

A Practical Guide to Education Chapter 6

WHAT ARE THE STUDENTS SUPPOSE TO LEARN

In many countries the government and/or the Ministry of Education have set specific educational goals and objectives to which teachers must adhere. However, in some situations such official goals and objectives do not exist or are not available. This chapter identifies educational goals and objectives for primary education which can be used as preliminary resources for planning new educational programs and for augmenting existing educational programs. These goals and objectives were chosen based on review and analysis of the most recent syllabi and curricula for primary education in Botswana, Ghana, Rwanda, Southern Sudan, Uganda, USA, Zambia, Zimbabwe, and others. These goals and objectives cover five subject areas

1 **Language**, including mother tongue and second languages

1 **Mathematics**, including numbers, patterns, relations, shapes, measurement and estimates, fractions and decimals

1 **Science**, including health, nutrition, environment, physical education

1 **Social Studies**, including history, geography, economics, civics and government, and conflict management

1 **Health, Nutrition, and Physical Development**, including personal hygiene, nutrition, safety and first aid, human growth and development, and physical training

The suggested goals and objectives are meant to cover the first three grades of primary school. Ideally, children are able to attend school for five days per week and have a couple of hours available per week to study at home. In this situation, the goals and objectives set below could be covered in three to four years. However, in emergency situations time is often lacking and school schedules must be flexible. It may happen that more than four years will be needed to complete these goals and objectives. Schedules should be set jointly by teachers and parents, depending on local circumstances.

I Please remember that every child learns at a different pace, depending on his/her age, abilities, learning patterns, and behavior. Therefore, it is likely that different children will reach the suggested goals and objectives at different times.

LANGUAGE

The language skills are very important in all aspects of our lives today. We

communicate constantly by reading writing, speaking, listening, and reading. Students need to practice and develop these skills to realize their full potential as adults. The skills and knowledge of language are essential for student success in virtually all areas of the curriculum. They are also central requirements for the development of clear expression and critical thinking.

Most children will come to school with already a very good grasp of a language, or perhaps even more than one language. In most communities, children will already know their mother tongue. In some communities they will also be familiar with another lingua franca, such as Swahili in Tanzania or international languages like English, French or Portuguese. Since reading and writing are extensions of listening and speaking, it is important for children to start learning in their native language or in a language that the child already knows. In this way, young children can acquire basic literacy, learn the fundamentals in various subjects, and adjust to the school demands before they begin studying other national or international languages. In addition, studying native languages is important for:

- | preservation of cultural heritage
- | self-esteem
- | self-identification

Goals for language learning

As a result of their primary schooling, students will be able to:

- | read, comprehend, interpret, and use written material
- | listen critically and analytically
- | write in a well-organized and coherent manner
- | use spoken language effectively to communicate ideas and information and to ask and answer questions

Remember that every child learns to speak, listen, read, and write at a different pace, depending on his/her age, ability, learning pattern, and behavior. Therefore, it is likely that different children will reach the suggested goals and objectives at different times. For example, a younger child is likely to learn reading and writing skills much slower than an older child. Try to address individual differences of students' learning patterns, styles, and abilities by utilizing appropriate teaching methodologies and activities as suggested in the chapter 5 on how to teach in a variety of situations.

PREPARATION FOR LANGUAGE LEARNING

Preparation for learning is a very important part of teaching. When a child first enters school, it is essential to spend some time preparing for learning rather than trying to teach knowledge and skills immediately. In some countries, preparation for learning begins at home or in early childhood centers. Since many countries do not have such opportunities, the preparation for learning must take place in the primary school. This

section covers some of the aspects of preparation for learning the skills of listening, speaking, reading, and writing.

Listening, speaking, reading, and writing

Almost all children have learned to speak and listen by the time they start school - even though some children have had more experience with language than others (Landers, 1997). Speaking and listening skills are learned gradually and naturally. Reading and writing skills can be learned in the same way. Preparation for reading can include the following activities:

1 Having colorful pictures linked to a word for the children to see everyday. This can be done by having pictures and posters on the walls of your classroom. You can easily make these pictures yourself by cutting them out from magazines or by drawing them yourself. Colorful books which have many pictures are important. The children will be attracted to the books, and will enjoy handling them and looking at the pictures.

