

I. Social, Emotional And Spiritual Well-Being

Kindergarten

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 Kindergarten, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> ▪ Self awareness - Name - Personal attributes (height, size, weight) - Uniqueness of self/sex (boy, girl) - Expression of likes/dislikes - Expression of opinions - Expression of feelings and emotions - Uniqueness of individual families (siblings, position within family) 	<ol style="list-style-type: none"> 1. name the supreme being associated with their belief. 2. identify what makes them unique and special. 3. describe himself/herself physically, e.g., my name is..., I am a boy, I am tall, etc. 4. identify things that they like/dislike. 5. identify what makes him/her different to peers, friends, other people, e.g., my friend is tall, I am short, I have long hair, my friend has short hair, (peers, friends, etc.). 6. identify tasks they can do well 7. identify tasks that they need help with. 8. express opinions about particular behaviours and situations. 	<ol style="list-style-type: none"> 1. Students draw pictures of things created by their supreme being. 2. Students engage in making a book titled <i>Book About Me</i>; book may contain child's photo, family photo, foot prints, hand prints, etc. 2. Students to talk about themselves stressing on personal likes, dislikes. 3. Indicate things that are special for each child, e.g., hair, height, foods they like and dislike, colours they prefer, favourite animals, favourite toys, favourite ice cream flavour, favourite fruit, etc. 4. Students engage in preparing a class chart with children's pictures. 5. Students engage in writing or dictating simple sentence to place under or near their pictures, e.g., my name is, I can do (a unique skill), I am me, etc. 6. Students engage in reciting poems, verses, singing songs, repeating rhymes, exhibiting talent. 7. Students engage in repeating bible verse "I am beautifully and wonderfully made".

<p>CONTENT <i>Knowledge/Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Kindergarten, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<p>▪ Self awareness cont'd</p>	<p>9. express feelings freely, e.g., joy, sadness - I feel happy when ..., I feel sad when ..., I was excited because ..., etc. disappointments, doubt, excitement, loss (death or illness of family member, pet, special occasions – birthdays, field trips etc.).</p> <p>10. describe in simple terms the structure and composition of their family, e.g., I live with... etc.</p> <p>11. assist with chores at home/ school, e.g., picking up toys; clean class, put things in class in place, clean working area, put bags and lunch kits in place; put personal possessions in proper place, keep working areas clean.</p>	<p>8. Observe pictures of people's faces and guessing how they might be feeling.</p> <p>9. Students engage themselves in demonstrating a variety of facial expressions and body language that indicate different feelings.</p> <p>10. Use a mirror to show different facial expressions.</p> <p>11. Correspond facial expressions to feelings that can be associated with them.</p> <p>12. Students draw faces depicting their feelings in different situations.</p> <p>13. Use puppets or pictures to tell stories that illustrate and evoke a variety of feelings, e.g., (a) Classics - Cinderella , Snow White (b) Folk tales – Brer Rabbit stories</p> <p>14. Students express daily feelings on an emotional calendar using different faces.</p> <p>15. Students draw themselves and their families.</p> <p>16. Students bring in pictures of their families and pets to create a mural illustrating all kinds of families (single-parent families, blended families, etc.).</p> <p>17. Students engage in concept development about similarities and differences in families.</p> <p>18. Create a Family Prop Box which includes materials that can be used for various family roles, e.g., glasses, hand broom, purse, cooking pan, baby bottle or clothes, dog, cat, etc.</p>

<p>CONTENT <i>Knowledge/Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Kindergarten, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<ul style="list-style-type: none"> ▪ Interpersonal relationships <ul style="list-style-type: none"> - Responsibility at home/school - Obedience at home/school - Work cooperatively - Establish and maintain friendship. - Sensitivity to others. 	<ul style="list-style-type: none"> 12. be able to work with a partner. 13. give examples of behaviours that are acceptable at home and at school. 14. follow simple directives. 15. obey school rules both in the presence and absence of teachers. 16. display a willingness to share. 17. take turns appropriately. 18. listen when others speak. 19. speak confidently. 20. address people appropriately – children by their own names; principal, other adults. 21. make positive statements about others. 	<ul style="list-style-type: none"> 19. Students match picture cards with members of the family performing different roles. 20. Students use pictures/drawing to depict their role and that of others within their family. 21. Students engage in concept development for importance of roles of family members. 22. Students draw pictures of chores performed in class, e.g., picking up litter, clearing tables, putting away pencils, etc. 23. Use puppets to role play roles at school and at home. 24. Students engage in singing songs, reciting/dictating verses at home and at school. 25. Role play some safety rules at school. 26. Role play other rules that are used at home. 27. Use story telling to outline some school rules. 28. Students engage in dictating rules for class. 29. Students engage in concept development of rules for social order, e.g., (a) in the classroom (b) in the school and various other circumstances. 30. Role play situations.

