



MINISTRY  
OF  
EDUCATION, YOUTH & INFORMATION  
Every Child Can Learn, Every Child Must Learn

NATIONAL STANDARDS CURRICULUM GUIDE

# ENRICHMENT WINDOW

## GRADE 5

PHYSICAL EDUCATION | RELIGIOUS EDUCATION



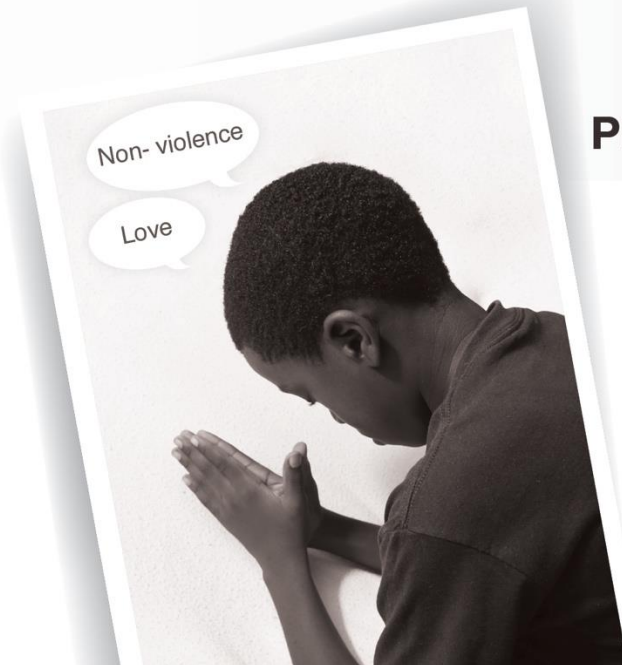


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## ACKNOWLEDGEMENTS

Our connection with each other is unquestionable and so at the end of this arduous yet rewarding journey, the Ministry of Education, Youth and Information gratefully acknowledges the contributions of the following individuals and institutions who generously gave of their time and resources in the planning and development of the National Standards Curriculum (NSC):

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- Mr. Derrick Hall- former ACEO (Acting), Core Curriculum Unit, who continued it
- Dr. Clover Hamilton Flowers- ACEO, Core Curriculum Unit, who completed the task
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Mr. Elton Johnson, EO Physical Education	Ms. Janice Campbell, EO Religious Education

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- All others whose names do not appear, but who contributed to the production of the NSC

## M E S S A G E



Education has always been pivotal to societal and economic development. It is for this reason that Jamaica remains unshaken and hopeful of a realized vision to be “the place of choice to live, work, raise families and do business.” The assurance of the possibility of all that such a vision entails comes from the recognition that Jamaica is endowed with tremendous God-given talent and creative potential and as a people of strong faith in spiritual principles and resilience; we are able to harness our capabilities, to make significant influence on the world. It is through this new National Standards Curriculum (NSC) that we hope to propel this vision of the education system whilst becoming more relevant, current and dynamic.

The team at the Ministry of Education Youth and Information is cognizant of the fact that the curriculum is the heart and mind of education and remains the most powerful means by which any country can develop and be sustainable. It is for this reason that the NSC has been designed with the understanding that people, learning and national development are at the core of our existence in a time of rapid change in the physical, social, economic and other dimensions of the global landscape. As a consequence, we celebrate the wisdom of the developers who through the engagement of numerous stakeholder groups, have responded favourably to the need for that kind of education that prepares our young people for life; while challenging our more mature to join in this lifelong journey of learning to learn.

Our commitment to the development of each learner and our support and appreciation of the various stakeholder groups that are partnering with us in providing quality education, remain at the forefront of our efforts in ensuring that this journey transforms education. This commitment is conveyed through our adoption of a Pathway Approach to learning that demands of us to provide customized programmes, differentiated learning experiences and specialized support for our learners. Our actions have been fruitful as is evident by the systems and conditions we have put in place for successful implementation.

Like the rest of Jamaica, I look forward to the testimonials of students, parents, teachers and other stakeholders of the empowering effect of this learner- centred curriculum and remain confident that it will contribute to make Jamaica renown.

**The Honourable, Senator Ruel Reid,CD**

**Minister of Education, Youth & Information**

## M E S S A G E



Building a modern society where young people can prosper and achieve their aspirations is paramount on the Ministry of Education, Youth and Information's (MoEYI) agenda. In its bid to advance this agenda the team at the MoEYI has developed the National Standards Curriculum (NSC) on a clear set of values that will permeate learning and become embedded in young people's approach to life. Young people need to be clear about their Jamaican identity. Justice, democracy, tolerance and respect need to be more than mere words; they need to become an essential part of people's lives. Young people's understanding of, and commitment to, sustainable development is critical to the future of Jamaica and of the world. These values that permeate the new curriculum and more importantly, will by its use, be ingrained in the fabric of the Jamaican society.

The development of a new curriculum is a major achievement in the life of any country. It is even more noteworthy because this curriculum embodies the set of knowledge, skills, values and attitudes that our country deems relevant at this particular time. It is intended that these attributes be conveyed to the next generation as a means of cultural continuity in preparation to cope with the future, both nationally and individually.

I am particularly excited about the prospects of the NSC honing key twenty-first century skills such as communication, collaboration, critical thinking and creativity in our youth as they prepare to take on their roles as global citizens. I encourage parents, students, teachers and indeed the community to partner with us as we prepare our young people not just for today, but for the rapidly changing times ahead.

### **The Honourable, Floyd Green, MP**

**State Minister in the Ministry of Education, Youth & Information**

## M E S S A G E



In responding to the challenges confronting education in Jamaica, The Ministry of Education Youth and Information has taken strategic measures to address the need for a national curriculum that is relevant for the 21st century, the dynamics of the Jamaican context and the profile of the learners at the pre-primary, primary and secondary levels. One major output of these strategic actions is the National Standards Curriculum. This curriculum is intended to be one of the means by which the Jamaican child is able to gain access to the kind of education that is based on developmentally-appropriate practice and the supporting systems and conditions that are associated with high quality education.

This curriculum has the potential to inspire and provide challenges in the form of problem situations that all our learners can handle in ways that are developmentally appropriate. It compels us to move beyond the traditional functional perspectives of being literate to a focus on the physical and physiological as well as the ethical, social

and spiritual.

I invite all our stakeholders to fully embrace this new curriculum which promises to excite imaginations, raise aspirations and widen horizons. Learners will become critical and creative thinkers with the mindset required for them to be confident and productive Jamaicans who are able to thrive in global settings as they take their place in the world of uninhibited change

**Mr. Dean Roy Bernard**

**Permanent Secretary, Ministry of Education, Youth & Information**

## M E S S A G E



It was the mandate of the Curriculum Units of the Ministry of Education, Youth and Information to spearhead the crafting of a new curriculum for the nation, in keeping with international standards, global trends in the educational landscape and societal goals and aspirations. The mandate had several facets: to establish clear standards for each grade, thereby establishing a smooth line of progression between Grades from 1 to 9; to reduce the width, complexity and amount of content; to build in generic competencies such as critical thinking across the subjects; to ensure that the curriculum is rooted in Jamaica's heritage and culture; to make the primary curriculum more relevant and more focused on skills development, and to ensure articulation between primary and secondary curricula, especially between Grades 6 and 7. To achieve this, the MoEYI embarked on an extensive process of panel evaluations of the existing curricula, consultation with stakeholders, (re)writing where necessary and external reviews of the end products.

Today, we are indeed proud that, the curriculum development teams have succeeded in crafting a curriculum which has met these expectations. Under the National Standards Curriculum (NSC) focus will be given to project-based and problem-solving learning, with an integration of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies across the system. Learners will benefit from more hands-on experiences which should enhance the overall learning experience and cater to the different kinds of learners in our classroom. In addition, they will be exposed to work-based learning opportunities that will help them become productive citizens of Jamaica and the world at large.

It is anticipated that as school administrators and teachers system-wide implement the National Standards Curriculum that improvements will be evident in the general academic performance, attitude and behaviour of our students.

We anticipate the participation of all our stakeholders in this process as we work together to improve the quality of life and prospects for all the children of Jamaica and to realize our mantra that *every child can, and must, learn*.

**Dr. Grace McLean**

**Chief Education Officer, Ministry of Education, Youth & Information**





The Ministry of Education Youth and Information (MoEYI) is committed to providing high quality education to all Jamaican children. We have heard the cries from the various sectors of the Jamaican society about the level of preparedness/readiness of our students for life in the 21st century; and we are taking the necessary steps to ensure that our students graduate with marketable skills. The MoEYI has reviewed and redesigned the Grades 1-9 curricula around the principles of Vision 2030 Goal number one; “Jamaicans are empowered to achieve their fullest potential”.

The National Standards Curriculum (NSC) will lay the foundation for students by preparing them for working lives that may span a range of occupations, many of which do not currently exist. This has been done by way of designers carefully integrating the theoretical principles of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies into the curricula at all grade levels. The NSC illustrates that in order to make education effective for our 21st century children; we need to change how we teach, and what we teach.

We are satisfied that the curriculum designers and writers have produced a curriculum that is indeed fitting for the 21st century. The NSC was designed to develop students’ understandings of subject matter and their ability to apply what is learnt; it fosters their ability to communicate and solve problems collaboratively, think critically and create novel solutions.

The success of our children is dependent on the participation of all stakeholders in the learning process. We encourage you all to be our committed partners in education as the true impact of this curriculum will only be felt when we have all hands on board. I am indeed proud to be associated with the development and implementation of this curriculum; it will inspire hope in our nation and future generations; kudos to the various teams that contributed to its development.

## **Mrs Lena Buckle Scott**

**Deputy Chief Education Officer,**

**Curriculum and Support Services, Ministry of Education, Youth & Information**

## M E S S A G E



The National Standards Curriculum (NSC) rests on the belief that all learners are endowed with the capabilities, gifts and talents to fulfil their divine purpose. These attributes are to be further enhanced or improved in a nurturing, inspiring and inclusive environment; one that caters to the whole person (soul, spirit and body - spiritual, emotional, social, physical and mental). As learners assume their roles and responsibilities individually and as communities of learning in such an environment, they become critical-reflexive thinkers, creative problem solvers, effective communicators and natural collaborators.

A curriculum design of this nature, calls for transformative change at the societal level (Elkind, 2004)<sup>1</sup> and not just at the school and classroom levels. This is a call for all stakeholders, as users of the curriculum, to adopt a critical - reflective and reflexive stance and join learners in the quest for meaning, purpose and stability as they help to shape the world. By integrating principles from various disciplines and their related methodologies, learners who interact with the curriculum are provided with enriching experiences, opportunities for creative expressions and authentic exploration of problems from a classical standpoint as well as in the context of workplace learning. This is due to the fact that the NSC recognizes the importance of each discipline in the problem solving process and in development.

Assessment as an element of the curriculum becomes primarily a learning process for charting progress through self-corrective measures that are informed by feedback from peers and teacher-facilitator. By providing assessment criteria statements in the curriculum, teachers are encouraged to facilitate learners functioning as self and peer assessors. This approach should see the learner developing self-direction with the support of mentors and coaches and forming an intrinsic desire to succeed. These attributes prepare them to face high stakes assessment as problems to be confronted with courage, a sense of readiness, insight and creative prowess.

These features of the NSC have the potential to influence learners' profile as Jamaicans who are gratified by an identity of cultural excellence that embodies moral obligations, intellectual rigour, innovativeness, environmental stewardship and productivity. The curriculum echoes the sentiments of our National Anthem, National Song and Pledge and serves as rich and credible source of the values and virtues that are woven together to convey the Jamaican identity. I wish for our school administrators, teachers, students and other stakeholders much success as they work with the document.

### **Dr Clover Hamilton Flowers**

**Assistant Chief Education Officer, Core Curriculum Unit, Ministry of Education, Youth & Information**

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NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 5

# PHYSICAL EDUCATION



## **PHILOSOPHY OF PHYSICAL EDUCATION**

Physical Education plays a critical role in children's physical, mental, psychological and social development. It is a vital part of a comprehensive education and makes a significant contribution to a child's holistic development by catering to the whole child- body, mind and spirit. Physical Education develops students' knowledge, appreciation and understanding of the importance of participation in physical activities and how this will enhance their physical fitness and well-being along with developing a variety of motor skills.

Physical Education activities contribute to the goals of education; enhance self-direction, self-esteem and cooperative behaviour. The programmes engage students in the continuous process of performing and evaluating as well as in the development of attitudes which are necessary for a healthy lifestyle. The effective teaching and learning of Physical Education concepts and skills will expose pupils to a wide variety of careers which will prepare them to be confident and productive individuals, successful lifelong learners and proud citizens of Jamaica.

## OVERVIEW OF SUBJECT CONTENT GRADE 5

SUBJECT	TERM 1	TERM 2	TERM 3
Physical Education	<p><b>Movement Education</b></p> <ul style="list-style-type: none"> <li>• Refine their techniques in range of gymnastic skills.</li> <li>• Create and perform movement sequences that combine a range of movements.</li> </ul> <p><b>Games and Sports</b></p> <ul style="list-style-type: none"> <li>• Develop and refine basic techniques in games involving use of equipment.</li> <li>• Participate in competition to (further) refine their performance in sports and games. ; Ball usage skills in football and netball.</li> </ul> <p><b>Health, Safety and Well- Being</b></p> <ul style="list-style-type: none"> <li>• Discover how to use a range of equipment and apparatus.</li> <li>• Apply safety measures for self and others during physical activities.</li> <li>• Promote physical fitness by engaging in activities that develop fitness.</li> <li>• Recognise that physical activity helps to develop and maintain an optimum level of health and Well- Being</li> </ul>	<p><b>Movement Education</b></p> <ul style="list-style-type: none"> <li>• Develop and refine running, jumping, throwing and catching skills.</li> <li>• Refine and increase skills in movement and dance for display and competition</li> </ul> <p><b>Games and Sports</b></p> <ul style="list-style-type: none"> <li>• Develop skills in the game of cricket</li> <li>• Develop and refine skills to participate in track and field events</li> <li>• Refine and increase skills in cricket and track and field for competition.</li> </ul> <p><b>Health, Safety and Well- Being</b></p> <ul style="list-style-type: none"> <li>• Apply decision making skills to make and maintain healthy choices related to drug use.</li> <li>• Identify factors that influence decisions to abstain from taking drugs.</li> <li>• Discuss how substance abuse affects/affect an athlete’s lifestyle.</li> <li>• Discuss how personal hygiene and nutrition affects the lifestyle of athletes.</li> </ul>	<p><b>Movement Education</b></p> <ul style="list-style-type: none"> <li>• Further refine the techniques of gymnastics</li> <li>• Develop and perform dance sequences that combine a range of movements</li> </ul> <p><b>Games and Sports</b></p> <ul style="list-style-type: none"> <li>• Work together in order to advance cricket skills</li> <li>• Develop basic volleyball skills</li> <li>• Refine and increase baseball skills to participate in games.</li> </ul> <p><b>Health, Safety and Well-being</b></p> <ul style="list-style-type: none"> <li>• Identify lifestyle diseases</li> <li>• Apply safety measures for self and others during physical activities.</li> </ul>

**AIM OF PHYSICAL EDUCATION:**

To develop students' knowledge, understanding of the tenets of Physical Education and Sport, and the appreciation that participation will enhance their physical fitness, well-being and a wide variety of motor skills. Through its activities, Physical Education contributes to the goals of a holistic education, enhances students' self-direction and cooperative behaviour. The programme should involve students in the continuous process of planning, performing and evaluating as well as in the development of attitudes, which are necessary for a healthy lifestyle. The effective teaching and learning of Physical Education concepts and skills will expose pupils to a wide variety of careers which will prepare them to be confident and productive individuals, successful lifelong learners and proud citizens of Jamaica.

**RANGE OF CONTENT****What are the key concepts, skills and knowledge students will learn in this subject?**

- The reasons for engaging in Physical Education to include optimal level of health, well-being and physical fitness
- The various careers involved in sports
- The key aspects/common skills and basic rules involved in each discipline (track and field, volleyball, netball, football and baseball) and apply them appropriately
- How to refine their basic techniques in a range of sports and games and to use them in competitive situations
- How to work collaboratively – participate in class activities and communicate with each other.

## STANDARDS FOR Physical Education: GRADE 5

### The Strands

There are three key strands in Physical Education. The first two of the three are divided into two sub-strands each.

Movement Education	Games and sports	Health, safety and well-being
Be able to move their bodies with increasingly consistent control, refinement and more complex movements. They can use movement imaginatively; create and perform fluent sequences of movements; develop sequences of movements in response to stimuli such as music or stories	Develop and refine techniques used in a range of games and sports which includes the use of balls, racquets, bats and other equipment that will allow them to work individually and in groups in an increasing range of sports and games. They will develop and use their understanding of the principles of games to apply the rules effectively to develop and adapt their own strategies and tactics when taking part in games as team members or individuals.	Understand why physical activity is good for their health and Well-Being, and develop positive attitudes toward physical activities

Strand	Motor movement and dance		Games and sports		Health, safety and well-being
Sub - Strand	Motor control	Movement and dance	Individual techniques	Team tactics	
G 5	Refine their techniques in a range of gymnastic skills.	Develop and perform dance sequence that combines a range of movements.	Develop and refine basic techniques in games involving use of equipment.	Participate in competitions to refine their performance in sports and games.	Promote physical fitness by engaging in activities that develop fitness. Recognise that physical activity helps to develop and maintain an optimum level of health and Well-Being. Discover how to use a range of equipment and apparatus safely. Know how to take account of their own safety and that of others during physical activities.



STRANDS	MOVEMENT EDUCATION		GAMES AND SPORT		HEALTH, SAFETY AND WELL-BEING
SUB-STRANDS	Motor Control	Movement and Dance	Individual Techniques	Team Tactics	
<b>ATTAINMENT TARGETS</b>	Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.	Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities.	Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.	Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.	Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and Well-Being.

**Prior Learning**





Check that students can:

- Correctly use the concepts Physical Education, lifestyle and personal hygiene
- Perform simple movement activities
- Explain substance abuse and differentiate between helpful and harmful drugs

**UNITS OF WORK GRADE 5 TERM 1 UNIT 1**

**Focus Question 1: “Why should I do Physical Education?”**

<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVE(S)</b>
<ul style="list-style-type: none"><li>• Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and Well- Being.</li></ul> <p><b>PHYSICAL EDUCATION Strand(s): Games and Sports</b> <b>Sub - Strand(s): Individual techniques, Team tactics</b></p> <p><b>Attainment Targets:</b></p> <ul style="list-style-type: none"><li>• Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.</li><li>• Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.</li></ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• State reasons for doing Physical Education</li><li>• Explain the benefits of participating in physical activities</li><li>• Identify the benefits of physical education (social and physical)</li><li>• Display responsible personal and social behaviour</li><li>• Identify activities that will assist in making the body fit.</li><li>• Demonstrate movement sequences involving small and large apparatus</li><li>• Create rhythmic sequences consisting of repeated patterns and movements</li><li>• Participate in minor games that require equipment</li></ul>

<p><b>Movement Education</b>  <b>Sub - strand(s): Motor control , Movement and Dance</b>  <b>Attainment Targets:</b></p> <ul style="list-style-type: none"> <li>• Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities.</li> <li>• Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.</li> </ul>	
<p><b>ICT Attainment Targets:</b></p> <ul style="list-style-type: none"> <li> <b>COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.</b></li> <li> <b>RESEARCH, CRITICAL THINKING AND DECISION MAKING- Use technology to develop a logical process for decision making and problem solving.</b></li> <li> <b>DESIGNING AND PRODUCING – Use technology to design and produce multimedia products to demonstrate their creative thinking.</b></li> <li> <b>DIGITAL CITIZENSHIP – students recognise the ethical, social and legal issues and implications surrounding the use of technology.</b></li> </ul>	

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p><b>Health, Safety and Well- Being</b></p> <ul style="list-style-type: none"> <li>• Use internet to research, discuss and report in groups the value of, and reasons for doing Physical Education. (Read and discuss articles on Physical Education and critically respond to these articles.)</li> <li>• Watch video online or offline pertaining to the topic. With the assistance of the teacher create a presentation using appropriate presentation software to list and describe the importance of warm-up and cool-down activities (e.g., warm-up – for physical safety, to improve efficiency of movement, to focus on the task at hand; cool-down – to return heart and breathing to resting rate, to help re-focus on next activity)</li> <li>• Demonstrate an awareness of their own abilities to safely participate in physical activity by using an appropriate software to create a chart on safety in physical education (e.g., cardiovascular endurance, skill level for specific activities, confidence)</li> <li>• Through discussion identify and list, using a graphic organiser, the social, physical and economic benefits that are linked to Physical Education e.g. sports gear, sports reporting and sports competition.</li> </ul> <div data-bbox="611 984 800 1154" data-label="Diagram"> <pre> graph TD     A(( )) --- B((SOCIAL))     B --- C(( ))     B --- D(( ))   </pre> </div> <ul style="list-style-type: none"> <li>• Prepare collage showing different careers and activities that are linked to Physical Education.</li> </ul>	<ul style="list-style-type: none"> <li>• report</li> <li>• participate</li> <li>• explore</li> <li>• navigate digital content</li> <li>• outline</li> <li>• describe</li> <li>• navigate digital content</li> <li>• enter text, insert pictures</li> <li>• create</li> <li>• safety awareness</li> <li>• select appropriate software</li> <li>• identify</li> <li>• list</li> <li>• analyse</li> <li>• enter text</li> <li>• insert graphic organiser</li> <li>• create collage</li> </ul>	<p>Prepared collage/report depict value and reasons for doing Physical Education</p> <p>Adequate description of the importance of warm-up and cool-down routines given</p> <p>Ability to participate safely in physical activities</p> <p>Ability to satisfactorily state how persons benefit from social, physical and economic activities</p> <p>Adequate information presented in collage on careers in Physical Education</p>

<p><b>Movement education</b></p> <ul style="list-style-type: none"> <li>• Move in response to and interpret the expressive elements of music and sound (e.g., even and uneven rhythms, energy, use of silence)</li> <li>• Demonstrate movements to depict an event or theme (e.g., machines, first contact, friendship)</li> <li>• Demonstrate movements in response to the expressive qualities of visual images (e.g. symbolic use of colour and shape)</li> <li>• Apply all stages of the creative process (exploration, selection, combination, refinement, reflection) to create dance compositions</li> <li>• Use a variety of sources of ideas as inspirations for exploring dance (e.g. music, sounds, poetry, visual images, stories, ideas)</li> <li>• Choose particular movements for dance composition and explain their choices.</li> <li>• Combine movements to create sequences based on specified criteria (e.g., must have a beginning, middle, end- focus on use of space)</li> </ul>	<ul style="list-style-type: none"> <li>• interpret expressive elements</li> <li>• perform</li> <li>• demonstrate movements</li>   <li>• apply creative process</li> <li>• explore</li>   <li>• select</li> <li>• reflect</li> <li>• refine</li> <li>• justify choices</li>   <li>• create</li> <li>• make decisions</li> <li>• analyse</li> </ul>	<p>Respond efficiently via movements to a variety of stimuli</p> <p>Logical explanations provided to support movement selections</p> <p>Ability to create and produce dance compositions based on specified criteria</p>
<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Identify the most common skills used in physical activities</li> <li>✓ Identify the value of physical education to society (social, physical and economic)</li> <li>✓ Participate in discussion and make oral and written reports on the reasons for doing Physical Education</li> <li>✓ Accurately, demonstrate skills used in physical activities</li> <li>✓ Prepare a collage showing different careers in Physical Education</li> <li>✓ Use dance/drama to demonstrate how physical activities impact one's lifestyle</li> <li>✓ List 6 activities which are related to Physical Education</li> </ul>		

<p><b>POINTS TO NOTE</b></p> <ul style="list-style-type: none"> <li>• Safety rules must be observed at all times.</li> <li>• Place emphasis on the socio-economic values of Physical Education.</li> </ul>	<p><b>EXTENDING LEARNING</b></p> <ul style="list-style-type: none"> <li>• Participate daily in physical activities (e.g., in various indoor and outdoor school locations such as the schools’ play field, classroom, gymnasium, and schoolyard; in community facilities such as swimming pools and parks)</li> <li>• Engage others outside of school on issues relating to health and safety.</li> <li>• Participate in co-curricular and community activities that enhance healthy lifestyle practices.</li> </ul>
<p><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>• books, articles, pamphlets, internet, magazines, radio/cd player, videos, CDs, musical instruments, DVD/videos, television, computer, internet access and any other available technological resources</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Physical Education, fitness, aerobic, walking, running, jumping, leaping, catching, lifestyle, collage, sport reporting, competition, careers, coach, Physical Education teacher, athlete, sports medicine, sports journalist, sport law, sport agent, sport manager, sport analyst, rest, work, exercise, diet, dance, movement, injuries</li> </ul>

**Prior Learning**

Check that students can:

- Perform basic gymnastic activities
- Perform simple movement skills in sequence

**UNITS OF WORK GRADE 5 TERM 1 UNIT 2****Focus Question 2: "How and where does my body move?"**

<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>
<ul style="list-style-type: none"><li>• Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and Well- Being</li></ul> <p><b>Movement Education and Dance</b></p> <p><b>Sub - Strand: Motor control and movement and Dance</b></p> <p><b>Attainment Targets:</b></p> <ul style="list-style-type: none"><li>• Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities</li></ul>	<ul style="list-style-type: none"><li>• Identify activities that will assist in making the body physically fit</li><li>• Demonstrate safe use of equipment and facilities</li><li>• Demonstrate willingness to apply rules, work co-operatively, and show good sportsmanship</li><li>• Combine locomotor movements with clapping/snapping of fingers and simple songs</li><li>• Demonstrate movement sequences involving small and large apparatus</li><li>• Demonstrate the ability to create and combined movements to beats</li><li>• Use music to create patterns and sequences for ring games</li></ul>

- Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities.