1 Reading to children, especially reading enjoyable stories, is an important way of preparing for learning. Children will understand that books contain interesting and important materials, and will look forward to being able to read books on their own.

1 Another way of preparing children to read and write is to ask them to express themselves in different ways. Is there something they want to say to their father or mother or to their friends? Did something happen yesterday that they want to tell everyone about? Is there something they would like to describe? Then you the teacher can write this sentence or word out for the child. This will help the child to understand that reading and writing are extensions of listening and speaking. Learning how to speak and express themselves in words as well as in other forms of communication such as singing, dancing, acting, drawing, etc., are important preparations for learning to read and to write.

1 Drawing and painting can be important ways of introducing children not only to self-expression but also to written and spoken words. If a child makes a drawing of a tree or a dog, you can write the word "tree" or "dog" next to the picture. In this way the child will associate the word with the picture.

1 The child must develop the finger and hand muscles to hold a pen or pencil in order to write. These muscles are usually not well developed in a small child, so you must allow lots of practice in handling and using the pen and pencil. It will take many years before a child develops the dexterity to write well. Please remember that it will take less time for an older child to acquire writing skills.

Grade One - OBJECTIVES FOR MOTHER TONGUE LEARNING

The first level of language learning focuses on the development of listening and speaking skills, followed by a gradual introduction of reading and writing skills.

At the end of the first level of schooling, students will be able to:

Listening

- I follow oral directions or instructions accurately
- I listen to songs, stories, poems, and plays to develop memory for sequence
- I identify the main ideas from simple messages

Speaking

- I give clear spoken directions or instructions
- I use acceptable ways to gain attention
- I speak clearly and in complete sentences
- I describe people objects, surroundings, feelings, and experiences
- I prepare short oral presentations (e.g. recite short poems, rhymes, prayers)
- I tell a story about a personal event

Reading

- I recognize the letters/signs of the alphabet by shape and sound
- I associate sounds with letters
- I obtain information from visual aids
- I read simple words and sentences

Writing

- I recognize written language as a means of communication
- I write shapes, letters, and simple words

Grade Two: OBJECTIVES FOR MOTHER TONGUE LEARNING

Some time should be spent renewing what was learned in Level One to make sure that students understand the "old" material before moving on to more complex material.

At the end of the second level of schooling, students will be able to:

Listening

- I accurately carry out oral instructions and directions
- I distinguish between formal spoken language and information (if appropriate in a language)
- I recall the content of a simple oral message
- I listen respectfully to oral contributions of others
- I identify the main ideas in simple items of information
- I listen for specific information to answer simple questions

Speaking

- I give clear spoken directions or instructions
- I pronounce words clearly
- I express simple ideas clearly
- I speak respectfully to others
- I distinguish between formal spoken language and information (if appropriate in a language)
- I recite simple poems or songs aloud or to oneself
- I tell simple events or stories in a sequential order

Reading

- I accurately carry out written instructions or directions
- I read simple passages and short stories
- I be able to communicate to others what you have read
- I identify word meaning from the text

Writing

- I write words and simple sentences
- I refine handwriting skills

Grade Three: OBJECTIVES FOR MOTHER TONGUE LEARNING

Some time should be spent renewing what was learned in Level Two to make sure that students understand the "old" material before moving on to more complex material.

At the end of the third level of schooling, students will be able to:

Listening

- I listen attentively for longer periods of time
- I recall the content of oral messages (e.g. rules, instructions, short stories)
- I comprehend the main ideas of information given orally
- I identify facts, details, and sequence of spoken messages
- I draw conclusions from simple texts

Speaking

- I speak with a clear and understandable voice
- I pronounce words clearly
- I describe people, places, and events in connected utterances
- I identify the main idea and supporting details in an oral message
- I tell more complex events or stories in a sequential order

Reading

I read simple texts (e.g. poems, short stories, songs)
I recognize, recall, and summarize simple text
I identify the main ideas from simple text
I draw conclusions from simple text

Writing

I write simple instructions or directions clearly
I write complete sentences
I spell common words correctly

Some suggestions for language teaching

As a teacher, your role is to facilitate your students to learn to communicate - to read, speak, listen, and write in such a fashion that they may understand others and be understood in turn. Effective language learning occurs when reading, writing, listening, and speaking activities become mutually supportive. Teachers should constantly help children to make meaningful connections between the four modes: reading leads to writing, leads to talking, leads to listening, leads to reading. Each is a natural consequence of the others. Growth in one mode of language leads to growth in another. This section provides some suggestions for teaching language skills in primary schools.

