. Allow students to use pictures to show persons lacking nutrients. 5. Allow students to carry out investigative project of the value of water to the body. 6. Allow students to record and classify foods for two lunches/dinners. 7. Given menu, allow students to prepare a balanced meal. 8. Allow students to build puzzle involving food groups. Using a pie chart, prepare different pieces depicting different nutrients (puzzle can be used for dinner or breakfast menu). 9. Allow students to collect and list food advertisements and categorize them into their likes and dislikes. 10. Allow students to assess the nutritional contents of the foods which they like and dislike.

<p>CONTENT <i>Knowledge/ Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 3, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<p>▪ Fitness</p>	<ol style="list-style-type: none"> 11. monitor foods eaten to encourage healthy living. 12. appreciate that foods should be eaten in the right amounts. 13. list the effects of over eating. 14. demonstrate the ability to choose eating habits that enhance their growth. 15. demonstrate the ability to choose and participate in physical activities. 16. identify the factors that impact on our choice of food (advertisements, taste, colour, peer influences, give-aways at supermarkets, packaging affordability, culture, family influences and habits, etc. 17. comment on the nutritious value of a typical meal from another culture that they like. 18. state steps they would take to improve their nutritional habits. 19. explain the importance of exercise and nutrition to growth. 20. explain the value of exercise to the heart, lungs and other parts of the body. 21. explain the importance of sufficient rest for growth and development. 22. identify ways of spending leisure time. 23. appreciate the value of participating in challenging physical activities. 24. identify activities that are challenging and appealing (popular games; long walks participation in school sports). 	<ol style="list-style-type: none"> 11. Allow students to sing or repeat food advertisements which are advertised on T.V. 12. Allow students to create counter advertisements to highlight the value of proper nutrients in foods. 13. Allow students to discuss food from other cultures which they like and assess nutritional value of those foods. 14. Allow students to prepare nutritious sandwiches during class time indicating nutrients contained. 15. Invite a resource person to talk to students about the amounts of the different types of foods which they need at their stage of development. 16. Allow students to practise a variety of fitness activities. 17. Allow students to find their own pulse and count their own heart rate before/after exercises. 18. Allow students to record exercises which students do on a regular basis (exercises done in a systematic way, over a period of time). 19. Organize a class sports meet. 20. Allow students to identify specific exercises that promote healthy lung and heart. 21. Allow students to identify exercises that tone and strengthen the body. 22. Allow students to go on endurance walks; emphasize the

<p>CONTENT <i>Knowledge/ Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 3, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<p>▪ Fitness cont'd</p>		<p>importance of rest after such walks.</p> <p>23. Allow students to bring in pictures of persons at leisure and rest. Differentiate between the two. Have students demonstrate (themselves) what it means to rest.</p> <p>24. Students are organized in order to allow them to have some leisure time within the classroom. Group formations for games, art work, etc.</p>

IV. Sexuality And Sexual Health

Grade 3

Broad Objectives

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

1. adopt lifestyles 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 3, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> ▪ Parts of the body <ul style="list-style-type: none"> - Functions of parts of the body - Care of parts of the body ▪ Sexual safety <ul style="list-style-type: none"> - Assertiveness skills 	<ol style="list-style-type: none"> 1. name some major internal parts of the body, e.g., bladder, heart, lungs, stomach, kidneys, liver, brain. 2. identify the general location of parts of the body. 3. explain the basic function of parts of the body. 4. explain care of these body parts, e.g., intake of fresh air for lungs, etc.; not smoking; taking plenty of liquids to flush kidneys, exercises to keep the heart healthy, etc. 5. identify inappropriate displays of affection and social interactions, e.g., kissing directly on mouth; uncomfortable hugs; glances, inappropriate body contacts, touching private parts (both male and female) breast, buttocks, genitals, exposure of private body parts by someone or being asked to do the same. 6. establish safe touch boundaries. 	<ol style="list-style-type: none"> 1. Allow students to locate parts of the body on drawings or life size structure. 2. Allow students to engage in discussion regarding the dangers of kissing both in relation to disease prevention and implications for abuse. 3. With the use of dolls encourage students to respond appropriately to unsafe touches. 4. Allow students to role play reporting unsafe situations. 5. Allow students to draw, write poems, verses, compose songs about their safety.

