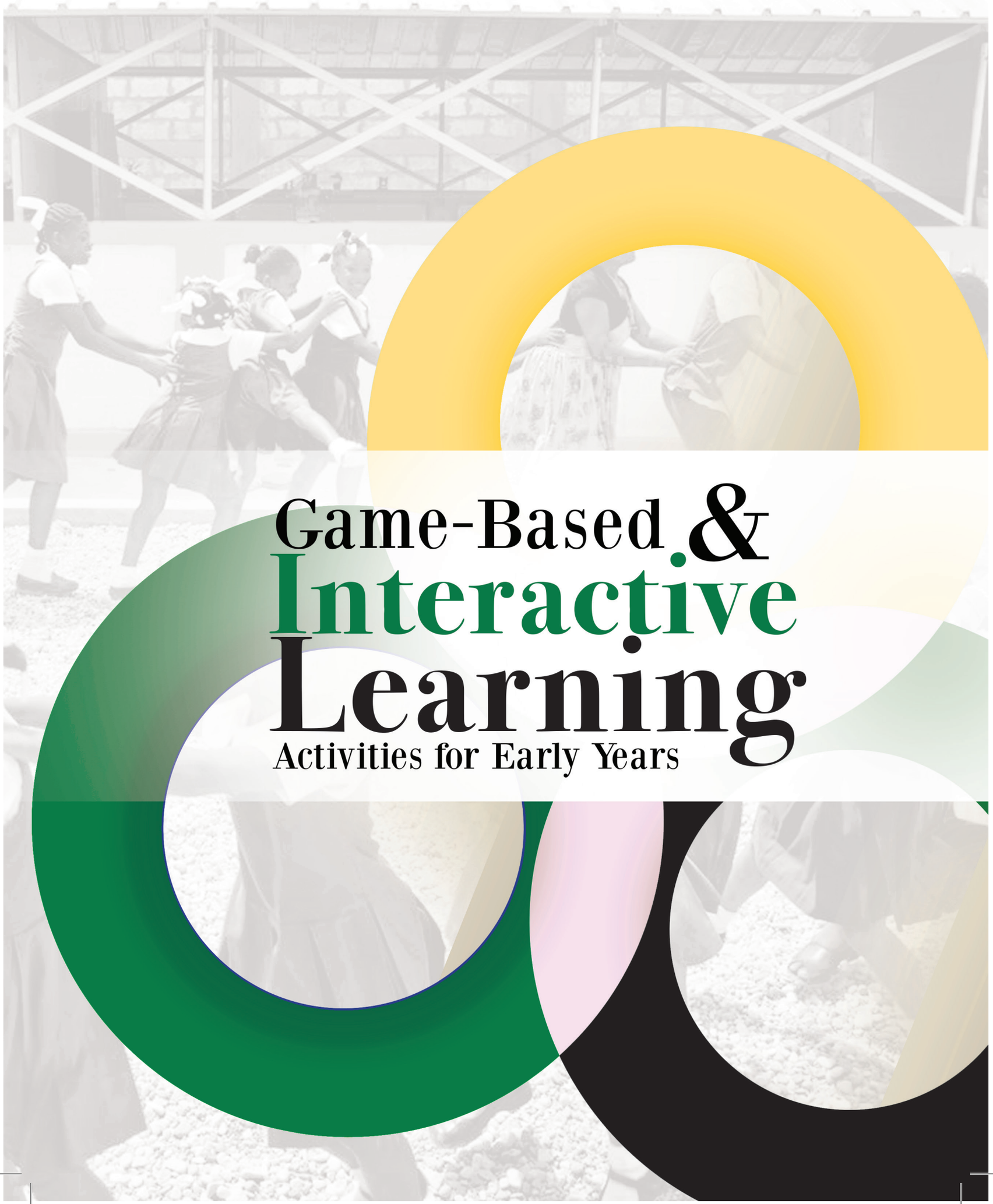

Game-Based & Interactive Learning

Activities for Early Years

MINISTRY OF EDUCATION
GAME-BASED TEACHING & LEARNING
GRADES 1 – 3 Integrated Curriculum
TEACHERS' MANUAL
1ST EDITION
2016

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GAME-BASED
TEACHERS' MANUAL
1ST EDITION
PUBLISHED 2016

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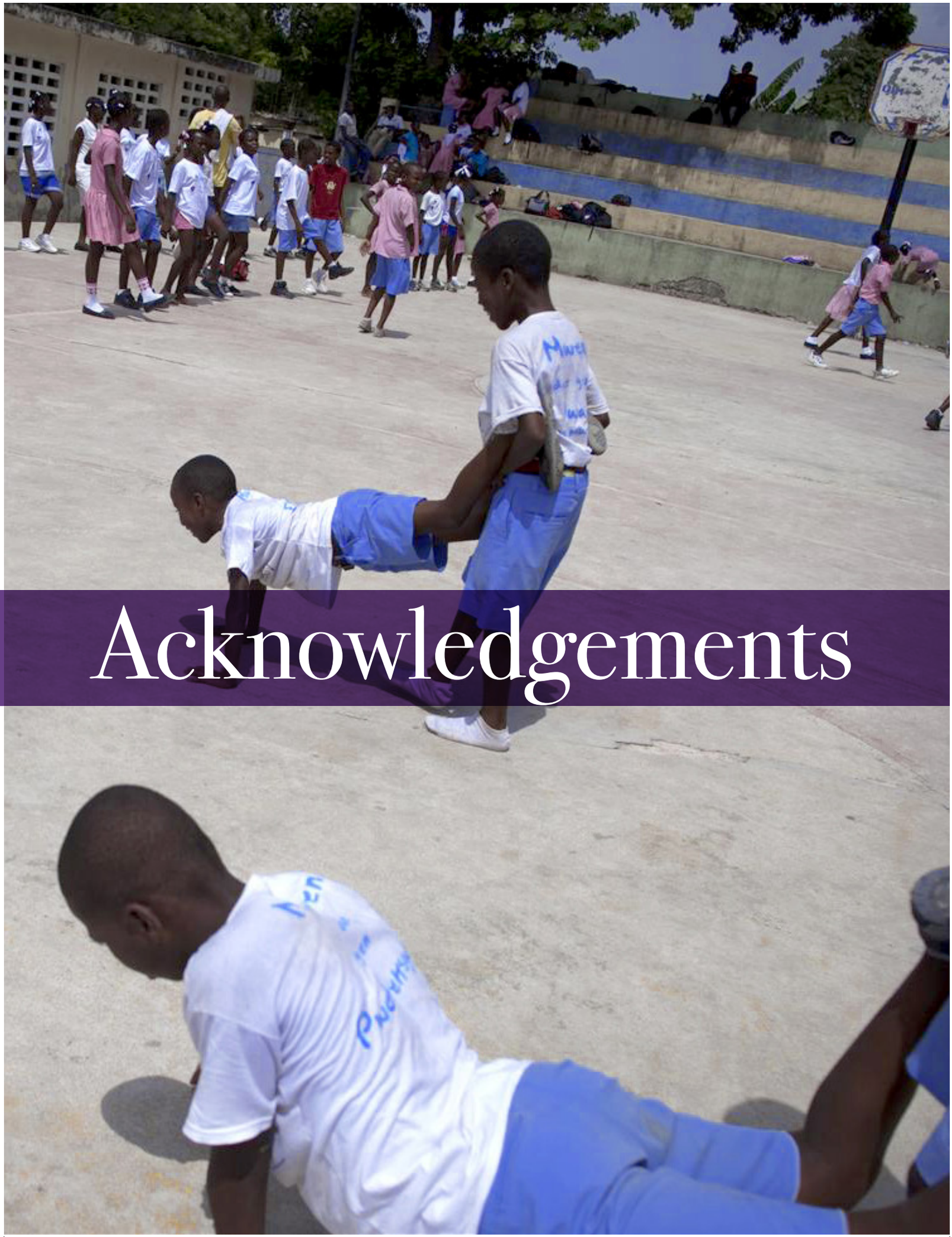

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The role they have played have helped to improve the overall quality of this edition and for this we are grateful.

It was Michael Jordan who said "just play, have fun, enjoy the game".

The Minister's Message

It is a known fact that children, especially those at the Early Childhood and Primary levels, learn best through play. The Ministry of Education, Youth and Information(MOEYI), with the assistance of the United Nations International Children's Emergency Fund (UNICEF), is aiming to capitalize on this valuable medium for learning in ensuring that our nation's children reach their full potential. The development of this Game- Based Manual serves as a first step in achieving this goal.

Given the introduction of a new curriculum which promotes a more learner-centred approach to pedagogy, a Game – Based Manual for teachers should be particularly impactful at this time. It is a time of change in the educational landscape of countries worldwide and Jamaica cannot be left behind. Our blueprint for educational transformation must forefront the principles of lifelong learning, critical thinking, problem solving, communication and creativity. It is these principles which serve as the foundation of the Game-Base Approach.

This manual will provide critical support for our lower primary school teachers as they utilize various types of games and interactive activities to improve educational outcomes. It illustrates for teachers, how the use of familiar games can be used to provide a more engaging context for their practice. In terms of our students, games can foster the development of their intra-personal and inter-personal skills thereby building the requisite social skills which will serve to prepare them for the world of work.

Heartfelt thanks to our partners and the team at the MoEYI who have given oversight to this undertaking. It is anticipated that the REAL effect will be created with the introduction of the Game- Based Manual to the system. In this regard, teachers and their charges will be provided with the opportunity to Respect, Empathize, Appreciate and Love while they explore concepts and develop skills through the use of games.

Message from Mark Connolly, UNICEF Jamaica Representative

At UNICEF we strongly support the right of all children to play. Play is the way children begin to first make sense of their world. It stimulates creativity and curiosity, sparks passion and builds resilience. Its value in teaching and learning is priceless.

We have all seen the joy in children's eyes when they are playing. And we have witnessed the self-satisfaction and confidence in children's body language when they excel at a game of any type — and this is true for all children, no matter their age, ability, race or nationality.

Play and games are vital elements in the health, happiness and well-being of children and young people. Education today highlights the gathering and understanding of information as well as the ability to use it in its correct context. Games naturally support this focus. Games create a compelling complex problem, space, or world, which players come to understand through self-directed exploration. Games thrive on a need to know, a need to ask, examine, assimilate and master certain skills and content areas.

This games-based curriculum represents a more child-centred and child-friendly approach to teaching and learning which is in keeping with new research about the way children learn best. As one of the first curricula of its kind on the island, this is a breakthrough for the education system not only in Jamaica, but in the region.

The curriculum includes a variety of high interest activities featuring music, the visual arts, the performing arts as well as games with rules. Children learn best when they are engaged and games do that naturally. Games not only encourage individual development but teach valuable life skills such as cooperation, team work, turn-taking, patience and tolerance. We hope the teachers find this to be a solid complement to their core subject matter and that it will help them to introduce topics as well as gauge and assess learning in more interactive ways.

At UNICEF we are very pleased to have supported the development of this curriculum and we strongly encourage its use throughout the school system. We know it will make learning fun for both students and teachers!

Mark Connolly

Representative

grade one
Game-Based Units

TERM 1	Unit 1
Focus Question 1:	How Do You Know Me?
Focus Question 2:	To Which Group Do I Belong?

TERM 1	Unit 2
Focus Question 1:	What do I look like and what can I do?
Focus Question 2:	In what ways do I grow and what do I need to grow?
Focus Question 3:	How do I take care of my body?

TERM 2	Unit 1
Focus Question 1:	What is a family?
Focus Question 2:	Who are my family members?
Focus Question 3:	How do family members care for each other?
Focus Question 4:	What are the activities in which I participate with my family?

TERM 2	Unit 2
Focus Question 1:	What are the things in my home and what are they used for?
Focus Question 2:	How do I care for the things in the home and use them safely?

TERM 3	Unit 1
Focus Question 1:	How do I know my school?
Focus Question 2:	Who are the people at my school and what do they do?

TERM 3	Unit 2
Focus Question 1:	What are some of the activities and events at my school?
Focus Question 2:	How do we live together at school?

grade two
Game-Based Units

TERM 1	Unit 1
Focus Question 1:	What do I need to know about my brain, heart and skeleton?
Focus Question 2:	Why and how should I care for different parts of the body.?

TERM 1	Unit 2
Focus Question 1:	How do I keep my body healthy?
Focus Question 2:	What do I do to keep my body safe (at school, on the road)?
Focus Question 3:	How do others take care of me?

TERM 2	UNIT 1
Focus Question 1:	What are the types of family?
Focus Question 2:	How do family members relate to one another?
Focus Question 3:	How does my family satisfy basic needs?

TERM 2	Unit 2
Focus Question 1:	Why do I need education, and how am I educated?
Focus Question 2:	Why do I need recreation and how can I spend my leisure time?
Focus Question 3:	Why do I need transportation and how do people and goods get from place to place?

TERM 3	Unit 1
Focus Question 1:	What is a community?
Focus Question 2:	What does my community look like?
Focus Question 3	Who are the people In my community?

TERM 3	Unit 2
Focus Question 1:	What are the places in our community that we find interesting?
Focus Question 2:	Why do we find places in our community interesting?

TERM 3	Unit 3
Focus Question 1:	What are the plants & animals in my community?
Focus Question 2:	How are plants & animals useful?
Focus Question 3:	How do I care for and protect plants & animals in my community?

grade three
Game-Based Units

TERM 1	Unit 1
Focus Question 1:	Why are teeth, stomach and lungs important parts of my body?
Focus Question 2:	How does food help to make my body healthy?
Focus Question 3:	How do we satisfy other needs?

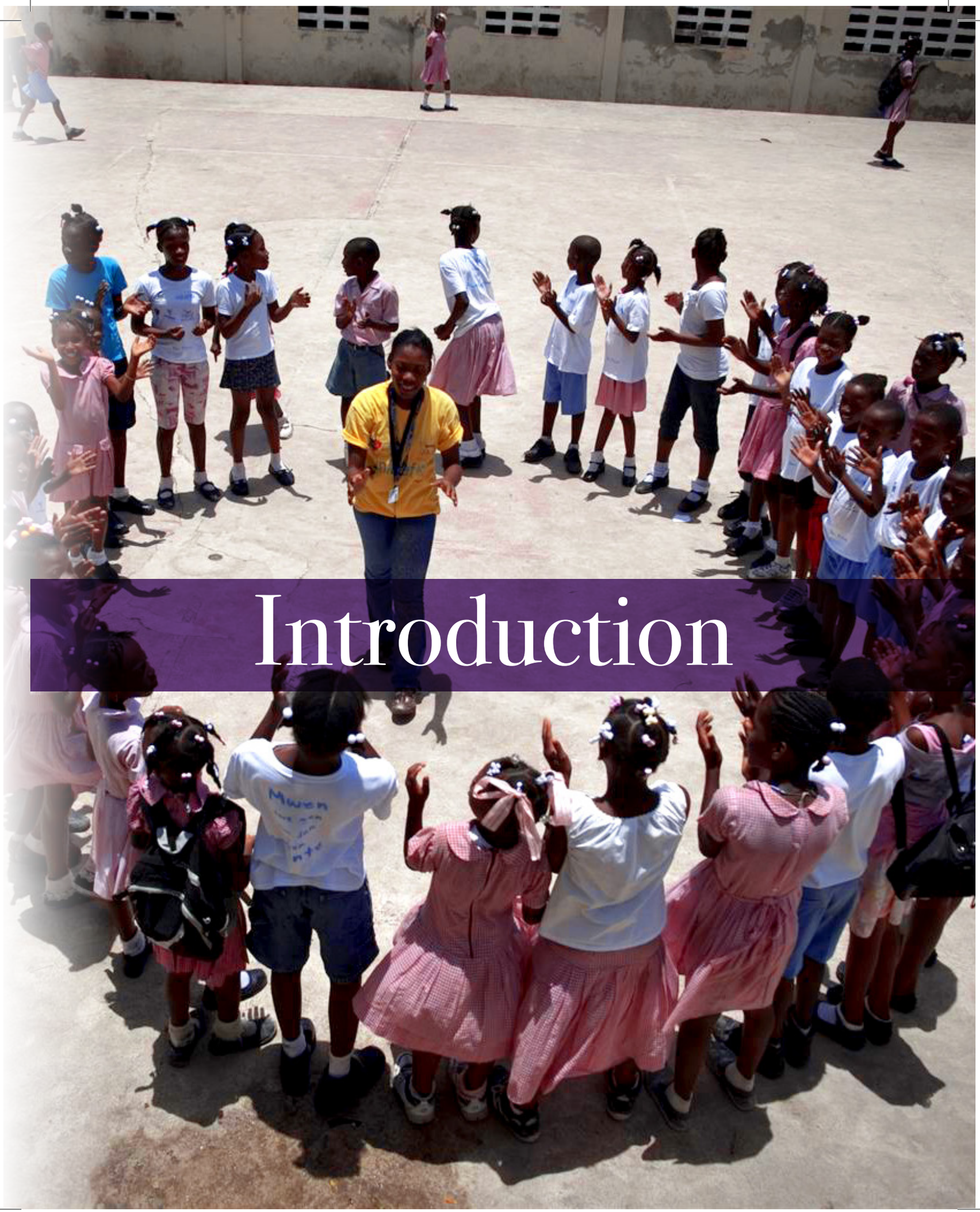
TERM 1	Unit 2
Focus Question 1:	What is the difference between basic needs and other needs?
Focus Question 2:	How do we satisfy other needs?
Focus Question 3:	How does satisfying other needs make a difference to life?