Listening skills

We spend a great deal of our time everyday listening to what people around us are saying. We often regard listening as a passive skill. Little or no time is given to it in our classroom activities because children appear to be doing nothing. Yet, listening is the basis for all other language skills and should be practiced regularly. Therefore, it is important for the teachers to develop methods and strategies that will help their students to develop listening and comprehension skills. Activities for developing listening and comprehension skills

Oral message delivery. A child can be sent to deliver a message. The length of the message will depend on the stage of development and ability of the student.

Oral instructions. Children can be given a set of instructions to carry out. For example, "Open the book at page 29," or " Draw a house with four windows." Exercises should include more detail and become more complex as the students progress.

Listening comprehension. Children listen to statements read out one by one and answer true or false. Read out each statement once --- no repeating.

Story telling. Everyone enjoys listening to a story well told. Body movement and

changes of voice contribute towards good story telling. Sometimes stop in the middle and ask a few questions to check children's comprehension.

Dictation. Short, simple passages can be dictated to the children. Read the passage through while the children listen. Read it again slowly, pausing between meaningful phrases while the children write. Then read it aloud again while they check their work so that they get immediate feedback.

Speaking skills

Speech is the foundation for reading and writing. Children must be able to understand and use words before they can write them. Therefore, they must be given time to talk about the things that interest children, to learn rhymes and jingles, and to dramatize their experiences. In the lower grades the emphasis should be on well directed oral work to lay a solid foundation on which to build the reading and writing skills. There are some suggestions for encouraging children to speak in the classroom:

A warm and friendly classroom atmosphere will encourage children to speak freely
Give an opportunity for children to talk informally with the teacher, to one another, to a group, or the whole class
Spark children's curiosity and encourage them to ask questions
Choose topics related to the current interests of children
Make sure that every child in the class has a chance to talk during a specific period of time.

Activities for developing speaking skills

Story retelling. Story retelling is a means of evaluating the child's ability to perceive and recall events. The use of story retelling encourages the students to organize, comprehend, and structure sentences

Observation and description. Examine something up close in nature, like a leaf, a rock, or a shell. Encourage the children to use their powers of observation. Ask them to describe what they see

Conversations. Spend sufficient time developing a young child's confidence in holding a conversation with the teacher or classmates. Students need opportunities to communicate their ideas to each other and to realize that they have information that is worth sharing with someone else

Discussion. Through discussion, students learn to express themselves clearly and convincingly, to share ideas, to appreciate others' opinions, and to cooperate in solving problems. Your first task as a teacher is to develop a pattern of interchange through questioning techniques and focusing discussion which engages the students' minds and imaginations. Secondly, you should manage the environment in such a

way that the discussion group is small enough for children to feel comfortable and motivated to share their thoughts.

Show and tell. Allowing children time to talk about something familiar to them both stimulates conversation and builds confidence in speaking. During a show and tell experience, the student talks about an activity or shows an object that s/he has brought to school. Items such as toys, utensils, or pictures of the family can be used for this activity. Reading skills It is important to make your students realize that reading is an enjoyable pursuit and an important medium to increase knowledge. There is no single method to teach reading. A variety of methods are used to motivate children to become interested in reading

Activities for teaching reading skills

The "Look-and-Say" method. Usually teachers begin with the "look-and-say" method which links a word to a picture. This method allows children to recognize words immediately. Children will be very excited to find they can "read" almost immediately and this will motivate them to want to read more! Word recognition is made easier by choosing words which look very different. For example a child would not mix up the word "airplane" with the word "orange," especially if you have a picture next to each word. These two words look very different even to an inexperienced reader. Make sure when using this method not to choose words which look very similar, such as words with the same number of letters and with the same shape.