CONTENT <i>Knowledge/Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Kindergarten, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> - Care and respect for and sensitivity towards family members, friends, peers, elderly and physically and mentally challenged. - Respect for people's property 	<ul style="list-style-type: none"> 22. speak to others by using appropriate language – excuse me please, beg your pardon, thank you. 23. empathize with others by expressing feelings of regret, joy, etc. 24. make request to use other people's property. 25. handle other people's property with care. 26. return other people's property after use. 	

II. Health, Welfare And Lifestyle

Kindergarten

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 Kindergarten, 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. explain why personal hygiene and grooming are important to good health. 2. give the importance of keeping the body clean and attractive. 3. describe correct procedure for using the toilet. 4. wash hands properly with soap and water after using the toilet and before eating and handling food. 5. explain the importance of washing hands with soap and water. 6. name some communicable diseases, e.g., the cold, red eye, chicken pox, ringworm, measles, etc. 7. identify ways in which some communicable diseases are spread. 	<ol style="list-style-type: none"> 1. Collect pictures of children practicing a variety of personal health habits, e.g., combing, bathing, dressing, brushing teeth. 2. Use dolls and other appropriate items to demonstrate proper personal hygiene practices, e.g., bathing, creaming, combing, brushing teeth, etc. 3. Students engage in washing hands properly and at appropriate times. Sing songs, write or dictate verses with reference to hygienic practices. 4. Collect pictures of children who are ill and possible signs and symptoms of illness experienced, e.g., headache, fever, vomiting, etc. 5. Students engage in Concept development of ways in which

CONTENT <i>Knowledge/Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Kindergarten, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> - Dental care ▪ Safety <ul style="list-style-type: none"> - At home, at school, on the road 	<ol style="list-style-type: none"> 8. list ways to prevent the spread of communicable diseases. 9. make some goal statements relating to dental care and personal hygiene 10. explain practices which lead to the maintenance of good dental health, e.g., brushing, flossing, visits to dentists, etc. 11. demonstrate proper care of teeth by brushing, flossing, etc. 12. appreciate the value of good dental care for social acceptance. 13. identify frequent causes of injuries experienced by students, e.g., cuts, fractures, bruises, injury to eyes, ears, nose, etc. 14. predict the consequences of unsafe action, e.g., playing with fire; drinking dangerous substances, e.g., poisons, medicines, etc.; stuffing objects in mouth and nose, etc. 15. obey signals and instructions for fire drills. 16. observe road safety rules, e.g., crossing the road on/off pedestrian crossings, observe traffic lights, know the meaning of colours in traffic lights, 	<p>diseases are spread and how to prevent them.</p> <ol style="list-style-type: none"> 6. Students engage in proper dental practice, e.g., brushing teeth, flossing etc. Visit to Dentist's office. 7. Search for hazards in the school compound. 8. Generate safety rules and practices for these hazards around. 9. Collect pictures of hazardous objects and substances in the home. 10. Generate discussions on dangers of ingesting substances and poisons and how to behave around all hazards. 11. Generate safety rules in the event of a fire at school or at home. 12. Generate discussions on potential fire hazards at home and school. 13. Role play measures in case of fire, e.g., the safe way to leave a building in case of a fire, etc. School to practice fire drills. 14. Observe flow of traffic on the road.

CONTENT <i>Knowledge/Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Kindergarten, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> ▪ Senses 	<p>wearing seat belts, avoidance of parts of the body out of open window of vehicles, care in opening vehicle door, riding at the back of vehicles.</p> <p>17. explain why care and protection of eyes and ears are important</p> <p>18. list practices that can cause injury to eyes and ears.</p> <p>19. list ways of preventing injury to eyes and ears.</p> <p>20. practice proper care of eyes and ears, e.g., test vision and hearing, watch TV with lights on, avoid looking directly at the sun, not listening to loud music, etc.</p> <p>21. identify difficulties experienced by people who have impaired senses, e.g., blind, deaf, etc.</p> <p>22. appreciate the gift of sight, hearing and speech.</p>	<p>15. Students engage in practical experiences in following traffic rules.</p> <p>16. Students participate in a guided walk with eyes closed and report how they felt after this activity; Generate discussions on the privilege of being able to see.</p> <p>17. Students watch a television programme with the television put on mute.</p> <p>18. Generate discussion on the privilege of being able to hear.</p> <p>19. Read stories about the blind and deaf.</p> <p>20. Use puppets to role play difficulties experienced by the blind and deaf.</p>