**Games and Sports**





**Sub - Strands(s): Individual techniques, Team tactics**

**Attainment Targets:**

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

- Create structured, sequences consisting of repeated or combined non-locomotor, locomotor and manipulative movement skills while moving through space
- Design and perform dance sequences that combine travelling, walking, running, twisting, turning, rolling, balancing and weight transfer into smooth flowing sequences with changes in direction and flow
- Use creative movements and rhythms to reflect moods, feelings and textures
- Manipulate a ball using passing and catching skills while developing basic skills of football, netball and basketball
- Apply skills and basic rules in games/competitive situations

**ICT Attainment Targets:**

-  **COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.**
-  **RESEARCH, CRITICAL THINKING AND DECISION MAKING- Use technology to develop a logical process for decision making and problem solving.**
-  **DESIGNING AND PRODUCING – Use technology to design and produce multimedia products to demonstrate their creative thinking.**
-  **DIGITAL CITIZENSHIP – students recognise the ethical, social and legal issues and implications surrounding the use of technology.**



SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p><b><i>Health, Safety and Well-Being</i></b></p> <ul style="list-style-type: none"> <li>• Participate in proper warm-up activities (e.g., light aerobic activity, stretching exercises), prepare muscles for vigorous activities and increase blood circulation and elasticity of muscles and ligaments.</li> <li>• Follow directions and rules for safe use of equipment and facilities (e.g. choosing appropriate equipment, safe methods of entering and exiting the activity; safe use of implements, appropriate supervision and spotting as applicable) while participating in activities.</li> <li>• Prepare a plan of activities to develop fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in warm- up activities</li> <li>• apply rules</li> <li>• plan activities</li> <li>• create documents</li> </ul>	<p>Development of effective sequential patterns using different movement concepts</p>
<p><b><i>Movement Education</i></b></p> <ul style="list-style-type: none"> <li>• Combine a series of movements using a combination of different levels, direction and pathways such as: <ul style="list-style-type: none"> <li>- Dance sequences</li> <li>- Gymnastics-jump, land, roll, etc.</li> <li>- Rope jumping while travelling</li> </ul> </li> <li>• Demonstrate a variety of movement combinations individually and in groups with smooth transitions between movements: <p>e.g.</p> <ul style="list-style-type: none"> <li>- create a variety of body shapes</li> <li>- bend and stretch body parts</li> <li>- land-bend-stand smoothly</li> <li>- incorporate various directions, pathways, and formations</li> <li>- respond to the rhythm, phrasing, and/or lyrics of a music selection that includes changes in tempo.</li> <li>- incorporate various types of locomotor and non-locomotor movement.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• develop sequences in dance</li> <li>• manipulate objects</li> <li>• demonstrate movement combinations</li> <li>• create pattern</li> </ul>	<p>Creation of movement sequence using four or more combinations of movements</p>

<ul style="list-style-type: none"> <li>• Use appropriate vocabulary to describe movement and movement sequences (e.g., pathways, levels, direction, space, jump, land, roll)</li> <li>• Create imagery and dance patterns to represent moods</li> <li>• Demonstrate functional use of combinations in two or more selected movement skills with or without apparatus (e.g. combine travelling, rolling, balancing and weight transfer into smooth flowing sequences) while applying movement variables (e.g. show contrast in direction, speed, flow)</li> </ul>	<ul style="list-style-type: none"> <li>• describe movements</li> <li>• depict moods with movements</li> <li>• combine movements</li> <li>• plan</li> </ul>	<p>Ability to accurately describe the different terminologies and dance patterns</p> <p>Ability to satisfactorily create imagery from moods and dance pattern</p> <p>Efficient production of different combination and transition of movements</p>
<p><b><i>Games and Sports</i></b></p> <ul style="list-style-type: none"> <li>• Explore different ways to throw and catch a ball e.g. one- handed and two-handed, stationary and in motion, low, medium, high.</li> <li>• Practice all ball handling skills e.g. shooting. Combine them with the foot work rules in simple lead up games. Apply rules without bias.</li> <li>• Apply netball, basketball and football skills in minor games.</li> <li>• Play and record major games in competitions and view video highlighting movements.</li> </ul>	<ul style="list-style-type: none"> <li>• explore</li> <li>• throw</li> <li>• catch</li> <li>• dribble, pass, shoot, pivot, kick, trap/control, rule application</li> </ul>	<p>Correctly demonstrate passing and receiving skills</p> <p>Application of correct skills and rules where necessary</p>

<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Demonstrate the ability to move through space using a combination of loco motor skills.</li> <li>✓ Demonstrate movement sequences involving apparatus.</li> <li>✓ Create sequences using a combination of repeated patterns and movements.</li> <li>✓ Develop dance sequences to reflect aspects of nature and emotions as well as cultural dance steps.</li> <li>✓ Use appropriate vocabulary to describe movement and movement sequence (e.g. locomotor, pathway, level).</li> <li>✓ Find different ways to pass and catch a ball.</li> <li>✓ Apply dribbling passing and shooting skills.</li> <li>✓ Demonstrate willingness to apply rules, work co-operatively, and show good sportsmanship.</li> </ul>	
<p><b>Points to Note</b></p> <ul style="list-style-type: none"> <li>• Safety rules must be observed at all times.</li> <li>• Strive for consistency/accuracy in technique when executing skills.</li> </ul>	<p><b>Extending Learning</b></p> <ul style="list-style-type: none"> <li>• Participate in co-curricular and community activities to further develop skills in gymnastic activities</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• music, balls, cones, obstacles ( cartons, chairs, ropes, benches), radio/ CD player, mats, rules book, computer and any other available technological resources</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• pathways, jump, roll, travel, land, non-loco motor, loco motor, pattern, sequence, level, directions, levels, twist, turn, bend, stretch, high, low, medium, sportsmanship, mood, create, skills, throwing, catching, kicking, trapping/controlling, applying, combination, demonstrate, performance, participate, injuries.</li> </ul>

**Prior Learning**

Check that students can:

- Perform basic techniques in kicking, throwing, dribbling and passing
- State the components of fitness
- Create a movement sequence

**UNITS OF WORK GRADE 5 TERM 1 UNIT 1**

**Focus Question 3: “How do I further my skills in the games of netball, football and basketball?”**

<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES:</b>
<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and Well- Being</li> </ul> <p><b>Physical Education Strand (s): Games and Sports</b>  <b>Sub - Strand (s): Individual techniques, Team tactics</b></p> <p><b>Attainment Targets:</b></p> <ul style="list-style-type: none"> <li>• Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.</li> <li>• Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe/State the importance of specific warm up and cool down activities</li> <li>• Perform exercises to further develop skill related fitness with emphasis on safety.</li> <li>• Manipulate a ball using passing, dribbling and catching skills.</li> <li>• Demonstrate proper technique to pass a football/netball/basketball at varying distances.</li> <li>• Demonstrate proper technique to pass and receive a ball (while) adjusting to varying speeds at different levels.</li> <li>• Refine the skill of passing a football using the inside and instep of the foot and introduce using the outside of the foot.</li> <li>• Refine landing and pivoting skills in netball/basketball.</li> <li>• Understand and show respect for rules and laws of football/netball/basketball.</li> <li>• Create a dance sequence that combines a range of movements.</li> </ul>

**Physical Education Strand (s): Movement Education**

**Sub - Strand (s): Motor control, Movement and Dance**

**Attainment Targets:**

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities.

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p><b>Health, Safety and Well- Being</b></p> <ul style="list-style-type: none"> <li>• Discuss the importance of specific warm up and cool down activities.</li> <li>• Perform more advanced fitness exercises by paying special attention to the safety guidelines for each exercise (e.g. power, endurance, strength, flexibility, agility, balance and coordination):</li> <li>• Circuit training (maximum two series)</li> <li>• Frog leap races</li> <li>• Continuous relays</li> <li>• Obstacle races</li> <li>• Plyometric activities</li> <li>• Describe the importance of specific health and safety guidelines (e.g., safe ways to increase range of movement, healthy eating to ensure adequate energy).</li> </ul>	<ul style="list-style-type: none"> <li>• state</li> <li>• endurance</li> <li>• flexibility</li> <li>• balance</li> <li>• agility</li> <li>• strength</li> <li>• coordination</li> <li>• speed</li> <li>• power</li> <li>• reaction time</li> <li>• describe</li> </ul>	<p>Correct identification of four reasons warm up and cool down activities are necessary</p> <p>Safe demonstration of fitness exercises</p> <p>Identifying ways in which safety and health related practices affect dance performance</p>
<p><b>Games and Sports</b></p> <ul style="list-style-type: none"> <li>• Perform a sequence of specific warm-up and cool-down exercises before and after main activities.</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>• Draw football field placing players in their playing positions.</li> <li>• Practice passing with the inside, instep and outside of the foot in pairs and small groups</li> <li>• Practice controlling the ball using the inside and sole of the foot.</li> <li>• Practice moving in different directions to pass and control the ball (with or without opposition).</li> </ul>	<ul style="list-style-type: none"> <li>• perform exercise</li> <li>• draw</li> <li>• identify</li> <li>• control and pass</li> <li>• kick</li> <li>• pass</li> <li>• dribble</li> <li>• control</li> </ul>	<p>Satisfactory performance of specific warm-up and cool-down activities</p> <p>Ability to use a diagram and accurately place players in correct playing positions.</p> <p>Ability to use correct surface areas of the foot to make a pass.</p>

<ul style="list-style-type: none"> <li>• Dribble the ball using the inside and outside of the foot in a straight line and through obstacles.</li> <li>• Practice football skills in inter-class / inter- house competitions.</li> <li>• Discuss and apply football rules in mini competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• apply rules</li> </ul>	<p>Demonstration of passing and controlling skills correctly</p>
<p><b>Netball/Basketball</b></p>		<p>Accurately apply football skills in competitive situations while observing rules</p>
<ul style="list-style-type: none"> <li>• Draw netball/basketball court placing players in their playing positions.</li> <li>• Accurately perform netball/basketball skills in groups (e.g. pass and receive - one hand and two handed) to a team mate or target: <ul style="list-style-type: none"> <li>- shooting</li> <li>- landing (simultaneous and one-two)</li> <li>- pivoting</li> <li>- dodging</li> <li>- intercepting</li> <li>- marking</li> <li>- dribbling</li> </ul> </li> <li>• Practice receiving passes over varying distances and speed with accuracy, while running in different directions.</li> <li>• Discuss and apply attacking and defensive skills in mini competitions</li> <li>• Practice netball/basketball skills in inter-class / inter - house competitions.</li> <li>• Discuss and apply netball/basketball rules in mini competitions.</li> <li>• View video on football and netball/basketball highlighting the rules of the game.</li> </ul>	<ul style="list-style-type: none"> <li>• draw</li> <li>• identify</li> <li>• pass</li> <li>• pivot</li> <li>• catch</li> <li>• shoot</li> <li>• dodge</li> <li>• intercept</li> <li>• dribble</li> <li>• change direction, pass, catch</li> <li>• apply skills</li> <li>• apply rules</li> </ul>	<p>Ability to place players in correct playing positions on a drawn field.</p> <p>Accurate demonstration of the different skills involved in netball and basketball</p>
<p><b>Movement Education</b></p> <ul style="list-style-type: none"> <li>• Reproduce choreographed movement with accuracy.</li> <li>• Analyse their work and that of their peers based on established criteria,</li> </ul>	<ul style="list-style-type: none"> <li>• produce movements</li> <li>• perform choreographed</li> </ul>	<p>Reception of passes accurately, at varied distance and direction.</p>

<p>and support their opinion with examples and details, by identifying:</p> <ul style="list-style-type: none"> <li>- Quality in demonstrating specific performance skills (e.g., accuracy in reproducing choreography, ability to continue despite mistakes, open to criticism)</li> <li>- Quality in demonstrating specific elements of movement (e.g., formations, acceleration and deceleration, relaxation and tension, pathways)</li> <li>- Whether or not the piece achieved the assigned task (e.g., portraying a character, interpreting a piece of music)</li> <li>- the feeling and mood portrayed</li> <li>- What they liked or were proud of</li> <li>- What they would like to see changed or developed further</li> <li>- What they learned from the performance</li> </ul>	<p>patterns</p> <ul style="list-style-type: none"> <li>• assess</li> <li>• identify</li> <li>• analyse</li> </ul>	<p>Application of attacking and defensive skills in mini competitions.</p> <p>Application of netball/basketball skills in game situations while observing rules.</p> <p>Performance of choreographed movements accurately.</p> <p>Analysis of the quality of performance</p>
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**Learning Outcomes**

Students will be able to:

- ✓ Manipulate a ball using passing, dribbling and catching.
- ✓ Attempt passing and receiving objects with either hand or foot
- ✓ Attempt passing with either hand; attempt kicking with either foot
- ✓ Maintain technique while kicking, throwing, dribbling, shooting and controlling a ball.
- ✓ Adjust speed, force and direction to pass and receive a ball.
- ✓ Pass the ball using the inside, outside and instep of the foot.
- ✓ Control the ball using the inside and sole of the foot.
- ✓ Dribble ball alternating the inside and the outside of the foot
- ✓ Dribble ball using either hand at varying levels.
- ✓ Critically analyse their own and other's performance

<b>Points to Note</b> <ul style="list-style-type: none"><li>• Safety rules must be observed at all times.</li><li>• Encourage self and peer assessment.</li></ul>	<b>Extending Learning</b> <ul style="list-style-type: none"><li>• Work in community groups to further develop skills in netball and football.</li></ul>
<b>Resources</b> <ul style="list-style-type: none"><li>• netball, football, field, court, rules book, music</li></ul>	<b>Key vocabulary</b> <ul style="list-style-type: none"><li>• netball, football, dribbling, shooting, trapping, striking, catching and passing, choreograph, quality, performance, relaxation, formations, mood, feelings, crowd, interpreting, portraying, elements</li></ul>

**Prior Learning**

Check that students can:

- Apply techniques, skills and basic competition rules to running, jumping and throwing events

**UNIT OF WORK GRADE 5 TERM 2 UNIT 1**

**Focus Question 1: “How can I develop my running, jumping and throwing skills in track and field?”**

<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>
<ul style="list-style-type: none"><li>• Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and Well- Being.</li></ul> <p><b>Physical Education Strand (s): Games and Sports</b> <b>Sub - Strand (s): Individual techniques, Team tactics</b></p> <p><b>Attainment Targets:</b></p> <ul style="list-style-type: none"><li>• Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.</li><li>• Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.</li></ul>	<ul style="list-style-type: none"><li>• Explain the importance of warm up exercises to prevent injuries.</li><li>• Demonstrate safe use of equipment and facilities to avoid putting self and others at risk.</li><li>• Perform various exercises to enhance fitness development.</li><li>• Apply rules learnt from different sporting disciplines in a competitive environment.</li><li>• Demonstrate the preparation (ready position), movement and follow-through phases of a selected gymnastic activity.</li><li>• Use circuit training for conditioning.</li><li>• Work in groups to develop the skills and techniques for running, jumping and throwing.</li><li>• Refine the techniques of the crouch and standing starts.</li><li>• Engage in simple competitive games and races to develop the skills of the sprint and the start.</li><li>• Demonstrate the phases for long/high jump; run up, take off, flight and landing.</li><li>• Categorise track and field events/differentiate between track and field events.</li><li>• Improve sprinting techniques</li><li>• Perform the upsweep and down-sweep methods of the</li></ul>

**Physical Education Strand (s): Movement Education**  
**Sub - Strand (s): Motor control, Movement and Dance**

**Attainment Targets:**

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities.

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- Practice putting the shot (ball)
- Critique performance of self and teammates.
- Accept constructive criticism from adults and peers.
- Respond appropriately to success and failure in competitions.
- Participate in intra and inter schools competitions.
- Create structured, repeatable, manipulative movement sequences.

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p><b>Health, Safety and Well-Being</b></p> <ul style="list-style-type: none"> <li>• Discuss the difference and importance of general and specific warm up.</li> <li>• Warm-up using high knee drills, short runs, sit-ups and rope jumping</li> <li>• Apply a variety of strategies for integrating regular physical activity into daily life (e.g., finding something you like and enjoy doing, choosing a variety of activities, making active choices such as walking to school or using stairs instead of elevator)</li> </ul>	<ul style="list-style-type: none"> <li>• list</li> <li>• apply strategies</li> </ul>	<p>Ability to discuss and list reasons for doing different types of warm up exercises.</p> <p>Correctly perform warm up exercises</p> <p>Make informed physical activity choices</p>
<p><b>Games and Sports</b></p> <ul style="list-style-type: none"> <li>• Revise all skills and techniques of the standing and crouch start which were done in grade four. Practice the correct body position, then use the start in race situations.</li> <li>• Revise the landing technique.</li> <li>• Develop the long and high jump technique <ul style="list-style-type: none"> <li>Practice the phases: <ul style="list-style-type: none"> <li>- Run up/approach</li> <li>- Take – off</li> <li>- Flight</li> <li>- Landing</li> </ul> </li> </ul> </li> <li>• Revise the long jump technique. Practice the number of strides before doing the take-off. Practice the technique for gaining height and landing. Take-off foot must be established. Practice running back from the take-off board and then running the number of strides to the board. Have competition of how many correct jumps a team or pupil can make.</li> </ul>	<ul style="list-style-type: none"> <li>• crouch start</li> <li>• standing start</li> <li>• land</li> <li>• execute run-up, take-off, flight and landing</li> <li>• execute run-up/approach, take-off, flight and landing</li> </ul>	<p>Correctly demonstrate the crouch start responding to the commands</p> <p>Ability to land correctly in pit/bag</p> <p>Demonstration of the correct long and high jump phases.</p>

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<ul style="list-style-type: none"> <li>Practice the high jump technique. Practice the run-up of the approach until the take-off foot hits the same place/spot every time. Last three steps are fast, body backward. Use group competition for practice.</li> <li>Practice putting the shot. (At this level the four (4) or six (6) pound shot is used. Pupils must learn how to hold the shot for putting. Care must be taken to put the shot rather than throwing it). Exercise caution/safety when putting/retrieving the shot.</li> </ul>	<ul style="list-style-type: none"> <li>execute run-up, take-off, bar clearance and landing</li> <li>grip</li> <li>put the shot</li> </ul>	<p>Demonstration of the correct technique of putting the shot.</p>
<p><b>Movement Education</b></p> <ul style="list-style-type: none"> <li>Create movement sequences using a variety of directions, levels, and pathways (e.g., straight, curved, zigzag).</li> <li>Develop and refine movement sequences in pairs and/or group.</li> </ul>	<p>create movement sequences</p>	<p>Ability to create repeatable, manipulative movement sequences</p>
<p><b>Learning Outcomes</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ explain the importance of warm up and cold down</li> <li>✓ demonstrate the crouch start</li> <li>✓ participate in meets at different levels</li> <li>✓ demonstrate willingness to work with others</li> <li>✓ demonstrate the run-up, flight and landing for long jump and high jump</li> </ul>		
<p><b>Points to Note</b></p> <ul style="list-style-type: none"> <li>Reinforce the importance of proper landing technique.</li> <li>A good landing surface is of paramount importance.</li> <li>Skills developed using one limb must be developed on both sides.</li> <li>Safety must be observed at all times.</li> </ul>	<p><b>Extending Learning</b></p> <ul style="list-style-type: none"> <li>Work in community groups and join school teams to further develop skills in track and field.</li> <li>Share information acquired in class with peers in their community.</li> </ul>	

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Whistle, circuits, track (marked), long jump pit, high jump equipment, field or gymnasium, ropes, markers, cones, exercise mats</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>High jump, long jump, crouch start, warm up, cool down, high knee, sit-up, take-off board, land, extension, repeatable, manipulative, drills</li> </ul>	

**Prior Learning**

Check that students can:

- Demonstrate basic technique in running, jumping and throwing
- Correctly execute the crouch and standing start
- Complete a long and high jump

**UNIT OF WORK GRADE 5 TERM 2 UNIT 1**

**Focus Question 2: “How can I measure, compare and improve my performance in sports and games?”**

<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>
<ul style="list-style-type: none"><li>• Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and Well- Being.</li></ul> <p><b>Physical Education Strand (s): Games and Sports</b> <b>Sub – Strand(s): Individual techniques, Team tactics</b></p> <p><b>Attainment Targets:</b></p> <ul style="list-style-type: none"><li>• Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.</li><li>• Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.</li></ul>	<ul style="list-style-type: none"><li>• Practice individual sport related skills.</li><li>• Participate in sport, games and competitions at different levels.</li><li>• Accept the different abilities of others.</li><li>• Demonstrate willingness to work with others.</li><li>• Accept (constructive) criticisms from adults and peers.</li><li>• Respond appropriately to success and failure in competitions.</li><li>• Exhibit fair play and safety during activities/competitions.</li><li>• Consistently and actively participate in dance practice.</li></ul>

<p><b>Physical Education Strand (s): Movement Education</b>  <b>Sub – Strand (s): Motor control, Movement and Dance</b></p> <p><b>Attainment Targets</b></p> <ul style="list-style-type: none"> <li>• Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.</li> <li>• Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities.</li> </ul>		
<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT</b>
<p><b>Health, Safety and Well- Being</b></p> <ul style="list-style-type: none"> <li>• Consistently demonstrate fair play for various activities (e.g., adjusting activities to suit <b>all</b> participants, allowing everyone to have a chance at the activity, accepting outcomes graciously).</li> <li>• Assist peers to participate safely in selected physical activities / competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate fair play</li> <li>• assist peers</li> </ul>	<p>Adequate demonstration of fair play in various activities/competitions.</p> <p>Demonstration of ability to safely assist peers in given physical activity/ competition.</p>
<p><b>Movement Education</b></p> <ul style="list-style-type: none"> <li>• Discuss the importance of repetition in order to remember sequences of movement.</li> <li>• Participate consistently and actively in dance practice.</li> </ul>	<ul style="list-style-type: none"> <li>• participate</li> </ul>	<p>Ability to satisfactorily state and discuss the importance of repetition.</p> <p>Adequate demonstration of proficiency in movements.</p>



<p><b>Games and Sports</b></p> <ul style="list-style-type: none"> <li>• Participate in competitive situations in class, individually/group, as athlete(s) and/or supporter(s).</li> <li>• Identify various sports competitions and athletes at different levels. (E.g. class, grade, sports day, interschool, local, national/international)</li> <li>• Encourage peers to participate and accept defeat gracefully.</li> </ul>	<p>compete observing rules</p> <p>identify</p> <p>motivate others</p>	<p>Participation in competition while observing rules</p> <p>Ability to list competitions and athletes at different levels</p> <p>Demonstration of appropriate actions to encourage and assist peers</p>
<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Participate in competitions.</li> <li>✓ Observe the rules of competitions.</li> <li>✓ Give information about competitions and athletes at different levels.</li> <li>✓ Appreciate individuality and show willingness to work in teams.</li> </ul>		

<p><b>Points to Note</b></p>	<p><b>Extending Learning</b></p>
<ul style="list-style-type: none"> <li>• Safety rules must be observed at all times.</li> <li>• Reinforce the importance of team work.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in competitions at all levels.</li> <li>• Know the different officials and basic role of each</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• First aid supplies, rehydration fluid, tapes, stop watch, flags, scoreboards, public address system</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Fair play, safety, competitions, repetition, practice, individuality, rules, officials, role, willingness, cooperation, exhibit, demonstrate, display, apply, skills, abilities, criticisms, appropriately, success, failure, consistently, actively</li> </ul>

**Prior Learning**


Check that students can:

- Explain healthy lifestyle Practices
- Explain the term substance abuse

**UNITS OF WORK GRADE 5 TERM 2 UNIT 1**

**Focus Question3: “How do drugs diet and hygiene affect my lifestyle?”**

<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>
<ul style="list-style-type: none"><li>• Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and Well- Being.</li></ul> <p><b>PHYSICAL EDUCATION Strand (s): Games and Sports</b> <b>Sub – Strand(s): Individual techniques, Team tactics</b></p> <p><b>Attainment Targets:</b></p> <ul style="list-style-type: none"><li>• Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.</li><li>• Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.</li></ul>	<ul style="list-style-type: none"><li>• Understand and apply the health-enhancing benefits of physical activity and proper nutrition.</li><li>• Discuss how personal hygiene/care affects lifestyles.</li><li>• Explain how substance abuse affects the lifestyles of athletes.</li><li>• Discuss the impact of diet on the lifestyle of athletes.</li><li>• Identify the effects of substance abuse.</li><li>• Demonstrate willingness to work with others.</li></ul>

<p><b>PHYSICAL EDUCATION Strand (s): Movement Education</b>  <b>Sub – Strand (s): Motor control, Movement and Dance</b></p> <p><b>Attainment Targets:</b></p> <ul style="list-style-type: none"> <li>• Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.</li> <li>• Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities.</li> </ul>		
<p>ICT ATTAINMENT TARGET (S)</p> <p><b>ICT Attainment targets:</b></p> <p> <b>COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.</b></p>		
<p><b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b>  <b>STUDENTS WILL:</b></p> <p><b><i>Health, Safety and Well-being</i></b></p> <ul style="list-style-type: none"> <li>• Revise the concept of personal hygiene/care and lifestyle. Develop a guide to show how athletes should live a healthy lifestyle, paying attention to personal hygiene, nutrition and substance abuse OR create a poster (using an appropriate software) to show how athletes should lead a healthy lifestyle, paying attention to personal hygiene, nutrition and substance abuse, include pictures.</li> <li>• In groups, identify different types of athletes then discuss the diet appropriate for their lifestyles e.g. heavy weight/feather weight boxers, Sprinters, long distance runners, gymnasts.</li> <li>• Discuss the concept “substance abuse”. In groups identify how substance abuse can affect the lifestyle of athletes.</li> <li>• Revise the concept lifestyle. Discuss and assess the impact that diet,</li> </ul>	<p><b>KEY SKILLS</b></p> <ul style="list-style-type: none"> <li>• revise concepts</li> <li>• develop guide</li> <li>• create document/presentation</li> <li>• identify, analyse</li> <li>• draw conclusions</li> <li>• report</li>   <li>• analyse, identify</li> <li>• infer</li> <li>• report</li> <li>• create table</li> </ul>	<p><b>ASSESSMENT</b></p> <p>Preparation of a guide depicting healthy lifestyle practices of athletes.</p> <p>Ability to prepare an oral/written report on types of athletes and the diets suitable for their lifestyle.</p> <p>Ability to conduct a group presentation on substance abuse</p>

hygiene/care, rest, work and exercise have on one's lifestyle. Create a table using appropriate software to show the impact that diet, hygiene/care, rest, work and exercise have on one's lifestyle.

- enter text

Activity/ Practice	Impact on lifestyle
• diet	•
• hygiene	•
• rest	•
• work	•
• exercise	•

- Through dance/drama show how diet, hygiene/care, rest, work and exercise affects one's lifestyle.

**Learning Outcomes**

Students will be able to:

- ✓ State how proper nutrition affects health and physical fitness.
- ✓ State what is meant by substance abuse and tell how they affect the lifestyle of individuals.
- ✓ Tell how personal hygiene affects lifestyle.
- ✓ Tell how nutrition affects the lifestyle of athletes.
- ✓ Explain in details the concepts of personal hygiene and lifestyle.