Using words and ideas which interest the child. It is important to choose words and ideas which are interesting to the reader. Find out what the children are interested in and use these words to teach reading. The learners should be able to identify with the people and activities about which they are reading

Using phonics to teach reading. Phonics is the traditional and best known method of teaching reading. It is probably the way in which you learnt to read yourself. Phonics refers to recognizing and learning word patterns through constant repetition and practice. For example, the words "at", "cat", "sat" and "mat" follow a recognizable phonetic pattern, as do the words "hook", "cook", "book" and "shook." If you are using the phonic method, use only a few phonic patterns at the beginning. As the children become confident you can introduce different phonic patterns and words gradually

Practicing the same words and word patterns. Begin slowly, using the same words and phonic patterns at the beginning, and only bring in new words when the children have really understood the first few words. First, choose a dozen words and make sure the children know how to recognize these

Cyclic reading. The Cyclic Reading method is a modern method of teaching reading. It ensures that every student in the class is given a chance to read to you, at least once

a week. During this period, you are able to teach students individually and monitor their reading progress by attending to their fluency, comprehension, expression, and confidence. You are also able to correct on the spot any errors that your pupils make. The Cyclic Reading is a group work learning activity where each group is engaged in a different reading exercises.

Writing skills

Learning to write takes time and effort. It is a task that involves concentration and memory. In the beginning, children's spelling may be full of errors. Although writing is a difficult process, all students can learn to write clearly and concisely if they have consistent, daily practice, and receive adequate support and encouragement. In this case, teachers must assume the role of motivators and try to make writing a pleasurable learning activity.

Here are some aspects of teaching writing that are important to keep in mind:

| Children learn to write by writing

| Emphasis should be placed first on gaining confidence in writing. Children should have the opportunity to write a lot and the teacher should not be overly concerned about "correctness."

| Writing is best taught as one of the language arts with strong emphasis on oral language as both a foundation and a continuing support to writing activities.

| The writing process is as important as the written products students create.

| Students improve their writing abilities by listening to and reading the written works of other students.

| Student writers need positive evaluation of their work and appreciation for what they have accomplished.

Activities for teaching writing skills

| Picture diary. Children can draw and write what they did, saw, or heard yesterday/last week. They can share it with the classmates.

| Story ending. Read or show a story to students without finishing it. Ask them to imagine what has happened in the end and write the ending.

| Letter writing. Children can write a letter to you, their friends, parents, schoolhead, or anyone they like.

| Book writing. Students can write a fiction or nonfiction story with pictures. These can be used as a reading material for the students in the same grade or the grade below.

l Report on site visit/excursion. Students could write what they discovered in science or social studies class. They could also write a report on their visit or about an interview with somebody.

SECOND LANGUAGE LEARNING

Students today prepare for tomorrow's reality, in which they will need to function effectively in varied contexts. These contexts include contacts with people of other languages and cultures, both in their private lives and in their work. Learning a second language can help learners to develop the ability to communicate interculturally and to gain insight into themselves and others. Many linguists believe that there are maturation constraints to second language acquisition (Krashen, 1982; Johnson, 1989; Long, 1990). This means that complete accuracy in a second language becomes less likely as the learner grows both physically and cognitively. Therefore, for learners who will be dependent on good knowledge of second language in their future, it is important to start learning second language early on.

Goals for second language learning

The suggested goals and objectives must be flexible and attainable by students starting additional language learning at different times and participating in different programs. The degree and depth to which students attain these goals and objectives will be commensurate with the length and quality of instruction. Usually a second language is introduced orally first, with reading and writing added as students become more proficient in reading and writing in their mother tongue. Following are examples of possible expectations, based on second language instruction of three to five lessons a week:

interact orally on familiar topics
comprehend main ideas in a wide variety of everyday communication
read, comprehend, and use simple written material
use second language to obtain, construct, and provide information in simple spoken and written form

Appropriate Topics

Learners in this age range begin with content topics close to the self, the home, and the school. These can include family, friends, home and house, animals, and health. As they learn counting, days, dates, months, and alphabet in a second language, these can be simultaneously incorporated into the curriculum. Colors, shapes, vehicles, weather, culturally significant foods, festivals, holidays, all can be made part of the content as these become part of the background knowledge of the primary school learner. Age appropriate children's literature, myths, arts, music, and games are essential content components, as well. Older primary learners are ready to use the

vocabulary of geography, symbols and signs, daily routines, feelings, and topics from their studies in other areas such as science, mathematics, and social studies.