TERM 2	Unit 1
Focus Question 1:	Who are the providers of goods and services that we need?
Focus Question 2:	How do workers contribute to the development of my community?
Focus Question 3:	How do rules help workers at the work place?

TERM 2	Unit 2
Focus Question 1:	What types of relations do we have with other people of other countries?
Focus Question 2:	Why is it important that we relate to other countries of the world?
Focus Question 3:	In what ways am I like or different from the people outside of Jamaica with whom I relate?
Focus Question 4:	How can I ensure that Jamaica maintains good relations with other countries?

TERM 3	Unit 1
Focus Question 1:	How can I tell if something in my environment is living?
Focus Question 2:	In what ways are living things dependent on non-living things?
Focus Question 3:	What is my physical environment?
Focus Question 4:	Why do living things need special habitat?
Focus Question 5:	Why and how should we care for our environment?
Focus Question 6:	How can I persuade others to care for the environment?

TERM 3	Unit 2
Focus Question 1:	What is my physical environment?
Focus Question 2:	Why and how should we care for our environment?
Focus Question 3:	How can I persuade others to care for the environment?



Introduction

Introduction

1.1 GUIDING THE USERS

This manual is designed to guide grades 1 -3 teachers in the use of games in the teaching and learning process. It is meant to complement the activities already identified in the National Standards Curriculum (NSC) Grades 1 – 3 integrated curriculum.

1.2 OBJECTIVES OF THE MANUAL

- To give an overview of the use of games as a teaching/learning tool.
- To guide teachers on how to use games as part of their delivery of the grades 1 – 3 integrated curriculum.
- To provide teachers with a variety of games and interactive tasks to support learning through Integrated Studies for Grades 1- 3
- To provide some sample lesson plans to assist teachers in their planning of game-based lessons.

1.3 RATIONALE

Game-based Learning hinges on the theory of constructivism which states that:

- Knowledge is not passively acquired, but is based on active participation by the learner.
- Knowledge has roots in biological and neurological constructs, as well as social, cultural and language based interactions.
- Learning is interactive and is based on situated practices.
- The meaning of texts and symbols is rooted in what the learner does and as such is more than verbal and textual.
- Vygotsky's Social Learning Theory is one of the foundations of constructivism which states that social interaction plays a fundamental role in the process of cognitive development.
- Vygotsky's Theory also promotes learning contexts in which learners play an active role in their learning.
- Learning through games fosters higher order thinking, social skills, problem solving skills and discovery learning.
- Learning is active and learners construct their knowledge about a subject through active engagement in learning and by building on past knowledge and experiences (Brunner, 1996)
- Collaboration and learning from others is fundamental to constructivist theory and games promote both.

1.4 WHAT IS GAME-BASED TEACHING AND LEARNING

Game-based Teaching and Learning is a fun way of teaching and learning. The features of Game-based Teaching and Learning (GBL) are many, these include:

- Game-based Teaching and Learning uses competitive exercises which can allow students to challenge themselves to learn better or to compete against each other. Games, more often than not have a fantasy element that engages the players in a learning activity through a story line.

- Game-based Teaching and Learning motivates students to learn and immerses them in the lesson so they can learn more effectively. With Game-based Learning students are encouraged to learn from their mistakes. Very often when students are engaged in a game they do not want to stop until the game is over. This, as Lepper & Cordova (1992) state, is intrinsic motivation brought on by challenges, curiosity, control and fantasy.

1.5 SOME BENEFITS OF USING GAME-BASED TEACHING/LEARNING

Collaborative Learning: Central to the notion of Game-based Learning, as in constructivist learning, is the notion that students working together, sharing and clarifying ideas and opinions develop communication skills and learn from one another. Working collaboratively enables students to work on their strengths, develop critical thinking skills and creativity, validate their ideas and appreciate a range of individual learning styles, skills, preferences and perspectives.

Situation Cognition: Learners' understanding is developed by interaction with their environment. They are formed by a combination of content, context activity and goals and are individually constructed.

Cognitive puzzlement: Cognitive puzzlement is the stimulus for learning and determines the organization or nature of what is learnt.

Social Interaction – The social environment is critical to the development of understanding. The social nature of games is the foundation for social interaction which often involves negotiation. Interaction is intrinsic to success. Game-based Learning is a part of a larger learning process and should be considered in terms of the other activities and reflection that surround the game and the social component of playing the game and not as a stand-alone activity.

Experiential Learning
Games, like some that involve the Visual and Performing Arts, promote experimental learning – learning through doing/experiencing. The constructivist perspective also puts forward the idea that students learn better by exploring and experiencing authentic contexts for themselves and discovering their own meaning from the experience.

Problem-based Learning

Problem-based Learning is linked to Game-based Learning as most games involve problem solving, often with a small group of students working to solve a problem. Very often these are cross-disciplinary problems. Computer games and puzzles are strong problem-based games.

1.6 DEFINITION AND CHARACTERISTICS OF GAMES

Games:

- have rules; usually fixed rules.
- are competitive either between players or against the game system itself.
- are activities or sport involving skills, knowledge and chance.
- are simulations that work wholly or partly on the basis of the players' decisions.
- have roles, goals, activities, constraints and consequences.
- involves social and or personal interaction.
- set boundaries and give feedback.
- can be played alone or with others.

Prensky (2001), describes various structural elements of games: (i) games have rules (ii) goals, (iii) outcomes and feedback,(iv) competition or challenge (v) interaction (vi) representation. Below are some features of games and their definitions. Teachers need to consider these when using games in the teaching/learning environment.

- Competitive - Goal to achieve better than other persons
- Difficulty - Presentations of tasks that require effort.
- Exploration - A context-sensitive virtual environment.
- Fantasy - A make believe story or environment.
- Goals - Explicit aims and objectives, with a clear purpose.
- Interaction - Feedback from actions and changing state of play.
- Outcomes - Measured results from game play, i.e. scoring.
- People - Other individuals playing the game at the same time.
- Rules - Boundaries of play, limitation or constraints.
- Safety - Lacks consequences of the game in the real world.

1.7 CATEGORIES OF GAMES

• **Ball games**	Baseball, basketball, cricket, toss the ball, dodge ball….
• **Card & Board**	Problem-solving elements, interaction, moves, e.g. Bingo, Ludo, Chess.
• **Clapping Games**	Using hands and a rhythm– i.e. Mary Mack, Miss Suzie, Peas Porridge Hot.
• **Conversation Games**	"Twenty Questions" – i.e. a player has a noun in mind involving discussions and/or questions. Others ask questions to identify the noun. "Two truths and a Lie" – Player in 'hot seat' tells two truths about self, one lie. Others ask questions to find out truth and lie statements.
• **Dance/Movement Games**	Games involving movement– i.e. "What can you do, Punchinella?"
• **Drama Games**	Ranging from role-play to improvisation toward game concentration.
• **Letter Game/ Writing In Role**	Involves writing - i.e. in the voice of a created character.
• **Mathematical**	Involves rules, strategies, and outcomes defined by the games' clear mathematical parameters: e.g. Angels -Devils, Chess, Chomp.
• **Micro worlds**	An artificial environment, small but complete. They are similar to simulation but differ in that they present the learner with the simplest case of the domain.
• **Playground Games**	Follow the Leader, Mother, May I? Ring Games, Skipping Rope, Statutes, Dodge Ball, Tag….
• **Role play**	Allows learners to take part in an experience by acting out the role of a character in a particular situation and experiencing empathy with that character. Role play follows a set of rules and involves interaction with others.

• **Singing Games**	Involves singing – i.e. Farmer in the Dell, The Muffin Man, Itsy Bitsy Spider, This Little Piggy, Skip to my Lou….
• **Simulations**	Models an environment with as much realism as possible and shows genuine cause and effect.
• **Sports**	Games with rules – i.e. Egg and Spoon Race, Three-Legged Race, Sack Race, Potato Race, Football and other sports.
• **Table Top Games**	Played on a table – i.e. board games, card games, dice games, miniature games, pencil and paper games.
• **Video Games**	Mobile games played on feature phone, smart phone, table computer, and calculator.
• **Visual Art Games**	Drawing, painting, and sculpting.
• **Word Games**	Spoken or board games to test ability with language, spelling e.g. word ladder- begins with two words, one to start the other to end. Players must find a chain of other words to link the two.

1.8 COMPUTER GAMES

Adventure Games involving a series of quests or puzzles where the protagonist must move through a virtual world performing actions and manipulating objects to achieve the games' aim.

Platform Games in which the primary aim is negotiating movement between a series of platforms, avoiding obstacles and enemies and picking up treasure e.g. Sonic the Hedgehog, Super Mario Brothers.

Puzzle Games that primarily involve logic and puzzle solving. e.g. Telmis & Lemmings.

Shooter Games played in the first person, and involve exploration of virtual worlds, weapons and combats.

Simulation Models of some sort of virtual environment and allows interaction with that environment.

Sports Games in which players undertake a virtual sporting activity.

Strategy Games in which strategic decisions must be made to meet the overall goal.

Educational Games in which Specific interactive subject topic, games used mainly for mathematics, science, ICT.

1.9 BACKGROUND LITERATURE

Game-based Learning is a method of using games while teaching a subject. Games used for this purpose have been designed with the idea of achieving learning outcomes.

Children have been learning through games for centuries. However, without debriefing and reflection to support the learner to understand the process, context and the transferability of learning, the value of Game-based Learning is lost.

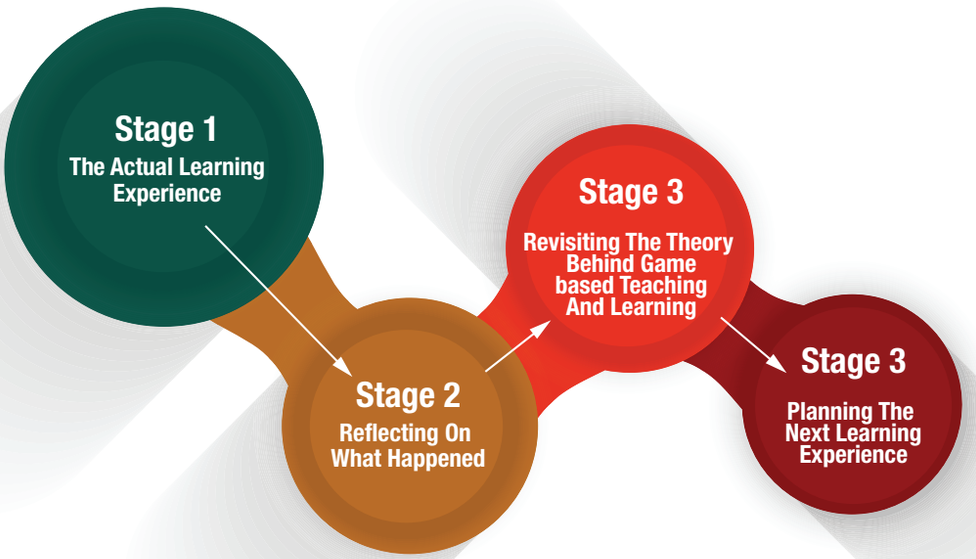
Interactive cognitive theory proposes that simulation games are unique instructional tools as they simultaneously engage the learner's affective and cognitive processes. Research has shown some evidence of video games impact on language learning, history and physical education. Generally there are a number of important facts to consider if Game-based Learning is to be effective. The best way for Game-based Teaching and Learning to be effective is to integrate games into teaching with a clear pedagogic process. The following should be considered as a guide:

- Place learning activities and academic content within the game, maintaining the balance between fun and learning.
- Make the academic content integral to the game. Content specific tasks work better when embedded in the fictional content and rules of the game.
- Carefully plan the rules that both teacher and learner will apply to the game.
- Teachers should serve as facilitators, modelling the experience for learners, providing guidance when needed, ensuring that rules are followed and maintaining a respectful attitude.

A fundamental principle in using games in the teaching/learning process is that teachers should begin with learning outcomes. The choice of the game therefore will be made based on the game's potential to satisfy the objectives. When using these games you may need to adapt the game to suit the content of the lesson. The rules and general mechanics of the game may also need to be adapted to satisfy the teaching/learning outcomes. Students should be guided in both the context in which the game is used and the rules governing the game before they become involved in playing the game.

Consider some learning outcomes based on your observation of these photographs.

Consider the following stages when a game is used as a teaching/learning tool.



Review of Literature

Review of Literature

According to William B. Yeats, “education is not the filling of a pail, but the lighting of a fire.” A 2008 report by The New Media Institute on the use of games in education states that nearly 170 million people played computer and video games in that year. With increases in technology and accessibility of technology this number can only have been increasing yearly. This makes the implication of using games in education even more significant. Dr. Susan Ambrose (2013), Director of Carnegie Mellon’s Eberly Centre for Teaching Excellence, believes that good game-based learning is “motivational because games can help learners to understand the connection between the learning experience and the real world.”

Within a clearly defined Game-based Learning environment, students work towards a goal, choosing actions and experiencing the consequences of those actions along the way. Game-based Learning allows for students to make mistakes in a risk-free setting and through experimentation. Games keep students engaged in practicing behaviours and thought processes which can be transferred from the simulation experience into real life.

Jessica Trybus (2015) resident Game-based Learning and Communications Specialist at New Media Institute makes the important point that “well designed games allow for learning experiences that are not possible in real life.” While Marc Prensky, in his 2001 article, Digital Natives, states that people who “grew up with video games and the internet think differently than preceding generations, because of their exposure to game based activities” which are broad-based and allows for the development of several intelligences.
Furthermore, research has suggested that computer games can help to stimulate a successful learning environment and provide motivational learning environment that suits various learners. Since 2006 Education Scotland’s Game-based Learning initiative has worked with teachers in exploring the benefits of Game-based Teaching and Learning in schools throughout Scotland. They have recorded increased creativity beginning in early childhood and have also noted an increase in individual learning. It is not surprising then, that in his 2015 article Education Scotland, Foghlam Alba states the reality that many classrooms now have a wide range of game based technologies which are used to help make teaching and learning, challenging and appealing.

Importantly, Howard Gardner’s (1995), Theory of Multiple Intelligences postulates that intelligence is not a single entity. He argues that individuals possess a basic set of intelligences and these were identified and defined as:

1. **Linguistic Intelligence** involves sensitivity to the spoken and written language, the ability to learn languages and the capacity to use language to accomplish certain goals.

2. **Logical Mathematical Intelligence** consists of the capacity to analyze problems logically, and to carry out mathematical operations.

3. **Musical Intelligence** involves skills in the performance, composition and appreciation of musical patterns.

* The diagram speaks to environmental intelligence and not naturalist intelligence.

4. **Bodily Kinesthetic Intelligence** involves the potential of using the body or parts of the body to solve problems; the mental ability to coordinate bodily movements and dance patterns.

5. **Visual Spatial Intelligence** involves the potential to reorganize and use the patterns of wide open space and confined areas.

6. **Interpersonal Intelligence** is concerned with one's capacity to understand motivation and it allows people to work effectively with others.

7. **Intrapersonal intelligence** involves the capacity to understand oneself; to appreciate one's feelings, fears and emotions.

8. **The Naturalist Intelligence** has to do with understanding the environment and the importance of Flora and Fauna and the individual's relationship to the naturalistic environment.