III. Appropriate Eating And Fitness

Kindergarten

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. practice 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 Kindergarten, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> ▪ Nutrition - Food groups 	<ol style="list-style-type: none"> 1. explain the importance of food to good health, e.g., to give energy, to avoid illness. 2. identify foods that give them energy. 3. identify foods that make them grow strong and healthy. 	<ol style="list-style-type: none"> 1. Group foods according to food groups using real foods (food groups): Staples – cereals and starchy fruits and roots; e.g., rice, yam, macaroni, breadfruit, etc. Dark green leafy and yellow vegetables; e.g., pumpkin, carrot, string beans, cabbage, etc. Food from animals, fish meet, eggs, ham, etc. Legumes and nuts – red beans, kidney beans, nuts, etc. Fruits – mangoes, cherries, oranges, etc. Fats and oils – butter, lard, avocado pear, etc. 2. Match food samples with foods that give energy; foods that make them grow, etc. 3. Collect pictures of energy foods, that make them grow to make a collage. 4. Taste a variety of food samples, and ask students to draw pictures of their favourite energy foods, use SEMANTIC

<p>CONTENT <i>Knowledge/Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Kindergarten, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<p>▪ Physical fitness</p>	<p>4. select foods that make a nutritious breakfast.</p> <p>5. choose healthy snacks.</p> <p>6. eat healthy local foods.</p> <p>7. explain how advertisements influence the choice of foods.</p> <p>8. explain the importance of exercise and play to the body.</p> <p>9. explain the importance of vigorous play to the body.</p> <p>10. state the effect of exercise and play on the heart.</p> <p>11. play games that they like and enjoy.</p> <p>12. name popular games that can keep them fit.</p>	<p>FEATURE ANALYSIS (SFA) for features of various food groups.</p> <p>5. Select a food group and collect a number of samples that belong to the food group.</p> <p>6. Prepare a nutritious breakfast (foods from any three food groups).</p> <p>7. Collect pictures of nutritious snacks that belong to a food group. Sing songs and complete riddles about food.</p> <p>8. Group favourite snacks into healthy and unhealthy. Have a snack party.</p> <p>9. Collect pictures of their favourite foods advertized on television and group them into healthy and unhealthy.</p> <p>10. Students engage in vigorous structured play.</p> <p>11. Students locate position of their heart.</p> <p>12. Observe and describe heart beat before and after vigorous play. Students feel each others heart beat.</p> <p>13. Students observe model of a heart.</p>

CONTENT <i>Knowledge/Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Kindergarten, students should be able to:</i>	SUGGESTED ACTIVITIES
	13. act out some other activities that can make their bodies fit, e.g. dance. 14. show willingness to participate in games.	

IV. Sexuality And Sexual Health

Kindergarten

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 Kindergarten, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> ▪ Parts of the body <ul style="list-style-type: none"> - Head: eyes, ears, nose, neck, cheeks, chin, etc. - Trunk: abdomen, penis, vulva, breasts, chest buttocks, etc. - Limbs: arms, hands, palms, knuckles, legs, etc. ▪ Basic function of body parts <ul style="list-style-type: none"> - Eyes for seeing - Ears for hearing and listening, etc. - Nose for smelling, etc. 	<ol style="list-style-type: none"> 1. identify basic parts of the body. 2. list things that the body can do – feel, sing, dance, move, grow, think, learn, cry, dance, move, walk, jump, etc. 3. explain why they must take care of their bodies. 4. identify parts of the body that are private. 5. explain that these body parts must always be covered. 6. explain basic functions of body parts. 7. name items of clothing used to cover the body – shirts, trousers, blouse, skirts, panties, socks, briefs, vests, etc. 	<ol style="list-style-type: none"> 1. Use anatomic dolls to identify parts of the body. 2. Students engage in performing basic body movements, e.g., move, dance, walk, jump, roll, etc. 3. Use dolls to locate parts of the body that are private. 4. Sing songs, recite or dictate verses explaining functions of parts of the body. 5. Students engage in a guided walk with eyes closed. 6. Compare different odours. 7. Listen to various sounds and noises, e.g., loud, soft, screeching, etc. 8. Students engage in dressing dolls using various items of clothing.