Grade One - OBJECTIVES FOR SECOND LANGUAGE LEARNING

At the first level of second language learning, the focus should be on listening and speaking skills, with reading and writing added as students become more proficient in reading and writing in their mother tongue. Following are examples of possible expectations, based on second language instruction of three to five lessons a week.

Listening

- I identify spoken words and phrases relating to pictures and actions
- I understand basic instructions
- I follow simple oral directions

Speaking

- I recite the alphabet
- I introduce and respond to introductions
- I greet, thank, ask for permission
- I name basic colors, parts of the body, and common objects found in home and learning environment
- I answer personal questions in simple sentences (e.g. name and age)
- I count 1-100

Reading

- match labels with pictures
- recognize second language letters/symbols
- distinguish the names and sounds of letters/symbols

Writing

- I copy letters and words written in the second language
- I write letters and simple words (e.g. name)

Grade Two: OBJECTIVES FOR SECOND LANGUAGE LEARNING

Some time should be spent reviewing what was learned in Level One to make sure that students understand the "old" material before moving on to more complex material.

At the end of the second level of schooling, the students will be able to:

Listening

understand and follow basic instructions
understand familiar questions and commands
understand introductions, greetings, numbers, and expressions of times, dates and weather
understand complete sentences
listen to simple songs and poems

Speaking

have control of a limited number of sentences and phrases
respond to familiar questions and commands (e.g. introductions, greetings, expressions of time, dates, and weather)
use appropriate vocabulary to express limited personal needs
ask and respond to yes/no and simple information questions

Reading

read simple notices and signs
read phrases and sentences

Writing

copy familiar words or phrases and write some from memory
write simple words and sentences (name, address)

Grade Three: OBJECTIVES FOR SECOND LANGUAGE LEARNING

Some time should be spent reviewing what was learned in Level Two to make sure that students understand the "old" material before moving on to more complex material.

At the end of the third level of schooling, the students will be able to:

Listening

comprehend short conversations/stories on familiar topics (e.g. home, school, etc.)
comprehend the main ideas and some supporting detail in simple conversations/stories
understand yes/no and information questions on a familiar topics
recognize the multiple ways in which an idea can be expressed in the foreign language

Speaking

speak in complete sentences
describe people, places, and events in lengthier, connected utterances
engage in a simple conversation by putting 2-3 sentences in complete thoughts

express opinions and basic emotions
ask informational questions for personal reasons
respond to questions in more detail
recite poems or songs aloud or to oneself

Reading

read more sophisticated phrases, sentences, signs, and notices
begin reading short paragraphs
make use of contextual guessing to strengthen vocabulary skills

Writing

understand and interpret written language on familiar topics
write simple sentences

Some suggestions for second language teaching

As a teacher, you must ask and answer questions all of the time; some of them will be well thought out and planned, like curricula and lesson plans, while others will be made on a moments notice, based mostly on a teacher's instinct and experience. Some examples are: What are the objectives of second language instruction in my class and in my school? At what level are students now? At what levels should they be in 1 year? 2 years? five years? What resources do I have? What are my strengths and weaknesses? What are my students' strengths and weaknesses? Which methodology will most effectively address these considerations? What kinds of assignments are my students capable of completing? What resources do they bring to the classroom? There is no single correct answer to questions like these - there is no magical solution to language teaching and learning. Each teacher has to answer these questions himself or herself. However, a teacher informed about second language teaching methodology and pedagogical theory will be able to make better decisions with regard to these important questions. The purpose of this section is to provide information about some methods for teaching second language. These methods were chosen for three reasons: (1) they are the most appropriate approaches for beginning learners in the lower elementary grades; (2) they are currently used around the world by professionally trained second language teachers; and (3) they are based on scholarly research and theory. They include:

- | the direct method
- | the audio-lingual method
- | the total physical response (TPR) method
- | the communicative approach

Although these methods are appropriate for all beginning second language students, they are particularly suitable for early elementary learners beginning to study a second language. They are based on communicative, cooperative, and interactive

activities that can motivate and empower children. As students progress in their second language acquisition, teachers can introduce more whole language (reading) and higher level communicative teaching approaches. Once students have mastered the speaking and listening objectives written for primary grades and felt the confidence that comes with that mastery, grammar, its related structural components, and organizational writing instruction should begin in order to supplement and enhance these skills that students have already learned. This grammar and extended writing instruction usually begins in the upper elementary grades, providing students are prepared for and capable of completing the associated tasks and objectives.