<p><b>Points to Note</b></p> <ul style="list-style-type: none"> <li>• Groups should report and present information to class and they should have a report based on the discussion they had.</li> </ul>	<p><b>Extending Learning</b></p> <ul style="list-style-type: none"> <li>• Demonstrate positive actions of abstaining and intentions to maintain abstinence from drug use.</li> <li>• Incorporate good personal hygiene practices and proper dieting in their daily lives.</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Magazines, newspaper, CD'S/DVD, pamphlets, nutrition sheets, computer, CD'S/DVD player and any other available technological resources.</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• substance abuse, healthy lifestyle, personal hygiene/care, diet, nutrition, athlete, sprinters, enhance, dangerous, death, respect, shame, fair, unfair, doping, anti-doping, performance, abuse, harmful, affect, effect</li> </ul>

**Prior Learning**

Check that students can:

- Demonstrate the basic skills needed to play a cricket game.

**UNITS OF WORK GRADE 5 TERM 2 UNIT 2**

**Focus Question 1: “How do I further my skills in the game of cricket?”**

<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>
<ul style="list-style-type: none"><li>• Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and Well- Being.</li></ul> <p><b>PHYSICAL EDUCATION Strand (s): Games and Sports</b> <b>Sub – Strand(s): Individual techniques, Team tactics</b></p> <p><b>Attainment Targets:</b></p> <ul style="list-style-type: none"><li>• Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.</li><li>• Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.</li></ul> <p><b>PHYSICAL EDUCATION Strand (s): Movement Education</b> <b>Sub - Strands(s): Motor control, Movement and Dance</b></p> <p><b>Attainment Targets:</b></p> <ul style="list-style-type: none"><li>• Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.</li></ul>	<ul style="list-style-type: none"><li>• Perform warm up and cool down exercises at the beginning and end of each lesson.</li><li>• Engage in fitness exercises before/after skill training.</li><li>• Refine the basic skills of throwing, catching, fielding and batting that were taught in Grade 4.</li><li>• Revise the skills of “close” and “high” catching, throwing and retrieving.</li><li>• Demonstrate the skill of “interception”.</li><li>• Demonstrate two (2) variations of the grip of the cricket ball.</li><li>• Perform the run up for bowling action.</li><li>• Demonstrate the action for delivery and the stroke.</li><li>• Develop and refine the <b>forward</b> and <b>backward</b> defensive stroke.</li><li>• Demonstrate the ability to play the correct stroke to the appropriate delivery.</li><li>• Demonstrate the on drive and off drive strokes.</li><li>• Demonstrate the correct grip, run-up and delivery for fast/pace bowling.</li><li>• Participate in cricket competitions.</li></ul>

<ul style="list-style-type: none"> <li>• Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities.</li> </ul>		
<p><b>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</b></p>	<p><b>KEY SKILLS</b></p>	<p><b>ASSESSMENT</b></p>
<ul style="list-style-type: none"> <li>• Do warm-up exercises at the beginning of the class such as jogging, walking, running, hopping, stretching, catching, curls, shuttle runs, step ups, back raises and cooling down exercises at the end of classes such as walking, light stretches along breathing exercise.</li> <li>• Participate in fitness exercises to improve agility, coordination, strength and speed. Perform fitness exercises suitable for the type of skills to be taught.</li> <li>• Participate in activities to improve cricket skills such as: <ul style="list-style-type: none"> <li>- Fielding - long and short barrier.</li> <li>- Catching - low, medium, high.</li> <li>- Batting - forward and backward defensive stroke.</li> <li>- Retrieving and throwing to a target.</li> <li>- Practice attacking fielding skills (intercepting and throwing ball to a target).</li> </ul> </li> <li>• Participate in activities that develop forward attacking stroke: <ul style="list-style-type: none"> <li>- Straight drive</li> <li>- Off drive</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• execute fitness exercises</li> <li>• field</li> <li>• catch</li> <li>• bat</li> <li>• retrieve</li> <li>• throw</li> <li>• bowl</li>   <li>• demonstrate grip and stance.</li> <li>• bowl</li> </ul>	<p>Performance of appropriate warm-up and cool down exercises.</p> <p>Performance of fitness exercises.</p> <p>Demonstration of correct technique for cricket skills.</p> <p>Demonstration correct technique and competence for attacking stroke (straight, off and on drive).</p>

<ul style="list-style-type: none"> <li>- On drive</li> <li>• Develop the skills of bowling with special emphasis on circumduction of the arm and flicking of the wrist using the fast/pace bowling grip)</li> <li>• Practice fast/pace bowling skills: <ul style="list-style-type: none"> <li>- Grip</li> <li>- Run - up</li> <li>- Delivery</li> <li>- Combine cricket skills in competitive/game situations.</li> </ul> </li> </ul>		<p>Demonstration of correct technique and competence for fast/pace bowling (grip, delivery and run-up).</p>
<ul style="list-style-type: none"> <li>• Work to develop the skills for “close” catching and “high” catching.</li> <li>• Develop ground fielding skills. (e.g. roll the ball on the ground for students to pick up). <ul style="list-style-type: none"> <li>- Defensive fielding/interception - long and short barrier.</li> </ul> </li> <li>• Practice to achieve the correct grip and stance while holding the cricket bat.</li> <li>• Revise the forward and backward defensive stroke.</li> <li>• Apply cricket skills in competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• high catch</li> <li>• close catch</li> <li>• hand/eye coordination</li> <li>• field ground balls</li> <li>• grip bat</li> <li>• demonstrate stance</li> <li>• forward defensive stroke</li> <li>• backward defensive stroke</li> <li>• grip</li> <li>• stance</li> </ul>	<p>Demonstration of the correct technique and efficiency for intercepting and throwing.</p> <p>Demonstration of efficiency in retrieving and throwing the ball.</p> <p>Accurately demonstrate long barrier fielding Correctly demonstrate the grip and batting stance.</p> <p>Demonstration of competence in forward and backward defensive stroke.</p> <p>Demonstration of competency in</p>



	<ul style="list-style-type: none"><li>• forward defensive stroke</li><li>• backward defensive stroke</li></ul>	applying cricket skills in competitions.
<b>Learning Outcomes</b> Students will be able to: <ul style="list-style-type: none"><li>✓ Grip the bat correctly</li><li>✓ Complete a forward and backward shot</li><li>✓ Correctly display the basic bowling grips (fast/pace)</li><li>✓ Increase their skills in catching, batting and fielding</li><li>✓ Observe and apply rules</li><li>✓ Play a game of cricket</li></ul>		

<p><b>Points to Note</b></p> <ul style="list-style-type: none"> <li>• Develop the skill hand/eye coordination</li> <li>• Safety rules must be observed at all times</li> <li>• Delivery is determined by the type of ball received. Bowler's eye should be focused on that part of the pitch where he/she wants the ball to land / hit.</li> <li>• Discuss with students the difference between playing an offensive game and a defensive game, and the type of strategy they enjoy most.</li> </ul>	<p><b>Extending Learning</b></p> <ul style="list-style-type: none"> <li>• Work in community groups and join school teams to further develop skills in cricket.</li> <li>• Share information acquired in class with peers in their community.</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Cricket pitch, balls, bats, hoops, boxes, benches, film, balls, bat, diagrams</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• skill training, throwing, catching, fielding, stopping, batting, bowling, close catching, high catching, intercepting, grip, delivery, forward defensive stroke, retrieving, backward defensive stroke, on drive, off drive, fast/pace bowling,</li> </ul>

**Prior Learning**




Check that students can:

- Create and perform movement sequences.
- Conduct themselves appropriately in class and competitions.

**UNIT OF WORK GRADE 5 TERM 2 UNIT 2**

**Focus Question 2: “How do I develop my skills in movement and dance for display and competition?”**

<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>
<ul style="list-style-type: none"><li>• Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and Well- Being.</li></ul> <p><b>PHYSICAL EDUCATION Strand (s): Games and Sports</b> <b>Sub – Strand(s): Individual techniques, Team tactics</b></p> <p><b>Attainment Targets:</b></p> <ul style="list-style-type: none"><li>• Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.</li><li>• Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.</li></ul> <p><b>PHYSICAL EDUCATION Strand (s): Movement Education</b> <b>Sub – Strand(s): Motor control, Movement and Dance</b></p>	<ul style="list-style-type: none"><li>• Practice safety when executing movements</li><li>• Develop the ability to create a sequence of movements to beats.</li><li>• Practice movements which reflect varying levels of energy and force (e.g. – heavy, light, sustained.)</li><li>• Combine locomotor movements with clapping, shouting, snapping of fingers, simple songs.</li><li>• Combine movement patterns and sequences to create imagery.</li><li>• Combine locomotor and non-locomotor movements with levels to create dance.</li><li>• Perform <b>movements</b> to simple ring games.</li><li>• Perform six figures of the camp style quadrille.</li><li>• Demonstrate the basic steps in ‘brukins’, dinky mini, kumina and revival.</li></ul>

<p><b>Attainment Targets:</b></p> <ul style="list-style-type: none"> <li>• Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.</li> <li>• Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities.</li> </ul>	
<p><b>ICT Attainment Targets:</b></p> <ul style="list-style-type: none"> <li> <b>COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.</b></li> <li> <b>RESEARCH, CRITICAL THINKING AND DECISION MAKING- Use technology to develop a logical process for decision making and problem solving.</b></li> <li> <b>DESIGNING AND PRODUCING – Use technology to design and produce multimedia products to demonstrate their creative thinking.</b></li> </ul>	

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p><b><i>Movement Education</i></b></p> <ul style="list-style-type: none"> <li>• Create movement patterns in response to rhythms (e.g. percussion).</li> <li>• Use a combination of rhythmic movements with varying apparatus to create patterns. Develop a motif. Work on floor with different levels. Create routines from movement activities.</li> <li>• Use theme to develop creative dance (e.g. work day, cutting cane, the wind, wind and rain, insects, water).</li> <li>• Work with partner/groups to develop matching and contrasting movement routines at all levels, following safety guidelines.</li> <li>• Perform simple “brukins”, ‘dinky mini’, kumina and revival dancing progressions with and without partners, to music.</li> <li>• View a performance of camp style quadrille.</li> <li>• Research using online or offline database the origin of the Camp Style quadrille Perform and Record using video recording device the camp style quadrille and play this recording for class discussion.</li> <li>• Create movement to simple ring games.</li> <li>• Participate in intra and inter school dance competitions, using appropriate dance moves.</li> </ul>	<ul style="list-style-type: none"> <li>• create movements</li> <li>• create patterns</li> <li>• create routines</li> <li>• perform dance</li> <li>• research</li> <li>• navigate digital content</li> <li>• do video recording</li> <li>• create movements</li> <li>• choreograph dance</li> </ul>	<p>Ability display creative movements to beats</p> <p>Combined movement with apparatus to make a pattern used.</p> <p>Choreographed dance piece represents different themes.</p> <p>Demonstration of safely mirroring and contrasting routines in pairs/groups.</p> <p>Correctly perform square dance routine</p> <p>Formulation of report about the Camp Style Quadrille</p> <p>Performance of movements to simple ring games</p> <p>Ability to Choreograph dances for competitive situations</p>

<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Use combined movements to create simple patterns</li> <li>✓ Perform quadrille</li> <li>✓ Do simple dance sequences</li> <li>✓ Combine locomotor and non-locomotor movements with levels to create dance</li> </ul>	
<p><b>Points to Note</b></p> <ul style="list-style-type: none"> <li>• Discuss each theme to bring out interpretive movements. Combine them with light, sudden and sustained movement.</li> <li>• Discuss with students the way different music changes the way they perform their movement sequences.</li> </ul>	<p><b>Extending Learning</b></p> <ul style="list-style-type: none"> <li>• Work in community groups and join school teams to further develop skills in Movement Education.</li> <li>• Share information acquired in class with peers in their community.</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Ropes, balls, percussive instruments, rope, CDs/CD player, internet access, computer, recording device and any other available technologies.</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Choreograph, quadrille, Camp Style, Ballroom, percussion, patterns beats, six figure</li> </ul>

**Prior Learning**

Check that students can:

- Demonstrate the basic grip and stance in batting
- Perform basic grip and stance in throwing
  - Catch using a baseball glove

**UNIT OF WORK GRADE 5 TERM 3 UNIT 1****Focus Question 1: “How do I further my skills in the game of baseball?”**

<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>
<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and Well- Being.</li> </ul> <p><b>PHYSICAL EDUCATION Strand (s): Games and Sports</b>  <b>Sub – Strand(s): Individual techniques, Team tactics</b></p> <p><b>Attainment Target:</b></p> <ul style="list-style-type: none"> <li>• Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.</li> <li>• Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation</li> </ul>	<ul style="list-style-type: none"> <li>• Perform warm up and cool down activities</li> <li>• Name major elements in playing Baseball: hitting, pitching, running bases and fielding</li> <li>• Correctly identify baseball vocabulary: batter, runner, pitcher, outfielder, catcher, umpire, home run, stealing a base, out, strike, ball, play ball, batter up, foul ball, 1<sup>st</sup> base, 2<sup>nd</sup> base, 3<sup>rd</sup> base, home plate and mit (glove)</li> <li>• Further discuss origins of baseball</li> <li>• Display basic knowledge of the baseball field.</li> <li>• Further develop the grip of the bat, batting stance and ball contact.</li> <li>• Demonstrate the overarm and underarm throw.</li> <li>• Practice skills including batting, pitching, throwing, catching and fielding.</li> <li>• Apply basic baseball skills in minor game situation with emphasis on rules.</li> <li>• Work cooperatively with peers</li> </ul>

<p><b>PHYSICAL EDUCATION Strand(s): Movement Education</b>  <b>Sub – Strand(s): Motor control, Movement and Dance</b></p> <p><b>Attainment Targets:</b></p> <ul style="list-style-type: none"> <li>• Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.</li> <li>• Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities.</li> </ul>		
<p><b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b>  <b>STUDENTS WILL:</b></p>	<p><b>KEY SKILLS</b></p>	<p><b>ASSESSMENT</b></p>
<ul style="list-style-type: none"> <li>• Use body awareness while running from base to base</li> <li>• Hitting ball from batting “Tee” frontal toss</li> <li>• Hitting ball from lateral toss</li> <li>• (Use eye – hand coordination while executing proper ball contact)</li> <li>• Pick up and throw ball; throw stationary ball to each base.</li> <li>• Pick up and throw ball rolled from short distance to each base</li> <li>• (Use spacial awareness while executing the throw.)</li> <li>• Play a mini game of baseball with the ball being tossed from the side.</li> <li>• Perform warm- up activities before, and cooling down activities at the end of the lesson.</li> <li>• Display sportsmanlike behaviour by shaking hands, hugging and greeting each other after matches.</li> <li>• Display caution and follow instruction when using baseball equipment in</li> </ul>	<ul style="list-style-type: none"> <li>• run bases</li> <li>• bat</li> <li>• field and throw</li> <li>• obey rules</li> <li>• observe safety guidelines</li> </ul>	<p>Observe tagging each base and completion of course.</p> <p>Demonstration of correct batting and pitching technique</p> <p>Accurate execution of throwing, catching and fielding</p> <p>Basic baseball rules are applied and followed. Accurately perform warm-up and cool-down activities.</p>



pairs and in games.		<p>Demonstration of appropriate behaviours required.</p> <p>Observation of safety guidelines when using baseball equipment in pairs and in games.</p>
<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Transfer body weight from one foot to the other to change running direction</li> <li>✓ Identify which leg is used to tag the base while running</li> <li>✓ Balance the body weight while running the bases</li> <li>✓ Grip the bat correctly</li> <li>✓ Hit pitches that pass over the centre</li> <li>✓ Correctly display the basic pitching grip for inside pitches</li> <li>✓ Increase their skills in catching, balling and fielding</li> <li>✓ Observe and apply rules</li> <li>✓ Play a game of baseball</li> </ul>		
<p><b>Points to Note</b></p> <ul style="list-style-type: none"> <li>• Warm up and cooling down activities maybe jogging, running, walking, arm swinging, curl ups, knee raises, arm circling, heel raises, leg raises and body stretches.</li> <li>• Sportsmanlike behaviour must be encouraged at all times.</li> </ul>	<p><b>Extending Learning</b></p> <ul style="list-style-type: none"> <li>• Participate in school, clubs and community activities to further enhance skills.</li> </ul>	
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• field, bats, balls (practice), gloves and bases</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• batter, runner, pitcher, outfielder, catcher, umpire, home run, hit, stealing a base, out, strike, ball, play ball, 1st base, 2nd base, 3rd base, home plate, mit (glove)</li> </ul>	

**Prior Learning**

Check that students can:

- Identify skills in Volleyball.

**UNIT OF WORK GRADE 5 TERM 3 UNIT 1**

**Focus Question 2: “How do I acquire volleyball skills?”**

**ATTAINMENT TARGETS**

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and Well- Being.

**PHYSICAL EDUCATION Strand (s): Games and Sports**

**Sub – Strand(s): Individual techniques, Team tactics**

**Attainment Targets:**





- Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation

**PHYSICAL EDUCATION Strands(s): Movement Education**

**Sub – Strand(s): Motor control, Movement and Dance**

**OBJECTIVES**

- Discuss the history of Volleyball.
- Demonstrate the forearm pass, volley/overhead pass.
- Recall the basic knowledge of the volleyball court.
- Demonstrate the underarm serve over a net from varying distances.
- Identify the service area.
- Apply basic volleyball skills to minor game situation with emphasis on making three contacts.
- Discuss the basic elements of a volleyball game.

<p><b>Attainment Targets:</b></p> <ul style="list-style-type: none"> <li>• Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.</li> <li>• Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities.</li> </ul>	
<p><b>ICT Attainment Targets:</b></p> <ul style="list-style-type: none"> <li> <b>COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.</b></li> <li> <b>RESEARCH, CRITICAL THINKING AND DECISION MAKING- Use technology to develop a logical process for decision making and problem solving.</b></li> <li> <b>DESIGNING AND PRODUCING – Use technology to design and produce multimedia products to demonstrate their creative thinking.</b></li> <li> <b>DIGITAL CITIZENSHIP – students recognise the ethical, social and legal issues and implications surrounding the use of technology.</b></li> </ul>	

<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b> <b>STUDENTS WILL:</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Perform warm up activities before and cool down activities at the end of lessons.</li> <li>• Research using online or offline databases the history of volleyball. Create using appropriate software a multimedia presentation on the findings garnered from the research, use pictures to enhance your presentation.</li> <li>• Demonstrate the forearm pass from a tossed ball.</li> <li>• Demonstrate the volley pass from a tossed ball.</li> <li>• Perform the volley pass in groups stationary and with movement.</li> <li>• Practice the underhand serve.</li> <li>• Use labels to assist in identifying playing positions.</li> <li>• Use arrows on a diagram of the court to show correct rotation of players. Practice rotation on court.</li> <li>• Practice the rotation in lead up games.</li> </ul>	<ul style="list-style-type: none"> <li>• search and report</li> <li>• navigate digital content</li> <li>• enter text, insert pictures</li>   <li>• execute forearm pass</li>   <li>• execute volley pass</li>   <li>• underhand serve</li>   <li>• identify</li>   <li>• rotate players</li> </ul>	<p>Accurately perform warm up and cool down exercises.</p> <p>Ability to prepare an oral/written presentation on the history of volleyball</p> <p>Demonstration the forearm pass correctly executed.            Demonstration the volley pass correctly executed.</p> <p>Ability to perform the underhand serve correctly.</p> <p>Rotation correctly executed t the playing positions in sequential order.</p> <p>Identification various playing positions and be able to follow the correct rotation.</p> <p>Correctly observe the rotation rule in competitive games.</p>

<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Write 5 sentences on the history of volleyball</li> <li>✓ Demonstrate the forearm pass</li> <li>✓ Demonstrate the volley pass</li> <li>✓ Demonstrate warm up and cool down activities</li> <li>✓ Identify the different playing positions in volleyball</li> <li>✓ Use arrows to show how players rotate on court</li> <li>✓ Identify the correct serving positions</li> <li>✓ Demonstrate the underhand serve</li> </ul>	
<p><b>Points to Note</b></p> <ul style="list-style-type: none"> <li>• Safety rules must be observed at all times</li> </ul>	<p><b>Extending Learning</b></p> <ul style="list-style-type: none"> <li>• Work in community groups and join school teams to further develop skills in Volleyball.</li> <li>• Share information acquired in class with peers in their community.</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Volleyball court or playing area, volleyballs, name tags, internet access, computer, presentation software, multimedia projector and any other available technologies.</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Volley, serve, rotation, violations, stationary, side out, apparatus, weight transference, rotation, underarm</li> </ul>

**Prior Learning**

Check that students can:

- Combine movements into sequences
- Play ring games

**UNIT OF WORK GRADE 5 TERM 3 UNIT 1**

**Focus Question 3: “How do I combine skills to create patterns for gymnastic display and dance?”**

<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>
<ul style="list-style-type: none"><li>• Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and Well- Being.</li></ul> <p><b>PHYSICAL EDUCATION Strand(s): Games and Sport</b> <b>Sub – Strand(s): Individual techniques, Team tactics</b></p> <p><b>Attainment Targets:</b></p> <ul style="list-style-type: none"><li>• Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.</li><li>• Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation</li></ul>	<ul style="list-style-type: none"><li>• Imitate animals and nature movements.</li><li>• Use movements to describe the taste and smell of things.</li><li>• Show a variety of walks using hands and body to create sequences.</li><li>• Use combination of movements to make patterns and create motifs.</li><li>• Use different body actions to create shapes, balance on parts of the body in varying directions and levels to create a complete dance</li><li>• Create movement for games while singing.</li><li>• Perform traditional dances from Jamaica.</li><li>• Use movements to represent textures e.g. rough, smooth etc.</li></ul>

<p><b>PHYSICAL EDUCATION Strand (s): Movement Education</b>  <b>Sub – Strand(s): Motor control, Movement and Dance</b></p> <ul style="list-style-type: none"> <li>• Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.</li> <li>• Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities.</li> </ul>		
<p><b>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</b></p>	<p><b>KEY SKILLS</b></p>	<p><b>ASSESSMENT</b></p>
<ul style="list-style-type: none"> <li>• Warm-up using dance routines to develop and prepare the body for activities (e.g. heel stretch, straight leg bounce, etc.)</li> <li>• Continue to use directions in the formation of motifs and patterns (forward, backward, sideways, up and down in quick fluent changes).</li> <li>• Continue running and jumping skills to build on the quality of abilities acquired in the development of balance.</li> <li>• Stand on one leg to develop balance.</li> <li>• Demonstrate frog leaps over each other in two’s, three’s and larger groups.</li> <li>• Perform ‘through vaults’, using hoops as props.</li> <li>• Execute the crouch jumps and cat springs, astride jumps, skip jumps.</li> </ul>	<ul style="list-style-type: none"> <li>• execute dance routines</li> <li>• change directions</li> <li>• run, jump, balance</li> <li>• balance</li> <li>• jump, balance</li> <li>• vault</li> <li>• jump, land</li> <li>• roll</li> </ul>	<p>Ability to perform warm up dance routines before activities.</p> <p>Demonstration of a variety of motifs</p> <p>Demonstration of the correct balancing technique while running and jumping.</p> <p>Ability to jump and land accurately</p> <p>Accurate completion of vaults</p>

<ul style="list-style-type: none"> <li>• Practice rolls: forward, backward, egg, log/pin rolls.</li> <li>• Create and perform aerobic routines to even and uneven rhythmic sounds.</li> <li>• Practice the Camp Style Quadrille using four figures as well as six figures.</li> <li>• Practice basic Ballroom steps.</li> <li>• Practice basic Kumina steps.</li> <li>• Discuss the impact of cultural music, locally and internationally, on modern dance.</li> <li>• Choreograph a 1 minute dance piece depicting the impact of cultural music, locally and internationally, on modern dance.</li> <li>• Create dances from ring games for class work and presentation. Use steps such as walk, jump, run, hop, step hop and directions, levels, relationships, pathways etc. Add time limit to each piece.</li> <li>• Reflect on and explain their process (e.g., “I decided to combine this turn with this arm movement because ____”)</li> </ul>	<ul style="list-style-type: none"> <li>• choreograph</li> <li>• dance choreography</li> <li>• creating dance from games</li> </ul>	<p>Accurate completion of rolls</p> <p>Correct demonstration of aerobic routines</p> <p>Performance dance routines incorporating different folk dances</p> <p>Accurate demonstration of Camp Style Quadrille, Ballroom Dancing and Kumina.</p> <p>Ability to Identify local and international cultural music and its impact on modern dance.</p> <p>Application of cultural music in dance.</p> <p>Choreography of dances using ring games.</p>
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<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>✓ Create motifs and patterns using at least 2 directions</li> <li>✓ Transfer weight using force and different levels in the exercise</li> <li>✓ Balance with wide shape while transferring weight</li> <li>✓ Complete 2 agility jumps at least 3 times</li> <li>✓ Complete the through vault accurately at least 3 times</li> <li>✓ Complete the forward and backward rolls with standing recovery at least 3 times.</li> <li>✓ Create and perform aerobic routines from basic steps.</li> <li>✓ Combine and perform at least four dance warm up routines.</li> <li>✓ Participate in folk dances using the correct steps.</li> <li>✓ Perform a 1 minute dance sequence using local and international cultural music and modern steps.</li> <li>✓ Use ring games to create dance.</li> </ul>	
<p><b>Points to Note</b></p> <ul style="list-style-type: none"> <li>• Proper warm up must be done before all activities.</li> <li>• Care must be taken when performing gymnastic activities.</li> </ul>	<p><b>Extending Learning</b></p> <ul style="list-style-type: none"> <li>• Students can form part of dance clubs at school or in their communities to continue practicing skills learned.</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Room or indoor area boxes, horses, mats, ropes, balls, tape recorder, taped maracas, clapper board, room or space to walk in, musical instruments or CD's/ CD Player, first aid kit.</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Levels, gymnastic displays, nature movements, imitate, textures, motifs, traditional, kumina, 'brukins', square dance, dance, reggae, ballroom, quadrille, soca, hip-hop</li> </ul>

## PHYSICAL EDUCATION GLOSSARY

Note: This glossary provides definitions for some of the terms used in the Physical Education Standards, Strands, Attainment Target, Suggested Teaching and Learning Activities, Grade-level Outcomes as well as in various sporting discipline. The terms and definitions included here are not meant to be a comprehensive list of essential concepts and ideas in Physical Education.

**Aerobic activity:** Any sustained exercise that stimulates and strengthens the heart and lungs, thereby improving the body's use of oxygen. Examples of aerobic exercise include jogging, rowing, swimming, or cycling.

**Anaerobic activity:** Any short-duration exercise that is powered primarily by metabolic pathways that do not use oxygen. Examples of anaerobic exercise include sprinting and weight lifting.