[1]Gardner later revised his eight intelligences to nine by adding existential intelligence –Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life…

The characteristics of game-based learning point to various features of Gardner's eight intelligences. It stands to reason therefore, when students are involved in games activities, several or all of their intelligences are developed.

For example, many games are actually propelled by the ability to use language to express ideas and feelings. Therefore linguistic intelligence is vital to the development of dialogue within the games process.

Visual/Spatial awareness is also critical to the Game-based Learning process. Games happen through the imagined use of time, space and people. This creates an appropriate environment for game playing. Visual images are important in the understanding of many games. Spatial intelligence is also important in many games such as in those that are related to drama; i.e. the design of sets, props and costume for dramatic activities, no matter how simple they may be. Spatial relationships affect the atmosphere associated with game playing, as well as the believability of the game.

Bodily kinesthetic/rhythmic intelligence has to do with the participant's use of timing and pacing. Like spatial awareness, rhythmic intelligence calls for an awareness of the use of action, time and space. The pace at which the action in the games takes place affects the rhythm. The speed at which dialogue is delivered as well as when participants pick up cues also speaks to rhythmic intelligence. The pacing can be either too slow or too fast. Movement is an important element of the way games work. Movement exercise forms a major part of classroom games. These help to develop the expressive instrument necessary for dramatic work. In games the body is the participant's instrument, just as it is in dance. The capacity to use the whole body or parts of the body to communicate is not only important to the dramatic process it forges the link between verbal and non-verbal communication.

Logical intelligence has to do with more than manipulating numbers. It involves the capacity to reason in an orderly manner, to think on 'one's feet' as is required in spontaneous games playing. Spontaneous games require mental operations, i.e. the process of thinking; what is being thought about, what the idea/issue/content might be, and how the thinking will affect the outcome.

Games require the participants to make decisions that will move the games forward. Proper sequencing of games action gives meaning to the game. Participants within the games, very often have to choose between several alternatives with regard to the direction in which they want the drama to go. Through group discussion and reasoning participants usually arrive at the most appropriate choices.

In Game-based Teaching and Learning students are constantly interacting with others using both verbal and non-verbal communication skills. Through this interactive process students are constantly developing their interpersonal and intrapersonal intelligences. This happens as the game process helps them to develop self-confidence, self-esteem, socialization skills, to respect the ideas of others as well as respect for self. Through the games process, participants represent themselves to themselves and to each other. The games process helps the individual to have a good understanding of self, of knowing his/her strength and weaknesses and how to react to situations.

The games process is practical and immediate and as such it engages the emotions, as well as the intellect of the participants, drawing again on intrapersonal and interpersonal intelligences. Students bring their feelings into every imagined experience. This expression takes place through what can be seen to happen and what can be heard, as well as what can be felt from the tension within a game. In the classroom this is critical because it gives students opportunities to express emotions which, can help to reduce future potential conflict. Therefore, one important strength of Game-based Learning is that it can help to bring students into closer contact with their emotions and socially accepted ways of expressing these emotions.

Multiple intelligence classrooms, like games-based classrooms; therefore, utilize multi-sensory activities, which facilitate:

- teacher and learner growth through interaction
- learning from mistakes
- social and emotional interaction
- the divergence in groups to emerge
- active use of experiences available in the class
- re-thinking and restructuring of teaching/learning materials
- active student involvement
- decision making
- games as knowledge and vital to the process of knowing
- learning through symbols and images
- sharing of ideas and opinions

(Coley-Agard, 2001)

In addition, according to psychologist Roger Sperry (1966), the brain consists of two hemispheres, the left and the right. The left brain is more adept to tasks that involve logic, language and analytical thinking and is better able at language, logic, critical thinking, numbers and reasoning. The right brain is best at expressive and creative tasks including the expressing of emotions, music, colour, images, intuitiveness and creativity.

Games are important to the development of both hemispheres. Since games are where all the arts meet, games in education play an enormous role in the overall development of students. Some psychologists argue that because students are not exposed enough to the arts, the right hemisphere of the brain is not adequately developed. They contend that getting to know and use both sides of the brain is a very important step in developing one's creative potential.

The creative teacher and/or student can utilize the two ways of knowing in the teaching/learning process. These include: thinking and feeling, objective analysis and subjective insight, intellect and intuition. We use the left hemisphere of the brain to analyze, verbalize, rationalize, based on logic. The right hemisphere deals with metaphors, imagination, seeing things in the mind's eye, non-verbal communication, such as gestures and creative movement. The right hemisphere is intuitive, holistic, flexible, relational and more non-temporal.

Stimulating creative thinking involving both sides of the brain is critical to successful game playing. Games not only help to raise students' levels of consciousness, and to show the relationship between individuals and their environment, they help develop the aesthetic senses and an appreciation for the natural environment. It is the imagined experiences of drama that allow students to try out and experiment with new ideas, concepts, values and language. Improvisation, which is one of the most used types of games in the classroom, demands imagination, imaginative actions, spontaneity, divergent thinking, verbal and non-verbal boldness of response. Games in education provide students with opportunities to develop the skills of the art form, while at the same time exploring originality and analytical thinking. Through role-play activities, students can learn new ways of solving problems and practical decision making skills.

Jean Piaget (2004) suggested that cognitive development of children occurs because they are actively trying to adapt to their environment. Through the process of social interaction and the active construction of the appropriate values and attributes, students are constantly being made aware of both the social and natural environment. Vygotsky (1978) states that the end product of social development is consciousness. The Game-based Teaching and Learning process is complex and active, enabling students to transfer their understanding to their living environment.

The eclectic nature of games also brings a dimension of action to classroom learning similar to that of constructionism.

Local Research

Local research done in a small sample of eighteen (18) Jamaican Primary schools has shown that most of those teachers were aware of Game-based Teaching/Learning strategies and over 90% of those indicated it to be an effective methodology. Ninety-five percent of these forty (40) teachers across the six Ministry of Education regions also indicated that they have the support of their school's administration in the use of games and consistently use a variety of games in their classrooms. They identified a total of thirty-five (35) different games used which fell within the categories of computer games, card and board games, ring games, word games, movement games, arts activity games. Ring games were the most popular games used followed by card and board games. Many teachers seemed to use a number of games regularly. Interestingly, this data indicates that this method is most popular at the lower primary level and that Game-based Teaching and Learning decrease by the upper primary level.

These Jamaican teachers claimed that the use of Game-based activities has influenced their students' performance especially in the areas of motivation, as mentioned by 95% of the respondents; while 67.5% said it influences focus and content mastery. Social skills seemed rather low on their list, with only 47.5% stating that Game-based activities helped with discipline. Only two of the 40 teachers mentioned cooperation and one mentioned sportsmanship. The data, however indicates, that when used in Jamaican classrooms, games can produce overall positive outcomes. Learning not only takes place within a game, but also through the activities designed around a game.

At the Early Childhood level play is one of the most essential methodologies to teach young children how to interact and socialize with others and to discover things for themselves. The use of games therefore is an important tool in the teaching and learning process. The Jamaican Early Childhood Curriculum is designed to encourage integrated, play-based teaching and learning. The play-based

The play based curriculum is developed on the principle that children learn best when content from various disciplines along with skills from the various developmental domains is integrated in line with the learners' holistic view and experience of the world. The curriculum states that the learners should be engaged in imaginative indoor and outdoor play as well as in group games.

The early childhood programme also helps to develop problem solving, analytical and verbal reasoning skills. The younger children participate in simpler versions of the activities and games, while the older children engage in a more structured programme. At the higher grades, the sports become easily identified in the form of invasion games, football, net and ball games (netball/basketball) and track and field games (athletics). Students in and above Grade 5 are taught the common, and some of the scientific names, for parts of the body as this is relevant not only to the curriculum but also to the games and sports activities.

All schools in Jamaica have physical education activities involving various sports which in most cases are timetabled activities in primary schools. However, not all schools have trained physical education teachers and or coaches. As a result, the Treasure Beach Foundation, through its EduSport programme has been placing trained coaches within the primary schools in St Elizabeth since 2012. The trained coaches deliver 30-45 minutes class sessions within the schools. Sixty of these coaches were trained in August 2015 to deliver gamed –based activities in the St. Elizabeth schools

EduSport is based on the principles of inclusivity and integration. All the students can participate regardless of ability and gender. The EduSport coaches reinforce skills such as communication, discipline, respect and teamwork and encourage the students to ask questions. Building of self-esteem is an integral part of the EduSport programme and although it is essentially non-competitive, it does not however discourage children from healthy

competition. EduSport uses the Health and Family Life Education curriculum to design age appropriate games that have some literacy and activities encourage the young learners to explore and discover the world around them and develop skills in the various developmental domains.

Overall, even though it is understood that some teachers might not be happy/comfortable using games during lessons as they can be time consuming, local research has indicated that Game-based Teaching/ Learning currently exists successfully in several Jamaican schools at different levels. Teachers are managing to successfully integrate the methodology with their lessons as they see it as a means of enhancing the teaching/ learning process.

POINTS TO NOTE FOR USING SUGGESTED GAMES

The games in this manual can be adapted to suit the needs of all learners as well as their environment. Outdoor games are very essential in the lives of children as they contribute to the development of their fine and gross motor skills. Outdoor games also provide them with the opportunity to enjoy the open environment, gain confidence, develop muscular strength, endurance, balance and coordination, as they run, skip, jump and swing among other skills. Users of this manual should endeavour to give children a balanced diet of play inside and outside of the classroom.

Teachers along with students can exercise creativity by extending the lessons as they see fit based on their realities. Indoor games, where applicable, can also be played outdoors.

Curriculum Games-Based Activities

GRADE 1 TERM ONE UNIT ONE GAME: DANCE OF NAMES

FOCUS QUESTION 1: How Do You Know Me?

GAME

- Students stand in a circle.
- A rhythm is played on the drum or clapped by hand
- Individual students move to the centre of the circle
- Players break up names in syllables as they say their names (e.g. Ni-cho-las, Chris-to-pher to the drum rhythm.
- As a student says name he/she perform a movement for each syllable in his/her name.
- Students forming the circle do the movement of the person in the circle.
- Teacher uses a signal (e.g. a clap) to indicate when each player leaves/ enters the circle.
- After each student has given name and movement the teacher takes turn in repeating each child's name and the class tries to repeat the movement associated with the name.
- Students group themselves based on number of syllables in their names.
- Students in groups create Bar graphs using number of students and number of syllables in their names.
- Students create jingles about themselves and their names.

OBJECTIVES

- Recognize the importance of being called by a name.
- Identify self/classmates by name.
- Share information about themselves through jingles and song.
- Demonstrate motor movement successfully.
- Demonstrate an understanding of the concept of first and last.
- Sort group and classify data.
- Identify various letter sounds.
- Link sounds to letters in order to decode words.
- Work cooperatively in groups.
- Identify self as boy/girl/male/ female.

Key Skills

- Listen to instructions
- Respond to prompt.
- Perform movement
- Respond
- Compare movements
- Wait turn

Key Vocab. Concept

- First Name
- Last name
- Boy
- Girl
- Male
- Female
- Unique
- Syllable
- Group
- Movement
- Self space
- Different
- Rhythm
- Levels
- Perform

Assessment

- Correct syllabication of names.
- Creativity in movements.
- Correct plotting of graphs.
- Appropriate creation of jingles.

GRADE 1 TERM 1 UNIT ONE GAME: WORD RACE

FOCUS QUESTION 2: How Do You Know Me?

GAME

- Clear the centre of the classroom. If game is played outside find a level area such as the playfield
- Teacher and students place two 3 feet long lengths of masking tape at one end of the playing area to mark the starting line for each team.
- Place two more 3 feet long lengths of masking tape about 20 feet away from the starting point.
- The teacher places a number of cards with key vocabulary related to the focus question, "How do you know me?" e.g. boy/girl, male/female. There may be two or more cards with the same word. Place word cards at the end line.
- Divide the class into two groups, e.g. boys and girls. Have each team face their start line with team members lined up behind each other.
- Give each team a box or basket. Have the first player from each team place the box /basket on top of his / her head adjusting it so it will stay balanced on the head.
- Teacher instructs class that at the word "go" the first player from each team should walk as quickly as possible to the opposite line while keeping the box or basket balanced on the head without holding it.
- If the box or basket is dropped, the player has to go back to the starting line, rebalance and start toward the finish line again.
- When a player gets to the finish
- line he/she must pick up at least one, no more than two words that describe(s) him/her.
- Then put the word(s) in his or her box/hat and run back to the start line. Hand the box/basket to the starting line and hand the box/ basket to the second player on the team, who must balance the box/basket on his/her head and start walking toward the finish line.
- For every member of the team(s) to return to the finish line, first person gets one point.
- When all the cards are picked up, the teacher collects the boxes/ baskets and checks to see if the teams have collected in their individual box/hat the words that describe them.
- They are given points based on the accuracy of the words collected /identifying the groups.

Extension

- Teacher may have the teams use the words to create jingles identifying them.

OBJECTIVES

- Recognize sight words appropriate to grade.
- Use context clues to determine character traits about self.
- Identify self as boy/girl, male/female.
- Demonstrate motor movement successfully
- Describe self, others, objects & situations using appropriate words.
- Demonstrate an understanding of the concept of 'first and last.'
- Respect the contribution of their peers.

Key Skills

- Form lines.
- Follow instructions.
- Respond to prompts.
- Identify groups.
- Perform movements.
- Balance weights.
- Identify sight words.
- Measurement
- Write jingles
- Cooperation
- Team spirit

Key Vocab. Concept

- Names
- Family
- Relatives
- Male
- Female
- Likes/dislikes
- Unique
- Birthday
- Boy/girl
- Brother
- Sister
- Mother
- Father
- Sentences
- Differences

Assessment

- Correct identification of words.
- Demonstration of good motor skills.
- Accuracy in measurements.
- Jingles created.

GRADE 1 TERM 1 UNIT ONE GAME: ACING MATHS

FOCUS QUESTION 3: To Which Group Do I Belong? How Do We Differ in Size?

GAME

- In small groups using a full deck of cards have students sort cards to create groups by attributes. E.g. (a) sort by colour, i.e. all blacks/ all red suits (b) sort by numbers, i.e. all 2s, 4s, 7s etc. All hearts/ /all diamond, etc.Give a number value to Kings, Queens, Jacks & Aces.
- Add the numbers, i.e. total value of the cards after sorting.
- Use greater than and less than to discuss value of cards e.g. total of 4s less than the total of the 7s
- Give each student a set of cards. Ace through to 10, i.e. numbers 1 - 10
- One player selects a secret card from his/her hand and places it face down,
- Other students select a card from their hand and place it face up.
- Player with card face down flips over card.
- Say whose card is 'less than' or 'greater than' the card that is flipped over which was originally faced down or the cards that were originally faced up.
- Each student can write short story about him/herself on paper or using appropriate digital device if available.
- Use sorting by colour/number suit to discuss groupings and concept of, "to which group do I belong?', as well as "sets," E.g. Kings, Queens,
- Jack, Diamonds & Hearts.
- Discuss aspects of how we differ in size.

N.B. These activities can also be used in Grade 2.

OBJECTIVES

- Count to tell how many objects in a set or group
- Compare and contrast groups
- Work cooperatively with others
- Identify numerals and associate them with their names and number of letters in their name
- Use the word 'set' to describe a group
- Sort group and classify data.
- Use digital devices appropriately to prepare personal portfolios.

Key Skills

- Discuss attributes
- Discuss ideas
- Compare sets
- Associate numbers with sets
- Cooperation
- Make observation
- Identify
- Make cards
- Counting

Key Vocab. Concept

- groups sets
- greater than
- less than
- thoughts
- relationship balance

Assessment

- Correct identification of numbers in a set.
- Correct sorting and classifying of data
- Personal digital portfolio.

GRADE: 1 **TERM 1** **UNIT TWO** **GAME: SQUARES**

FOCUS QUESTION 1: What Do I Look Like and What Can I Do?

GAME

Each player stands in one square and must bounce a ball into another player's box without holding on to the ball or stepping out of bounds.