Remember! Teaching methodology should be eclectic and flexible, fitting the specific yet varied learning needs, resources, and skills of students and the environments and conditions in which they are learning.

The direct method

The direct method is not new. Its principles have been applied by language teachers for many years. Most recently, it was revived by teachers who intend that students learn how to communicate in the second language. Since the grammar-based methods were not very effective in preparing students to use second language communicatively, the direct method became popular.

The direct method has one basic rule: No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be connected directly with the target language, without going through the process of translating into the students' native language. In order to do this successfully, students should learn to think in the target language. Some principles of the direct method include:

| When teacher introduces a new foreign language word or phrase, s/he demonstrates its meaning through the use of realia, pictures, or pantomime.

| Vocabulary is emphasized over grammar.

| Students communicate as if they were in real situations.

| Grammar is taught inductively; that is, the students are presented with examples and they figure out the rules or generalization from the examples.

Teaching techniques and activities

Reading aloud. Students take turns reading sections of a text aloud. At the end of each students' turn, the teacher uses gestures, pictures, examples, or other means to make the meaning of the section clear.

Question and answer exercise. This exercise is conducted only in the foreign

language. Students are asked questions and answer in full sentences so that they practice with new words and grammatical structures. · Conversation practice. The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly. For example, the teacher may ask individual students questions about themselves.

Fill-in-the-blank. This techniques has already been discussed in grammar-translation method, but differs in its application in the direct method. All the items are in the foreign language.

Dictation. The teacher read the passage three times. The first time the teacher read it at a normal speed, while the students just listen. The second time s/he read the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work.

Audio-lingual method

The audio-lingual method, like the direct method we have just examined, has a goal to teach students to use the second language communicatively. The fundamental principle of the audio-lingual method is that learning of a second language should be the same as the acquisition of the mother tongue. In order to do this, students need to learn to use second language automatically without stopping to think. Some characteristics of the teaching/learning process include:

- | The speaking and listening skills receive most of the attention.
- | New vocabulary and structures are presented through dialogues
- | The dialogues are learned through imitation and repetition.
- | Students' successful responses are positively reinforced.
- | Grammar is learned from examples given; explicit grammar rules are not provided.

Teaching techniques and activities

Dialogue memorization. Dialogues or short conversation between two people are often used to begin a new lesson. Students memorize the dialogue through mimicry. Students usually take the role of one person in the dialogue, and the teacher the other. After the students have learned the one person's lines, they switch roles and memorize the other person's part. Another way to practice the two roles is for half of the class to take one role and the other half to take the other. After the dialogue has been memorized, pairs of individual students might perform the dialogue for the rest of the class.

Repetition drill. Students are asked to repeat the teachers' model as accurately as possible. This drill is often used to teach the lines of the dialogue.

Chain drill. A chain drill gets its name form the chain of conversation that forms

around as students, one-by-one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him/her a question. That student responds, then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues.

Transformation drill. The teacher gives students a certain kind of sentence, for example an affirmative sentence. Students are asked to transform this sentence into a negative sentence.

Question-and-answer drill. This drill gives students practice with answering questions. The students should answer the teacher's question very quickly.

Completing the dialogue. Selected words are erased from a dialogue students learned. Students complete the dialogue by filling in the blanks with the missing words.

The total physical response

The total physical response method is an example of a new general approach to language instruction which has been named "the comprehensive approach." It is called this because of the importance it gives to listening comprehension. Unlike most of the previous methods we have considered, comprehensive approaches begin with the listening skill.

The idea of focusing on listening comprehension during early second language instruction comes from observing how children acquire their mother tongue. A baby spends many months listening to the people around it long before it ever says a word. The child has the time to try to make sense out of the sounds it hears. The child chooses to speak when it is ready. The same principles are used in the total physical response method. Some of the characteristics include:

| Listening comprehension skills receive the most attention.

| The first part of a lesson is one of modeling. The instructor issues commands to a few students, then performs the actions with them. In the second phase, these same students demonstrate that they can understand the commands by

performing them alone

| After learning to respond to some oral commands, the students learn to read and write them. When students are ready to speak, they become the ones who issue the commands.

| Activities include games.