**Agility:** The ability to change body position quickly and to control one's physical movements.

**Balance:** The ability to keep an upright posture while stationary or moving.

**Balance and control skills:** The ability to control the movement of the body while stationary or moving.

**Base of support:** An area defined by the parts of the body and any assistive devices, such as canes or crutches, which are in contact with the support surface.

**Body composition:** All of the tissues that together make up the body: bone, muscle, skin, fat, and body organs.

**Body systems:** Groups of organs that work together to accomplish a specific physical or biological task.

- *Cardiovascular.* The heart, blood vessels, and blood, which provide oxygen and nutrients to the body.
- *Digestive.* The organs and glands that are responsible for ingestion, digestion, and absorption of food.

- *Endocrine.* The glands that produce hormones that regulate various body systems, including but not limited to metabolism, growth and development, tissue function, reproduction, sleep, and mood.
- *Immune.* The system that protects against infections and other foreign substances, cells, and tissues.
- *Muscular.* The skeletal, smooth, and cardiac muscles that support movement and help maintain posture and circulate blood, among other functions.
- *Nervous.* A complex communication system that transmits nerve impulses between parts of the body.
- *Reproductive.* The organs and glands in the body that aid in procreation.
- *Respiratory.* The airways and passages that bring air, including oxygen, from outside the body into the lungs.
- *Skeletal.* The framework of the body, consisting of bones and connective tissues that protect and support the body tissues and internal organs.

**Competency:** One's ability, skill, and knowledge to perform a task.

**Complex motor activities:** Activities that involve more than one skill.

**Complex motor skills:** Skills that are made up of two or more skills. Examples include hopping and skipping, throwing and catching.

**Complex movement sequences:** Movements that require a combination of motor skills.

**Components of health-related fitness:** Aspects of physical fitness that help one stay healthy. Examples include:

- *Body composition:* All of the tissues that together make up the body: bone, muscle, skin, fat, and body organs.
- *Flexibility:* The ability to move the joints through a full range of motion.
- *Muscular endurance:* The ability of the muscles to perform physical tasks over a period of time without becoming fatigued.
- *Muscular strength:* The amount of force a muscle can exert.

**Components of skill-related fitness:** Aspects of physical fitness that help one perform well in sports and other activities that require certain physical skills. Examples include:

- *Agility:* The ability to change body position quickly and to control one's physical movements.
- *Balance:* The ability to keep an upright posture while stationary or moving.
- *Coordination:* The ability to use one's senses together with one's body parts, or to use two or more body parts together.
- *Power:* The ability to use strength quickly.
- *Reaction time:* The ability to react or respond quickly to what one hears, sees, or feels.
- *Speed:* The ability to perform a movement or cover a distance in a short period of time.

### **Movement Concepts**

**Direction:** Forward, backward, left, right, clockwise, counter-clockwise, up, down, over, under, and through.

**Effort:** Exertion of physical or mental power in activities.

**Levels:** Low, medium, and high.

**Concepts of pathways:** Zigzag, straight, and curved movement.

**Relationships:** The position of the performer of an activity related to a piece of equipment or to other performers.

**Spatial awareness:** The location of objects in relation to one's own body.

**Coordination:** The ability to use one's senses together with one's body parts, or to use two or more body parts together.

**Defense:** A means or method of defending or protecting.

**Cooperative situations:** Situations where individuals use teamwork to overcome challenges.

**Dynamic balance:** Balance while moving. Or, the ability to balance under changing conditions of body movement.

**Dynamic stretching:** A form of stretching beneficial in sports using momentum from form, and the momentum from static-active stretching strength, in an effort to propel the muscle into an extended range of motion not exceeding one's static-passive stretching ability.

**Complex gymnastics Skills:** A discipline that emphasizes body management and problem solving skills through movements such as stunts, balances, and poses.

**Pattern:** The beginning stage of acquiring motor skills and knowledge.

**Field/striking games:** Games in which one team occupies positions throughout the space (field) and the other team tries to score by batting or striking an object into open space, with enough time for the hitter to run between bases (or wickets).

**Field Events:** athletics sport other than race, such as jumping and throwing

**Track Events:** Athletic events that take place on a running track

**Flexibility:** The ability to move the joints through the full range of motion.

**Force:** The effort or tension generated in movement.

**Fundamental motor skills:** Foundation movements that are precursor patterns to the more specialized, complex skills (body management skills, locomotor skills, and manipulative skills) that are used in play, games, sports, dance, gymnastics, outdoor education, and physical recreation.

**General space:** All the area outside of someone's personal space, for instance in a classroom, field, or gym.

**Implement:** Device used in the performance of a task.

**Increasingly complex activities:** Activities that involve progressively more difficulty.

**Individual-performance activities:** Activities that do not involve teamwork. Examples include gymnastics, track and field.

**Inverted balance:** Sustained balance, for approximately three seconds, in a position with the head below the body.

**Lifelong activity:** An activity that is suitable for participation at any time across the life span.

**Pass:** A throw in which a Implement/manipulative is thrown ahead of the intended receiver so that the receiver can catch the a Implement/manipulative while in motion.

**Lead-up activity:** An activity developed to limit the number of skills needed for successful participation.

**Lead-up game:** A game developed to limit the number of skills needed for successful participation.

**Level:** A measure of the relationship of one's body to the floor or an apparatus, or of an object to one's body. Examples of levels include high, low, and in between.

**Locomotor:** Movement that moves the body from one place to another. Examples include walk, jog, run, jump, hop, leap, gallop, slide, and skip.

**Manipulative:** An object designed to be moved by hand as a means of developing motor skills.

**Manipulative skills:** Skills for controlling or manipulating objects. Examples include kicking, striking, punting, rolling, tossing, throwing, catching, and dribbling.

**Form:** Performance of critical elements of a skill in a smooth and continuous motion.

**Motor control:** The process by which the brain is used to activate and coordinate the muscles and limbs involved in the performance of a motor skill.

**Pattern:** Execution of the critical elements a skill with efficiency in authentic environments.

**Modified games:** Small-sided games in which the rules have been modified to emphasize use of specific skills. An example of a modification is creating a penalty for dribbling to emphasize passing.

**Motor skills:** Actions that involve the movement of muscles in the body. Motor skills are divided into two groups:

- *Gross motor skills:* Large movements of arms, legs, feet, or the entire body, such as crawling, running, and jumping.
- *Fine motor skills:* Small, fine-tuned movements, such as grasping an object between the thumb and a finger or using the lips and tongue to taste objects.

**Motor skill combinations:** Actions involving two or more different motor skills, including gross motor skills and fine motor skills.

**Movement concepts:** Space, pathways, levels, relationships, speed, direction, force.

**Muscular endurance:** The ability of the muscles to perform physical tasks over a period of time without becoming fatigued.

**Muscular strength:** The amount of force a muscle can exert.

**Muscles:** Major muscles of the body include the abdominals, biceps, triceps, pectorals, hamstrings, quadriceps, gluteals, gastrocnemius, and trapezius.

**Non- locomotor:** Movement in which a body does not move from one place to another. Examples include bend, twist, stretch, push, pull, turn, swing, sway, and rock.

**Offense:** A means or methods of attacking or attempting to score.

**Open space:** A space where there are no defenders/opponents.

**Pathways:** The path a movement takes through space. For example, zigzag, curved, or straight.

**Performance:** Demonstration of a learned skill.

**Personal space:** The area immediately surrounding a person.

**Warm-up:** 5–10 minutes of light exercise to increase blood flow and raise the temperature in muscles.

**Stretching:** About 5 minutes of stretching to increase flexibility and help avoid injury and strained muscles.



**Cool-down:** 5–10 minutes of reduced exercise to help heart rate, breathing rate, body temperature, and circulation return to the resting state.

**Physical activity:** Bodily activity that enhances or maintains physical fitness and overall health and wellness. Physical activity may be performed for various reasons, including strengthening muscles and the cardiovascular system, honing athletic skills, weight loss or maintenance, and merely enjoyment; it is of a well-rounded physical education program, but not a content area in itself.

**Power:** The ability to use strength quickly.

**Proficiency:** Advanced competency in any subject or skill.

**Progression:** Idea that the amount and intensity of physical activity needs to be increased gradually.

**Movement combinations:** Sequence of actions.

**Reaction time:** The ability to react or respond quickly to what one hears, sees, or feels.

**Refined sequences:** Specific movements combined to create a desired outcome. An example might include traveling, rolling, balancing, and transferring weight in a smooth, flowing sequence with intentional changes in direction, speed, and flow.

**Rhythmic skills:** Movement that aligns to a steady pulse or musical beat. Examples include creative movement to music, multicultural dance, and jump rope.

**Safety :** Ways to maintain personal safety when involved in activities.

**Safety rules:** Defined rules intended to keep participants safe.

**Self-space:** The space that one's body or body parts can reach without traveling away from a starting location.

**Skill-related fitness:** Agility, balance, coordination, power, reaction time, and speed.

**Skills performance:** Demonstrating ability to do a specific task well; improves with practice.

**Small-sided game play:** An organized game in which the number of players is reduced from the conventional competitive version of the sport. Examples include 2v2 basketball, 3v3 volleyball, etc.

**Small-sided practice tasks:** Tasks designed to practice particular skills.

**SMART goals:** Criteria for setting useful objectives.

- Specific
- Measurable
- Attainable/Achievable
- Realistic/Relevant
- Timely/Time bound/Timeline

**Speed:** The ability to perform a movement or cover a distance in a short period of time.

**Sportsmanship:** Fairness in following the rules of the game.

**Static balance:** Balance while stationary or the ability to retain one's centre of mass above one's base of support in a stationary position.

**Static stretching:** Used to stretch muscles while the body is at rest.

**Strategy:** A careful plan or method for achieving a particular goal, usually over a period of time.

**Strike:** To come into contact with an object via hand or handled implement

**Stretch:**

- *Dynamic stretch:* Using momentum to propel a muscle into an extended range of motion not exceeding one's passive stretching ability
- *Static stretch:* Gradually lengthening a muscle to an elongated position while the body is at rest.

**Tactics:** The art or skill of employing available means to accomplish an end.

**Tagger:** A person who safely and appropriately touches a person or object.

**Tagging:** Traveling quickly toward a person or object for a safe touch

**Transition:** An act or process of passing from one state, stage, or place to another.

**Volley:** A shot or kick made by hitting an object before it touches the ground. A basic skill used in passing a volleyball.

**Weight transfer:** Movement of body weight from one body part to another.

**Wellness:** An overall state of being in good health.

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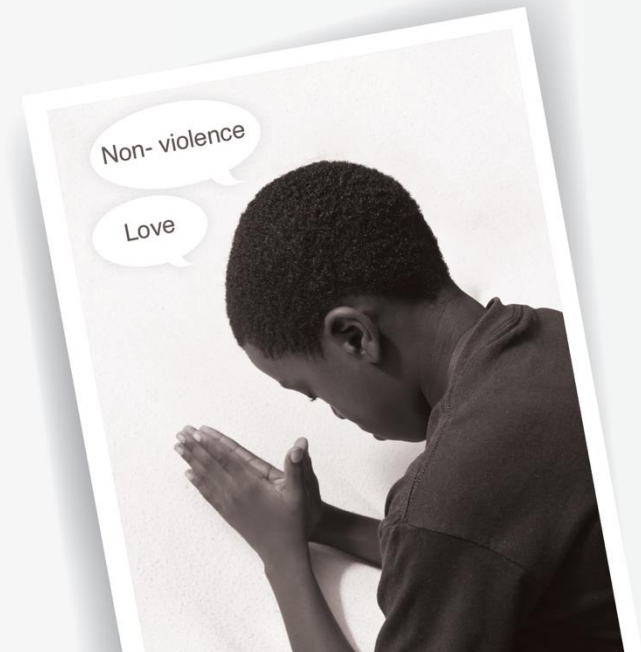
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NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 5

# RELIGIOUS EDUCATION



## PHILOSOPHICAL STATEMENT

Religious Education serves as the flagship subject championing and promoting the teaching of religious thinking skills, renowned civic virtues and moral values such as integrity, responsibility, respect, justice, honesty and equality for spiritual development. The aforementioned virtues and values, among others, are utilized to nurture positive habits and hearts of students, teaching them what it means to be good and virtuous citizens of the highest moral integrity. The utilization of modern approaches such as the thematic and phenomenological approach, among others, enable students to objectively explore and acknowledge the diverse perspectives and concepts that are associated with the Divine, the inherent worth and dignity of all beings, pathways to spiritual development and finding meaning and purpose in life.

These approaches not only address the “who” and “what” of Religious Education but also the “why”. As such, they lend themselves readily to integration with all other disciplines- not only the Arts but, also Science and Technology. This makes the discipline more relevant, and leaves much room for creativity/self-expression and understanding on the part of both students and teachers. Religion has been an integral part of people’s everyday lives; students are therefore helped to mature responsibly in relation to their own patterns of beliefs and behaviours, culture and laws as well as those of others. As such, Religious Education accommodates a broadened and balanced perspective of worldwide and Caribbean religions that help students to understand more clearly how the beliefs and practices of these groups have affected, shaped and influenced everyday life and culture thereby, enhancing students’ identity and transforming our world so that we can live and work together in harmony.

## THE TEACHING OF RELIGIOUS EDUCATION

### **Ways in which Religious Education supports the values of the curriculum**

At the core of Religious Education are such renowned civic virtues and moral values as honour, love, forgiveness, honesty, integrity, stewardship, faithfulness, generosity, helpfulness, a sense of responsibility, courage, conviction, justice, self-worth; freedom equality, respect for others, for Life itself and for the environment. It places specific emphasis on:

- Students valuing themselves and others
- the role of family and the community in religious belief and activity
- the celebration of diversity in society through understanding similarities and differences
- Valuing and respecting the diverse beliefs and opinions of others.

Religious Education also recognises the changing nature of society, including changes in religious practice and expression, and the influence of religion in Jamaica and also within the global community.

### **Ways in which Religious Education supports the aims of the curriculum**

The overall aim is that Religious Education should be delivered as a stimulating, interesting and enjoyable subject to all students. The knowledge, skills and understanding detailed in the Standards and the Teacher's Guide are designed to promote the best possible progress and attainment for all students. Religious Education develops both independent and interdependent learning. There are three attainment targets in Religious Education namely; learning about religion, learning from religion and how religion influences change. Each attainment target is sub-divided into three strands.

### **Learning about religion**

This includes the investigation of and enquiry into the nature of religion. Students will have opportunity to explore religious beliefs, teachings, ways of life, forms of expression and practices. They will learn to communicate their knowledge and understanding using vocabulary within a religious context. Learning about religions will also ensure that students develop an understanding with

explanations of ultimate questions of deity and ethical issues. It will give students a holistic view of how individual religions function as well as the nature and characteristics of each religion.

### **Learning from religion**

This concerns the development of students' reflection on and the response to their own and others' experiences in the light of their learning about religion. It will develop their skills of application, evaluation and interpretation of what they have learnt and of their experiences about religion. Students will learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose, truth, values and commitments.

### **Learning how religion influences change**

It is here that students will examine the traditional belief systems in Jamaica and the Caribbean. They will be able to understand the part that these belief systems have played in shaping the religious, cultural and social life of the individual, community and society. The role and functions of religious leaders in the process of nation building in Jamaican society and in the world will be studied. Students will ultimately examine how religion can influence change in their daily lives and that this commitment can lead to the betterment of their lives, the community and society in which they live.

Religious Education also encourages an enquiring approach in which students carefully consider issues of beliefs and truth in religion. It also enhances the capacity to think coherently and consistently. This enables students to evaluate thoughtfully their own and others' views in a reasoned and informed manner.

Religious Education promotes students spiritual, moral, social and cultural development and hence prepares them for the opportunities, responsibilities and experiences of life.

Religious Education has a significant role in the promotion of spiritual, moral, social and cultural development. At the heart of this is a focus on ultimate questions and ethical issues. This focus enables students to appreciate their own and others' beliefs and cultures and how these impact on individuals, communities, societies and cultures. Religious Education seeks to develop in them the awareness of themselves and others. This ultimately helps students to gain a clear understanding of the significance of religions and



beliefs in the world today and learn about the way different faith communities relate to each other. Consequently, the Religious Education curriculum aims to promote religious understanding, discernment and respect and to challenge prejudice and stereotyping.

An important aspect of Religious Education is the promotion of each student's self-worth. A sense of self-worth helps students to reflect on their uniqueness as human beings, share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships.

### **Promoting spiritual, moral, social and cultural development through Religious Education**

Religious Education provides opportunities to promote *spiritual development* through:

- Debating, discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, forgiveness, honesty and truth.
- Reflecting and learning about important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices.
- Considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity.
- Examining how religions perceive the value of human beings, and their relationships with one another, with the natural world, and with God.
- Developing a sense of belonging and valuing relationships.
- Examining their own views and ideas on religious and spiritual issues.

Religious Education provides opportunities to promote *moral development* through:

- Valuing diversity and engaging in issues of truth, justice and trust, among other virtues.
- Examining the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.

- Considering what is of ultimate value to students and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice.
- Exploring a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity.
- Considering the importance of rights and responsibilities and developing a sense of conscience.

Religious Education provides opportunities to promote ***social development*** through:

- exploring how religious and other beliefs lead to particular actions and concerns
- debating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- examining students' own and others' ideas on a range of contemporary social issues.

Religious Education provides opportunities to promote ***cultural development*** through:

- encountering people, literature, the creative and expressive arts and resources from differing cultures
- examining the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.

## **GUIDANCE FOR TEACHERS IN THE TEACHING OF RELIGIOUS EDUCATION**

Within the teaching of Religious Education where students are being exposed to the three Attainment Targets of Learning about religions, learning from religions and learning how religions influence change, the key role of the teacher is to ensure that sensitivity is used during the delivery of the lessons. It must be recognized what a vital role this subject plays in influencing the decision-making of students especially at the age when they are making key choices and decisions in life which will ultimately affect their future and how they take their role in society as responsible citizens. The units in the Teacher's Guide have been written to guide teachers in how delicate subjects should be discussed, explored and explained.

The teacher of R. E. is first and foremost an educator, and as such will be concerned to encourage students to have an open, critical, unbiased approach to the subject. This approach is based on a willingness on the part of teacher and pupils to raise questions without necessarily arriving at conclusive answers.

The Religious Education teacher is not just one who dispenses information concerning beliefs and practices. The subject transcends the informative. It is necessary for the teacher to be able to guide students into an appreciation of the thoughts and intentions that lie behind religious words and actions.

The Religious Education teacher should be objective and impartial. He or she should not present opinions and beliefs as facts. Such a person should know the differences between verifiable facts and matters that remain beyond empirical investigation and truth.

Religious Education should not be used for political or religious indoctrination. Teachers of the subject should not impose particular values and beliefs on children. However they, along with all other teachers, should support basic educational values and those represented by the school as a whole.

*The teacher therefore should:*

- Be clear about the nature of the subject and its concerns.

- Recognise that any religion is far more than a belief system.
- Begin at first by working within aspects of the subject that are familiar and accurately understood - in other words: start from the known and move to the unknown.
- Be more a guide than an authority.
- Display a high degree of interest in Religious Education.
- Show a high level of interest in the exploration of ultimate questions at his or her level, as well as at the students' level.
- Present himself/herself as a teacher and not as a preacher. During classes, he or she should never proclaim personal religious conviction in the way that this might be done in a place of worship; rather the teacher should ensure that students see anyone's personal convictions as another set of beliefs, not as indisputable facts.
- Guide pupils into exploring and seeking answers to Life's questions.

### **How Religious Education lessons should be taught**

In summary, the Religious Education teacher should teach in such a way as to:

- Encourage students to ask fundamental questions about themselves, about their social and natural environment and about religion, as a phenomenon.
- Integrate R. E. concepts with those of other subject areas where possible.
- Make use of the personal knowledge and experiences, talents, likes and dislikes, interests, and hobbies of students.
- Make use of everyday- life situations and collective creative expressions of the community/world to instil positive moral values and explore ethical issues as well as to facilitate a clearer understanding of religious beliefs and practices.
- Employ the use of audio-visuals / technological advances wherever possible.
- Encourage frank and honest discussion of and responses to the issues and content being explored.
- Encourage teacher-student space/ student-student interaction.
- Supply the tools with which students can make their own ethical decisions as well as develop and / or consolidate their own belief systems.
- Be objective in the presentation and discussion of content and in handling of student responses.

- Ensure that students are not overwhelmed by too much detail, but rather that the main ideas suggested by the objectives used to guide the level of detail to be taught.

### **The Grades 4 to 6 Religious Education Curriculum**

The Grades 4 to 6 Religious Education Curriculum lays the foundation for the more complex issues that are taught and dealt with at Grades 7 to 9. In the primary phase of education students will learn how religion is practised locally and internationally, which features are common to most religious groups and how beliefs and practices are informed. Within the Grades 4 to 6 Units, students will be exposed to learning about aspects of rites of passage, origins of and distinctions between world religions in the Caribbean, how indigenous religious groups in Jamaica have influenced society, the origin spread and contribution of Spiritual Baptists, Orisha and Voodoo, religious practices connected with important stages of life such as pregnancy, birth and infancy, puberty, marriage and death and how members of different religious groups perform daily acts of faith.

It stands to reason that the topics covered in the primary phase need to be taught sensitively and thoughtfully. Each unit within the Teacher's Guide gives detailed suggestions of how these topics should be taught to students and the approach that should be taken to ensure that they are pitched at the appropriate level and content to cater for the age and ability of each student.

### **Conclusion**

Ultimately, Religious Education should allow students time for questions, creative expression, commentary on Life's ethical issues, learning about beliefs and practices. Examining the framework of society, examining themselves, learning from each other and applying concepts to specific situations.

Morals, principles and values play an important role in the lives of every individual and it is the aim that Religious Education will be one of the key subjects in the curriculum which will ensure that students are well equipped to take their place in their community, society and the global context as responsible citizens who have been given the best foundation on which they can build their future lives.

### OVERVIEW OF SUBJECT CONTENT GRADE 5

SUBJECT	TERM 1	TERM 2	TERM 3
Religious Education	<p><b>Major World Religions Present in the Caribbean</b></p> <p><b><i>Origins of and distinctions between world religions in the Caribbean:</i></b> how, when and why they came. How Christianity came to be the most widely practised. Distinctions between denominations within Christianity; distinctions between Christianity and other religious groups in the Caribbean.</p> <p><b><i>Festivals and places of worship:</i></b> Differences in the physical appearance of places of worship in Jamaica/the Caribbean; differences in the way beliefs and practices are represented and passed on.</p> <p><b><i>The shaping of Caribbean society:</i></b> Contribution of Christians and Jews- songs, proverbs, stories etc. from sacred writings, memory gems: influence of the values derived from them ; how prominent and other members of religious groups used their skills, attitudes, values and religious convictions to improve life in the region before, during after slavery, in modern times; impact on Jamaicans’ sense of stewardship responsibility.</p>	<p><b>Religious groups that began in Jamaica</b></p> <p><b><i>Rastafari movement, Revivalism:</i></b></p> <p><b><i>Origins:</i></b> How, when, where and why these religious groups began;</p> <p><b><i>How to recognize the followers of these groups in daily life:</i></b> dress, food, signs and symbols, basic beliefs, festivals, celebrations, holy books, common worship practices.</p> <p><b><i>How indigenous religious groups in Jamaica have influenced society:</i></b></p> <ul style="list-style-type: none"> <li>- places of worship</li> <li>- dress</li> <li>- music</li> <li>- food</li> <li>- language</li> <li>- art and craft</li> <li>- rites and rituals</li> </ul>	<p><b>Religious groups that began in other Caribbean countries</b></p> <p><b><i>Origin spread and contribution of Spiritual Baptists, Orisha, Voodoo and Santeria:</i></b></p> <p>How, when, where and why these religious groups began; the variety of sources from which the Caribbean’s cultural heritage is derived; contribution made to this heritage by stated indigenous groups; origin, development and spread of these groups and why. Major religion(s) to which they are connected; areas of largest concentration of members of these groups.</p> <p><b><i>Some commonalities among practices found in Orisha, the Spiritual Baptist Santeria and Voodoo:</i></b></p> <p>Distinctions between these groups; distinctions between these groups and indigenous religious groups in Jamaica.</p>

### **Aims of Religious Education:**

The study of Religious Education should:

- Enable students to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own
- Prepare students for adult life, employment and their role in an ever changing society
- Develop successful life-long learners with an understanding of the origin, development, beliefs and practices of religious groups worldwide
- Develop confident and productive individuals who are guided by the positive universal attitudes, morals and values taught by religions
- Enable students to live in harmony with others and their environs
- Enhance the development of well-rounded /proud citizens of Jamaica who value the rich cultural heritage contributed by religious groups to the Jamaican Society
- Help students to acknowledge the Divine, regardless of race, colour, class or creed
- Help students to understand that the teachings of the religions studied provide guidelines for life ,applicable to real life experiences and also govern the society
- Guide students to develop character, their sense of identity and find meaning and purpose in life

### **The Role of Religious Education in the Curriculum**

Religious Education provides a moral compass within the curriculum. It offers students the opportunity to explore, question, seek and discover for themselves concerning the ultimate things of life, and thus to find meaning and purpose for their lives and as it exists in the lives of others.

### **Contribution to the Competencies**

Students who study Religious Education learn to analyze and evaluate, explore, engage in intelligent discussion and to compare religious theories, beliefs and practices. They learn to articulate their insights and examine contemporary life issues. They also learn to respect the rights of others to their points of view and to see the worth in the beliefs and practices of others.

### **Range of Activities**

Teachers will facilitate the teaching/learning process through the use of:

Resource persons, field trips, multi-media equipment and materials various Drama modes/ The Arts, Case Studies, panel discussions, debates, projects /exhibitions/displays, interviews, researching/reporting, journals/diaries, cooperative group work, observation in a variety of settings, peer instruction, self-instruction, poems, folklore, stories, learning centres, portfolios and lectures by (older) students.

### **Range and Content**

#### **What are the key concepts, skills and knowledge students will learn in this subject?**

- Acquire and develop skills which will help them to appreciate religious ideas, beliefs and practices.
- Demonstrate an understanding of religious practices, principles and phenomena.
- Develop an openness and sensitivity towards people whose religious beliefs and practices may be different from those with which they may be familiar.
- Begin to develop a clear understanding of the nature and claims of the Christian religion and other traditional belief systems in Jamaica and Caribbean, as well as of the part these play in shaping the religious, cultural and social life of the region.
- Explore the role of religion in human life and experience.
- Develop a sense of awe, respect and wonder which may lead to the desire to probe more deeply into matters concerning religion.
- Appreciate the importance of commitment to moral and/or religious principles, and understand how this commitment can lead to the betterment of themselves, their country and the world.