CONTENT <i>Knowledge/Skills/Attitudes</i>	SPECIFIC LEARNER OUTCOMES <i>By the end of Kindergarten, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> ▪ Sexual safety <ul style="list-style-type: none"> - Assertiveness skills ▪ Growth and development 	<ol style="list-style-type: none"> 8. identify ways of showing respect for the body by dressing, bathing in private, covering, not exposing naked bodies. 9. establish safe touch boundaries by not allowing persons to touch private body parts; not fondling own body parts; not touching other peoples' private body parts 10. identify situations and persons who examine the body, e.g., Doctors, Nurses and parents during illness. 11. report uncomfortable and threatening situations by verbalization, such as: don't touch me or I'll tell, etc. 12. identify signs of growth by measuring themselves/height, weight; baby clothes that don't fit; not crying as often as babies; feed themselves, etc. 	<ol style="list-style-type: none"> 9. Use puppets, dolls, etc. to role play assertive statements about inappropriate touches, e.g., I do not like you to touch me there. 10. Collect items of clothing that are too small; pictures of themselves when they were babies. 11. Draw things that they can do and could not do as babies. 12. Use hand spans to measure height. Record height on a bar graph.

V. Managing The Environment

Kindergarten

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 Kindergarten, students should be able to:</i>	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> ▪ Environmental awareness - Environmental features 	<ol style="list-style-type: none"> 1. show curiosity to explore various environments, e.g., fields, play-grounds, sea, woods, gardens, rivers, parks. 2. ask questions about various environments. 3. make request to visit various environments. 	<ol style="list-style-type: none"> 1. Field trips to observe various features using the senses e.g., students listen to various sounds in the environment/birds singing, dogs barking, wind rustling, etc. 2. Observe pleasant and unpleasant features, e.g., things that are bright and colourful, pleasant smells, clean spacious spaces, attractive painted buildings, living and non living things. 3. Students identify unpleasant things: odours, garbage, harsh noises, clogged guttering, old houses, etc. 4. Students draw features observed during field trip; classify drawings into pleasant and unpleasant. 5. Role play what the various animals think and say about their environment. 6. Sing songs/hymns to reflect pleasant environment, e.g., "Thank you Lord for giving us trees", etc. 7. Students engage in concept development of the environment.

<p>CONTENT <i>Knowledge/Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Kindergarten, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<p>- Environmental features cont'd</p>	<p>4. identify features peculiar to the various environments (natural and artificial), e.g., fish in the sea, fruits, vegetables, trees, animals in the fields, flowers in the gardens, birds/butterflies in the trees, fountain/tables/seats in the park, etc.</p> <p>5. predict the effects of the absence of some environmental features on health.</p> <p>6. express their feelings about the various features.</p> <p>7. list ways in which people use these various environmental features - sea for fishing, sailing, swimming, other water sports; playgrounds for games, such as football, net-ball, etc.; rivers for swimming, washing, bathing; land to grow food, build houses, etc.</p> <p>8. identify the use of special buildings within their immediate environment with special emphasis on buildings associated with health (health centres, community centres, hospitals)</p> <p>9. name the elements of the weather (sun, cloud, rain, wind, thunder, lightning).</p> <p>10. describe weather conditions using the various features.</p> <p>11. identify activities in which they can participate during the different types of weather (draw and make puppets during rainy days etc.).</p>	<p>8. Students draw the various activities happening in the various environments.</p> <p>9. Students draw faces depicting feelings about field trip.</p> <p>10. Students draw the various ways in which people use the environments.</p> <p>11. Students draw or collect pictures showing the various ways in which people use the various environments.</p> <p>12. Role play a scene happening within a health institution. Let students draw or collect pictures of persons who work within health institutions.</p> <p>13. Students engage in making puppets or art.</p>

<p>CONTENT <i>Knowledge/Skills/Attitudes</i></p>	<p>SPECIFIC LEARNER OUTCOMES <i>By the end of Kindergarten, students should be able to:</i></p>	<p>SUGGESTED ACTIVITIES</p>
<p>- Cleanliness of the environment</p>	<p>12. identify ways of coping with the different types of weather to avoid illness (use of rain coats, proper-shoes, umbrellas, keeping warm, etc.)</p> <p>13. express feelings about various types of weather.</p> <p>14. monitor daily weather by keeping a simple weather chart or journal.</p> <p>15. name some ways in which waste is collected in the school and home.</p> <p>16. work co-operatively in keeping the school and home environment clean .</p> <p>17. make proper use of garbage disposal bins/containers by disposing of garbage appropriately.</p> <p>18. express feelings about clean/unclean environments.</p>	<p>14. Students draw items used to protect us from wet weather.</p> <p>15. Listen to verses, sing songs about the weather</p> <p>16. Students keep a simple weather chart or journal.</p> <p>17. Students draw or collect pictures about garbage collection and disposal.</p> <p>18. Generate rules for the upkeep of the environment.</p> <p>19. Students assign themselves duties for the upkeep of the classroom and school environment, e.g., bringing flowers to beautify class, engage in clean-up campaigns.</p>