- Students, guided by the teacher, draw four boxes on the ground in a four by four feet diagram.
- One student enters each box. The others circle around the box to watch and wait their turns.
- The ball is thrown by someone outside the square to the first player in the square who bounces it to the 2nd player without holding the ball or stepping out of his/her square.
- Each player is to successfully bounce the ball four times with his peers counting and monitoring the number of times.
- Whoever fails to do so steps out of his/her box.
- The thrower takes his/her place.
- Another thrower is selected.
- When each player in the four boxes has successfully bounced the ball four times they shout 4 X 4 equals 16. Then all children change places and four new students step into each box
- The game continues until all the children have had a chance to enter the square.
- Children count the number of times each child in the square bounces the ball.
- For each bounce of ball the players say as quickly as possible a word that describes him/her, e.g. boy, tall.

OBJECTIVES

- Develop control in ball skills when throwing and bouncing.
- Demonstrate movement within their own space.
- Measure the lengths using strings, steps, strips of cardboard, and other informal units of measure.
- Represent numerical information pictorially.
- Identify shapes.
- Work cooperatively with others
- Write simple sentences about themselves.

Key Skills

- Observe peers
- Create
- Measure distances
- Estimate measurements
- Coordinate movements
- Count
- Discuss use of Upper limbs

Key Vocab. Concept

- shapes
- sixteen
- square
- describe
- bounces
- movement
- ball
- feet
- select
- measure
- number
- time
- four

Assessment

- Accurate measurements of boxes drawn
- Good team spirit.
- Demonstration of movement within self space.
- Sentences correctly written.

GRADE 1 | TERM 1 | UNIT TWO | GAME: THE FAN DANCE

FOCUS QUESTION 2: What Do I Look Like? What Can I Do?

PROJECT:

Have students make paper fans in preparation for the game.

- Give one or two fans to each student.
- Teacher instructs students to cover various parts of their bodies with their hands, e.g. "cover your eyes' , cover one leg with the other.
- Play selected music.
- Instruct students to move to the rhythm of the music covering themselves in various ways with their fans.
- Give directions for student to use different levels of tempo, power, and space.
- Have students imagine that the wind is blowing them and their fans.
- Encourage them to change directions.
- Let them wave the fan in the air jumping as they wave their fans.
- Use the fans to give their bodies wings as they run and spin.
- In small groups make up a dance.
- Perform their dances.
- In groups write songs/jingles to accompany the FAN DANCE.

Extension: Continue Fan making as a project using straw and cardboard. Make fans of different shapes.

OBJECTIVES

- Use line and space.
- Identify external parts of the body.
- Demonstrate movements within their own space.
- Create rhythmic patterns at all levels with or without a partner.
- Use parts of the body to explore space.
- Develop the ability to run and dodge.
- Recognize and use sight words or cards with images of body parts appropriate to grade.
- Work cooperatively with others.
- Identify and create shapes.

Key Skills

- Make fans
- Create dance
- Create rhythm patterns
- Use upper & lower limbs
- Recognize parts of body
- Respond to instructions
- Cooperation
- Performance
- Listen

Key Vocab. Concept

- Eye
- Right
- Ears
- Left
- Leg
- Body
- Hands
- Parts
- Face
- Movement
- Wave
- Sing
- Jump
- External
- High
- Hair
- Low
- Limbs

Assessment

- Creativity in use of fans and body movements.
- Appropriate response to instructions.
- Appropriateness and creativity in song/jingle to accompany fan dance.
- Showing of respect for contribution of peers.

GRADE 1 TERM 1 UNIT 2 GAME: PLAY THIS ROLE IF YOU DARE

FOCUS QUESTION 3: In What Ways Do I Grow And What Do I Need To Grow?

GAME

- Children make models or costumes that represemt different "workers" These are then placed in a box or suitcase or suitable container.
- Teacher have individual students make a selection from the costumes/models which have been placed in box or suitcase without telling them what they are going to do with the clothes.
- Children close eyes and select an item from the box and try to guess what it is.
- After selection of clothes, assign roles such as farmer, cook, doctor, nurse, parent, or child.
- Place students in groups after identifying the farmer in one group, the cook in one group, the nurse/doctor in a group.
- Have the farmer group draw different types of food that they would plant in order to help the children to grow.
- Have the cook group do a skit on foods they would cook in the canteen for the children.
- Group with doctor/nurse takes the child to the doctor because he/she refuses to eat certain foods.
- Have students do measurements to show child's growth and weight.
- Group work is presented and discussed using the "speak easy' drama method.

OBJECTIVES

- Use SJE structures to express themselves
- Use pronouns I, Me, My
- Use non-standard units of measure
- Use elements of art in creating drawings and models of food.
- Explain why food is essential for healthy growth.
- Perform skit related to growth and foods.
- Work cooperatively in small groups.

Key Skills

- Measure heights
- Draw
- Communicate ideas
- Make predictions
- Discuss purpose of food
- Communicate through the use of drama

Key Vocab. Concept

- legumes
- food groups
- strong
- go, grow, glow
- six food groups
- fruits
- energy
- staples
- fats
- animals
- vegetables
- healthy

Assessment

- Foods appropriately associated with growth.
- Role play of situations assigned.
- Roles appropriately played based on situations assigned.

GRADE 1 **TERM 1** **UNIT TWO** **GAME: FINGER PLAY**

FOCUS QUESTION 4: How Do I Take Care Of My Body?

PROJECT:

- Teacher prepares materials for games: strips of paper, masking/ cello tape, red ink pen or markers. Students, guided by teacher write words on strips of paper such as: shower, comb hair, clean clothes, brush teeth, rest, exercise.
- Tape them on their thumb and fingers.
- Have them sing and do the actions to the
- song:"Finger and thumbs keep moving (Rept. 3) and all is merry and bright."
- Use the same rhythm to teach them the following songs:
- "Mother says shower (Rept. 3) and wash my hair as well.
- Mother says brush my teeth
- (Rept. 3) and wash my mouth as well.
- Mother says rest is good (Rept. 3) I must take rest each day.
- Mother says wear clean clothes (Rept. 3) and I'll be merry and bright.
- Finger and thumbs keep moving.
- (Rept. 3) and wash my hands clean."
- As they sing they show fingers with the different words to indicate how I take care of my body.
- Have children trace their hands on plain paper and write words on each finger and in the palm of the hand.
- Write a jingle about taking care of the body.
- Discuss the importance of taking care of the body.

OBJECTIVES

- Use home language to talk about how they take care of their bodies.
- Use the pronouns I, Me. My, You
- Recognize the importance of the need to rest
- Identify daily personal habits needed to take care of the body.
- Demonstrate various ways in which the body is cared for.
- Compose jingles about caring for the body.

Extended Activity:
Student collect, draw or make things used in the care of the body. Label items, make lists and create a display corner.

Key Skills

- Talk about care of body
- Demonstrate care of body
- Compose, recite songs/jingles
- Discuss
- Raw
- Write
- Sing song

Key Vocab. Concept

- bathe
- exercise
- eat healthy
- rest
- sleep
- comb hair
- brush teeth
- visit dentist
- doctor
- wash hands
- meal
- shower
- medicine
- danger

Assessment

- Jingles satisfactorily composed.
- Pronouns I. Me, My You correctly used.
- Accurate maintenance of rhythm of song.
- Acknowledgement of the contribution of others.

GRADE 1 **TERM 2** **UNIT 1** **GAME: FAMILY FEUD**

FOCUS QUESTION 1: What Is a Family And Who Are My Family Members?
FOCUS QUESTION 2: How Do Family Members Care For Each Other?

GAME

- Question with the content for lesson about the family is prepared on a game board. E.g. give the name of the family member starting with the letter " F"- FATHER.
- What is the name of the family member who gave birth to you? MOTHER.
- Divide class into two teams. One member of each team faces the other in a face off as the teacher reads the question off the game board.
- Teacher has student pass a ball or blows a whistle and the team to respond first with the correct answer has the option of playing first and controls the board.
- The team that is in control of the board tries to get all the answers to the questions before getting three strikes.
- If the team receives three strikes without clearing the board, the other team takes over.
- The team that now has control gives one answer hoping that it is found on the board.
- If the answer is on the board they get a point.
- If the answer is not there the other team gets the point.
- Points are given as each team finds the answer to the question on the board.
- The team with the most points wins the game.
- Let children ask each other questions about the family.
- Play music and challenge children to compose poems/jingles about their family to beat the clock.

OBJECTIVES

- Formulate simple definition of a family
- Create works of art about their family
- Associate members of set with numerals
- Construct simple mathematical sentences.
- Use SJE to respond to questions about family members.
- Use theatre games to explore the structure of the family.
- Use personal and general space in play.
- Explain why a family has rules.
- Show an understanding of fair share and equal share.
- Use drawing to show how family members care for each other.

Key Skills

- Follow instructions
- Draw conclusion
- Read sentences
- Share ideas
- Create Jingles
- Formulate questions
- Write mathematical sentences.
- Take turns.
- Follow sequence.

Key Vocab. Concept

- family
- members
- siblings
- types of family
- nuclear
- celebrations
- single
- extended family
- jobs
- community
- generations
- parents
- family history
- family tree
- parents
- brothers
- sisters
- mother
- father
- relatives

Assessment

- Ideas about family
- Communicate effectively
- Jingles created with suitable content
- Mathematical sentences appropriately written.

GRADE 1 TERM 2 UNIT ONE GAME: DRAMA ON PAPER

FOCUS QUESTION 3: What Are The Activities In Which I Participate With My Family?

GAME:

- Students are given large sheet of plain white paper, pencil, crayons.
- They are told to draw their family doing an activity that all family members take part in.
- Display the art work around the room.
- Have students talk about the activities they have drawn on their paper.
- Put students in group. Each group selects one of the drawings.
- Children act out the isea of the drawing selected.
- Others guess the drawing, the group mimics.
- Points awarded for correctly identifying the drawing.
- N.B. The drawing activity can also be done as group work of 4 – 5 students per group.
- In groups, students use activity from drawings to create songs.

OBJECTIVES

- Identify special family occasions on the calendar.
- Demonstrate how to work cooperatively as a family.
- Identify key activities in which families participate.
- Compare major activities in different families.
- Perform songs about activities in their families.
- Practice and recall movements in particular sequence and patterns.
- Create art pieces on family activities.

Key Skills

- Identify special family days
- Compose sentence
- Respond to questions
- Draw and colour.
- Read words
- Share information
- Apply sequence
- Dramatize activity.

Key Vocab. Concept

- dates
- celebrations
- birthday
- holidays
- church
- party
- Christmas
- Valentines
- Easter
- services
- calendar

Assessment

- Family activities appropriately identified and described.
- Sentences reflect family activity.
- Dramatic presentations appropriately reflect family activities.
- Words of song depict family activity.

GRADE 1 TERM 2 UNIT TWO GAME: HEAD MERCHANT

FOCUS QUESTION 1: What Are The Things In My Home And What Are They Used For?
FOCUS QUESTION 2: How Do I Care For The Things In My Home?

GAME

- Teacher as Facilitator guides the role play.
- One child plays the Merchant, the others play things in the home.
- The merchant is behind a door, a screen or just a line drawn to indicate a door.
- The students playing pots, kettle, chair, table, spoon, etc are on the other side lined up behind each other. They chant: "open the door Head merchant! Open the door!"
- Head merchant: "I will open the door but what will you give me?"
- Student at the head of the line says:"I will give you the kettle behind me!"
- Head merchant: "Who are you and why must I take the kettle?"
- "I am the mistress' tea cup.
- The kettle gives her hot water that burns her every morning."
- All chant:"Take her, take her, open the door head merchant and take away the kettle."
- The merchant steps forward and removes the kettle from behind the cup.
- Spoon steps in front of the cup.
- Chant: " Open the door head merchant, open the door!"
- Head merchant: "I will open the door but what will you give me?"
- Spoon: "I will give you the tea cup behind me."
- Head merchant:"Who are you and why must I take the tea cup?"
- Spoon:" I am the master's teaspoon and he bangs my head hard against his tea cup every morning."
- Chant:"That is so true, take her, take her, head merchant!"
- The cup is taken by head merchant.
- Rule is repeated. One behind spoon steps in front of spoon.
- Chant: " Open the door…. etc.
- Bowl:"I am the master's cereal bowl. Please take spoon away.
- She scratches the bottom of my bowl when she picks up the cereal."
- N.B. The game continues until all are removed by the merchant.
- Discussion on things identified from the game and what they are used for.
- Students create sounds made by the objects in the game, e.g. hissing of kettle.
- Hitting of spoon against cup.
- Scraping of spoon in bowl, etc.
- Students do drawing of the objects.
  Discuss shapes of various items and careful use of the objects.
- An extension of the game, have the merchant return with the items priced to be sold to the home owner who must check quickly if there is enough money to buy.
- N.B. The teacher can use the game for focus question 2: "How do I care for things in the home and use them safely."

OBJECTIVES

- Create 2D & 3D models of things in the home.
- Classify things within the home.
- Relate how tools/machines within the home help to make life easier.
- Compose lyrics for songs relating to things in the home.
- Identify the use of things in the home.
- Identify shapes of objects found in the home.
- Create or imitate sounds heard in the home using elements of music.
- Group things in the home in various categories.

Key Skills

- Make 2D representations of things in the home.
- Classify and communicate ideas.
- Write distinguished sounds.
- Create rhythm and movement.
- Work co-operatively in groups.
- Identify and classify shapes.
- Create song.

Key Vocab. Concept

- pots
- kettle
- chair
- table
- beds
- wardrobes
- knives
- forks
- spoons
- cup
- dresser
- telephone
- cooking
- stove
- television
- washing machine
- glass

Assessment

- Involvement in game.
- Correct use given for each household item.
- Steady rhythm of chant used in the game.
- Appropriate recognizable drawing of items/objects.

GRADE 1 TERM 3 UNIT ONE GAME : ROBOTS

Focus Question 1: How Do I Know My School?

GAME

- Teacher prepares costume to signify that he/she is a robot.
- Explain to students that he/she is a robot and invite a volunteer from the students to help to demonstrate.
- Explain to the students that you have three imaginary control buttons on your right shoulder.

Pressing the buttons will take you to different places in the school. E.g. pressing the middle button will make you move forward to the Principal's office and Staff room.

- Pressing the button on the left makes you turn left to the canteen and the playfield.
- Pressing right button- to the toilets and corridor leading to the Grade 6 block.
- Have the volunteer student press the buttons one at a time and demonstrate to the students.
- After the demonstration put the students in pairs to do the robot demonstration of locating places in the school.
- Reverse roles so each child gets to play the robot.

N. B. This activity can be done outdoors so that students can go on tour as robots based on the pressing of the 'direction button.'

- The teacher may have to change the instructions based on the layout of the school.
- Discuss the robot location activity and draw and colour the places they visited/located.
- Use the students' drawings and the robot costume to identify and discuss shapes and straight and curved lines.
- Write simple sentence giving direction.

OBJECTIVES

- Identify individual who helps to educate students.
- Understand the term environment and what it means in relationship to their school.
- Recognize how rules and regulations are used in schools.
- Tell ways in which they can take care of the school and the things in it.
- Use process skills to draw conclusions and solve problems -observe, predict, infer, measure, clarify.
- Create/play games using different shapes.
- Work co-operatively with their peers.
- Use play dough to create objects found in the school.

Key Skills

- Locate and identify
- Discuss facts
- Follow directions
- Observe details
- Listen
- Draw straight and curved lines.
- Draw and identify geometrical shapes.

Key Vocab. Concept

- location
- road
- parish
- motto
- school song
- buildings
- canteen
- students
- guidance counselor
- principal
- teacher
- classroom
- office
- sing

Assessment

- Follow directions correctly.
- Demonstrate characters correctly.
- Drawing of lines and shapes.
- Give correct location of various places within the school.
- Write sentences correctly.

GRADE 1 TERM 3 UNIT ONE GAME: RING GAME – GOOD JAMAICANS

FOCUS QUESTION 2: Who Are The People At My School And What Do They Do?

GAME

- Students make a circle and clap and sing to the rhythm of the song.
- Students learn song to tune of Mango Time.
- We are the children of Grade One and we go to school each day to learn to read and write because we want to be good Jamaicans.
- Our Principal and teachers are nice, they give us a good education, a good education.
- We have the Cook, Security and Cleaner in our school every day and they help us to make school a good place.
- The cook gives us nice meals so good and so sweet, they make us so strong and healthy.
- The Security keeps us safe all day long and the Cleaner is always there to help us keep the place clean, so we love to go to school.
- We keep all the rules in our school and the Principal, Teachers, Nurse and all the people who work in our school help to make school a happy place.
- Students make a circle and clap and sing to the rhythm of the song.
- Individual students enter the circle taking of various roles.
- First they skip around then mime an activity that the person would perform in the school.
- The students forming the circle mime the activity done by the students playing the role in the centre of the circle.
- Students identify the person based on mimed activity.
- Class discussion on ring game to identify people and what they do at the school.
- Have students draw and colour at least one person from the ring game.
- Write a sentence about the worker he/she has drawn and coloured.