Each grade level concentrates on a theme as follows:

Grade 4: The Nature of Religion Worldwide

Grade 5: How Religions Adapted to Caribbean life

Grade 6: Religion in Daily Life – Rites of Passage and Personal Expressions of Faith



## STANDARDS FOR GRADE 5

### The Attainment Targets

There are 3 key Attainment Targets within this Religious Education curriculum. Each Attainment Target has 3 strands as follows:-

AT1: Learning about religions			AT2: Learning from religions			AT3: Learning how religion influences change		
<b>Beliefs and Teachings</b> Examine origins, beliefs and practices of selected world religions and other religious groups.	<b>Practices and Life Styles</b> Distinguish between key features of different faiths; including commonalities and differences (E.g. within the rites of passage) in an effort to gain insight into the nature of religion and what it means to be religious.	<b>Expression and language</b> Identify how people from different faiths express themselves. Acquire and develop those skills which will help them to demonstrate and appreciate their knowledge of these faiths.	<b>Identity and Experience</b> Develop and exercise sensitivity and wisdom in their response to those people whose religious and other practices may be different from those with which they may be familiar.	<b>Meaning and Purpose</b> Evaluate the role of religion in the lives of individuals, the family and society as they seek to find the meaning and purpose of life	<b>Values and Commitments</b> Appreciate the importance of commitment and values to moral and /or religious principles.	<b>Religions and how they adapted to Caribbean life</b> Examine the traditional belief systems in Jamaica and the Caribbean and the part that they have played in shaping the religious, cultural and social life of the region.	<b>Religion as an influence for change</b> Examine the roles and functions of religious leaders in the process of nation building in Jamaican society and in the world over time.	<b>Religion and its influence on daily life</b> Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.

	AT1: Learning about religions			AT2: Learning from religions			AT3: Learning how religion influences change		
Sub Theme	Beliefs and Teachings	Practices and Life Styles	Expression and language	Identity and Experience	Meaning and Purpose	Values and Commitments	Religions and how they adapted to Caribbean life	Religion as an influence for change	Religion and its influence on daily life
G5_	Investigate how events in the lives of outstanding religious persons motivated them and contributed to the founding of selected major religions and/ or of other religious groups. Identify the countries of origin of Christianity, Judaism, Hinduism, Islam, Rastafari and Revivalism, and relate how they began.	Analyse some of the skills, values, attitudes and religious practices which the immigrants brought with them to Jamaica. Name some of the commonalities that exist among different indigenous religious groups in Jamaica and other Caribbean territories.	Describe the places of worship of different religious groups and correctly use the names of these places in conversation.	State the essential common facts associated with the origins of indigenous religious groups in Jamaica and the Caribbean.	Identify some of the religious practices that take place in Caribbean society	Recognize how religious beliefs and practices are related to consequences in society.	Define the term indigenous and state from which major religion selected indigenous religious groups took some of their practices and adapted them to Caribbean life. Name and locate some of the commonalities that exist among different indigenous groups in Jamaica and other Caribbean territories and value the richness of the contribution that they make to the Jamaican heritage.	Discuss the roles that religious leaders have played in Jamaican society over time and how they have influenced change. Explain how the Christian beliefs and practices of prominent and other members of the faith have been used to shape Caribbean society.	Develop an insight into how religious beliefs affect the daily life of a person.

**Prior Learning**

Check that students can:

- ✓ Tell some of the commonalities among religious groups worldwide.
- ✓ Speak freely on what goes on in their respective places of worship/denominations.
- ✓ Outline contributions made by outstanding persons associated with the origin of Christianity, Judaism, Hinduism and Islam.
- ✓ State the significance of international locations associated with these religions.
- ✓ State how religions pass on what is important to them.

**About the Unit**

In this Unit students will learn about the origins of the different religions found in the Caribbean.

**UNIT OF WORK GRADE 5 TERM 1 Unit 1****Focus Question 1: How and when did world religions come to the Caribbean?****HOW RELIGIONS ADAPTED TO CARIBBEAN LIFE (Major World Religions Present in the Caribbean)****Sub Themes:**



1. Origins of and distinctions between world religions in the Caribbean
2. Festivals and places of worship
3. The shaping of Caribbean society

**ATTAINMENT TARGETS**

1. **Learning about Religions:**  
**Beliefs and Teachings:** Examine origins, beliefs and practices of selected world religions and other religious groups.

**OBJECTIVES**

- Name the world religions/belief systems that are present in the Caribbean.
- Locate areas in the Caribbean where there are large concentrations of world religions.
- State the essential common facts associated with the origin of the four major world religious groups in Jamaica and the Caribbean.
- Identify their countries of origin and relate how the first four major world religions came to Jamaica and the rest of the Caribbean.
- Identify the places of origin of Christian denominations present in the Jamaican community.

<p><b>2. Learning from Religion:</b>  <b>Values and Commitments:</b> Appreciate the importance of commitment and values to moral and/or religious principles.</p>	<ul style="list-style-type: none"> <li>• Give reasons why Christianity is so widely practiced in Jamaica and the rest of the Caribbean.</li> <li>• Become aware of and appreciate the diversity of sources from which the richness of Caribbean religious heritage is derived.</li> <li>• Recognize how religious beliefs and practices are related to consequences in society.</li> </ul>
<p><b>3. Learning How Religion Influences Change:</b>  <b>Religion and its Influence on daily life:</b> Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.</p>	<ul style="list-style-type: none"> <li>• Investigate what it means to be a member of a particular religious community.</li> </ul>
<p><b>ICT ATTAINMENT TARGET(S):</b></p> <p> <b>RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING</b> - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.</p> <p> <b>DIGITAL CITIZENSHIP</b>- Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.</p>	

<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b> <b>STUDENTS WILL:</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• use any of the following methods to explore how each world religion came to the Caribbean:</li> </ul> <p><b><i>“Grandpa/Grandma, tell me a story.”</i></b></p> <ul style="list-style-type: none"> <li>• Teacher in role (in costume where possible) reminisces about coming to Jamaica and the religious practices he/she brought. Students play roles of grandchildren who ask questions, some of which are provided beforehand by teacher.</li> </ul> <p><b><i>Echo pantomime:</i></b></p> <ul style="list-style-type: none"> <li>• Teacher prepares beforehand the story of how world religions came to Jamaica. Teacher tells a part of the story using actions. Students repeat the same phrase/sentence and actions. They continue this activity until the story is finished. Rhyme and repetition may form part of the story.</li> </ul> <p><b><i>Mystery box</i></b></p> <ul style="list-style-type: none"> <li>• Combine role play from “Tell me a story” with the following: <ul style="list-style-type: none"> <li>• Fill a “mystery box” with objects relating to the story and pull them out at appropriate stages of the narrative.</li> <li>• Teacher prepares story on how world religions came to Jamaica.</li> </ul> </li> <li>• Make a story jigsaw puzzle from a picture central to the story. While telling the story, add a piece at a time, saving last piece to coincide with end of the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask appropriate questions</li> <li>• Gain information from auditory and visual cues</li> <li>• Accurately reproduce words and actions</li> <li>• Listen attentively</li> <li>• Make connections</li> <li>• Analyze information</li> <li>• Locate places on map</li> <li>• Apply reading strategies</li> <li>• Locate information from a variety of sources</li> <li>• Identify values</li> <li>• Use appropriate language</li> <li>• Summarize information accurately</li> <li>• Identify and label</li> <li>• Create and interpret colour codes</li> <li>• Manual dexterity</li> <li>• Accurately represent topography</li> <li>• Review concepts/definitions</li> <li>• Draw conclusions</li> <li>• Ask appropriate questions</li> <li>• Manual dexterity</li> <li>• Design</li> <li>• Work in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Spontaneous questions asked that evoke answers about how the four major world religions were brought to Jamaica.</li> <li>• Information/stories about how world religions came to Jamaica accurately retold.</li> <li>• Information/stories about how world religions came to Jamaica accurately retold.</li> </ul>

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<ul style="list-style-type: none"> <li>Show videos of how world religions came to Jamaica. Videos may be from the Ministry of Education’s Core Curriculum Unit and/or from local media houses (e.g. the Creative Production and Training Centre - CPTC, Television Jamaica - TVJ) and elsewhere. Have pupils dress in costumes and re-enact scenes. <b>See <i>Points To Note</i> at the end of this focus question for further guidelines.</b></li> </ul>		
<ul style="list-style-type: none"> <li>Use a world map or digital map to locate, name and plot places from which religions came to the Caribbean.</li> <li>Do research safely using the internet/electronic encyclopaedia to discover further details of how, when and why world religions came to the Caribbean. Share findings in class discussions.</li> <li>Be given a blank map of the Caribbean on which to: <ul style="list-style-type: none"> <li>(a) use colour coding for areas of large concentration of each world religion,</li> <li>(b) make a key for colours/religions,</li> <li>(c) write the dates of first arrivals,</li> <li>(d) write the names of Caribbean islands/territories.</li> </ul> </li> </ul> <p><b>Options:</b> Students may:</p> <ul style="list-style-type: none"> <li>make a papier mâché table model of the Caribbean, or make a large class map in the form of a banner made from cloth and/or waste (dressmaker’s) material. Choose material that does not fray and is easily manipulated. Names of countries/religions and dates of arrival are put on strips of cloth to form a key.</li> </ul>		<ul style="list-style-type: none"> <li>Correct identification on world map of the places from which the religions came.</li> <li>Accurately completed maps of the Caribbean showing areas of large concentration of each world religion, dates of arrival and names of territories in which they may be found.</li> <li>Large class map/papier mâché table model of the Caribbean correctly constructed and displayed.</li> <li>Confidence displayed</li> </ul>

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Teacher and students will:</p> <ul style="list-style-type: none"> <li>• Discuss how Christianity came to be the religion most widely practiced in the region, reviewing the distinction between “religion” and “denomination”.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe moral principle when using digital materials</li> <li>• Use search engine safely to perform single topic searches</li> </ul>	<p>in participation during discussion on how Christianity came to be the most widely practiced religion in the region.</p>
<ul style="list-style-type: none"> <li>• Enquire about their own families to discover to which religions, if any, their oldest relations belong. Share this information with class.</li> <li>• Begin work on a large class scrapbook (‘Big Book’ - the size of cartridge paper or bristol board sheets). As an on-going project trace the arrival and contribution made by each religion to Jamaican / Caribbean society. Punch holes in the sheets and fasten with ribbon or other means to allow addition of pages. Include poems, acrostics, maps, drawings, posters, photographs, collages and entries from students’ journals if desired. Also include researched entries about origins of religions/ denominations/specific places of worship in their communities.</li> </ul>		<ul style="list-style-type: none"> <li>• Recorded and displayed oral and written responses re their enquiry about their own families showing discovery of the religions if any, to which their oldest relations belong.</li> <li>• Accurate contributions of relevant materials inserted in ‘Big Book’.</li> </ul>

**Learning Outcomes**

- ✓ Listen attentively, follow instructions, repeat sentences accurately and gain information about relevant religious topics from auditory and visual cues.
- ✓ Grasp the religious significance of objects presented.
- ✓ Plot accurately on world map places from which world religions came to the Caribbean.
- ✓ Identify and communicate accurately values that guide the lives of religious people.
- ✓ Use maps, a model and the 'Big Book' to accurately trace the arrival of and contribution made by religious groups.
- ✓ Creatively convey information about religious groups using the creative arts or geographical Language Arts skills.
- ✓ Conduct research to gather information about the coming of the religions to the Caribbean.

<b>Points to Note</b>	<b>Extended Learning</b>
<p>Re use of videos:</p> <ul style="list-style-type: none"><li>• If using Ministry's <i>In the Beginning</i> video, teacher should show only relevant sections, and do so one religion at a time as this material is not meant for this age group. Manageable/relevant sections of the teachers' resource video <i>The Church at Work in the Caribbean</i> may also be shown, followed by discussion to ensure accurate understanding of the content.</li></ul> <p>Teacher should encourage students to exhibit the following values:</p> <ul style="list-style-type: none"><li>• The willingness to participate in class activities</li><li>• Perseverance in the face of hardship</li><li>• Love for enemies</li><li>• Forgiveness</li><li>• Strength of convictions</li><li>• The willingness to complete tasks assigned</li><li>• Respect for others' right to freedom of belief</li><li>• The appreciation of the sources from which our cultural heritage is derived, and for courage shown in the face of</li></ul>	<ul style="list-style-type: none"><li>✓ Field trips to various places of worship.</li><li>✓ Conducting a survey to find out how and when major world religions came to the Caribbean.</li><li>✓ Collecting pictures of places of origin of the four major world religions and making an album or montage for display then writing a letter/sending an e-mail telling their friend about how and when these religions came to the Caribbean.</li></ul>



<p>danger</p> <ul style="list-style-type: none"> <li>• To share resource materials</li> <li>• The appreciation and respect for the creative efforts of classmates; kindness, helpfulness</li> <li>• The willingness to participate in and complete tasks assigned</li> <li>• Humility – ability to remember that there is much good to be learned from others</li> <li>• Use of time, dependability. Willingness to do full share of group work</li> <li>• Showing initiative</li> </ul> <p>Remind students to:</p> <ul style="list-style-type: none"> <li>• Follow guidelines to promote healthy use of ICT tools.</li> <li>• demonstrate safe, respectful, responsible and clear online communication</li> </ul> <p><b>Links to other subjects:</b>  Drama  Social Studies  Visual Arts  Language Arts</p>	
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Social Studies texts, reference material from public library, blank world maps, colouring materials, old newspapers, flour paste, salt, water, bucket etc., dressmaker’s scraps, glue, scissors, string, rod to mount banner, markers / non-bleeding writing materials etc., Bristol board and/or cartridge paper sheets (full size), paper punch, ribbon or key rings, paste, computer, Internet, speakers, DVD player and any other available technologies.</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• belief systems, basic beliefs, countries of origin, Caribbean region, large concentrations, world religions, oral traditions, preserve, Christian denominations, persecution, exploration, colonization, sources, cultural heritage, effects/influence, skills, attitudes, moral values, established churches, emancipation, abolition, slavery, indentured workers, missionaries, responsibility</li> </ul>

**Prior Learning**

Check that students can:

- ✓ Explain the origins of and distinctions between world religions in the Caribbean.

**UNIT OF WORK GRADE 5 TERM 1**

**Focus Question 2: “Do members of world religions in the Caribbean build places of worship and celebrate festivals differently from members in the countries from which they came?”**

ATTAINMENT TARGETS	OBJECTIVES
<p><b>1. Learning about Religion</b> <b>Beliefs and Teachings:</b> Examine origins, beliefs and practices of selected world religions and other religious groups.</p>	<ul style="list-style-type: none"><li>• Examine the relationship between world religions as they appear in their places of origin and as they are practiced in the Caribbean today.</li><li>• Become aware of and appreciate the diversity of sources from which the richness of our Caribbean religious heritage is derived.</li><li>• Become aware of and appreciate the diversity of sources from which the richness of our Caribbean religious heritage is derived.</li><li>• Recognize in daily life the special garments, foods, symbols and rituals associated with religious celebrations/festivals/ ceremonies.</li></ul>
<ul style="list-style-type: none"><li>• <b>Practices and Life Styles:</b> Distinguish between key features of different faiths, e.g. commonalities and differences (including rites of passage) in an effort to gain insight into the nature of religion and what it means to be religious.</li></ul>	<ul style="list-style-type: none"><li>• Analyze cultures, customs and religions other than those they know, in order to appreciate the kinship of humankind.</li><li>• Describe how the places of worship of world religions in the Caribbean differ from those existing in the places from which they came.</li><li>• Identify ways in which the variety of forms of worship in Jamaica/the Caribbean enriches the culture of the region.</li><li>• Reflect on the effects / impact on society of skills, attitudes, values and religious practices which our ancestors brought with them to Jamaica.</li><li>• Examine the differences between places of worship as they exist in the Caribbean and in the places from which they came</li><li>• Identify some of the religious celebrations that take place in Caribbean society.</li></ul>
<ul style="list-style-type: none"><li>• <b>Expression and Language:</b> Identify how people from different faiths express themselves.</li></ul>	<ul style="list-style-type: none"><li>• Draw conclusions about the differences between the ways religious groups show obedience to the Supreme Being.</li><li>• Describe the places of religious groups and Correctly use the names of these</li></ul>

	places in conversation.
<p><b>2. Learning from Religions:</b>  <b>Identity and Experience:</b> Develop a clear understanding of the nature and claims of the Christian religion and other key faiths.</p>	<ul style="list-style-type: none"> <li>• Be able to grasp the significance of any proceedings they may observe in a place of worship.</li> <li>• Differentiate between the various religions/denominations and other religious groups that exist within Jamaican/Caribbean society.</li> <li>• Tell about people and places that are important to particular religious groups.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Meaning and Purpose:</b> Evaluate the role of religions in the lives of individuals, the family and society as they seek to find the meaning and purpose of life.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the places of worship of different religious groups and correctly use the names of these places in conversation.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Values and commitments:</b> Appreciate the importance of commitment and values to moral and/or religious principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and respect the right of others to have different religious points of view.</li> </ul>
<p><b>3. Learning how religion influences change:</b>  <b>Religions and how they adapted to Caribbean life:</b>  examine the traditional belief system of Jamaica and in the Caribbean and the part that they have played in shaping the religious, cultural and social life of the region.</p>	<ul style="list-style-type: none"> <li>• Identify some religious practices that take place (e.g. in worship services and prayer meetings) as people within the local community practice their faith.</li> <li>• Recognize how beliefs and practices are related to consequences in society.</li> <li>• Develop insight into how religious beliefs affect the daily life of a person and of a community.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Religion as an influence for change:</b> Examine the roles and functions of religious leaders in the process of nation building in the Jamaican society and in the world over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate some of the commonalities that exist among different major world religious groups in Jamaica and other Caribbean territories and value the richness of the contribution that they make to the Jamaican heritage.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Religion and its influence on daily life:</b> Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the roles that religious leaders have played in Jamaican society over time and how they have influenced change.</li> <li>• Develop an insight into how religious beliefs affect the daily life of a person.</li> </ul>
<p><b>ICT ATTAINMENT TARGET(S):</b></p> <ul style="list-style-type: none"> <li>• <b>DESIGNING AND PRODUCING-</b>Students use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations.</li> </ul>	

<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b> <b>STUDENTS WILL:</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Be divided into interestingly named research groups (3-4 persons each) and will:               <ul style="list-style-type: none"> <li>- view photographs/videos/video clips</li> <li>- read descriptive information</li> <li>- consult the Internet, CDs, DVDs or related learning material on television where available to gain a perspective on history and values as they examine information about:                   <ul style="list-style-type: none"> <li>a) countries of origin of major religions (i.e. India, Israel, Saudi-Arabia),</li> <li>b) countries from which settlers and missionaries came (i.e. Europe, North America).</li> </ul> </li> </ul> </li> </ul> <p>Teacher will:</p> <ul style="list-style-type: none"> <li>• Help students construct an interview schedule which they use to consult resource persons in their community and elsewhere. Use an audio recording device to record information concerning places of origin of religious groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Extract information</li> <li>• Classify information appropriately</li> <li>• Draw reasoned conclusions</li> <li>• Work co-operatively</li> <li>• Differentiate between denominations</li> <li>• Distinguish between religions</li> <li>• Operate audio capturing devices</li> </ul>	<ul style="list-style-type: none"> <li>• Correct responses given orally to queries about countries of origin of major religions and countries from which settlers and missionaries came.</li> <li>• Accurate information about places of origin of the four major world religions gathered with the use of interview schedule.</li> </ul>
<ul style="list-style-type: none"> <li>• Continue working on the 'Big Book'. Work in the same groups to prepare entries/articles on:               <ul style="list-style-type: none"> <li>(a) changes in designs/appearance of places of worship of different religions (using pictures),</li> <li>(b) changes in how and when religious festivals are celebrated,</li> <li>(c) daily practices that have not changed.</li> </ul> </li> <li>• Practice using names of places of worship correctly in conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze customs, cultures, religions</li> <li>• Construct questions</li> <li>• Categorize information</li> <li>• Picture reading to gain information</li> </ul>	<ul style="list-style-type: none"> <li>• Data for the 'Big Book' sorted and appropriately inserted.</li> </ul>

<ul style="list-style-type: none"> <li>• Prepare large charts/pictographs showing similarities and differences for classroom display (to share information gathered in groups). Illustrate with photos and drawings etc. where necessary and add to the 'Big Book'.</li> <li>• Do two dramatizations of a religious festival that has changed to show: the original practices, the Caribbean way. Emphasize the unity behind obvious differences.</li> <li>• With teacher, discuss findings, exploring reasons for changes and listing them.</li> <li>• Will each write a summary essay about changes discovered during research.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify by sight places of worship</li> <li>• Name places of worship</li> <li>• Analyze information</li> <li>• Identify characteristics of a religion</li> <li>• Dramatize festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Large chart/pictograph showing accurately depicted similarities and differences among the places of worship, the religious festivals celebrated and the daily practices of members of the four major world religions.</li> <li>• Authentic dramatization of religious festivals showing differences between the original practices and the Caribbean way.</li> <li>• List/summary produced, giving correct reasons for changes in festivals.</li> <li>• Evaluate essays written by students to ascertain whether they have accurately grasped facts discovered during research about</li> </ul>
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changes.

**Learning Outcomes:**

Students will be able to:

- ✓ Deduce changes in designs/appearance of places of worship/celebration of festivals in different religions.
- ✓ Describe/present these changes accurately, clearly and creatively in the 'Big Book'.
- ✓ Construct simple and straight forward questions to gain desired responses about places of origin of religious groups.
- ✓ Draw reasoned conclusions based upon research and discussion on relevant religious topics.
- ✓ Obey the rules of writing and include all essential information when reporting on religious content.
- ✓ see the relationships and differences between practices

**Points to Note**

**Teacher will encourage students to exhibit the following values:**

- The willingness to cooperate in completing tasks assigned
- Curiosity - the determination to search for/ pursue knowledge, to ask questions
- Curiosity; determination to search for / pursue knowledge
- The willingness to share resources/materials
- Patience
- Courtesy
- Respect for the privacy of others
- Show the ability to accept that each person's faith is important and serves as a guide for life
- Understand that co-operation will produce an effect
- Recognize the kinship of humankind
- Exhibit the ability to complete task assigned

**Links with other subjects:**

- ✓ Drama
- ✓ Language Arts
- ✓ Civics
- ✓ Social Studies

**Extended Learning**

- ✓ Field trips to various places of worship
- ✓ Do research at the library or via the internet to find out common religious practices in places of worship and the festivals celebrated by each religious group
- ✓ Collect and display pictures of places of worship and festivals/celebrations
- ✓ Encourage students to visit sites that offer education information on the religions under study as part of their self-directed learning

✓ Visual Arts	
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Recommended/related texts</li> <li>• Placard-making materials</li> <li>• Flipchart, digital recorder, pictures, diorama</li> <li>• Stories from holy books and oral traditions of each major religion</li> <li>• Resource persons, songs, proverbs, scripture verses and other sayings</li> <li>• Plain white or coloured T-shirts (already owned if possible)</li> <li>• Non-bleeding markers of assorted colours, other decorating materials,</li> <li>• Software, computer, Internet, speakers, DVD Player and any other available technologies.</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• belief systems, countries of origin, Caribbean region, large concentrations, world religions, Christian denominations, Persecution, Exploration, colonisation cultural heritage, skills, attitudes, moral values, structure of society, motivate, right and wrong, laws of the land, government</li> </ul>

**Prior Learning**

Check that students can:

- ✓ Explain and distinguish between the different festivals and places of worship of the four major world religions as they exist in Jamaica and in the places from which they came.