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 3, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> ▪ Growth and development - Stages of human growth and development - Classification of animals - Method of reproduction of different groups of animals - Characteristics of mammals 	<ul style="list-style-type: none"> 7. practise refusal skills, e.g., I don't like it when you touch me; please do not touch me there; I will tell my mother, etc. 8. seek help with concerns regarding uncomfortable situations e.g., reporting to someone they can trust. 9. practise diversion skills, e.g., running away; screaming; avoid being alone with certain persons. 10. explain stages of human growth, e.g., infancy (birth – 2yrs); toddler (2 – 3yrs); childhood; puberty, adolescence, young adult, adult. 11. identify their present stage of development. 12. classify animals according to groups – mammals, birds, fishes, etc. 13. explain how the different groups reproduce, e.g., mammals carry young and give birth; birds lay and hatch eggs, etc. 14. state in which group of animals human beings belong. 15. describe the characteristics of mammals. 16. list examples of mammals. 17. relate characteristics of mammals to humans, e.g., humans carry young; feed young on milk, etc. 	<ul style="list-style-type: none"> 6. Allow students to engage in discussions about who they might report to. 7. Allow students to role play diversion skills. 8. Allow students to use pictures of themselves and other people to depict the various stages of development. 9. Allow students to use pictures to show how the different groups reproduce, e.g., a pregnant woman, bird's eggs, etc. 10. Allow students to write verses about the birth of a baby brother or sister, pups, kittens, etc.

V. Managing The Environment

Grade 3

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 3, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> ▪ Environmental awareness - Environmental safety 	<ol style="list-style-type: none"> 1. list some common household and farming chemicals, e.g., bleach, gramoxone, insecticides, other cleaners. 2. explain the proper use of farming/household chemicals, e.g., fertilizers for farming, etc. 3. list the major health risks when household and farming chemicals are injected and inhaled. 4. identify hazards associated with the use and storage of farming and household chemicals. 5. list measures to be taken when using farming chemicals. 6. explain why labels instructions, precautionary measures and expiry dates are placed on products/packaging. 7. state the information that is usually present on a label. 8. explain what is meant by a healthy school environment. 9. list and implement ideas of a clean home/school environment. 10. differentiate between proper and improper storage and disposal of garbage. 	<ol style="list-style-type: none"> 1. Allow students to bring in labels of various chemicals used at home. <i>N.B. students must be directed to ask parents for labels.</i> 2. Allow students to generate discussion on the use of the chemicals. 3. Allow students to engage in reading the labels paying particular attention to precautionary measures. 4. Allow Health professionals to talk to students and reinforce precautionary measures. 5. Allow students to engage in concept development of 'environment'. 6. Allow students to use drawings/pictures to depict their perception of a healthy home/school.

CONTENT <i>Knowledge/ Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Grade 3, students should be able to:</i>	SUGGESTED ACTIVITIES
<p>- Food safety</p>	<ol style="list-style-type: none"> 11. identify some common health problems/diseases caused by improper storage and disposal of garbage. 12. identify some garbage which can be recycled. 13. set goals for promoting and maintaining a healthy home/school environment. 14. state the importance of safety in food handling. 15. list some basic food safety measures. 16. demonstrate basic food safety habits and practices. 17. describe a healthy food vending environment. 18. state measures that students can take to ensure that vending services being offered meet health standards. 	<ol style="list-style-type: none"> 7. Allow students to write songs, verses about the environment. 8. Allow students to dramatize/role play corrective measures to unhealthy environments. 9. Allow students to research possible diseases that can be contacted within unhealthy environments. 10. Allow students to collect garbage which can be recycled, e.g., use of plastic bottles as flower vases, pencil holders, old tyres for planting flowers for beautification around school and home. 11. Allow students to formulate rules for maintaining a healthy school environment. 12. Encouraged students to form a class environmental club. 13. Allow students to practise recycling garbage in school and at home. 14. Using puppets, drawings and pictures, allow students to build up a corner demonstrating food safety, e.g., appropriate attire for individuals preparing food, containers for garbage disposal, covering prepared food items, covered water containers, etc.