Teaching techniques and activities

Using commands to direct behavior. The use of commands is the major teaching technique of the total physical response method. One reason for the use of commands is their frequency of occurrence in the speech directed at young children learning their mother tongue. The commands are given to get students to perform actions; the action makes the meaning of the command clear. It is necessary for a teacher to plan in advance which commands s/he will introduce in a lesson in order to keep a lively pace.

Role reversal. Students command their teacher and classmates to perform some actions. It is believed (Larsen-Freeman, 1989) that students will want to speak after ten to twenty hours of instruction, although some students may take longer. Students should not be encouraged to speak until they are ready.

Action sequence. As the students learn more and more of the second language, a longer series of connected commands can be given, which together comprise a whole procedure. For example, students might receive the following instructions: Take out a pen. Take out a piece of paper. Write a letter (imaginary). Fold the letter. Put in the envelope. Seal the envelope. Write the address on the envelope.

The communicative approach

The goal of the communicative approach is to enable students to use second language communicatively. While this has been the stated goal of many of the other methods, the notion of what it takes to be communicatively competent is much expanded in the communicative approach. In addition to teaching linguistic structures and vocabulary, communicative competence involves being able to use the language appropriate in a given social context. Students must be able to apply second language in negotiating meaning. It is through the interaction with between speaker and listener that meaning becomes clear. Some obvious characteristics of communicative approach include:

- | Almost everything that is done is done with a communicative intent. Students use second language a lot through communicative activities, such as games, role-plays, and problem-solving.
- | Learning activities have three features: information gap, choice, and feedback.
- | If possible, authentic materials should be used. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used by native speakers
- | Learning activities are often carried out by students in small groups. Small numbers of students interacting are favored in order to maximize the time allotted to each student for learning to negotiate meaning.

Teaching techniques and activities

Authentic materials. To overcome the typical problem that students cannot transfer what they learn in the classroom to the outside world and to expose students to natural language in a variety of situations, communicative approach advocates the use of authentic materials. The following authentic materials can be used for learning: menus, timetables, radio, newspapers in the target language.

Scrambled sentences. The students are given a text in which the sentences are in a scrambled order. They are told to unscramble the sentences so that the sentences are restored to their original order. This type of activity teaches students how sentences are bound together through formal linguistic devices. In addition to written texts, students may also be asked to unscramble the lines of a mixed-up dialogue.

Language games. Language games are used frequently in the communicative method. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice.

Picture strip story. Many activities can be done with picture strip story. For example, students may be asked to put pictures of a picture strip story in order and write lines to accompany the story. This gives students practice in negotiating meaning.

Role play. Role plays are very effective in communicative method because they give student an opportunity to practice communicating in different social contexts and roles.

MATHEMATICS

Mathematics is a universal language of numbers. It is used in all cultures and it is about relationships and creativity. It brings joy in discovery and satisfaction in mastery. Mathematical power is achieved as students learn how to follow logical steps in order to solve problems and make connections. Creating meaning from numbers requires skill and patience. This curriculum guide provides suggestions for progression through the various content areas of math. Most people feel that mathematics is difficult and removed from everyday life. Teachers should attempt to teach mathematical skills that are relevant to students' needs and that will help them later in life.

Goals for mathematics learning

As a result of their primary schooling, students will be able to:

I add, subtract, multiply, and divide using whole numbers, fractions, and decimals
I make and use measurements, including length, width, weight, area, and volume
I identify, analyze, and solve problems using algebraic equations, inequalities, and

graphs

I understand and apply shapes and relations between lines in a variety of ways
(squares, circles, triangles, angles, etc.)

I use mathematics skills to estimate and predict outcomes

The topics below are included in grades 1 through 3:

I Numbers

I Patterns

I Relations

I Shapes

I Measurement and Estimates

I Fractions and Decimals

Remember! There is no one right way to solve a problem! Children learn mathematics in a variety of ways, and come to the answer in different ways -- this is okay, as long as the child can explain the logic of his or her thinking!

Grade One - OBJECTIVES FOR MATHEMATICS LEARNING

At the end of the first grade, students will be able to:

Numbers

I exhibit pre-number skills (sorting objects into groups, etc.)