### UNITS OF WORK GRADE 5 TERM 1



#### Focus Question 3: "In what ways have world religions helped to shape Caribbean society?"

ATTAINMENT TARGETS	OBJECTIVES
<p><b>1. Learning about religions:</b>  <b>Beliefs and Teachings:</b> Examine origins, beliefs and practices of selected world religions and other religious groups.</p>	<ul style="list-style-type: none"> <li>• Investigate how events in the lives of outstanding religious persons motivated them and contributed to the shaping of Caribbean society.</li> <li>• Identify ways in which the positive values from stories learned can be helpful in daily living.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Practices and Life Styles:</b> Distinguishing between key features of different faiths; including commonalities and differences (including within the rites of passage) in an effort to gain insight into the nature of religion and what it means to be religious.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze some of the skills, values, attitudes and religious practices which the immigrants brought with them to Jamaica.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Expression and Language:</b> Identify how people from different faiths express themselves. Acquire and develop those skills which will help them to demonstrate and appreciate their knowledge of these faiths.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to use religious words and language correctly.</li> </ul>
<p><b>2. Learning from religions:</b>  <b>Identity and Experience:</b> Develop and exercise sensitivity and wisdom in their response to those people whose religious and other practices may be different from those with which they may be familiar.</p>	<ul style="list-style-type: none"> <li>• Develop a sense of responsibility for the consequences of their actions and act with regard for the rights, lives and dignity of all persons.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Meaning and Purpose:</b> Evaluate the role of religion in the lives of individuals, the family and society as they</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the religious practices that take place in Caribbean society</li> </ul>



<p>seek to find the meaning and purpose of life.</p>	
<ul style="list-style-type: none"> <li>• <b>Values and Commitments:</b> Appreciate the importance of commitment and values to moral and /or religious principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between what most religions consider to be right and wrong, based upon an understanding of the moral values they share.</li> <li>• Recognize how beliefs and practices are related to consequences in society.</li> <li>• Be exposed to sacred and other stories from which positive moral values may be learned for daily living.</li> <li>• Understand how religion can help to form the basis of their own values and belief systems.</li> <li>• Be motivated to respond positively to stated human values in words and action.</li> </ul>
<p><b>3. Learning how religion influences change: Religions and how they adapted to Caribbean life:</b> Examine the traditional belief systems in Jamaica and the Caribbean and the part that they have played in shaping the religious, cultural and social life of the region.</p>	<ul style="list-style-type: none"> <li>• Explain how Christian beliefs and practices of prominent and other members of faith have been used to shape Caribbean society.</li> <li>• Explain how religious groups use truthfulness, honesty, kindness, love, trust, helpfulness, gratitude, and respect for others' rights and for persons in authority to guide their contribution to nation building.</li> <li>• Recognize similarities in beliefs and values which cross the boundaries of religious groupings.</li> <li>• Be able to recognize in daily life the special garments, foods, symbols and rituals associated with religious celebrations/festival/ ceremonies.</li> <li>• Show by their behaviour that they value the richness of the cultural and religious blend present in the Caribbean.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Religion as an influence for change:</b> Examine the roles and functions of religious leaders in the process of nation building in Jamaican society and in the world over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the roles that religious leaders have played in the Jamaican society over time and how they have influenced change.</li> <li>• Recognize how religious beliefs and practices are related to consequences in society.</li> <li>• Identify and discuss the effects/impact on society of the skills, attitudes, values and religious practices which our ancestors brought with them to Jamaica.</li> <li>• Explain the role of sacred writings, stories, history and oral tradition in preserving and passing on the beliefs and practices which religious groups</li> </ul>

	<p>consider important to them.</p> <ul style="list-style-type: none"> <li>• Explain how the Christian beliefs and practices of prominent and other members of faiths have been used to shape Caribbean society.</li> <li>• Explain how religious groups use truthfulness, honesty, kindness, love, trust, helpfulness, gratitude, and respect for others' rights and for persons in authority to guide their contribution to nation building.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Religion and its influence on daily life:</b> Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world</li> </ul>	<ul style="list-style-type: none"> <li>• Show by their behaviour that they understand the importance of the rules and regulations which govern home, school and the wider community.</li> <li>• Develop an insight into how religious beliefs affect the daily life of a person</li> <li>• Explore ways in which religion acts as a motivating factor that influences every area of human life.</li> <li>• Describe ways in which religious customs and practices relating to dress, diet, sacred buildings, rest and worship influence society.</li> <li>• Identify and discuss moral values which guide the lives of religious people.</li> <li>• Develop an insight into how religious beliefs affect the daily life of a person.</li> <li>• Analyse ways in which religious customs and practices relating to dress, diet, sacred buildings, rest and worship influence society.</li> </ul>

<b>ICT ATTAINMENT TARGET(S):</b>  <b>RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING</b> - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions   <b>DIGITAL CITIZENSHIP</b> Students recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.		
<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b> <b>STUDENTS WILL:</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT</b>
<p>Teacher will:</p> <ul style="list-style-type: none"> <li>Divide class into four groups, one for each major religion, rotating the religion researched.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Research using the internet/electronic encyclopaedia on the basic beliefs and values of each religion and make illustrated, simple placards which are (later) used to stage a lively demonstration at a prominent place on the school compound during break or lunch. They answer observers' questions. Before the demonstration, teacher and pupils discuss the placards in class, to gain proper perspective and share information from each group with the others.</li> </ul> <p>Prepare posters/contributions for 'Big Book' and placards for display on the basic beliefs and values of each religion at organized demonstration.</p> <p><b>Do one of the following:</b></p> <ul style="list-style-type: none"> <li>Mount posters in the classroom and make smaller versions for the 'Big Book'. If the placards are of appropriate size, they may be added.</li> </ul> <p>Take photographs of the demonstration (in which placards are in clear view)</p>	<ul style="list-style-type: none"> <li>Work co-operatively in groups</li> <li>Use search engine safely to perform single topic searches</li> <li>Cite sources</li> <li>Operate electronic devices</li> <li>Insert illustrations</li> <li>Use clear and simple language</li> <li>Share information</li> <li>Display information creatively</li> <li>Gather information</li> <li>Create cartoon strips</li> <li>Analyze and interpret</li> <li>Respect different beliefs and practices</li> <li>Write legibly</li> </ul>	<p>Observe attitudes such as courtesy, respect and co-operation displayed during the organized demonstration.</p> <p>Observe whether students listen attentively and react appropriately to observers' responses voiced at the planned demonstration.</p>

<p>using appropriate image capturing device(s) and add these photos - grouped by religion - to the book or use to create a multimedia presentation.</p>	<ul style="list-style-type: none"> <li>• Create multimedia presentations</li> </ul>	
<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>• Use creative methods such as: <ul style="list-style-type: none"> <li>- pictures on pages of a flipchart,</li> <li>- tape-recorded sound effects,</li> <li>- taking on roles of characters in stories,</li> <li>- diorama;</li> </ul> </li> </ul> <p>as well as reading to tell stories chosen from the holy books and oral traditions of each world religion to reflect values which have influenced the behaviour of believers and therefore the values of the society nationally and regionally.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Review by: <ul style="list-style-type: none"> <li>- drawing cartoon strips or using digital drawing tools to explain their favourite stories,</li> <li>- playing a game of “20 Questions”,</li> <li>- taking turns telling the next step of a story.</li> </ul> </li> </ul> <p><b>Teacher and students will:</b></p> <ul style="list-style-type: none"> <li>• Identify, discuss and list values reflected in stories.</li> </ul> <p><b>Teacher and students may also:</b></p> <ul style="list-style-type: none"> <li>• Listen to songs found on CDs/DVDs/Internet which originate from world religions and identify the values they contain. Resource persons from religions may be contacted for help to identify and explain songs/proverbs/gems that guide their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Capturing images, audio and video with digital camera or other image capturing devices</li> <li>• Create with colour</li> <li>• Distinguish between right and wrong as perceived by most major religions</li> <li>• Recall and analyze</li> <li>• Draw conclusions</li> <li>• Create graphics using digital drawing tools</li> <li>• Dramatize</li> <li>• Empathize with others</li> <li>• Ask pertinent questions/collect information</li> <li>• Use new information to gain clear understanding of known situations</li> <li>• Summarize information</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately completed cartoon strips about students’ favourite stories read from the holy books and oral traditions of each world religion.</li> <li>• Accurately answer questions in “20 Questions” game.</li> </ul>

	<ul style="list-style-type: none"> <li>• Draw logical conclusions</li> <li>• Use language forms appropriately</li> <li>• Operate electronic device</li> </ul>	
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Decorate a jewelry box in which memory gems/'gems of thought' and scripture verses from each religion are included on strips of paper. Each week one is extracted, illustrated / written legibly and posted in a "Treasure Corner" of the classroom, where the jewelry box is kept. Jewelry box may be one item in a treasure chest where materials previously used such as posters / costumes etc. are stored.</li> </ul> <p><b>Teacher and students will:</b></p> <ul style="list-style-type: none"> <li>• Decorate T-shirts with memory gems. Explore ways these gems, when applied, may help to improve their daily lives and those of others. Those who care to may do a "good deed for each day".</li> </ul>		<ul style="list-style-type: none"> <li>• Decorated jewelry box containing memory gems/ "gems of thought" and scripture verses from each religion.</li> <li>• Decorated T-shirts with "gems of thought".</li> </ul>
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• research using the internet/electronic encyclopaedia on the ways in which members of religious groups used their skills, attitudes and values/convictions to help improve life in the region: <ul style="list-style-type: none"> <li>- before slavery,</li> <li>- during slavery,</li> <li>- immediately following slavery,</li> <li>- in modern times.</li> </ul> </li> </ul> <p>Include national heroes and other outstanding leaders with strong Christian convictions (i.e. Moravian, Methodist, Baptist, Presbyterian, Roman Catholic, Anglican and other missionaries) as well as outstanding leaders from other faiths if known.</p>	<ul style="list-style-type: none"> <li>• Cite sources</li> </ul>	<ul style="list-style-type: none"> <li>• Brief essays explaining how "gems of thought" may be applied to their daily lives.</li> <li>• Prepared chart with the values and achievements of outstanding leaders.</li> </ul>

<p>Do online/offline research and watch documentaries on the four major religions in the Caribbean in order to examine/assess a variety of resource materials and list ways in which attitudes and values held by different religions helped to shape:</p> <ul style="list-style-type: none"> <li>- family life</li> <li>- education</li> <li>- health and employment</li> <li>- customs and laws of society</li> </ul> <p>Dramatize/role play occurrences involving persons of strong convictions that marked major turning points in national and regional history. (See relevant activity outlined above.)</p> <p>Examine the influence of world religions on Caribbean society. Resource persons in local/national community are tapped through the following interview sessions:</p> <p>(a) “When I was a boy/girl.....” (common practices/values in their childhood that helped build and preserve a healthy society).</p> <p>(b) “As far as I can see...”/“I remember when...” (what improvements they have seen religions help to bring about during their lifetime). Parents and students/teachers may also share memories/observations.</p> <p>Audio recordings and videos on national heritage from media houses, the African Caribbean Institute of Jamaica, The Institute of Jamaica or the Memory bank, may also be consulted.</p> <p>Write dub poetry or compose songs about memories/changes through the years, then stage a class concert using available recording device to record concert for general class critique.</p> <p><b>Either:</b> Participate in a “Did you know?” poster competition.</p> <p><b>Or:</b> Debate the following moot: “Religious groups have done more for the education system than for Caribbean</p>	<ul style="list-style-type: none"> <li>• Use search engines safely to perform single topic searches</li> </ul> <p>Capture images, audio and video with video with digital camera or other image capturing devices</p>	<ul style="list-style-type: none"> <li>• Evaluate role-play depicting occurrences involving persons of strong convictions that marked major turning points in national and regional history.</li> <li>• Analyze dub poems/songs or posters created to ascertain students understanding of changes that have occurred over the years.</li> <li>• Evaluate the quality of</li> </ul>
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society in general”.		the information provided during the debate.
<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Make relevant entries in Big Book.</li> <li>✓ Clearly and simply state/attractively illustrate beliefs and values.</li> <li>✓ Give clear and straightforward answers to questions asked during class discussion.</li> <li>✓ Gather desired information from audio-visual cues provided during documentaries on the four major religions.</li> <li>✓ Gain a clear grasp of the meaning of each gem of thought.</li> <li>✓ Show respect for others’ values and for the rights of those with different values from their own.</li> <li>✓ Provide an appropriate list of values.</li> <li>✓ Explain the usefulness of positive values in daily living.</li> <li>✓ Make the connection between values and other areas of study in the curriculum.</li> <li>✓ Construct a chart of leaders, values and achievements.</li> <li>✓ Construct chart containing attitudes and values from different religions, which have been used in health, family, education, employment and law.</li> <li>✓ Give responses reflecting a clear understanding of issues, attitudes and values involved in discussion re each leader or other persons in situations portrayed.</li> <li>✓ Prepare clear and relevant questions.</li> <li>✓ Spontaneously glean added information not required by questions prepared.</li> <li>✓ exhibit the following in the debate: <ul style="list-style-type: none"> <li>a. information properly researched and explained</li> <li>b. sound arguments</li> <li>c. co-operative work</li> </ul> </li> <li>✓ Identify some of their strengths and limitations.</li> <li>✓ Show by their behaviour that they see some of the benefits of living by positive moral values.</li> <li>✓ Use appropriate image capturing device(s) and add these photos - grouped by religion - to the book, or use to create a multimedia presentation.</li> <li>✓ use digital drawing tools to explain their favourite stories,</li> <li>✓ research using the internet/electronic encyclopaedia on the ways in which members help improve life in their region</li> <li>✓ <i>Use available recording device to record concert for general class critique</i></li> <li>✓ do online/offline research and watch documentaries on the four major religions in the Caribbean</li> </ul>		

POINTS TO NOTE	EXTENDED LEARNING
<p>During the teaching learning process, teacher will encourage students to exhibit the following values and attitudes:</p> <ul style="list-style-type: none"> <li>• Courtesy, respect for all religions since they serve as guidelines for living</li> <li>• Co-operation</li> <li>• Sharing resources/information with classmates</li> <li>• Respect for others' opinions Excellence of manners or behaviours</li> <li>• Showing respect for teacher and each other in words and actions</li> <li>• Respect for beliefs, values and traditions of all religions/religious groups and for all people</li> <li>• Politeness</li> <li>• Respect for property</li> <li>• Citizenship – civic and national responsibility</li> <li>• Consideration for and cooperation with others.</li>   <li>• Consideration for others – sympathetic regard, not harming by speech or any bodily injury</li> <li>• Not damaging property</li> <li>• Politeness</li> <li>• Willingness to learn from unlikely persons or sources</li> <li>• Co-operation, team spirit, knowing one's capabilities</li> </ul> <p><b>Links with other subjects:</b>  Language Arts  Visual Arts  Drama  Music</p>	<ul style="list-style-type: none"> <li>✓ Field trips to various places of worship and resource centres where necessary.</li> <li>✓ Do research at the library or via the internet to find out in what ways world religions have helped to shape Caribbean society.</li> </ul>



Social Studies Civics	
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Recommended texts</li> <li>• Placard-making materials</li> <li>• Flipchart, digital recorder, pictures, diorama</li> <li>• Stories from holy books and oral traditions of each major religion</li> <li>• Related texts</li> <li>• Resource persons, songs, proverbs, scripture verses and other sayings.</li> <li>• Recommended texts</li> <li>• Plain white or coloured T-shirts (already owned if possible)</li> <li>• Non-bleeding markers of assorted colours, other decorating materials.</li> <li>• Internet, speakers, computer</li> <li>• Digital audio recordings /videos from sources mentioned</li> <li>• Possibility: “Hill and Gully Ride” programme from the Creative Production and Training Centre (CPTC).</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• belief systems, basic beliefs, countries of origin, Caribbean region, large concentrations, world religions, oral traditions, preserve, Christian denominations, Exploration, Sources, cultural heritage, effects/influence, skills, attitudes, moral values, structure of society, variety of forms of worship, motivate, right and wrong, laws of the land, established churches, indentured workers, missionaries, responsibility</li> </ul>

**Prior Learning**

Check that students can:

- ✓ Define the concept – World Religion
- ✓ Explain how the four major religions came to the Caribbean.
- ✓ Explain where the largest concentrations of each religion may be found and why Christianity is most widely practised.
- ✓ Distinguish between denominations within Christianity and between the Christian religion and other religious groups.
- ✓ Outline ways in which world religions have helped to shape Caribbean society




**About the Unit**

In this Unit students will learn about the origins of the Rastafari movement and of Revivalism. They will examine how, when, where and why these religious groups began and how to recognize followers of these groups in daily life. They will also learn how these groups have influenced Jamaican society.

**UNIT OF WORK GRADE 5 TERM 2 Unit 1**

<b>Focus Question 1:” How, when, where and why did the Rastafari Movement and Revivalism begin?”</b>	
<b>How Religions Adapted to Caribbean Life</b> <b>Sub theme: Religious Groups that Began in Jamaica</b>	
<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>
<b>Learning about Religions</b> <b>Beliefs and Teachings:</b> Examine origins, beliefs and practices of selected world religions and other religious groups.	<ul style="list-style-type: none"><li>• Investigate how events in the lives of outstanding religious persons motivated them and contributed to the founding of the Rastafari Movement and Revivalism.</li><li>• Define the term ‘indigenous’, and state from which major religion the indigenous religious groups took some of their practices.</li><li>• State the essential facts and identify places in Jamaica that are connected with the origin and initial development of Revivalism and Rastafari</li><li>• Begin to appreciate the diversity of sources from which the richness of our cultural heritage is derived.</li></ul>

	<ul style="list-style-type: none"> <li>Tell how major religions, as well as African and other traditional expressions, have contributed to the development of indigenous religious belief systems in Jamaica.</li> </ul>
<p><b>Practices and Life Styles:</b> Distinguish between key features of different faiths; including commonalities and differences (e.g. within the rites of passage) in an effort to gain insight into the nature of religion and what it means to be religious.</p>	<ul style="list-style-type: none"> <li>Analyze some of the skills, values, attitudes and religious practices which the immigrants brought with them to Jamaica.</li> <li>Demonstrate understanding of the nature of religion and how it is expressed specifically in the Jamaican community.</li> </ul>
<p><b>Expression and language:</b> Identify how people from different faiths express themselves. Acquire and develop those skills which will help them to demonstrate and appreciate their knowledge of these faiths.</p>	<ul style="list-style-type: none"> <li>Describe the places of worship of different religious groups and correctly use the names of these places in conversation.</li> <li>Draw conclusions about the different ways religious groups show loyalty and obedience to their faith.</li> </ul>
<p><b>Learning from religions:</b> <b>Identity and Experience:</b> Develop and exercise sensitivity and wisdom in their response to those people whose religious and other practices may be different from those with which they may be familiar.</p>	<ul style="list-style-type: none"> <li>Develop the ability to see another person's point of view and recognize and respect the right of others to their points of view.</li> <li>Identify the different denominations and sects within a religion, particularly those, which exist in the local community.</li> </ul>
<p><b>Meaning and Purpose:</b> Evaluate the role of religion in the lives of individuals, the family and society as they seek to find the meaning and purpose of life.</p>	<ul style="list-style-type: none"> <li>Identify religious symbols and rituals as used by indigenous religious groups in the Caribbean.</li> </ul>
<p><b>Values and Commitments:</b> Appreciate the importance of commitment and values to moral and /or religious principles.</p>	<ul style="list-style-type: none"> <li>Recognize how religious beliefs and practices are related to consequences in society.</li> </ul>
<p><b>Learning how religion influences change:</b> <b>Religions and how they adapted to Caribbean life:</b> Examine the traditional belief systems in Jamaica and the Caribbean, and the part that they have played in shaping the religious, cultural and social life of the region.</p>	<ul style="list-style-type: none"> <li>Name some of the commonalities that exist among different indigenous groups in Jamaica and value the richness of the contribution that indigenous groups make to Jamaican heritage.</li> </ul>
<p><b>Religion as an influence for change:</b> Examine the roles and functions of religious leaders in the process of nation building in Jamaican society and in the world over time.</p>	<ul style="list-style-type: none"> <li>Explain how the Christian beliefs and practices of prominent and other members of faiths have been used to shape Caribbean society.</li> <li>Discuss the roles that religious leaders have played in Jamaican society over time and how they have influenced change.</li> </ul>
<p><b>Religion and its influence on daily life:</b> Understand how religion can influence their daily lives and that this commitment can lead to the</p>	<ul style="list-style-type: none"> <li>Develop an insight into how religious beliefs affect the daily life of a person.</li> </ul>

betterment of their lives and that of their country and the world.		
<b>ICT Attainment Targets:</b>  <b>COMMUNICATION AND COLLABORATION</b> - Use technology to communicate ideas, information and understandings for a variety of purposes.  <b>DESIGNING AND PRODUCING</b> – Use technology to design and produce multimedia products to demonstrate their creative thinking.  <b>RESEARCH, CRITICAL THINKING AND DECISION MAKING</b> - Use technology to develop a logical process for decision making and problem solving. <b>DIGITAL CITIZENSHIP</b> - recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.		
<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b> <b>STUDENTS WILL:</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>View Ministry of Education and other DVDs or CDs produced in Jamaica/videos online/a digital presentation to explore the meaning of the concept indigenous religion and then, with teacher’s assistance, generate a simple outline of the basic beliefs of Rastafari and Revivalism.</li> <li>Identify commonalities within these indigenous religious groups.</li> <li>If familiar with any practices, tell the class about the modes of worship of religious groups identified, and then discuss these.</li> <li>Write /email (using class email created by teacher) a letter of request to the Jamaica Information Service (JIS) or the African Caribbean Institute inviting them to the school to show a video on the origins of Rastafari or Revivalism.</li> </ul>	<ul style="list-style-type: none"> <li>Define concept</li> <li>Identify indigenous religious groups</li> <li>Discriminate between beliefs</li> <li>Construct outlines</li> <li>Identify commonalities</li> <li>Discuss methods of worship</li> <li>Send email</li> <li>Write letters of invitation</li> </ul>	<ul style="list-style-type: none"> <li>Correct definition of the term indigenous religion and an accurate identification of the indigenous groups in their community.</li> <li>Accurate identification of commonalities within Rastafari and Revivalism</li> <li>Discussion about the modes of worship of the religious groups identified will give evidence of students understanding of concepts.</li> <li>Dub poems about information</li> </ul>

<ul style="list-style-type: none"> <li>• Invite resource persons (dressed in religious attire) from Revivalism and Rastafari to tell about their origins. Use recording device to capture the resource person's presentation and play back for class discussion or research and import pictures from online/offline sources to create a presentation on Revivalism and Rastafari.</li> <li>• Guided by the teacher, construct and ask questions of resource persons during discussion about the origins of these groups. Write and perform dub poetry to record their findings to date.</li> <li>• Visit the library or consult the internet to: <ul style="list-style-type: none"> <li>• Find further information explaining how, when, where and why each religious group began. (This should include ways in which major religions and African/other traditional expressions influenced the process.).</li> <li>• Research online or offline the outstanding personalities associated with each group e.g. Alexander Bedward and Leonard Howell</li> <li>• Compare information from resource persons with that which they gathered.</li> </ul> </li> <li>• In three groups, each using a different technique taken from the list below, portray the life of each personality researched: <ul style="list-style-type: none"> <li>• story strip viewer/panorama/a digital story.</li> <li>• Flip chart with story posters made by group members</li> </ul> </li> <li>• Dress as one of the personalities researched and tell his/her story from an autobiographical point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Compose/perform poems</li> <li>• Research history</li> <li>• Operate electronic device</li> <li>• Design and produce digital presentation</li> <li>• Create tables</li> <li>• Compare information</li> <li>• Make visual aids</li> <li>• Imitate characters</li> <li>• Plot and label maps</li> <li>• Summarize information/construct tables</li> </ul>	<p>received from resource persons accurately composed and performed.</p> <ul style="list-style-type: none"> <li>• Accurate comparison made by students between information received from resource persons and information gathered by them from research.</li> <li>• Completed visual aids accurately portray the life of each personality researched.</li> <li>• Accurate portrayal of the life story of each personality</li> <li>• Correctly labeled outline maps of Jamaica showing the important places connected with Rastafari and Revivalism.</li> <li>• Accurately completed table on how, when, where and why each religious group began.</li> </ul>
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<ul style="list-style-type: none"> <li>• Using outline maps of Jamaica, individually plot the important places connected with the origins of Revivalism and Rastafari, then label.</li> <li>• Summarize in tabular form all the information on how, when, where and why each religious group began.</li> </ul>		
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<p><b>Learning Outcomes</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>✓ Compile a list of indigenous religious groups.</li> <li>✓ Share information about modes of worship.</li> <li>✓ Accurately note information gathered from resource persons about religious groups.</li> <li>✓ Ask appropriate questions after viewing video and holding discussions with resource persons.</li> <li>✓ Record information correctly.</li> <li>✓ Make insightful comparison of information.</li> <li>✓ Compose and perform interesting and informative dub poems.</li> <li>✓ Creatively portray visually the history/beliefs of the indigenous religious groups?</li> <li>✓ Present accurate information in portrayals of religious content.</li> <li>✓ Plot and label maps correctly.</li> <li>✓ Give accurate and creative portrayals of personalities researched.</li> <li>✓ Complete table with all information gathered.</li> <li>✓ Communicate and collaborate safely online with peers/resource persons</li> <li>✓ Conduct research to obtain information on the beginning of specific religious groups</li> </ul>
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POINTS TO NOTE	EXTENDED LEARNING
<p><b>Teacher will encourage students to exhibit the following values as they participate in teaching/learning activities:</b></p> <ul style="list-style-type: none"> <li>• Respect for other people’s right to their views</li> <li>• Listening attentively to others</li> <li>• Empathy</li> <li>• Willingness to complete projects</li> <li>• Balanced use of time</li> <li>• Co-operation: willingness to work or act together to produce an effect</li> </ul> <p><b>Links to other subjects:</b> Language Arts Music</p> <ul style="list-style-type: none"> <li>• Encourage students to demonstrate their understanding of concepts of plagiarism and copyright, and how these apply to their own work</li> </ul>	<ul style="list-style-type: none"> <li>• Mount an Open Day display on the indigenous religious groups.</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Students’ own experiences, outline maps of Jamaica, resource persons costumes, poster/panorama – making materials, students’ visual aids, library resources, the internet, Ministry of Education and other DVDs, CDs (e.g. from the African Caribbean Institute of Jamaica), electronic device e.g. computer, DVD player, DVDs re indigenous religious groups, speakers and any other available resources.</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Religion, sect, spirit worship, spirit possession, unknown tongue, balm yard, mother, nine night, turban, ital, chalice, singing, Rasta, Ras Tafari, marijuana/herb, the establishment (‘Babylon’), I and I, salutation – peace and love</li> </ul>

**Prior Learning**

Check that students can:

- ✓ Identify and discuss circumstances surrounding the origins of Revivalism and Rastafari.