Extension:

- In groups have students describe differences in the letters of words. They count the number of letters in words such as Principal, cook, teacher, security and plot graph representing the number of letters in each word.
- Children mount their graphs and vote on features of the graph that they like.

OBJECTIVES

- Identify groups to which they belong at school.
- Discuss the responsibilities of members of each group.
- Talk about why groups have rules.
- Appreciate that all people are unique and have skills and talents that are to be valued.
- Understand how individual roles support the functioning of the school.
- Work cooperatively.
- With their peers.
- Show by their behaviour that they value rules and regulations.
- Draw and colour people in the school environment.
- Recognize that spoken language involves interaction and courtesy.
- Attempt to use SJE structure to express self.
- Develop control and coordination of physical movements through dance and simple activities.
- Plot a graph based on the data collected.

Key Skills

- Identify groups
- Maintain simple rhythm
- Work cooperatively
- Role play
- Listen
- Draw
- Colour
- Construct sentence
- Draw conclusions

Key Vocab. Concept

- Principal
- Vice Principal
- Guidance Counselors
- Teachers
- Students
- Security Guard
- Cleaner
- Cook
- Secretary
- Teach
- Lead
- Responsibility

Assessment

- Identification and listing of people at school from ring game and song.
- Drawing and colouring of persons.
- Sentences correctly written
- Poems and songs about workers in the school.
- Have students draw and colour at least one person from the ring game.
- Write a sentence about the worker he/she has drawn and coloured.

GRADE 1 TERM 3 UNIT 2 GAME: ATTITUDE ADJECTIVES

FOCUS QUESTION 1: What Are Some Of The Activities And Events At My School?

GAME:

- Teacher tells students that together they will be creating a story called "Attitude Adjectives."
- Students stand or sit in a circle.
- Teacher places a box of pre-selected noun cards in the centre of the circle. E.g. Concert, symbols, hero, uniform.
- Teacher uses a ruler or a piece of stick and explains to students that the person to whom she points the stick will go to the box in the centre of the circle and select a noun word card from the box.
- He/she stands in the centre of the circle, adds an adjective to the noun and gives a sentence to help in the building of the story.
- Teacher writes sentences on the board.
- The sentence should be performed with an attitude and movements at the same time.
- The teacher begins the story by introducing the character(s), the setting and 'a' problem. E.g. short Christopher wanted to run for his house on sports day.
- Teacher does the movements to show short Christopher running with attitude.
- Teacher points to student who goes to circle, selects noun, adds the adjective, gives sentence and movement with an attitude e.g. His loving mother made his shorts for the race.
- Teachers write adjectives on the board.
- Teacher side coaches students to find creative movements to demonstrate their Attitude Adjectives.
- The story continues until all the nouns are used and each child gets a chance to give his/her sentence and movement.
- Teacher and students work on proper sequencing of sentences for the story.
- Each student writes his/her Attitude Adjective sentence.
- Students draw and colour or make objects/persons associated with school Sports Day as an annual school event.
- Students label their art work.

Extended Activity

- In groups, students use the movements from their Attitude Adjectives story to create dances.
- Dances rehearsed and prepared for performance in class or school on Prize Giving day.
- Students take turns to think of a school activity
- Others guess the activity using clues.

OBJECTIVES

- Identify activities and events that take place at their school.
- Show respect for various customs and practices present in their school.
- Know that special garments, foods, symbols and rituals are associated with celebrations/ceremonies.
- Make objects for named purposes using given materials.
- Express a change of feelings and emotions through the enactment of dramatic scenarios.
- Explore the basic movement skills used in various physical activities.
- Work cooperatively with others.
- Identify and use simple adjectives.
- List various events/activities.
- Develop motor and psychomotor skills.
- Write simple sentences.

Key Skills

- Observe/discuss calendar events
- Identify time.
- Perform songs
- Create costumes
- Draw, colour and label picture
- Write sentences
- Identify adjectives
- Share ideas
- Contribution of sentence and movement to development of story.
- Appropriate sequencing of sentences to make meaningful story.
- Drawing/making and labeling of objects /persons.
- Sentence correctly written.
- Create dance.
- Group interactions and cooperation.

Key Vocab. Concept

- School events
- National events
- Celebrations
- Day/month/year
- Timetable
- Invitations
- Menu
- Symbols
- Heroes calendar

Assessment

- Correct adjectives added to nouns.
- Appropriate sentence used in building of story.
- Proper sequencing of sentences in building of story.
- Drawing and labeling of art work.

GRADE 1 TERM 3 UNIT 2 GAME: MIRRORING YOUR HANDS

FOCUS QUESTION 2: How Do We Live Together At School?

GAME:

- Have students stand facing each other in pairs.
- Tell students to think of the first ten (10) movements they make with their hands when they get up in the morning.
- Play some slow tempo music.
- Choose a leader for each pair.
- The Leader moves hand slowly but freely to the music, their partner moves his/her hands as the mirror image.
- Guide students into doing the mirror image by telling them if the leader uses his/her right
- hand, the partner uses his/her left hand as the mirrored image.
- After the first five movements have the partners switch roles.
- Tell students to think of things they do with their hands at school to show how they live together at school. E.g. hug each other.
- Switch partners and do the mirror hand movement of caring/ helping hands.
- Teacher may side coach students by asking questions:
- Do you have helping/caring hands?
- Fun loving hands?
- Do you have praying hands?
- Discuss – what do our hands tell us about how we live together at school? E.g.do not hit each other, share lunch, pencils, and books.
- Change partners. Have students do mirrored hands at school adding words to the activity.
- Monitor/observe to see if words complement hand.
- Have pairs show their hand/words activity to the class.
- Students draw and paint their hands. Make a card, write one sentence about how they live together at school.
- Exchange the card with their partner.
- Ensure that each student gets a card.
- Develop movement into a dance of hands.
- Students count the number activities they use their hands for when they wake up in the morning and write a number sentence.
- Students sing nursery rhyme "This is the way we wash our hands early in the morning"

OBJECTIVES

- Tell ways in which they can contribute to the success of teams.
- Give praise and acknowledge the contributions of others.
- Show an appreciation for the different opinions shared about their work.
- Describe the actions of others using appropriate words.
- Attempt to use SJE structures to express self.
- Learn how to take turns and cooperate as teams when playing simple games.
- Show respect for the contribution of others.
- Demonstrate motor skills successfully.
- Write mathematical sentences.

Key Skills

- Explain
- Demonstrate
- Perform movements
- Discuss
- Write sentences
- Practice courtesy
- Interact

Key Vocab. Concept

- Help
- Care
- Share
- Loving
- Kind
- Protect
- Work together
- Cooperative
- Praise
- Comfort

Assessment

- List of things hands do
- Mirroring hands activities
- Participate in discussion
- Painting of hands
- Sentences and making of cards.
- Willingness in the exchange of cards with partner.
- Correct writing of number sentence.

Grade 2

GRADE 2 TERM 1 UNIT ONE GAME : ROCK, PAPER, SCISSORS

FOCUS QUESTION 1: What Do I Need To Know About My Brain, Heart & Skeleton?

GAME:

- Have each child bring a card board tube from a paper towel roll to use as an improvised stethoscope.
- Students work in pairs as doctor and patient and listen for their partner's heartbeat by placing the tube over the partner's heart.
- Count the number of beats per 30 seconds (N.B. teacher keeps time).
- Add this number together twice to find out how many times each minute the person's heart beats.
- Have students reverse roles i.e. doctor becomes patient, patient becomes doctor.
- Document findings.
- Have each child find his/her space around the room, then guide students into game.
- Stand in self space with feet together.
- Jump four times landing with feet together, that is, in paper position. Begin with the students as patients.
- Jump again four times landing with feet apart in the scissors position.
- Jump for the third time for four times landing with one foot forward and the other foot backward.
- Have the doctors repeat the testing of the heart beats after the activity using same timing.
- Document the findings.
- Reverse roles i.e. doctors are now patients and patients doctors.
- Repeat Rock, paper, scissors exercise.
- Document the findings.
- Compare findings before and after exercise using greater than and less than symbols.
- In groups let students display findings using bar graph.
- Use speak easy drama mode to have students tell their experience about what happened to the heart during the game and immediately after.
- Have students draw the shape of the heart, cut them out and use them as fans for cooling down after the rock paper scissors game

OBJECTIVES

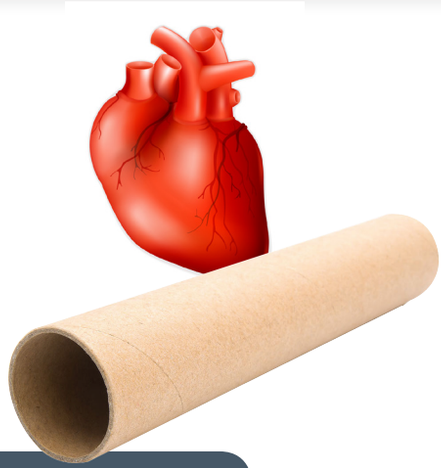
- Compare the pulse of the heart with beat of music
- Investigate the effects of types of movement on the pulse of the heart
- Write simple sentences about the heart.
- Use the symbols for greater than andless than to compare frequency of heartbeats.
- Use words associated with the functions of the heart.
- Use movement creatively to express ideas.
- Do simple addition.
- Use bar graphs to document data.
- Use elements of art to design shapes.
- Recognize why it is important tofollow safety rules.
- Demonstrate the ability to share with others.
- Demonstrate the ability to listen and follow instructions as they execute various tasks.

Key Skills

- Listen to heartbeats
- Count heartbeats
- Compare frequency of heartbeats
- Role play
- Describe observation
- Use greater than/less than symbols
- Perform jumping and landing techniques
- Addition
- Record information.

Key Vocab. Concept

- heart
- beat
- graph
- jump
- chest
- pattern
- shape
- patient
- organ
- movement
- symbols
- rock
- scissors
- count
- repeat
- doctor
- length



Assessment

- Successful completion of pair work.
- Correcting counting of beats per 30 seconds.
- Correct addition of numbers.
- Correct documentation of findings.
- Successful demonstration of motor skills.

GRADE 2 TERM 1 UNIT ONE GAME: ROPED IN

FOCUS QUESTION 2: How Do The Brain, Heart & Skeleton Work Together?

GAME:

- For every two (2) students a 1 metre long length of rope with a knot at each end must be available
- Music, both rhythmic and slow should be available.
- Group students in pairs and give each pair a length of rope
- Have partners hold opposite ends of rope.
- Have players spread out around the room or take class out on to the playfield or school hall if one is available.
- Play music and tell each pair to explore what movements they can make while holding the rope between them.
- Stop activity, ask students how the brain, heart and skeleton help them to do the activity,
- Guide students by offering suggestions like:
  (a) Make the rope dance.
- What can you do to make the rope dance?
  (b) Raise and lower your arms.
  (c) Take turns stepping over and under the rope.
  (d) In pairs try stepping over the rope at the same time.
- What parts/organs of the body helped you in doing the activities?
- Stretch the rope taut, explore what movement you can make while rope is taut.
- What happens to the heart when you do the movement?
- Keep changing tempo of music from rhythmic to slow/ restful music
- Give students time to discover what movements they can make with the rope – Question: Could you do the movements without your brain, heart and skeleton working together?
- Encourage students to keep their movement fluid
- Tell students to be careful not to let go of the rope.
- Teacher captures movements on camera/camcorder or phone.

Extension to Game

- Discuss how the brain, heart and skeleton work together to enable students to perform the activities.
- Students work in groups of three in role as the brain, the heart and the skeleton to do role play on their functions as they work together.

OBJECTIVES

- Describe how brain, heart, skeleton work together.
- Develop techniques using a variety of skeletal movements
- Demonstrate the flexibility of the skeleton as the body moves to various rhythms.
- Use dramatic mode to demonstrate the relatedness between brain/heart/skeleton.
- Demonstrate respect for the views and contribution of others.
- Demonstrate movements/movement patterns in self space and general space.

Key Skills

- Cooperation
- Communicate information
- Discuss ideas
- Create skills
- Perform movements
- Choreograph movements

Key Vocab. Concept

- Brain
- parts
- Heart
- movements
- Skeleton
- flexibility
- Inter relatedness
- rhythm
- Elements
- internal
- Together

Assessment

- Successful exploration of movements
- Correct identification of how brain, heart and skeleton work together in rope movement activities.
- Creative and successful role play of brain, heart and skeleton.

GRADE 2 TERM 1 UNIT 2 GAME: THE HUNTER

FOCUS QUESTION 1: How Do I Keep My Body Healthy?

GAME

- Have students make paper hats on plain paper.
- Write the names of 'Go', 'Glow' and 'Grow' foods and draw pictures of carrot, eggs, banana, fish and other examples representing Go, Glow and Grow foods.
- Create movements to represent food groups
- Teacher creates his/her own tune to the following song and teaches it to students. Tune: Mulburry Bush
- "Here we go a hunting (Rept 3 times).
- Here we go a hunting early in the morning.
- I must get my carrots (Rept. 3)I must get my carrots early in the morning.
- Here I go collecting eggs, (Rept 3 times) early in the morning.
- My father goes a fishing
- Father goes a fishing (Rep 3) early in the morning.
- Brother picks a breadfruit.
- (Rept. 3) early in the morning.
- Brother cuts banana (Rept.3) brother cuts banana early in the morning
- Mother cuts callaloo.
- (Rept. 3) early in the morning
- Mother cleans callaloo (Rept. 3) mother cleans callaloo early in the morning.
- Here we go jogging, (Rept. 3) here we go jogging early in the morning.
- Students do creative hunting movements while they sing the song
- Use hot seating method as a means of identifying/classifying food groups as mentioned in the activities/song and their importance in keeping the body healthy.
- Discussion of types of foods for maintaining good health.
- Students work in groups to classify foods into Grow, Go and Glow foods.
- Students write simple sentences about the three groups of foods.
- Students play "Boy, girl, animal, place, thing, food" game.

OBJECTIVES

- Solve simple problems regarding keeping the body healthy.
- Classify foods as Go, Glow and Grow.
- Create collage of 3D models needed to keep the body healthy.
- Use drama modes to demonstrate ways to keep the body healthy.
- Use SJE structures to express themselves on issues concerning keeping the body healthy.
- Perform different movement sequence to represent assigned food groups
- Sort and classify data on issues relating to health.

Key Skills

- Work collaboratively
- Sing expressively
- Create models
- Discuss ideas
- Classify items
- Create and draw foods/pictures
- Perform movement patterns
- Listen to information
- Demonstrate activity

Key Vocab. Concept

- exercise
- rest
- protect
- eating healthy foods
- teaching
- foods
- responsibility
- disease
- injury
- accident
- hygiene
- diet
- growth
- medicine
- safety measures
- danger
- doctor's visit

Assessment

- Art work satisfactorily depicts foods and groupings.
- Movements satisfactorily depict task assigned.
- Discussion reflects the importance of food keeping the body healthy
- Appropriate classification of food groups from hot seating activity.
- Sentences correctly written using capital letters and full stop.

Used to GLOW
Used to GROW
Used to GO

GRADE 2 TERM 1 UNIT TWO GAME: BE AWARE

FOCUS QUESTION 2: What Do I Do To Keep My Body Safe? (At Home, At School On the Road)

GAME

- Rule/Preparation/Warm Up
- Remind students to be cautious when moving and to be aware of the personal space of others.
- Have students march on the spot, lifting knees high and performing various arm movements.
- Students jog on the spot slowly then faster lifting knees high in front of them.
- Give each student a letter card and tell them to remember their letter.
- Use first letter of words relating to safety and danger.
- Call out a word. Students who have the letter to start that word freeze when they hear the word e.g. "Fire." students with "F" freeze or move to a special spot for "stars".
- When another word is called those frozen begin to move around again, and the ones with the letter for the new word freeze.
- Encourage students to be creative in their movements e.g. if before they freeze they were walking in straight lines, after unfreezing they could move in curved lines.
- Drama/Role Play - Put students in small groups of 4 or 5 to demonstrate what they would do if on the way home from school the following happens:
  - a flooded road
  - speeding traffic
  - a car on fire
  - a strange man stops you
  - you hear gun shots
- Students facilitated by teacher observe pocket chart and the sentence pattern to do illustration
- Students design their own safety rules chart
- Use experience chart My (ears) help (warn me of danger)

OBJECTIVES

- Apply safety rules in given scenarios
- Identify precautions which keep them and others safe.
- Make safety list for indoor and outdoor play
- Use oral and written responses to show that they are aware of safety rules.
- Adhere to safety symbols in environment
- Explore the ways in which people find safety in their religious belief
- Name and locate the sensory organs of the body
- Explain how sensory organs keep us safe.

Key Skills

- role play scene.
- Compile safety rules.
- Listen to information.
- Respond to instructions.
- Discuss ideas.
- Design safety signs/sheets.

Key Vocab. Concept

- home
- road
- school
- safety
- danger
- stranger
- time
- match
- cutting tools
- symbols
- signs
- medication
- harmful
- chemical
- traffic
- vehicle
- lights
- warden

Assessment

- Demonstration of motor skills.
- Recognition of words and first letter in word.
- Appropriate demonstration of group's safety drama activity.
- Design of safety rules chart.

SITUATION	Car horn blows	Burning candle	Hot soup
SENSORY ORGANS	Hearing	Sight, Smell	Taste, Touch, Sight, Smell
USES	• Stop people • Warn me of danger	• Warn me of danger	• Stop me from tasting • Warn me of danger

GRADE 2 TERM 1 UNIT 2 GAME: I'M IN A WELL

FOCUS QUESTION 3: How Do Others Take Care Of Me?

GAME:

- Students make a circle.
- The centre of the circle is the Well.
- One student volunteers to be the person in the well.
- Student is given the name "Mell"
- Teacher guides students to use as many words as possible ending with "ell."
- Class agrees on a rhythm.
- They clap to the rhythm as they chant:
- "Someone's in the well, please who is in the well?
- Please tell, tell, yell, yell, who is in the well?"
- "It is me, Mell, I am in the well."
- "Please tell us Mell how you got in the well."
- "Well, I will yell loud and clear , I fell in the well."
- "Who is Mell? Tell me please," said Nell.
- Mell is the boy whose mother sells jell to Dr. Dell and cooks in the canteen. So tell us Mell, how you fell in the well.
- "Well, I was playing on my cell as I walked by the well, and that is how I fell in the well."
- "So why didn't you yell for Mr. Bell the Fireman, or Nurse Ell? They live right by the well, so tell us Mell, why were you walking by the well?
- "Well, I went a fishing so my mother could cook dinner and that is how I fell in the well."
- "Well, let us all pull Mell from the well, so we can go fishing.
- Mell is pulled from the circle using mime.
- "We should tell Mr. Zell the Public Health Inspector about this well."
- Words from the game are placed in a box and put in the centre of the circle.
- These should include all the words ending in "ell" and other words.
- Students play "Go Fishing" for all the words ending with "ell" and names of care givers e.g. Doctor, Cook, Nurse, Fireman.
- Uses hot seating to discuss safe and unsafe environment.
- Students identify persons from the game who take care of them and discuss ways in which they care for them.
- Make a list of safety rules and persons who help to take care of them.
- Extend game.
- We are in the well with Mell. How deep is the well? The well is 6ft deep. And how wide is the well?"
- "The well is 10ft wide."
- "Is there water in the well?"
- "Yes, the water in the well is up to our waist, about 3ft deep is the water in the well."
  "Yell! Yell! for Mr. Bell the Fireman to get us from the well!" Tell Mr. Zell, the Public Health Inspector this well has mosquitoes.
- Students do measurement and record measurements used mentioned in the game.

OBJECTIVES

- Identify the individuals who take care of them.
- Explain the roles of individuals and agencies which meet the needs of children.
- Use simple graphs to represent information.
- Use relevant language skills in expressing personal beliefs about care.
- Recognize the importance of team tactics and cooperation when playing games.
- Demonstrate aspects of fair play and respect for others.
- Explore geometrical shapes
- Use SJE structure to give praise and acknowledge the contributions of those who take care of them

Key Skills

- Discuss ideas
- Role play scenarios
- Using rhyming words
- Measure quantities
- Make presentation
- Draw signs
- Compile safety rules
- Draw shapes
- Name shapes

Key Vocab. Concept

- Parents
- Mother
- Father
- Doctor
- Nurse
- Fire Fighters
- Teachers
- Dentist
- Public Health Inspector
- Hospital
- Clinic
- Child Development Agencies.

Assessment

- Correct maintenance of rhythm throughout the game.
- Identification of words ending with “ell.”
- Measurement accurately done and recorded.
- Co-operation of group members.
- Sentences accurately constructed.
- Appropriately indicate the roles others play in taking care of them.

GRADE 2 TERM 2 UNIT 2 GAME: ANIMAL CRACKERS

FOCUS QUESTION 1:Why Do I Need Education And How Am I Educated?

GAME

- Make groups of five to seven students.
- Ask each group to think of a fantasy animal representing their attitude to education, e.g.

i) Animal with the head of a lion – Pride of self, wanting to achieve.

ii) Animal with wings of an eagle – soaring high, reaching for the sky, doing my very best.

iii) Animal with front legs of a horse – strong, racing to the finish line, staying in school.

iv) Animal with the voice of a dog – Strong, happy, good education, a leader.

- Give groups time to discuss how they will work together to form the animal.
- Each member of the group should be a part of the animal.
- Each group or its animal must (present) give one positive sentence on the importance of education.
- All the animals come together to dramatize a skit/song on the value /importance of education.
- Students do individual drawing cartoon style with comment about their goals.

OBJECTIVES

- Define the term 'Education.'
- Explore different ways in which we are educated.
- Examine consequences of not being educated.
- Use dramatic modes to highlight positive attitudes towards education.
- Sing songs highlighting importance of education.
- Use a variety of strategies to build vocabulary.
- Show respect for the contribution of others.

Key Skills

- Formulate definition
- Express ideas.
- Build word bank.
- Dramatize scenes.
- Cartoon

Key Vocab. Concept

- study
- education
- college
- confidence
- positive
- commitment
- university
- ambition
- work hard
- career
- profession
- importance
- teachers
- learning
- pride
- school
- self esteem
- attitude

Assessment

- Education appropriately defined.
- Instructions adequately followed.
- Scenes presented were realistic.
- Drawing
- Sentences properly constructed with positive attitude to education.

GRADE 2 TERM 2 UNIT 2 GAME : MAGICAL BALL

FOCUS QUESTION 2: Why Do I Need Recreation And How Can I Spend My Leisure Time?

GAME:

- Have students sit in a circle.
- Teacher shows students a ball and explains to them that it is a magic ball and can change.
- Have students hold and pass the ball as a big block of ice.
- Pass as a hot potato, as a helium balloon.
- Pass as a sticky honeycomb, as a prickly cactus.
- Have students stand and pass the ball this time throwing it and show from their movements what kind of a ball it is.
- Have students imagine that they are on vacation at a place of their choice.
- Each player as he tosses the ball should say where he or she is and the type of ball he/she is passing to the next person.
- Each player then tosses the ball or he/she spells key vocabulary words relating to the lesson. E.g. swim, passport, recreation.
- Use 'speak easy' mode to talkabout the importance of recreation.
- Discuss and note popular recreational activities.
- Discuss and note recreational activities that require the spending of money and those that do not require money or small amounts of money.
- Discuss and note recreational activities that require the spending of money and those that do not require money or small amounts of money.

OBJECTIVES

- Explain the meaning of recreation.
- Discuss the need for rest and recreation.
- List types of recreation.
- Explore basic movement skillsand concepts in simple group activities.
- Develop the capacity to interact respectfully and positively with others.
- Use SJE to express their ideas about recreation.
- Appreciate and understand the value of money.
- Spell words related to recreation.

Key Skills

- Express ideas.
- Work collaboratively.
- Solve problems.
- Creative movements.

Key Vocab. Concept

- swim
- recreation
- rest
- vacation
- travel
- visit
- leisure
- holiday
- airport
- visa
- passenger
- passport
- train
- travel
- visit
- relax
- rest

Assessment

- Create imagination of magical ball.
- Creative movement appropriate to type of ball.
- Discussion adequately reflects understanding of the importance of recreational activities.
- Movement patterns satisfactorily performed.

GRADE 2 TERM 2 UNIT 2 GAME: TOOT! TOOT! BEEP! BEEP!

FOCUS QUESTION 3: Why Do I Need Transportation And How Do People And Goods Get From Place To Place?

GAME:

- Divide class into 4 or 5 teams. Have each group use a cardboard box assisted by teacher to make various types of vehicles, at least five types for each group.
- Use construction paper and tape it to the floor to create a life size game board.
- Prepare word card with different names of vehicles , e.g car, train, bicycle, truck,motorbike, etc.
- Place the word cards and picture cardson different places on the game board.
- Give the sound of a vehicle e.g. Toot, toot, for train.
- One student from each group finds the word train and goes and places his/her train on the word. Give the movement of the vehicle.
- If a member of a group places his vehicle on the wrong word, it is removed by the teacher and the group loses a point.
- The game continues until all the vehicles are placed on the correct word.
- Each student does 3D drawing of a vehicle of his/her choice.
- Students should not bump into each other.

Extended Activity

- In groups students create a dance by linking varied movements of the vehicles.

- Discussion on the cost of different vehicles and how their costs differ using less than and greater than mathematical concepts.

OBJECTIVES

- Create 3D models of vehicles from recycled or discarded material.
- Create sound collage using sounds made by vehicles.
- Discuss the importance and usefulness of transportation.
- Give praise for the contribution of others.
- Compare the cost of various vehicles using less than and greater than.
- Construct simple mathematical sentences.

Key Skills

- Think critically
- Create 3D models
- Sort & group vehicles
- Identify vehicle sounds
- Draw conclusion

Key Vocab. Concept

- transportation
- vehicle
- travel
- highway
- train
- bus
- roads
- car
- aeroplane
- truck
- trailer
- committee
- passenger
- cost
- money
- toll
- drawer

Assessment

- Models of transportation correctly represented.
- Words of vehicles correctly identified.
- Body movement and sound clearly depicts transportation,
- Discussion on varying costs of vehicles using 'less than' and 'greater than' correctly.
- Correct writing of mathematical sentences.

GRADE 2 TERM 3 UNIT 1 GAME: OVER THE BRIDGE

FOCUS QUESTION 1: What Is A Community?
FOCUS QUESTION 2: What Does My Community Look Like?

GAME:

- Use four students to create a bridge. They stand in pairs facing each other with arms stretched out in front and taking each other by the arm.
- The two pairs stand close to each other forming the bridge.
- Teacher, stands on one side of the bridge taking on the role of Mayor, of the town.
- Students on the other side of the bridge are persons wanting to come to live and work in the town.
- Teacher prepares a billboard with advertisements. E.g.
  - Teacher needed
  - Doctor needed
  - We Have A New School
  - Store For Rent.
- Students approach the gate individually or in groups.
- "May we cross the bridge?"
- Mayor: "Why do you want to enter our community?
- Responses: (E.g.) to come to school.
- For work
- To live with my family
- Teacher as Mayor side coach by asking questions or giving instructions/information about the community "Over the Bridge."
- Students, guided by teacher, work in groups to create communities on paper showing roads, building, etc. as a class they can take a short walk and do a map of important buildings in their school community and inside their school
- Students write sentences about what is a community.
- Students go home and draw a map of their community
- Students enact drama based on going over the bridge to the Ice Cream Shop involving the sending of money and giving/receiving change.
- Prepare and present a dance to include making and crossing the bridge, swinging, bending, stretching, free flow.
- N.B. Extend Game to include Focus Question 2 & 3:
- 2) What Does My Community Look Like?
- 3) Who Are The People In My
- Community?

Extension

- Make a list of sounds in the community. Do they change in the night versus the day?
- Do sound collage using sounds in the community.

Have students create tableaus (a frozen scene that gives clues as to the word) using list of words.

OBJECTIVES

- Explain the concept of community.
- Investigate the key actions of a community.
- Develop basic locational skills related to places such as home and school in the environment.
- Use simple sentences to describe community.
- Discuss sounds and events in the community.
- Identify basic characteristic of a religious group in the community.
- Use drama modes to demonstrate an understanding of community
- Use elements of art to create scenes in their community.
- Spending money and calculating change.
- Working cooperatively as a group.

Key Vocab. Concept

- Community
- Environment
- Natural
- Man-made
- Building
- Factory
- Location
- Park
- Population
- Heritage
- Ruler
- Sea
- Pond
- Country
- Tour
- History
- Valley
- Farm
- Landscape
- Parish

Assessment

- Appropriate response to questions
- Creation of community on paper.
- Sentences written correctly
- Correct calculation of money.
- Dance composed and performed showing creativity in movements.

GRADE 2 TERM 2 UNIT 2 GAME: TOOT! TOOT! BEEP! BEEP!

FOCUS QUESTION 2: Why Do We Find Places In Our Community Interesting?

GAME:

- Students list the places in their communities which they find interesting as a class or in small groups. List goes on the board.
- Students make a circle.
- They sing and clap to song as individuals/pairs go to centre of circle and do demonstration based on words of song:

Here we go Lubu Loo, Here we go Lubu Light,
upon a Saturday morning.
We rush down to the ….pick a word from the board
– go in order listed) i.e. river
We dive into the water
We swim a little a little,
and turn ourselves around.
Here we go Looby loo. Here we go Looby light, upon a holiday.
We stroll down to the park.

We run and skip and play
We put our right foot in
We put our right foot out
We shake it a little a little
And turn ourselves around.

Here we go a walking
Here we go a driving
Upon a Sunday morning.
We go down to the church
To sing and clap and pray
The Preacher gives a message that we all enjoy.

Here we go Looby loo,
Here we go Looby light
Up to the library
We take our books out
We take our pencils out
We read and write a little
And study for the test.

Here we go Looby loo
Here we go Looby light
To go buy our patties.
We take our money out
We pay for our patties
We sit and eat our patties
Before we go home.

- N.B. Teacher may add as many verses based on places of interest.

- Students create song about their community.
- Students in groups identify and classify places as man-made and natural.

Extension

- Students use play dough to design places of interest in the community.
- Models of design are set up to create a community. Class discussion on why they find places in their community interesting.

OBJECTIVES

- Identify places of interest in the community.
- Use SJE structures to express self.
- Discuss geometrical shapes found in the community.
- Draw shapes found in their community
- Appreciate that places in the community are used for different purposes.
- Classify places with the community into man.-made and natural.
- Plan design and create models of places in the community.
- Write songs expressing feelings about their community.
- Use performing arts to express their feelings about why they find places interesting.
- Create works of art representing places of interest in the community.
- Create and perform movement patterns, then express feelings about their community.
- Respect the contribution of others.

Key Skills

- Participate in activities
- Express feelings
- Write sentences
- Design models
- Dramatize
- Share and critique art work
- Set up model community
- Draw conclusions
- Communicate ideas
- Maintaining rhythm and melody.

Key Vocab. Concept

- school
- beautiful
- church
- library
- courthouse
- police station
- park
- museum
- architecture
- heritage
- garden
- physical feature
- scenery
- preserve
- explore
- visit
- fascinate
- monument

Assessment

- Sing and clap rhythm accurately.
- Identify places of interest.
- List places of interest.
- Correct classification of places into man-made and natural.
- Appropriate design of places of interest in community.
- Setting up of community
- Use play dough models.

GRADE 2 TERM 3 UNIT 3 GAME: PLEASE TELL

FOCUS QUESTION 1: What Are The Plants And Animals In My Community?
FOCUS QUESTION 2: How Are The Plants & Animals Useful?
FOCUS QUESTION 3: How Do I Care For/Protect Plants & Animals In My Community?