**UNIT OF WORK GRADE 5 TERM 2**
**Focus Question 2: “How can I recognize the followers of Rastafari and Revivalism?”**
**How Religions Adapted to Caribbean Life**
**Sub-theme: Religious Groups That Began in Jamaica**

ATTAINMENT TARGETS	OBJECTIVES
<p><b>1. Learning about religions</b></p> <ul style="list-style-type: none"> <li>• <b>Beliefs and Teachings:</b> Examine origins, beliefs and practices of selected world religions and other religious groups.</li> <li>• <b>Practices and Life Styles:</b> Distinguish between key features of different faiths; including commonalities and differences (e.g. within the rites of passage) in an effort to gain insight into the nature of religion and what it means to be religious.</li> <li>• <b>Expression and language:</b> Identify how people from different faiths express themselves, acquire and develop those skills which will help them to demonstrate and appreciate their knowledge of these faiths.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the ability to identify some practices by which indigenous religious groups in Jamaica may be recognized in everyday life</li> <li>• Analyze some of the skills, values, attitudes and religious practices which the immigrants brought with them to Jamaica.</li> <li>• Identify and give simple explanations for special garments, foods, symbols and rituals associated with indigenous religious celebrations/festivals/ceremonies in Jamaica</li> <li>• Show by their behaviour that they appreciate the variety of symbols, customs and practices among different religious groups.</li> <li>• Explain what it means to be a member of a particular religious community.</li> <li>• State some of the ways of being obedient to the Supreme Being, which are practiced by different indigenous religious groups in Jamaica</li> <li>• Explain what it means to be a member of a particular religious community.</li> <li>• Demonstrate an understanding of the nature of religion and how it is expressed especially in the Jamaican community.</li> </ul>



<p><b>2. Learning from religions</b></p> <ul style="list-style-type: none"> <li>• <b>Identity and Experience:</b> Develop and exercise sensitivity and wisdom in their response to those people whose religious and other practices may be different from those with which they may be familiar.</li> <li>• <b>Meaning and Purpose:</b> Evaluate the role of religion in the lives of individuals, the family and society as they seek to find the meaning and purpose of life.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify by sight the places of worship of different religious groups and correctly use the names of these places in conversation.</li> <li>• State from which major religion Rastafari and Revivalism took some of their practices and adapted them to Caribbean life.</li> <li>• Locate the places of worship of indigenous groups in the local community.</li> <li>• Describe the key features of some of the indigenous religious festivals in Jamaica and explain why they are celebrated.</li> <li>• Analyze ways in which religious customs and practices relating to dress, diet, sacred buildings, rest and worship influence society.</li> <li>• Show by their behaviour that they respect and respond positively to persons who have different points of view and/ or practices from their own.</li> </ul>
<p><b>3. Learning how religion influences change:</b></p> <ul style="list-style-type: none"> <li>• <b>Religions and how they adapted to Caribbean life:</b> Examine the traditional belief systems in Jamaica and the Caribbean and the part that they have played in shaping the religious, cultural and social life of the region.</li> <li>• <b>Religion as an influence for change:</b> Examine the roles and functions of religious leaders in the process of nation building in Jamaican society and in the world over time.</li> <li>• <b>Religion and its influence on daily life:</b> Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world</li> </ul>	<ul style="list-style-type: none"> <li>• Show by their behavior that they appreciate the variety of symbols, customs and practices among different religious groups.</li> <li>• Identify some of the religious celebrations that take place in Caribbean society.</li> <li>• Describe some of the ways of being obedient to the Supreme Being. which are practiced by different indigenous religious groups in Jamaica,</li> <li>• Discuss the roles that religious leaders have played in the Jamaican society and how they have influenced change.</li> <li>• Identify moral values which guide the lives of religious people</li> <li>• Show by their behaviour that they respect and respond positively to persons who have different points of view and/or practices from their own.</li> <li>• Develop an insight into how religious beliefs affect the daily life of a person.</li> <li>• Identify some practices by which indigenous religious groups in Jamaica may be recognized in everyday life.</li> <li>• Identify some places of pilgrimage important to indigenous religious groups in Jamaica, and describe some of the practices related to them.</li> </ul>

**ICT Attainment Targets:**

- 🖨 **COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas, information and understandings for a variety of purposes.
- 🖨 **DESIGNING AND PRODUCING** – Use technology to design and produce multimedia products to demonstrate their creative thinking.
- 🖨 **RESEARCH, CRITICAL THINKING AND DECISION MAKING**- Use technology to develop a logical process for decision making and problem solving.
- 🖨 **DIGITAL CITIZENSHIP** - recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<ul style="list-style-type: none"> <li>• In pairs, discuss, write description of /illustrate the types of dress worn by resource persons from the indigenous groups who visited the school previously, or whom they have observed elsewhere.</li> <li>• Visit the school/local library, the African Caribbean Institute of Jamaica, or watch Ministry of Education or other video to collect information on dress, food, signs and symbols, basic beliefs, festivals and celebrations of each indigenous group. Try to discover the significance of each. Record their findings in:               <ul style="list-style-type: none"> <li>(a) A class religious fashion magazine pointing out distinguishing features of each group.</li> <li>(b) A class culture magazine containing recipes, explanatory articles, clippings from publications etc.</li> </ul> </li> <li>• Draw or use electronic tools to create the various symbols associated with each group and give a brief explanation of the significance of each. Explain each symbol and its meaning to the class.</li> <li>• Identify on a grid, commonalities among Rastafari and Revivalism. Include holy books, worship, and beliefs in the Supreme Being etc.</li> <li>• Construct another grid to illustrate differences by which these</li> </ul>	<ul style="list-style-type: none"> <li>• Recall information</li> <li>• Write short description</li> <li>• Draw</li> <li>• Read, view to gather information</li> <li>• Research information</li> <li>• Synthesize/collate information</li> <li>• Illustrate/explain</li> <li>• Create graphics</li> <li>• Construct a grid</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate description/drawings of religious attire worn by resource persons from indigenous groups.</li> <li>• Accurate record of findings on information gathered from visits to resource centres and use of electronic and other resources gives evidence of understanding of concepts taught.</li> <li>• Check that students can accurately draw each symbol, explain its significance and associate each with the relevant religious group.</li> <li>• Grids created and displayed, correctly showing the commonalities and differences of between Rastafari and Revivalism.</li> <li>• Accurate list made of the morals and values contained in religious</li> </ul>

<p>groups may be recognized</p> <ul style="list-style-type: none"> <li>Listen to religious stories/anecdotes from CDs/DVDS or other sources and identify morals and values contained in them which indigenous religious groups consider important. Discuss daily life situations in which members of these groups apply the values identified.</li> </ul> <p><b>Teacher and students will:</b></p> <p>(a) Identify the peculiar features by which the places of worship of indigenous groups may be recognized.</p> <p>(b) Connect these features with the symbols examined earlier.</p> <p>(c) Draw and/or write/post using class blog paragraphs describing the places of worship of each indigenous religious group, or create a class blog about places of worship of indigenous groups and post on class websites.</p>	<ul style="list-style-type: none"> <li>Listen to stories</li> <li>Identify morals and values/collate information</li> <li>Identify peculiarities</li> <li>Draw illustrations/write paragraphs/create document</li> </ul>	<p>stories to which they have listened.</p> <ul style="list-style-type: none"> <li>Appropriate situations outlined in which morals and values are applied in daily life.</li> <li>Features correctly identified by which the places of worship of indigenous religious groups may be recognized.</li> <li>Paragraphs written and illustrations drawn show evidence that students can accurately describe the places of worship of each indigenous religious group.</li> </ul>
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<p><b>Learning Outcomes</b>  <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>✓ Write clear and concise descriptions or do drawings of the various styles of dress of each group.</li> <li>✓ Research and accurately/creatively record information on food, signs, symbols etc., in the class magazines.</li> <li>✓ Use electronic drawing tools to draw the symbols recognizably.</li> <li>✓ Accurately and concisely explain the significance of the symbols.</li> <li>✓ Construct accurate and adequate grids using available software to bring out/ illustrate all the commonalities and differences between religious groups.</li> <li>✓ Identify distinguishing features of each religious group.</li> <li>✓ Listen to stories; recognize the moral and values of the sect.</li> <li>✓ Identify how these morals and values are applied.</li> <li>✓ Describe accurately the places of worship examined.</li> <li>✓ Point out features by which places of worship may be identified.</li> </ul>	
<p><b>POINTS TO NOTE</b></p> <p><b>Teacher will encourage pupils to exhibit the following values as they participate in teaching learning activities:</b></p> <ul style="list-style-type: none"> <li>• Self - knowledge</li> <li>• Spirit of inquiry</li> <li>• Respect for the beliefs and practices of others</li> <li>• Willingness to listen to each other</li> <li>• Openness to different forms of worship</li> <li>• Willingness to complete assigned tasks</li> </ul> <p><b>Links with other subjects:</b>  Civics  Visual Arts  Language arts</p>	<p><b>EXTENDED LEARNING</b></p> <ul style="list-style-type: none"> <li>• Research to find out if there are any other indigenous religions in Jamaica that were not mentioned.</li> </ul>

<p><b>Resources</b></p> <p>Resource person Pictures/drawings of symbols Newspaper/magazine clippings Samples of Religious dress Video recordings Photographs Drawings/colouring materials Paintings Electronic device e.g. computer DVD player and any other available technologies DVDs of indigenous religious groups Speakers Internet</p>	<p><b>Key vocabulary</b></p> <p>Shepherd, flock, captain, headgear, Bedwardism, chanting, dancing, jah, dread, repatriation, trance, drum, Rastafari. Revivalism, Nyabingi, indigenous, rituals</p>
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**Prior Learning**

Check that students can:

- ✓ Tell how, when, where and why the Rastafari movement and Revivalism began.
- ✓ Recognize the followers of Rastafari and Revivalism in daily life.

**UNIT OF WORK GRADE 5 TERM 2****Focus Question 3: “How have religious groups that began in Jamaica influenced the society?”**

<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>
<p><b>1. Learning about religions</b></p> <ul style="list-style-type: none"> <li>• <b>Practices and Life Styles:</b> Distinguish between key features of different faiths - including commonalities and differences - in an effort to gain insight into the nature of religion and what it means to be religious.</li> <li>• <b>Expression and language:</b> Identify how people from different faiths express themselves. Acquire and develop those skills which will help them to demonstrate and appreciate their knowledge of these faiths.</li> </ul>	<ul style="list-style-type: none"> <li>• Show by their behaviour that they value the richness of the contribution made by indigenous religious practices to Jamaican heritage.</li> <li>• Describe the place of worship of different religious groups and correctly use the names of these places in conversation.</li> </ul>
<p><b>2. Learning from religions</b></p> <ul style="list-style-type: none"> <li>• <b>Identity and Experience:</b> Develop and exercise sensitivity and wisdom in their response to those people whose religious and other practices may be different from those with which they may be familiar.</li> <li>• <b>Meaning and Purpose:</b> Evaluate the role of religion in the lives of individuals, the family and society as they seek to find the meaning and purpose of life.</li> <li>• <b>Values and Commitments:</b> Appreciate the importance of commitment and values to moral and /or religious principles</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the religious practices that take place in Caribbean society.</li> <li>• Explore ways in which the religious groups being studied act as motivating factors, which influence every area of human life.</li> <li>• Recognise how religious beliefs and practices are related to consequences in society.</li> <li>• Demonstrate awareness of ways in which the variety of forms of worship in Jamaica enriches the country’s culture.</li> </ul>
<p><b>3. Learning how religion influences change</b></p> <ul style="list-style-type: none"> <li>• <b>Religions and how they adapted to Caribbean life:</b> Examine the</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and analyse ways in which indigenous religious customs</li> </ul>

<p>traditional belief systems within Jamaica and the Caribbean and the part that they have played in shaping the religious, cultural and social life of the region.</p>	<p>and practices relating to dress, diet, sacred buildings, rest and worship influence society.</p>	
<p><b>ICT Attainment Targets:</b></p> <ul style="list-style-type: none"> <li> <b>COMMUNICATION AND COLLABORATION</b> - Use technology to communicate ideas, information and understandings for a variety of purposes.</li> <li> <b>DESIGNING AND PRODUCING</b> – Use technology to design and produce multimedia products to demonstrate their creative thinking.</li> <li> <b>RESEARCH, CRITICAL THINKING AND DECISION MAKING</b>- Use technology to develop a logical process for decision making and problem solving.</li> <li><b>DIGITAL CITIZENSHIP</b> - recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.</li> </ul>		
<p><b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b> <b>STUDENTS WILL:</b></p>	<p><b>KEY SKILLS</b></p>	<p><b>ASSESSMENT</b></p>
<ul style="list-style-type: none"> <li>• Examine the influences of indigenous religious groups on the society under the following headings:</li> <li>• places of worship</li> <li>• dress</li> <li>• music</li> <li>• food</li> <li>• language</li> <li>• art and craft</li> <li>• rites/rituals</li> <li>•</li> </ul> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>- get samples of dress (used for everyday wear and special occasions)</li> <li>- prepare food used by specific groups</li> <li>- discover and analyze key terms used in religious language</li> <li>- identify and examine music videos/listen to songs and identify those: <ul style="list-style-type: none"> <li>(a) songs used by indigenous groups for worship and</li> <li>(b) songs composed and performed commercially by prominent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate and record information from samples collected</li> <li>• Describe and analyze peculiarities</li> <li>• Analyze lyrics</li> <li>• Discriminate between objects</li> <li>• Make inferences</li> <li>• Consult resource persons</li> <li>• Draw reasoned conclusions</li> <li>• Illustrate information/ideas</li> <li>• Define terms</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate description and analysis of peculiarities that they have encountered about their religious language.</li> <li>• A cartoon strip created that depicts how society is influenced by the indigenous religious groups.</li> <li>• Evaluate the dictionary of terms compiled with the meanings of these terms as used by each indigenous religious group.</li> <li>• Assess record of information used and conclusions drawn</li> </ul>

<p>members of these groups.</p> <ul style="list-style-type: none"> <li>- Identify and discuss the values taught by these lyrics.</li> <li>- collect art and craft produced by indigenous groups</li> <li>- examine newspapers or electronic media for pictures and articles showing how these groups influence society</li> <li>- Examine material in stores (e.g. T-shirts and books) which reflect their beliefs, practices and values. (Consult resource persons as needed.)</li> </ul> <ul style="list-style-type: none"> <li>• Discuss how society is influenced by indigenous religious groups with reference to information obtained/examined in activity # 1. Draw cartoons depicting influences. This will appeal to boys' learning styles.</li> <li>• Use appropriate text editing software to compile a dictionary of terms with their meanings as used by each indigenous religious group.</li> <li>• Use various electronic sources such as online newspapers to conduct a research and hold a panel discussion on the topic: "Indigenous Religious Expressions Contribute Very Little to Our Culture".</li> <li>• Mount an exhibition containing: a scrap book, recipe book, book of symbols (with explanations), dictionary of terms, articles of dress, food, art and craft, photographs of places of worship and burial sites a digital story about the indigenous religious groups etc. Invite the rest of the school population to view.</li> </ul>	<ul style="list-style-type: none"> <li>• Debate topic</li> <li>• Compile scrapbook etc.</li> <li>• Mount a display</li> <li>• Use word processing software</li> <li>• Use digital recording devices</li> <li>• Collate information</li> <li>• Mount displays</li> <li>• Collaborate</li> </ul>	<p>from debate.</p>
<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Utilize appropriate information and make insightful interpretations during panel discussion about the contribution of indigenous religious groups to culture.</li> <li>✓ Compile a dictionary with alphabetical ordering and adequate meaning re religious content being depicted.</li> <li>✓ Mount neat, creative and informative displays highlighting various aspects of indigenous religious groups.</li> </ul>		



<p>✓ Work collaboratively to create multimedia products about the indigenous religious groups.</p>	
<p><b>POINTS TO NOTE</b></p> <p><b>Teacher will encourage pupils to exhibit the following values as they participate in teaching learning activities:</b></p> <ul style="list-style-type: none"> <li>• The willingness to share information</li> <li>• Show respect for others’ right to their own beliefs and practices</li> <li>• Foster consideration for others</li> <li>• Co-operation with others</li> </ul> <p>Links to other subject areas:            Music            Visual Arts            Social Studies            Civics</p>	<p><b>EXTENDED LEARNING</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>✓ Embark on educational tours to data enriched institutions (library, place of worship, etc.) to gather information about how the religious groups that began in Jamaica influenced the society.</li> <li>✓ Engage in additional reading at the library and on the internet.</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Texts containing Jamaican creole words/phrases</li> <li>• Resource persons</li> <li>• Newspaper clippings</li> <li>• Handouts</li> <li>• Cartridge paper</li> <li>• Markers</li> <li>• Pictures</li> <li>• Other display – mounting materials</li> <li>• Computer</li> <li>• Internet</li> <li>• DVD/CD player</li> <li>• speakers</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Syncretism, spirit possession, unknown tongue, balm yard, mother, nine night, turban, ital., chalice, singing, Rasta, Rastafari, marijuana/herb, the establishment (‘Babylon’), I and I, salutation – peace and love, ancestral worship, denomination, Revivalism, Spirits, Shepherd, Flock, Captain, Headgear, Bedwardism, Chanting, Dancing, Jah, Dread, repatriation /trance, drum</li> </ul>

**Prior Learning**

Check that students can:

- ✓ Identify the indigenous religious groups in Jamaica.
- ✓ Explain some ways in which indigenous religious groups influence society.
- ✓ Discuss major teachings/origins of the Indigenous religious groups in Jamaica.

**About the Unit**


In this Unit students will learn about religious groups that began in other Caribbean countries, the major religion to which they are connected and the areas of largest concentration of members of these groups.

Students will also learn about some commonalities existing among practices within Orisha, Santeria, Shouter/Spiritual Baptists and Voodoo. They will learn to distinguish between these groups, as well as to make distinctions between these groups and indigenous religious groups found in Jamaica.

**UNIT OF WORK GRADE 5 TERM 3**

<b>Focus Question 1: “How, when, where and why did Orisha, Santeria Shouter/Spiritual Baptists and Voodoo begin?”</b>	
<b>How Religions Adapted to Caribbean Life</b>	
<b>Sub Theme: Religious groups that began in other Caribbean countries</b>	
<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>
<b>1. Learning about Religions</b> <ul style="list-style-type: none"> <li>• <b>Beliefs and Teachings:</b> Examine the origins, beliefs, and practices of selected world religions and other religious groups.</li> </ul>	<ul style="list-style-type: none"> <li>• State the essential facts associated with the origins and initial development of Orisha, Santeria, Shouter/Spiritual Baptists and Voodoo.</li> <li>• Investigate how events in the lives of outstanding religious persons motivated them and contributed to the founding of selected religions and/or religious groups.</li> <li>• Discuss how Indigenous religious groups of the Caribbean have helped to shape the Caribbean society.</li> <li>• Develop the awareness that sacred writings, stories, history and oral traditions play a role in preserving religious beliefs and practices.</li> <li>• Identify some of the indigenous religious groups present in other Caribbean territories, and name some of the territories in which they exist.</li> <li>• Identify the major religions and other sources from which indigenous religious groups in the Caribbean originate.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Practices and Life Styles:</b> Distinguish between key features of different faiths; including commonalities and differences (e.g. within the rites of passage) in an effort to gain insight into the nature of religion and what it means to be religious.</li> <li>• <b>Expression and Language:</b> Identify how people from different faiths express themselves. Acquire and develop those skills which will help them to demonstrate and appreciate their knowledge of these faiths.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify places in the Caribbean where large concentrations of major religions and indigenous religious groups may be found.</li> <li>• Describe the people and places in the Caribbean that are important to each indigenous religious group.</li> <li>• Name some of the commonalities that exist among different indigenous religious groups in Jamaica and the different Caribbean territories.</li> <li>• Identify the special garments, foods, symbols and rituals associated with indigenous religious celebrations/festivals/ceremonies.</li> <li>• Show by their behaviour that they appreciate the variety of symbols, customs and practices among different religious groups in the Caribbean.</li> <li>• Demonstrate an understanding of the nature of religion and how it is expressed in the Caribbean community.</li> <li>• Develop the ability to identify the practices by which indigenous religious groups the Caribbean may be recognized.</li> <li>• Distinguish between the different ways religious groups show obedience to their Supreme Being.</li> <li>• Describe the places of worship of different groups and correctly use the names of these places in conversation.</li> </ul>
<p><b>2. Learning From Religion</b></p> <ul style="list-style-type: none"> <li>• <b>Identity and Experience:</b> Develop and exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Show by their behaviour that they value the richness of the cultural and religious</li> </ul>

<p>sensitivity and wisdom in their response to those people whose religious practices may be different from those with which they may be familiar.</p> <ul style="list-style-type: none"> <li>• <b>Meaning and Purpose:</b> Evaluate the role of religion in the lives of individuals, the family and society as they seek to find the meaning and purpose of life.</li> </ul>	<p>blend present in the Caribbean.</p> <ul style="list-style-type: none"> <li>• Investigate the similarities between any two of the Indigenous religious in the Caribbean.</li> <li>• Examine how Indigenous religions in the Caribbean have impacted the lives of its followers and the wider society.</li> </ul>
<p><b>3. Learning how Religion Influences Change.</b></p> <ul style="list-style-type: none"> <li>• <b>Religions and how they adapted to Caribbean life:</b> Examine the traditional belief systems in Jamaica and the Caribbean and the part that they have played in shaping the religious, cultural and social life of the region.</li> <li>• <b>Religion and its influence on daily life:</b> Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the Indigenous religious groups of the Caribbean with the major religions as it relates to their beliefs.</li> <li>• Outline ways in which the Caribbean ways of Life have adopted from the belief system of Indigenous Religions of the Caribbean.</li> <li>• Name some of the Caribbean territories in which indigenous religious groups exist.</li> <li>• Examine how Indigenous Religions in the Caribbean have impacted the lives of its followers and the wider society.</li> </ul>
<p><b>ICT Attainment Targets:</b></p> <p> <b>RESEARCH, CRITICAL THINKING AND DECISION MAKING-</b> Use technology to develop a logical process for decision making and problem solving.</p> <p><b>DIGITAL CITIZENSHIP</b> - recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.</p>	
<p><b>POINTS TO NOTE</b></p>	<p><b>EXTENDED LEARNING</b></p>
<ul style="list-style-type: none"> <li>• During the teaching/learning process teacher will encourage students to</li> </ul>	<ul style="list-style-type: none"> <li>• Collect pictures reflecting different aspects of the practices of indigenous religious groups.</li> <li>• Write an article for the <b>Children’s Own</b> on the origin of the Indigenous religious groups of the Caribbean.</li> </ul>

<p>display the following values:</p> <ul style="list-style-type: none"> <li>- Spirit of inquiry</li> <li>- Courtesy</li> <li>- Respect for the beliefs and practices of others</li> <li>- Co-operation</li> <li>- Respect for and willingness to see other people's views</li> <li>- Confidence in their ideas</li> <li>- Empathy</li> <li>- Honesty and fair play</li> <li>- Expressing differences of opinion without confrontation</li> </ul> <p><b>Links to other subjects:</b>  Visual Arts  Language arts  Social Studies</p> <p>Remind students to:</p> <ul style="list-style-type: none"> <li>• Demonstrate their understanding of concepts of plagiarism and copyright, and how these apply to their own work</li> <li>• Recognise and acknowledge the owners or creators of digital materials and encourage others to do so</li> <li>• Follow guidelines to promote healthy use of ICT tools</li> </ul>	
<p><b>Resources</b>  Sankeralli, Burton, ed. <u>At the Crossroads. African Caribbean Religion and</u></p>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Christianization, Orisha, Santeria, Voodoo, Shouter Baptist, Spiritual Baptists, Holy Spirit, ancestral worship, Catholicism, Roman Catholicism, African religions, African</li> </ul>

<p><u>Christianity.</u></p> <p>Jones, Esmor. <u>The West Indies and the World – Caribbean Social Studies for Secondary Schools, Book 3.</u></p> <p>Bisnauth, Dale. <u>History of Religions in the Caribbean.</u></p> <p>Hand-outs</p> <p>The internet and other available audio-visual materials.</p> <p>Large outline map of the Caribbean</p> <p>Recommended source material</p> <p>Content previously studied and discussed.</p> <p>Brereton, Bridget. <u>Social Life on the Caribbean 1838-1938.</u></p> <p><u>Caribbean Indigenous Religious Expressions: Spiritual Baptists, Orisha, Voodoo,</u> Ministry of Education video</p> <p>Electronic devices, e.g. computer</p> <p>DVD player</p> <p>DVDs of indigenous religious groups</p> <p>Speakers</p> <p>Internet</p>	<p>beliefs/traditional beliefs, Olrun/Olodumare, Regla de Osha.</p> <p><a href="https://www.youtube.com/watch?v=9GPn1eoh4UI&amp;lc=UgzlOPvjMW26TKz0sDR4AaABAg">https://www.youtube.com/watch?v=9GPn1eoh4UI&amp;lc=UgzlOPvjMW26TKz0sDR4AaABAg</a></p>
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**Prior Learning**

Check that students can:

- ✓ Identify some of the indigenous religious groups present in other Caribbean territories.
- ✓ Identify the major religions and the sources from which indigenous groups in the Caribbean originate.
- ✓ Identify places in the Caribbean where large concentrations of major religions and indigenous religious groups may be found.

**UNIT OF WORK GRADE 5 TERM 3**

**Focus Question 2: “What are some of the practices of Orisha, Santeria, Shouter/Spiritual Baptists and Voodoo, and what do they have in common?”**

ATTAINMENT TARGETS	OBJECTIVES
<p><b>1. Learning about Religions.</b></p> <ul style="list-style-type: none"> <li>• <b>Beliefs and Teachings:</b> Examine origins, beliefs and practices of selected world religions and other religious groups.</li>   <li>• <b>Practices and Life Styles:</b> Distinguish between key features of different faiths; including commonalities and differences (including within the rites of passage) in an effort to gain insight into the nature of religion and what it means to be religious.</li>   <li>• <b>Expression and Language:</b> Identify how people from</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the major religions and other sources from which indigenous religious groups in the Caribbean originate.</li> <li>• Develop the ability to identify some practices by which indigenous religious groups in the Caribbean may be recognized in everyday life.</li>   <li>• Name some of the commonalities that exist among different indigenous religious groups in other Caribbean territories.</li> <li>• Investigate when, where and why Orisha, Santeria, Shouter/ Spiritual Baptist and Voodoo worship/ festivals take place.</li> <li>• Discuss basic activities that take place (e.g. in worship services and prayer meetings) as people within the community practice their faith.</li> <li>• Develop the ability to identify the practices by which indigenous religious groups in the Caribbean may be recognized.</li> <li>• Analyze specific practices which are peculiar to a particular religious group.</li> <li>• Identify the special garments, foods, symbols and rituals associated with indigenous religious celebrations/festivals/ceremonies.</li>   <li>• Explore the nature of religion and how it is expressed in Caribbean communities.</li> </ul>

<p>different faiths express themselves. Acquire and develop those skills which will help them to demonstrate and appreciate their knowledge of these faiths.</p>	<ul style="list-style-type: none"> <li>• Distinguish between the different ways religious groups show obedience to their Supreme Being.</li> <li>• Display an understanding of the nature of religion and how it is expressed in the Caribbean community.</li> <li>• Show by their behaviour that they appreciate the variety of symbols, customs and practices present among the different Indigenous religious groups in the Caribbean.</li> <li>• Show by their behaviour that they value the richness of the cultural and religious blend present in the Caribbean.</li> </ul>
<p><b>2. Learning from Religion</b></p> <ul style="list-style-type: none"> <li>• <b>Identity and Experience:</b> Develop and exercise sensitivity and wisdom in their response to those people whose religious practices may be different from those with which they may be familiar.</li> <li>• <b>Values and Commitment:</b> Appreciate the importance of commitment to moral values and/or religious principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between the different ways Indigenous religious groups show obedience to their Supreme Being.</li> <li>• Recognize and respect the rights of others to have different religious points of view.</li> <li>• Value the richness of the contribution made by indigenous religious practices to the Caribbean.</li> </ul>
<p><b>3. Learning how Religion Influences Change.</b></p> <ul style="list-style-type: none"> <li>• <b>Religion as an Influence for Change:</b> Examine the roles and functions of religious leaders in the process of nation building in Jamaican society and in the world over time.</li> <li>• <b>Religion and its influence on daily life:</b> Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate how religious practises, that our ancestors brought with them to the Caribbean affected/impacted the society.</li> <li>• Develop an insight into how religious beliefs affect the daily life of a person.</li> </ul>



lives and that of their country and the world.

**ICT Attainment Targets:**

- 🖨 **COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas, information and understandings for a variety of purposes.
- 🖨 **RESEARCH, CRITICAL THINKING AND DECISION MAKING**- Use technology to develop a logical process for decision making and problem solving.
- DIGITAL CITIZENSHIP** - recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<ul style="list-style-type: none"> <li>• <b>Either:</b> Conduct a video conference with resource persons from the African Caribbean Institute of Jamaica and/ or from the High Commissions of Haiti and Trinidad &amp; Tobago or invite them to a question and answer session about the various indigenous religious groups in their countries (some questions prepared beforehand, others asked spontaneously).</li> <li><b>Or:</b> Invite other persons who have lived and worked in the countries named to share what they know about how, when, where and why worship and festivals take place. Record the information. Questions will need to focus on some of the practices of Orisha, Santeria, Shouter/Spiritual Baptists and Voodoo, and what they have in common. Information could be shared via class email/wiki/blog</li> <li>• Watch a video / view pictures that represent some of the various religious ceremonies and then engage in an inter class essay competition describing what they saw and heard.</li> <li>• Connect with e-pals who live/have lived and worked in the countries named</li> </ul>	<ul style="list-style-type: none"> <li>• Write letters of invitation</li> <li>• Listen/ask questions</li> <li>• Recall and share information</li> <li>• Participate in shared/guided video conferencing</li> <li>• Record information</li> <li>• Read comments posted</li> </ul>	<ul style="list-style-type: none"> <li>• Questions constructed relevant to the indigenous religions studied</li> <li>• Accuracy in details based on information shared</li> <li>• Accuracy in describing and sharing knowledge on ceremonies viewed.</li> </ul>

<p>to share how, when, where and why worship and festivals take place in their country.</p> <ul style="list-style-type: none"> <li>In small groups, visit the library and prepare a research paper on the similarities and differences between the four indigenous religious groups of the Caribbean and the major world religions.</li> </ul>	<ul style="list-style-type: none"> <li>Observe/draw pictures</li> <li>Send and receive emails</li> <li>Conduct research in groups</li> </ul>	<ul style="list-style-type: none"> <li>Accurate information shared about findings similarities and differences between indigenous religious groups and the major world religions.</li> </ul>
<ul style="list-style-type: none"> <li>In class, discuss with the teacher's assistance, the skills, attitudes, values and practices which the ancestors of persons in Indigenous religious groups brought with them to the Caribbean. Distinguish, where appropriate, between ways groups show obedience to their Supreme Being. Create a short dub poem about the findings.</li> <li>In groups make a mini scrap book and use short paragraphs to describe the attire of the leaders and members of the various indigenous religious groups. Compare (orally) these religious groups with similar groups in Jamaica.</li> <li>Make 'did-you-know' posters to highlight the similarities between Spiritual Baptists, Orisha, Santeria and Voodoo, and mount them around the classroom.</li> <li>Make additions to dictionary/glossary of terms associated with religious groups (dictionary/glossary was started in term 2 Focus Question 3).</li> <li>Identify and draw illustrations of signs and symbols associated with each indigenous religious group. Include foods used and the symbolism of these. Extend dictionary/glossary to include these with captions.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to discussion</li> <li>Create dub poem</li> <li>Make comparisons</li> <li>Describe attire</li> <li>Compiling pictures</li> <li>Display information</li> <li>Compile terms for dictionary /glossary</li> <li>Define and explain/ discriminate between religious signs/symbols</li> <li>Voluntarily share thoughts</li> </ul>	<ul style="list-style-type: none"> <li>Dub poem containing accurate information about skills, attitudes, values and practices brought to the Caribbean.</li> <li>Accurate descriptions of the attire of the indigenous religious leaders in the Caribbean and of members of these groups.</li> <li>Accurate oral comparisons with similar groups in Jamaica.</li> <li>Creation of 'Did-you-know' posters re: similarities between Orisha, Santeria, Spiritual Baptists and Voodoo</li> <li>Terms compiled within dictionary/ glossary</li> <li>Correct drawings of signs and symbols indigenous religious groups.</li> </ul>

<ul style="list-style-type: none"> <li>• Make journal entries re their discoveries and impressions concerning indigenous religious groups in Jamaica and the Caribbean. Share some of these anonymously with class via an Impression Box.</li> <li>• Participate in a 'Challenge Quiz' based on the information covered during the year about the religious groups during the year (class is divided into groups whose members are rotated on the quiz panel)</li> </ul>	<ul style="list-style-type: none"> <li>• Recall</li> </ul>	<ul style="list-style-type: none"> <li>• Journal entries made and shared regarding discoveries and impressions of indigenous religious groups in the Caribbean.</li> <li>• Oral responses to 'Challenge Quiz' give evidence of concepts understood.</li> </ul>
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<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Ask relevant and well-worded questions.</li> <li>✓ Extract accurate information by listening, observing, participating during class discussions and viewing a video.</li> <li>✓ Draw pictures which were accurate representations of religious ceremonies.</li> <li>✓ Extract relevant information in the research activity from websites and other electronic devices.</li> <li>✓ Construct creative 'did you know' posters which give important information about indigenous religious groups.</li> <li>✓ Make insightful and accurate comparisons in SJE</li> <li>✓ Complete a dictionary/glossary of relevant terms, of signs/symbols and their correct meanings/significance</li> <li>✓ Give correct representations of signs and symbols used by indigenous religious groups.</li> <li>✓ Share thoughts frankly, precisely and unselfconsciously.</li> <li>✓ Play a competitive game honestly and with minimum conflict.</li> <li>✓ Give information about the practices of Orisha, Santeria, Spiritual Baptists and Voodoo that is at least 70% accurate.</li> <li>✓ Display a much greater respect for the diverse beliefs and practices about which they learned.</li> </ul> <p>Communicate and collaborate safely with e-pals about religious worship and festivals.</p>
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POINTS TO NOTE	EXTENDED LEARNING
<ul style="list-style-type: none"> <li>• Teacher will encourage students to exhibit the following values during the teaching learning process: <ul style="list-style-type: none"> <li>- A spirit of inquiry</li> <li>- Courtesy</li> <li>- Cooperation</li> <li>- Respect for the beliefs and practices of others</li> <li>- Willingness to see another point of view</li> <li>- Cooperation</li> <li>- Acceptance of the worth of others and their right to their beliefs and practices</li> </ul> </li>   <li>• Willingness to: <ul style="list-style-type: none"> <li>- admit to being wrong about the beliefs and practices of others</li> <li>- research/collate information</li> <li>- accept and appreciate the creative efforts of others</li> <li>- participate in class activities</li> <li>- develop self-worth/ appreciation of one's creative capabilities</li> <li>- develop a spirit of inquiry</li> <li>- work in groups</li> <li>- express one's innermost thoughts honestly</li> <li>- Co-operation</li> </ul> </li> </ul> <p><b>Links with other subjects:</b>  Social Studies  Visual Arts  Language Arts  Civics</p> <p>Remind students to demonstrate safe, respectful, responsible and</p>	<ul style="list-style-type: none"> <li>• Search the internet for added information about indigenous religious expressions in the Caribbean. Check with teacher and or qualified resource persons to ascertain the accuracy of material found.</li> </ul>

clear online communication	
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Resource person(s), pictures/ videos/ video clips, resources in school/public library, books/stories, poster-making materials, dictionary of the English language, information gathered by pupils during the term.</li> <li>• Electronic device e.g. computer and any other available technologies</li> <li>• Internet</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Priest/Priestess, ceremony, traditional rites, creed, Holy Spirit, ancestral worship, zombie, the dead, drum, African spirits/spirit possession, “adoption” /vocal rhythm system, saints, loas (spirits), sacrifices, invocation, santeros, santeras, charms, herbs, potions</li> </ul>

## GLOSSARY OF TERMS

<b>Adhan</b>	<b>The Muslim call to prayer</b>
<b>Bimah</b>	Desk or platform from which the Torah is read
<b>Font</b>	Receptacle that holds the water for Infant Baptism
<b>Moksha</b>	Liberation from karma and samskara
<b>Shahadah</b>	Muslim declaration of Faith
<b>Samskara</b>	Stages of life in Hinduism
<b>Sect</b>	Deviation from the original norm of a religion
<b>Aum</b>	The Hindu sacred syllable and symbol
<b>Cantor</b>	Song leader in the synagogue
<b>Chanukkah</b>	Jewish festival of lights
<b>Du'a</b>	Personal prayers in Islam
<b>Guru</b>	Holy teacher/leader
<b>Imam</b>	Prayer leader in Islam
<b>Minyan</b>	Ten Jewish men
<b>Mezuzah</b>	A collection of Torah passages attached to doorposts of Jewish homes
<b>Niyama</b>	Individual discipline in Hinduism

<b>Yama</b>	Social discipline in Hinduism
<b>Yom Kippur</b>	Jewish day of Atonement
<b>Wudu</b>	Ritual washing before prayer in Islam
<b>Celibacy</b>	Abstinence from sexual relations
<b>Khalifa</b>	Muslim Steward
<b>Homophobia</b>	The fear, dislike or prejudice against homosexual behaviour

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# APPENDICES

## NATIONAL STANDARDS CURRICULUM GLOSSARY OF TERMS

TERMS	DEFINITIONS
Range of Content	Provides an overview of the concepts, knowledge, skills and attitudes that will be developed in a unit of study.
About the Unit	Gives a brief overview of the content, skills and methodology that are covered/ used in the unit as well as the attitudes to be developed.
Standards	Statements that explain what all students are expected to know and be able to do in different content areas by the end of a course of study e.g. by the end of period spanning Grades 4 - 9.
Attainment Targets	An attainment target is a desired or expected level of performance at the end of a course of work, within a given/specified teaching-learning period. Attainment targets identify the knowledge, skills and understanding which students of different abilities and maturities are expected to have by the end of each Grade. It is the standard that we expect the majority of children to achieve by the end of the grade.
Benchmarks	Behaviours students are expected to exhibit at different stages of development and age/grade levels.
Theme/Strands	Unifying idea that recurs throughout a course of study and around which content, concepts and skills are developed.
Prior Learning	It is what students are expected to already know through learning and experience about a topic or a kind of text.

Specific Objectives	Specific objectives state what the student is expected to know or understand as a result of the learning experience. The specific objective is usually framed in the areas of the knowledge, skills and attitudes that the students are expected to achieve. Specific objectives tell us what the children will learn or will be taught.
Suggested Teaching/Learning Activities	A teaching/learning activity is an organised doing of things towards achieving the stated objectives. They are suggested activities that are crafted in a way to be an efficient vehicle which can move the student between what is to be learnt (objective) and what the student is to become (outcome).
Key Skills	Indicate the important skills that students should develop during the course of a unit. Key skills are aligned to the suggested teaching and learning activities in the unit which are intended to develop the skill to which it is aligned. Included in the key skills are the 21 <sup>st</sup> century skills such as critical thinking and problem solving, collaboration, communication and ICT.
Assessment	<p>An assessment is a determination of whether intended results have been achieved. This section of the curriculum speaks to both the product that will be judged as well as the criteria against which it will be judged. It must be noted that this section does not introduce new activities. Instead, it speaks to the judging of the suggested teaching and learning activities</p> <p>Formal assessment may be conducted with the aid of instruments (e.g. via written test, portfolio) or by requiring students to complete assigned tasks (e.g. performance), and is usually recorded against a predetermined scale of grading. Informal assessment (e.g. via observation or spontaneous student</p>

	expression) may also reveal important evidence of learning.
Points to Note	This section provides technical information that must be considered in delivering the unit. It may also include information that provides additional explanation of key concepts that may be unfamiliar to the teacher as well as suggestions for infusion within the unit.
Extended Learning	These are opportunities for students to utilise the knowledge and skills they would have acquired in the unit in authentic situations/ experiences.
Learning Outcomes	A learning outcome is a demonstration/ behavioural evidence that an intended result has been achieved at the end of a course of study. The learning outcome tells us if pupils have understood and grasped what they have been learning.
Links to other Subjects	Suggests opportunities for integration and transfer of learning across and within different subject areas.
Key Vocabulary	This section consists of a number of words/phrases that addresses the skills, topics and content that must be covered in the unit.

## THE 5ES OVERVIEW: “THE 5E LEARNING CYCLE” WHAT IS A 5E LEARNING CYCLE?

*This model describes an approach for facilitating learning that can be used for entire programmes, specific units and individual lessons. The NSC supports the 5E constructivist learning cycle, as it places emphasis on the processes that may be used to help students to be personally involved in the learning situation as they are guided to build their own understandings from experiences and new ideas.*

### 5E Instructional Model



*Figure 1. Illustrating one version of the 5E model that conveys the role of evaluation as an interconnecting process that is at the core of the learning experience.*



**Figure 2, illustrating a cyclical perspective of the model with each process being given similar emphasis in contributing to the learning experience on a whole**

## **EXPLANATION OF THE INSTRUCTIONAL MODEL**

### **What are the 5Es?**

The 5Es represent five key interrelated processes that provide the kind of learning experiences for learners to experience the curriculum or planned learning episodes: **Engage, Explore, Explain, Extend (or Elaborate), and Evaluate.**

**ENGAGE:** The purpose of the **ENGAGEMENT** dimension is to help students to be ready intellectually, socially, emotionally etc. for the session. Attention is given to the students' interests and to getting them personally involved in the lesson, while **pre-assessing prior understandings, attitudes and/or skills.** During the experience, students first encounter and identify the instructional task and their roles and responsibilities. During the **ENGAGEMENT activity**, students make connections between past and present learning experiences, setting the organizational groundwork for upcoming activities. The engagement activity may be used to (a) help student unearth prior knowledge (b) arouse their curiosity (c) encourage students to ask questions as a sign that they have wonderments or are puzzled.

**EXPLORE:** The purpose of the **EXPLORATION dimension** is to get students involved in solving a real problem that is based on a selected context. **EXPLORATION** provides them with a chance to build their own understanding of the phenomenon being investigated and the attitude and skills involved for arriving at a workable solution. In **exploring** the students have the opportunity to get directly involved with the phenomenon and materials. As they work together in learning teams or independently, the need to share and communicate becomes necessary from the experiences. The teacher functions as a facilitator, providing materials, guarding against obstacles to learning and guiding the students to operate based on agreements. The students become inquirers and co-owners of the learning process. In exploring, they also ask questions, formulate hypothesis, search for answers or information/data, reflect with others, test their own predictions and draw conclusions.

**EXPLAIN:** The purpose of the **EXPLANATORY dimension** is to provide students with an opportunity to assess their thinking and to use intellectual standards as critical thinkers to communicate their perspectives and/or the meaning of the experiences. They rely on communication tools and their skills as Language users to: (a) organize their thoughts so that they are clear, relevant, significant, fair, accurate etc. (b) validate or affirm others (c) self-motivate. Reflection also occurs during the process and may cause students to adjust their perspective or justify their claims and summarise the lessons being learned. Providing explanations contributes to vocabulary building and self-corrective actions to deal with misconceptions that they become aware of from feedback of their peers and/or their facilitator.

**EXTEND:** The purpose of this dimension is to allow students to use their new knowledge and continue to explore its **significance and implications**. Students work independently or with others to expand on the concepts and principles they have learned, make connections to other related concepts and principles within and/or across disciplines, and apply their understandings in new ways to unfamiliar situations.

**EVALUATE: The purpose of the EVALUATION dimension is for both students and facilitator to determine progress being made or the extent to which learning has taken place based on the stated objectives or emergent objectives. EVALUATION** is treated primarily as an on-going diagnostic and developmental process that allows the learner to become aware of gaps to be treated and progress made from their efforts to acquire the competencies that were the focus of the session. Examples of competencies include understanding of concepts, principles and processes and demonstrating various skills. Evaluation and assessment can occur at different points during the learning episode. Some of the tools that assist in this diagnostic and formative process include rubrics, teacher observation log, self-inventories, peer critique, student interviews, reflective presentations, displays/expositions, portfolios, performances, project and problem-based learning products. Analysis of reflections, video recordings are useful in helping students to determine the depth of their thinking and understanding and the objectives they have or have not achieved.

### **Who developed the 5E model?**

The Biological Science Curriculum Study (BSCS), a team led by Principal Investigator Roger Bybee, developed the instructional model for constructivism, called the "Five Es".

### **The Link between the 5E model and Types of Learning Activities**

The five (5) types of Learning Activities purported by Yelon (1996) can be integrated with the 5E's so as to enrich the teaching and learning process. He noted that every instructional plan should include the following learning activities

1. **Motivation Activities:** Intended to help learners to be ready for the session
2. **Orientation Activities:** Inform students of their roles and responsibilities based the purpose or objectives of a learning episode.
3. **Information Activities:** Allow students to manipulate current knowledge, access/retrieve and generate new ideas
4. **Application Activities:** Allow for the use of knowledge and skills in novel situations
5. **Evaluation Activities:** Allow for reflection, corrective actions and sourcing of evidence to confirm/refute claims about learning.



These activities can be planned to serve one of the purposes of each dimension of the 5E model. For example, ENGAGEMENT may be comprised a Motivation Activity and an Orientation Activity. EXPLORATION and EXPLANATION require an Information Activity, while EXTEND requires an Application Activity. EVALUATION requires the kind of activity that will contribute to the collection of data for assessing and arriving at a conclusion about performance based on stated or expected purpose for which learning is being facilitated.

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**PERSPECTIVES OF SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS & THE AESTHETICS  
(STEM/STEAM) IN RELATION TO THE NATIONAL STANDARD CURRICULUM (NSC)**

**INTRODUCTION & BACKGROUND**

The integration of theoretical principles that relate to STEM/STEAM Education in the NSC began in June 2014. This move was influenced by recommendations of the STEM Steering Committee that emphasized the need to develop learners who are not just productive, but who would also be innovative Jamaicans. STEM integration was also regarded as one of the strategic long term means of addressing the economic challenges being faced by Jamaica using education as a primary vehicle for the implied transformational change to happen, beginning from short term efforts.

Initial discussions and deliberations promoted an emphasis on STEM rather than STEAM Education. However, critical analysis of the conversations conveyed the perspective of STEM as a collection of related disciplines that all learners should have the opportunity of pursuing, to develop the competencies they offer and as a consequence be able to gain employment or become employers in STEM related areas. As stakeholders from different backgrounds processed their understanding of STEM, new meanings of the concept emerged from the discussions. One was the perspective of STEM as a methodology. There was, however, concern about the exclusion of “A” in STEM. This “A” component however, brought to the discussion, multiple meanings. In some instances, “A” was taken to mean a focus on affective development or affectivity. In other cases, it was used in reference to the Aesthetics as a field and was considered an important component to be included if educators are serious about issues of discrimination, holistic learning and current research on the iterative function of the brain that warrants attention to brain based learning and the role of the Arts in promoting knowledge integration to cater to multiple domains of learning. There was also discontent about neglecting the

Performing Arts when related creative industries contribute significantly to economic development. The concern was that the role of the Arts to economic development was being trivialized.

The call for the integration of the Aesthetics or Art forms became more pronounced as STEM took on more national significance. This was supported by research that indicates the importance of the Aesthetics in developing values and attitudes, in promoting holistic learning and in serving as drivers of innovations. By integrating principles from STEM with those from the Arts/Aesthetics, the approach to problem solving would encourage greater appreciation for and reliance on the interdependent nature of knowledge when science and arts intersect. Additionally, STEAM as a methodology encourages the harmonizing of the cognitive and the emotional domains in the problem-solving process.

The concept of STEAM was adopted in 2015, as an integrative approach to education and a methodology that pays attention to the benefits to be derived from the inclusion of the Arts or Aesthetics with STEM related principles. These collective benefits are supported by Jolly (2014), Sousa and Pilecki (2013) and include divergent thinking; differentiated learning; Arts integration; focus on intrinsic motivation and informed decision-making.

### **PERSPECTIVES OF STEM/STEAM IN THE CONTEXT OF THE NSC**

In the context of the NSC, STEM/STEAM is used in a number of ways. These include:

- **STEM/STEAM as an integrative learning approach and methodology** in facilitating learning. This perspective places emphasis on STEM/STEAM as a means of helping learners become creative or innovative problem solvers and lifelong learners who rely on scientific principles (laws and theories) to address issues/concerns or to deal with observed phenomenon that are puzzling for them or that inspire

interest. As an approach, the focus is on solving problems based on principles. As methodology, the focus is on the system of practical procedures to be used to translate principles into the problem-solving processes or to choose from available problem-solving models.

- **STEM/STEAM as an Experiential-Vocational Learning Framework** that is based on problem solving through the project-based approach. Emphasis is placed on solving real life problems in a context that requires learners and their facilitators to observe work-based principles. The primary purpose for this focus is for learners to: (i) become employable (ii) prepare for further education and/or for occupational or work readiness.
- **STEM as types of institutions** in which learning is organized as a **meta-discipline** as described by Morrison and Bartlet (2009). Based on this perspective, STEM facilitates the demonstration of knowledge in a manner that removes the boundaries of each discipline for application to problem as would be practised in the real world.

#### **IMPLICATIONS OF PERSPECTIVES OF STEM/STEAM IN LIGHT OF THE NSC**

*Since the NSC is based on Constructivist principles, STEM/STEAM as an approach and methodology, has to be established on post-positivistic thinking.* From this position, STEM/STEAM influences the kind of practice that promotes collaboration, negotiation of meaning and openness to scrutiny.

The NSC developers selected a Constructivist approach that included the **deliberation, designing and development** stages of the curriculum process. Evidence of the influence of Constructivism can be seen the NSC Framework Document that conveys the following emphasis:

- (i) **The element of objectives** is presented in two forms; firstly as **Learning Objectives** to focus attention on process and experience rather than product. Secondly as **Learning Outcomes** that serve as some of the outputs of the process. They include the basic understandings, skills and dispositions anticipated from learners' engagement in the planned experiences.

- (ii) **The element of content** is treated as contexts for learners to think critically, solve problems creatively while developing their identity as Jamaicans. Content is not expected to be treated as disciplines to be mastered but as areas that contribute knowledge, skill sets and attitudes that form the composite of competencies to be acquired from their integration in the learning situations.
- (iii) **The element of learning experiences (method)** is presented as a set of learning activities that serves as a source of problems to be addressed as a part of the learning process. These real-life activities provide the scope of knowledge, skills and required dispositions or character traits for learners to make sense of that aspect of life or the world that they represent. They are the threads that connect all the other elements of the curriculum and allow for the integration of STEM/STEAM in the following ways:
- Identification of activities that are presented as problems to be solved using the STEM/STEAM approach based on contextual factors that include the profile of the learner, the learning conditions and the anticipated impact.
  - Integrating activities to form a real problem to be solved as a short, medium or long term project to which the project based learning would be applied.
  - The examination of learning activities by learners and teachers as co-learners through multiple lenses using content of science, technology, mathematics and the humanities that they have already explored to engage in the problem identification and definition processes.
  - Extending learning in the formal setting to the informal by connecting co-curricular initiatives that are STEM/STEAM based that learners are undertaking at the institutional level through clubs and societies, as whole school projects or in partnership with external stakeholders.
  - Using the learning activities to review STEM/STEAM initiatives that form a part of the informal curriculum to and for reflection on action.
  - Using activities as springboards for reflecting on career or occupational interest in STEM/STEAM related areas.
- (iv) **The element of evaluation** is communicated in two major ways; firstly as prior learning which serves diagnostic purpose and secondly as an on-going developmental process. This formative focus is indicated by the inclusion of explicitly stated assessment criteria that are to be used alongside the learning activities. The use of assessment criteria as counterparts of the learning activities also indicates that assessment is learner centred since it is serving developmental rather than promotional purpose and as a consequence, allows learners to

self-correct as they use feedback to develop feed-forward capabilities. Evidence of learning, based on the learning outcomes, can be collected from various types of assessment methods that emphasize the learner centred constructivist orientation. This brings to the fore the need for serious consideration to be given to **differentiation in assessment** for fairness and credibility of claims about learners' capabilities and to inform decisions that will impact their educational journey.

In general, this integrated approach, which is the context of STEAM, is aimed at improving the quality of the educational experience for learners while influencing the achievement of the aims of education that relate to productivity and creativity as part of the profile of the Jamaican learner.

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# LESSON PLAN

**Subject:** Religious Education  
**Term:** Two  
**Unit Title:** How Religions Adapted to Caribbean Life  
**Topic:** Religious Groups that began in Jamaica  
**Sub Topic:** Rastafari  
**Grade:** 5  
**Duration:** 30 minutes (X2)

**Focus Ques 1:** How, when, where and why did the Rastafari Movement and Revivalism begin?

**Objectives:**

- Define the term ‘indigenous’
- Investigate how events in the lives of outstanding religious persons motivated them and contributed to the founding of the Rastafarian Movement
- State the essential facts about Rastafari
- Identify places in Jamaica that are connected with the origin and initial development of Rastafari
- Identify the different denominations and sects (mansions) within Rastafari, particularly those, which exist in the local community

**Key Concepts/Vocabulary:**

Religion, sect, indigenous, turban, ital, chalice, chanting, Rastafarian, Ras Tafari, mansion, marijuana/herb, the establishment (“Babylon”), I and I, salutation- peace and love, Alexander Bedward, Leonard Howell

**Resources:**

Students' own experiences , resource persons, poster/materials for making panorama, students' visual aids, library resources, the internet, Ministry of Education and other DVDs, CDs (e.g. from the African Caribbean Institute of Jamaica), electronic device e.g. computer, DVD player, DVDs re indigenous religious groups, speakers and any other available resources.

**Teaching Learning Activities:****Students will:**

- View/ Listen to a Ministry of Education DVD or CD /video online/a digital presentation in which the following is done:
  - i. the meaning of the concept indigenous is explored
  - ii. an outline of the basic beliefs of Rastafari is preparedAfter viewing/ listening, discuss examples of indigenous religions found in their communities. Make journal entries or use graphic organizer to record interesting information gleaned from the video/presentation.
  
- With guidance from teacher, create an interview schedule which they will use to gather additional information on Rastafari. Information relating to the origin, general practices, areas of settlement etc. should be the focus of the interview.
  
- Conduct interview with invited resource person(s) from Rastafari (dressed in religious attire) using previously prepared interview schedule. Use recording device to capture the resource person's presentation and play back for class discussion. Discuss how the presentation may have confirmed/ countered the information learnt from the video/ presentation.
  
- Collect pictures from online/offline sources to create a summary of the information learnt on the Rastafari. Pictures must depict the following about Rastafari:
  - i. Places in Jamaica connected with the origin/ development
  - ii. People who contributed to the development e.g. Leonard Howell and Alexander Bedward
  - iii. Different sect of the denomination
  - iv. Basic beliefs/ practicesor
  
- Write and perform a dub poem which outlines the information outlined above.

## Evaluation/Reflection

- **What went well?**
- **To what extent did these things go well?**
- **What was challenging?**
- **To what extent was it challenging?**
- **How may the successes be used to bring even greater successes in future lessons?**
- **How can challenges be surmounted/addressed in future lessons?**