GAME:

- Take students on to the games field or clear the classroom space.
- Students find space around the room.
- Prepare a grab bag with either pictures or words of plants and animals.
- Let each student reach into bag and select a card.
- Put on music and have students imitate the movement of the animal selected or the plant responding to heavy wind.
- Have students make the sound of the animals or plants in the wind as they move around the space.
- Students individually show movement to class and have others guess type of animals or if it is an animal or tree.
- Class discussion and making of list of trees and animals demonstrated in the game.
- Students do word search of plants and animals.
- Use the creation story to discuss the origins of plants and animals.
- Students play computer games from www.science kids.com.nz/games activities plant animals.
- Students dramatize scenarios depicting the care of plants and animals. The others have to guess which animals. Transition into a discussion of their importance.

OBJECTIVES

- Classify plants and animals according to observed features.
- Observe the movements of animals.
- Use ICT tools to conduct research about plants and animals.
- Estimate and measure using non-standard units of measurements to determine the area of plant leaves.
- Read, spell and use words discovered in vocabulary lesson.
- Discuss the similarities and differences between plants and animals.
- Work cooperatively in groups and respect the contribution of others.
- Write simple sentences explaining how we depend on animals.
- Discuss why and how we need to care for plants and animals.
- Use SJE structure to express self.
- Use capital letters, full stops and commas.
- Appreciate how and why we need to take care of creation.

Key Skills

- Make observations
- Discuss ideas
- Spell words
- Write words/sentences
- Draw leaves
- Take measurements
- Draw conclusion
- Interact positively
- Develop motor/psycho motor skills
- Demonstrate animal movements.
- Listen to sounds
- Make posters
- Discuss story

Key Vocab. Concept

- timber trees
- shelter
- cattle
- spice
- protect
- clothing
- food
- habitat
- movement
- logwood
- dye
- coconut
- cactus
- vegetation
- reforestation
- herb
- thatch
- lignum vitae
- reproduction
- beautification
- economic
- value

Assessment

- Correct identification of plants and animals in their environment.
- Demonstration of plant/animal movement.
- Correct use of ICT tools in conducting research.
- Ability to measure using non-standard units of measurement.
- Correct use of SJE structures in the writing of sentences.

WORD SEARCH OF PLANTS AND ANIMALS

V	E	G	E	T	A	B	L	E	W	R	A	T	G	Z	X
I	V	Y	W	O	A	K	G	R	E	E	N	W	O	O	D
N	B	E	E	A	L	I	O	N	E	D	T	E	A	O	P
E	F	P	I	D	L	T	W	V	D	O	G	T	T	Y	N
D	R	I	B	Y	I	M	A	N	G	O	B	Y	H	I	T
S	U	N	L	I	G	H	T	E	G	N	A	R	O	O	I
E	I	E	O	P	A	C	H	F	R	R	Y	T	R	E	E
E	T	J	O	Q	T	W	I	G	S	A	I	H	S	P	Z
D	F	Z	M	D	O	N	K	E	Y	B	H	Y	E	W	D
H	E	R	B	I	R	P	I	N	K	B	A	M	U	I	R
E	R	O	A	D	H	L	F	C	P	I	N	E	L	W	Y
N	N	O	D	T	R	U	N	K	I	T	Q	Z	I	O	Z
Z	S	T	O	N	E	M	O	N	K	E	Y	T	M	C	S
F	I	S	H	I	G	I	N	G	E	R	R	L	E	A	E

WORDS

Dog	Vegetable	Fish
Monkey	Blew	Donkey
Wood	Fern	Oak
Rabbit	Ivy	Weed
Plum	Rat	
Mango	Hen	
Trunk	Green	

Grade 3

GRADE 3 TERM 1 UNIT ONE GAME: BRUSH OF TEETH

FOCUS QUESTION 1: Why Are Teeth, Stomach and Lungs Important Parts of The Body?

GAME:

- Here we get out of bed
  Out of bed, out of bed
  Here we get out of bed
  Early in the morning.

- This is the way we brush our teeth,
  Brush our teeth, brush our teeth,
  Brush our teeth,
  Early in the morning.

- We brush our teeth
  Brush our teeth,
  Morning, noon and night
  Morning, noon and night
  We give them a treat
  Up and down and all around
  We brush our teeth
  We brush our teeth.

  Up and down and all around
  We brush our teeth
  To keep the cavities away.

N.B. Teacher may add other verses to include other key words like tooth brush, tooth paste, type of teeth.

Instructions

- Teacher identifies a tune for the song (may use the original tune from Mulberry bush)
- Students stand in a circle
- Clap out the rhythm of the song
- Students alternately enter the circle and demonstrate brushing his/her teeth.
- Teacher ensures that a steady beat pattern is maintained.
- Student should mime taking up the toothbrush.
- Mime placing toothpaste on brush
- Mime washing out mouth after brushing teeth.
- Use play dough to create models of teeth.
- Discussion on type of teeth and their importance.
- Discussion on type of teeth and their importance.

OBJECTIVES

- Identify the different types of teeth.
- Create jingle about the teeth.
- Use body percussion to apply the correct rhythm/beat/temp/timing.
- Demonstrate ways we care for our teeth.
- Maintain steady beat patterns.
- Write sentences about importance of the teeth.
- Identify the type of teeth and their function.
- Willing to contribute to group work.

WORD SEARCH ABOUT TEETH

T	A	B	R	U	S	H	M	O
E	H	I	N	C	I	S	O	R
M	Y	P	A	A	N	D	L	A
P	G	R	T	V	O	C	A	L
O	I	E	U	I	C	A	R	E
R	E	M	H	T	H	N	T	N
A	N	O	T	Y	E	I	E	A
R	E	L	U	J	W	N	E	M
Y	R	A	O	P	M	E	T	E
C	D	R	M	W	H	Z	H	L
J	A	W	S	U	P	P	E	R

WORDS

TEETH	PREMOLAR	CAVITY
INCISOR	WORD	HYGIENE
MOLAR	ENAMEL	JAW
MOUTH	CHEW	UPPER
CARE	BRUSH	TEMPORARY
VOCAL	CANINE	

Key Skills

- Sing to rhythm
- Keep steady beat
- Listen
- Discussion

Key Vocab. Concept

- Teeth
- Gum
- Molars
- Location
- Temporary
- Permanent
- Upper
- Lower
- Front
- Incisors
- Canine
- Biting
- Leaving

Assessment

- Correct maintenance of tune and rhythm of song.
- Correct demonstration of brushing of teeth.
- Correct identification of type of teeth.
- Appropriate design and modeling of teeth using play dough.
- Give correct information in sentences about the teeth.

GRADE 3 TERM 1 UNIT ONE GAME: MOTHER MAY I?

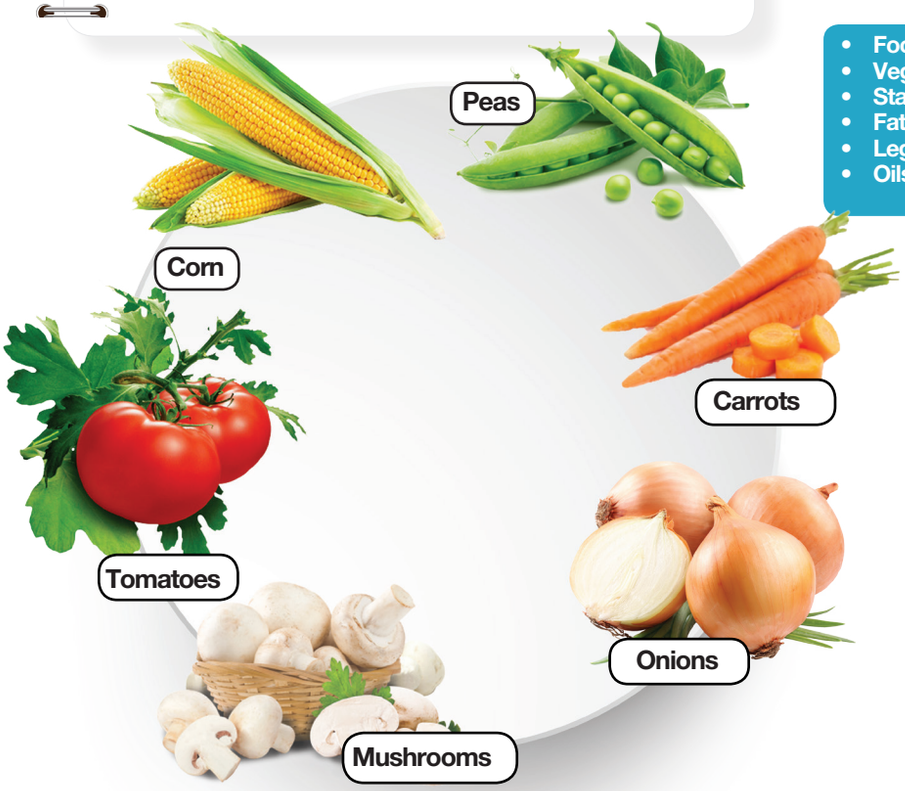
FOCUS QUESTION 2: How Does Food Help To Make my Body Healthy?

GAME:

- Teacher in role as Mother
- Use paper locations to set up area as mother's pantry with foods from all the food groups
- Students make a line about three feet from mother and five feet from pantry
- Child steps forward and asks , "Mother may I have …?"
- Mother asks, "Why?'
- Child responds, "Because it is good for me, it makes me.."
- Mother responds in the positive or negative based on the correct or incorrect…. of child's response.
- Each child gets to ask "Mother may I have…? selecting an item of food from a food group and why he/she needs it.
- When the mother's response is positive the child goes to the pantry and removes paper representing the food type.
- If the mother's response is negative the child returns to the end of line and awaits another turn.

N.B. Paper location of food type can either be (a) word alone, drawing or combination of word or drawing.

- Students in group write jingle, poem or song about eating the right foods to stay healthy.
- Groups present jingle, group or song.



- Discussion on food groups and their importance.
- Students in groups create and perform jingles about food groups and their importance to a healthy lifestyle.

OBJECTIVES

- Identify foods according to their groups and nutrients.
- Explain ways in which foods help to keep us healthy.
- State the impact of making goodfood choices in our life.
- Use adjectives correctly when constructing sentences.
- Recognize the need for food and fluid to support physical activity.
- Compose jingles about food groups.
- Perform jingles.
- Demonstrate measurements.

Key Skills

- Observe pictures
- Categorize pictures
- Wait turn
- Read labels
- Create jingle/poemor song.
- Perform

Key Vocab. Concept

- Food groups
- Vegetables
- Staples
- Fats
- Legumes
- Oils
- Fruits
- Go foods
- Grow foods
- Glow foods
- Energy

Assessment

- Correct formulation of and using of sentences in questions and answers.
- Writing of jingles using correct information about foods
- Performance of jingles.

GRADE 3 TERM 1 UNIT ONE GAME: FARMER, FARMER!

FOCUS QUESTION 3: How Does Food Help To Make My Body Healthy?

GAME:

- One student is named the Farmer and stands in the middle of theroom.
- The others are parents and children. They are standing on the edge of the classroom representing the borders to the farm.
- One or two players (s) callout: "Farmer, Farmer, may I, may we come in?"
- Farmer: " You may come in if you are here to buy carrots. Fresh juicy carrots!"
- Other students ask, " How much for your carrots?'
- Farmer: "Fifty dollars per lb or kilogram."
- Players who want carrots step forward.
- Mime buying and selling of carrots and calculating cost aloud based on weight.
- Another calls out: "Farmer! Farmer! May/we come in?'
- Farmer: "You may come in if you want chickens to buy."
- The game continues until items from all the food groups are identified and cost and weight calculated.

Instructions:

- The teacher may stop the game from time to time for formative evaluation
- Teacher may also use side coaching or teacher in role to ensure correct learning outcomes.

Extension

The students and teacher may draw the food items and use "paper location" to establish the form.

OBJECTIVES

- Identify foods according to their groups and nutrients
- Explain ways in which foods help to keep us healthy.
- Identify units of measure for items bought and sold.
- Use adjectives correctly when creating well constructed sentences and paragraphs.
- Conduct survey and record information accurately.
- Identify factors that lead to good health.
- Identify workers who provide foods that make us healthy.
- Put information into categories.
- Show respect for the contribution of others.

Key Skills

- Classify food
- Identify unit of measure
- Calculate prices
- Collaborate
- Communicate
- Draw conclusion
- Identify Food groups.

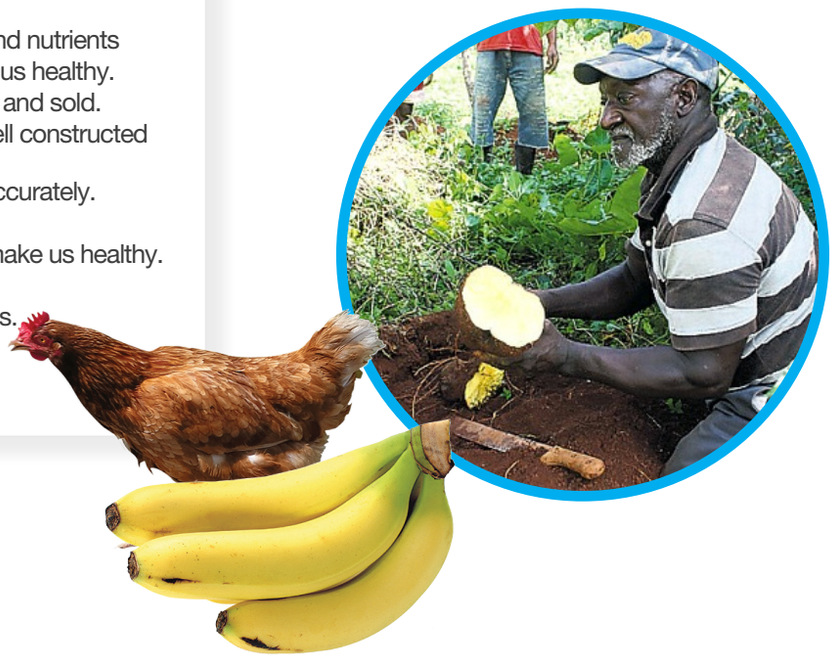
Key Vocab. Concept

- staple
- healthy
- legumes
- farmer
- fruits
- grams
- grow
- dish
- elements
- sandwich
- farm
- animals
- measuring
- building
- purchase
- maintaining
- cheese
- glow
- vegetables
- groups
- fats
- market
- oils
- grains
- Go
- Salads
- Ingredients

Assessment

- Appropriate role play portraying believable characters and situations.
- Correct calculation of weight and money.

Correct categorization of information.



GRADE 3 TERM 1 UNIT ONE GAME WHAT'S ON THE CARD?

FOCUS QUESTION 4: How Do We Satisfy Other Needs?

GAME:

Instructions:

- Teacher prepares playing cards using key concepts or vocabulary words for topic to be taught.
- Write each word on individual index cards.
- For each card make a matching card with the definition.
- Make a synonym card for each word.
- Make an antonym card for each word.

How To Play

- Students shuffle cards.
- Arrange cards face down on a table.
- Students take turns flipping over two cards at a time.
- The aim is for two cards selected to make a set of synonyms /antonyms.
- When a student selects a set, he/she calls out the two words.
- The student keeps his/her cards and gets an additional chance.
- Students make words for definitions, synonyms and antonyms.
- If a player does not get a set of words, he/she replaces the cards face down and another student gets his/her turn.
- Game can be played by individual students or it may be a group competition.
- The individual or group with the most 'set' of cards wins the game.
- Students use information from the game to write sentences about satisfying other needs.
- Students in groups create song about satisfying other needs.

OBJECTIVES

- Discuss how religions play a key role in satisfying other needs
- Describe ways in which people satisfy other needs
- Recognize the role of key agencies in satisfying our needs.
- Create movement sequences from recorded music.
- Create song and jingles about how other needs are met.
- Explain how workers help to satisfy the needs of community members.
- Learning to wait your turn.

Key Skills

- Concentrate
- Identify
- Categorize
- Word Recognition
- Collect
- Cards collected by groups may be used to create a dramatic piece.
- Groups present dramatic work.

Key Vocab. Concept

- Friends
- Resources
- Organization
- Needs
- Others
- Friendship
- Identify
- Satisfying
- Love
- Agencies
- Relationship
- Sacred
- Family
- Culture
- Religion
- Security

Assessment

- Demonstration of fair play.
- Correct matching of synonym and antonym word cards.
- Correct writing of sentences.

GRADE 3 TERM 2 UNIT 1 GAME: WONDER WALL

FOCUS QUESTION 1: Who Are The Providers Of Goods And Services That We Need?

GAME:

- Teacher collects/makes pictures of various providers of goods and services.
- They are hidden behind a screen curtain.
- Teacher asks question, "Who is behind the wall?"
- Student is identified to remove curtain slowly. As the first picture is seen the student says who the person is e.g. A Police Officer, A Nurse.
- The teacher now asks individual students [those who did not get a chance to identifypersons] to give the function of the person
- This is repeated until all the pictures behind the 'wall' have been indentified
- When the curtain is completely drawn and all the persons are identified, it is closed again.
- Have students work in groups to write and perform songs about goods and services and the roles of the workers.

OBJECTIVES

- Classify different workers in the community.
- Classify services as essential & non-essential
- Differentiate between goods and services provided.
- Create/design 2D & 3D models of goods provided in the community.
- Create simple lyrical composition about providersof goods and services.

Key Skills

- Classify workers
- Discuss ideas
- Create models
- Write sentences
- Create songs
- Make models
- Identify workers

Key Vocab. Concept

- Garbage collection
- police
- school wardens
- pharmacist
- occupation
- architect
- teachers
- sculptor
- farmers
- mechanic
- doctors
- nurse
- carpenter
- dentist
- plumber

Assessment

- Workers of goods and services accurately identified.
- Workers accurately categorized as essential and non - essential workers.
- Sentences accurately constructed to reflect the importance of services provided.
- Models satisfactorily completed.
- Contents of song appropriate.

GRADE 3 TERM 2 UNIT 1 GAME: DANCERS OF CAN CAN COMMUNITY

FOCUS QUESTION 2: How Do Workers Contribute To The Development Of My Community?

GAME:

- Let students stand around the room in his/her own space without touching anyone.
- Teacher shows a card about workers and their contribution to community development.
- Teacher instructs students to create a movement based on what the worker does.
- E.g. Movement that shows a Nurse giving an injection.
- Movement showing how the police directs traffic.
- Movement of the carpenter sawing a piece of board.
- Movement of a farmer weeding his farm.
- Teacher assists students with reading and interpreting cards.
- Place students in group based on type of workers, e.g.
  (i) Nurse
  (ii) Doctor
  (iii)Carpenter, Mason
  (iv) Teacher
  (v) Farmer

  Teacher models a dance of community workers.
- Have each group create a Dance of Community helpers showing the work they do.
- Teacher side coaches so that each dance has at least four different movements and creates the sounds of the tools if mimed in the dance.
- Dances are discussed and critiqued to identify how workers contribute to Community Development.
- Students are given wordsearch puzzle to spell out community helpers.
- Discussion on estimating how much per month each category of worker earns.

OBJECTIVES

- Use a variety of drama modes to depict workers engaged in occupations in the community.
- Explore basic movement skills and concepts in simple groups.
- Create and initiate sounds from tools used by workers in the community.
- Critique each other's presentation about the role different categories of workers play.
- Write sentences using capital letters and full stops.
- Add whole numbers showing money in $ or cents.

Key Skills

- Communicate information
- Categorize workers
- Identify contributors
- Discuss occupation
- Write sentences
- Create sound collage
- Draw tools
- Write creatively
- Tally information

Key Vocab. Concept

- cleanliness
- garbage collector
- examples
- relationship
- health services
- builders
- contractors
- painters
- protection
- maintain
- law & order
- occupations
- implement
- good citizens

Word Search

A	F	B	T	C	D	E	F	G
L	I	F	E	G	U	A	R	D
N	R	L	A	H	D	I	J	R
U	E	I	C	K	O	L	M	E
R	F	B	H	N	C	P	O	I
S	I	R	E	P	T	A	Q	R
E	G	A	R	R	O	R	S	R
T	H	R	E	M	R	A	F	A
Y	T	I	N	U	M	M	O	C
U	E	A	V	W	V	E	T	L
X	R	N	Y	Z	A	D	S	I
H	E	L	P	E	R	I	C	A
D	E	P	O	L	I	C	E	M

Words

- Nurse
- Teacher
- Firefighter
- Police
- Vet
- Doctor
- Helper
- Mail Carrier
- Paramedic
- Farmer
- Community
- Lifeguard
- Librarian

Students use words identified in puzzle to make simple sentences.

GRADE 3 TERM 2 UNIT 1 GAME: RULES ROLE PLAY

FOCUS QUESTION 3: How Do Rules Help Workers At The Work Place?

GAME:

- Teacher divides the students into groups.
- Give each group a classroom rule on a slip of paper.
- Ask students to do a role play on what happens when they do not follow that rule.
- E.g. When the bell rings after break make a line outside the classroom door and wait for the teacher to tell you to come inside.
- When a question is asked put your hand up and wait for the teacher to call on youto give an answer.
- N.B. Use your own class rules.
- Discuss the role play to identify what happens when rules are broken.
- List the importance of rules for students to see.
- Let students do another role play this time obeying the rules.
- Discuss and compare the difference between not obeying and obeying rules.
- In groups have students write song/dub poem on rules for workers at work places of their choice.
- Write and discuss rules relating to times for start of school, break, lunch time and dismissal of school.
- Reading the clock in relation ship to rules relating to time.
- In groups write songs about obeying rules.

OBJECTIVES

- Recognize the importance of rules in the work place.
- Identify rules and regulations that govern behavior in the school and work place.
- Use drama modes to demonstrate the importance of rules.
- Express language creatively in giving their views about rules and regulation.
- Apply and obey rules when playing games.
- Creative writing song/poem.
- Show respect for others.
- Tell the time (read the clock) on the hour and half hour.

Key Skills

- Collaborate in groups.
- Communicate ideas.
- Dramatize scenario.
- Write formal letter
- Involvement in discussion.
- Role play activities.
- Comparison between obeying and disobeying rules and the results.
- Appropriate words in song/dub poem for the work place selected.

Key Vocab. Concept

- line
- rules
- comparison
- time
- punctuality
- regulations
- clock
- cooperation
- employment
- values
- discipline
- relationship
- respect

Assessment

- Appropriate role plays relating to obeying and disobeying of rules.
- List showing importance of rules.
- List of rules done by students.
- Correcting reading of the time.
  Songs about rules.

GRADE 3 | TERM 3 | UNIT 1 | PICTURE SEARCH

FOCUS QUESTION 1: How Can I Tell If Something In My Environment Is Living?
FOCUS QUESTION 2: In What Ways Are Living Things Dependent on Non-Living Things?

GAME:

- Have students collect and bring in pictures of living and non living things.
- Place all the pictures in a box or other container.
- The teacher has two other boxes, one for non-living and the other for living things.
- Play the I Spy Game, by having individual students with eyes closed select a picture.
- Open eyes, look at picture then say: "I Spy."
  Class asks: "What do you spy?"
- Child: "I spy a picture with a "_____"
  Say if picture represents a living or non- loving thing.
- If the answer is correct the picture goes into the appropriate box, living or non-living.
- If the answer is incorrect, the picture goes back into the box.
- Each child has his/her turn until all the pictures are identified and placed in the correct box.
- As the pictures are identified as that of a living or non living thing, the class says what the thing in the picture is and the teacher writes the name on the board.
- Students are divided into two groups. Using the things on the board, one group makes a list of all the living things. The other group makes a list of all the non living things.
- Class discussion on the difference between living and non -living things.

Extension

- Students do project on identifying things in their environment and classifying them into natural and man- made things.
- In groups students write and perform songs about their creation of living and non- living things.

OBJECTIVES

- Differentiate between living and non-living things.
- Sort material/things into groups of living and non-living things.
- Classify things in the environment as man- made and natural things.
- Talk freely about observation.
- Identify the Creator of living and non living things.

Key Skills

- Classify
- Draw conclusion.
- Distinguish between living and non living things.
- List characteristics.

Key Vocab. Concept

- Living, Non- living habitat
- Respond
- Environment
- Classify
- Weather
- Movement
- Feed
- Depend
- Interdependent
- Growth
- Reproduce
- Man-made

Assessment

- Pictures of living and non- living things.
- List of classification.
- Project.
- Songs about the Creator.

GRADE 3 TERM 3 UNIT 1 GAME: DOMINO

FOCUS QUESTION 3: What Is My Physical Environment?
FOCUS QUESTION 4: Why Do Living Things Need Special Habitat?

PROCEDURE:

- Teacher prepares enough word cards for five domino packs of twenty words each.
- Use words from key vocabulary. A word can be used more than once.
- Create five (5) groups of four players each.
- Assign two other students to each group as shufflers and scorers.
- Partners sit opposite to each other.
- The rules are the same as a regular domino game. except that you match starting and ending letters of a word and not numbers. One player from any of the two teams starts the game by playing a word, e.g. habitat.
- Another player from the opposite team plays a word that begins with either the last letter or the first letter of the word played by the first player, .e.g. the first player played habitat.
- 2nd player could play word starting with either h or t, the 1st and last letters of habitat . E.g. “home or tree.”

The 3rd player would play a word ending with a letter of the previous player’s word, e.g. “live”, played beside the word “tree” and texture played by the word home, see example.

N.B. This is not a scrabble game, the full words are to be used.

- Player may say ‘Pass” if she/he does not have a word ending or starting with the letter to be played.
- The 1st player to use up all his/her cards correctly wins the game, giving his/her team a score.
- Students identify sounds in the environment and use them to create a sound collage.

Extension: Students do individual illustrated journal about the physical environment.

RAT(3rdplayer)
A
B
B
I
T (2nd player)
H O M E (3rd player)
X
T
U
R
E

OBJECTIVES

- Discuss what is meant by the physical environment.
- Explain how the physical environment affects the ways in which people meet their basic needs.
- Share ideas and feeling about situations related to living things and their habitats.
- Sustain expression in standard Jamaican English.
- Collect information for different sources about specific habitats of living things.
- Students write sentence about why living things need special habitat.
- Work cooperatively in carrying out research.

Key Skills

- **Waiting one’s turn.**
- **Creating sound collage.**
- **Conducting research.**

Key Vocab. Concept

- river
- environment
- habitat
- sea
- conservation
- plants
- spring
- animals
- house
- spring
- resident
- swamp
- man-made
- natural
- pollution
- shapes
- texture
- basic needs
- reptile
- resources
- rodents

Assessment

- **Accuracy in Domino game.**
- **Creativity in sound collage.**
- **Sentences.**
- **Illustrated journals.**

GRADE 3 TERM 3 UNIT 1 GAME: SENSING MY ENVIRONMENT

FOCUS QUESTION 5: Why And How Should We Care For Our Environment?
FOCUS QUESTION 6: How Can I persuade Others To Care For The Environment?

PROCEDURE:

- Teacher prepares sensing chart as Example.

E.g. Sensing my Environment.

Touch	Taste	Smell	Sight	Sound

- Have each student prepare his/her "Sensing the Environment" chart.
- When the students have prepared their charts, take them on a tour of the school yard taking their charts and pencils with them.
- Instruct students to document in the various sense column, the texture, smell, sound, taste and what they see on the nature walk.
- Guide students carefully so that they do not taste things that are not edible.
- Students return to classroom after environmental work. Teacher guides students through the discovery by first presenting his/her own "Sensing My Environment" experience.
- Teacher makes a list of all the words on the board.
- Teacher as facilitator guide discussion on what the words suggest about the environment.
- Students write sentences on why they should care for the environment.
- In groups students make a list ofthings in the school environment that can be recycled.

Extension:

- In groups, students guided by teacher prepare dramatic performances to demonstrate the importance of a clean environment.

OBJECTIVES

- Explain why it is urgent to protect the environment.
- Understand why recycling of products can help the environment.
- Demonstrate an awareness of the harmful effects of land, air and water pollution to the environment.
- Use a variety of artistic forms to show the importance of a clean environment.
- Work cooperatively as a group.
- Identify the creator (s) of living and non-living things.
- Make list and spell words appropriate to grade relating to the environment.
- Represent information on living things using simple charts and graphs.

Key Skills

- Analyzing information.
- Developing word bank.
- Drawing conclusions

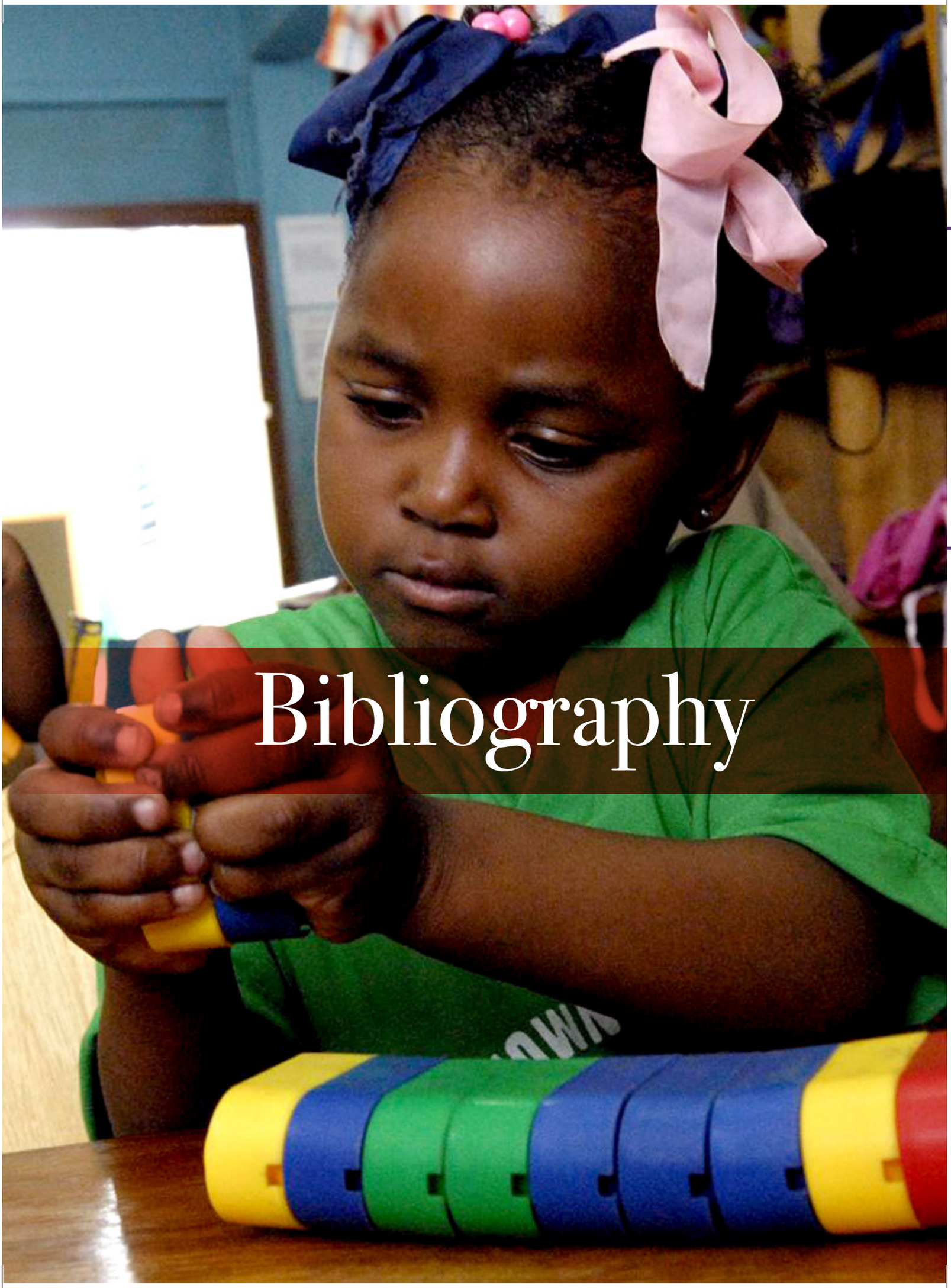
Key Vocab. Concept

- environment
- natural
- man-made
- recycling
- pollution
- conserve
- air
- land
- water
- reuse
- resources
- forest
- deforestation
- minerals
- harmful
- effects
- agriculture
- sunshine
- swamp
- muddy
- habitat
- preserve
- protect
- rural
- urban
- interior
- rough
- smooth

Assessment

- Contribute to discussion.
- Smell.
- Sweet.
- Stench.
- Sensing the environment chart.
- List of words.
- Sentences.
- Dramatic performance

TOUCH
SIGHT
HEARING
FIVE
SENSES
TASTE
SMELL



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