I identify a whole number and be able to describe it in words

I recognize and write numbers 0-9

I add and subtract single digit numbers

I differentiate between even numbers and odd numbers

Patterns

Visual Patterns

I copy the pattern

I identify the core of the pattern (that part that stays the same and forms the basis of the pattern -- e.g., in ABABAB, AB is the core)

I recognize repeating patterns (a sequence of numbers or images that repeat in the same manner -- e.g., in ABABABAB, the core, AB repeats without changing)

I recognize growing patterns (a sequence of numbers or images that grows with each repetition -- e.g., in ABABBABBBABBBB, with each repetition, one more B is added)

I describe the pattern in words

I predict a pattern

I extend the pattern
I create their own pattern

Movement patterns

imitate movement patterns (e.g., clap hands, stomp feet, clap hands, stomp feet)
describe the pattern in words
recognize repeating patterns
recognize growing patterns
create their own movement pattern

Relations

I recognize relationships between numbers as "the same as"
I recognize relationships between numbers as "different from"
I recognize when a number is "greater than" another number
I recognize when a number is "less than" another number

Shapes

I draw shapes
I describe shapes

Measurement and Estimates

I measure units of length and width
I weigh units of mass

Grade Two - OBJECTIVES FOR MATHEMATICS LEARNING

Some time should be spent reviewing what was learned in Grade One to make sure students understand the "old" material before moving on to more complex material.

At the end of the second grade students will be able to:

Numbers

I count to 100
I understand and do basic counting and grouping
I add and subtract single double and triple digit numbers
I understand place values
I have a sense of the size of numbers

Shapes

I understand the concept of angles

Measurement and Estimates

I read the time on an analogue clock (the teacher may have to create a clock out of paper)
I understand weight and height
I determine when an estimate is appropriate and/or useful

I make and use estimates when working with quantities and measurement

Fractions and Decimals

I be able to differentiate between whole numbers and fractions

I understand fractions using both shapes (e.g., a circle divided into parts) and numbers (e.g., $1/2$, $1/3$, $3/5$, etc.)

Grade Three - OBJECTIVES FOR MATHEMATICS LEARNING

Some time should be spent reviewing what was learned in Grade Two to make sure students understand the "old" material before moving on to more complex material.

At the end of the third grade of schooling, the students will be able to:

Numbers

I take real-life situations and translate them into statements using numbers

I multiply single and double digit numbers

I divide single and double digit numbers

I know when to use addition, subtraction, multiplication, and division

Shapes

I understand more complicated two-dimensional shapes (e.g., octagon)

I draw and conceptualize three-dimensional shapes (e.g., box)

Measurement and Estimates

I compute area and volume

I estimate area and volume

I understand, use, and create calendars

I understand direction (north, south, east, west, left, right, vertical, horizontal)

I understand and estimate distance

(The last two objectives can be integrated with social studies.)

Fractions and Decimals

I add and subtract decimals

I handle small amounts of money

I do simple calculations mentally

SCIENCE

Science and young children naturally belong together. They are full of curiosity and want to know: why? how? what? what for? what is it made of? how does it work?

Teaching science can enhance childrens' knowledge and awareness of the world by providing opportunities which require them to learn to predict, collect, analyze, and categorize data. These investigative procedures allow for the development of reasoning abilities that can have practical application in daily life.

As a result of their primary schooling, students will be able to:

Demonstrate an understanding of the inter-relatedness of matter and energy
Demonstrate the ability to make responsible and caring choices about their environment

Demonstrate an understanding of the composition and structure of the universe and motions of the objects within it

Demonstrate a knowledge of the characteristics of life, their relationship to each other, and to their environment

The following topics have been identified as being essential to achieving these goals:

Scientific inquiry

Matter and energy

Force and motion

The universe

Earth processes

Ecology

Living systems

The following are critical science process skills that students are expected to acquire as they proceed through the grades:

1. **Observing.** Eyes, fingers, nose and ears all help with observing. Observing involves careful looking and seeing small parts as well as the whole. By shutting the eyes, other senses, such as hearing, smell and touch are heightened. Insisting on silence also helps students to concentrate on their senses.

2. **Describing and Recording.** Describing involves telling about things. It helps to extend vocabulary. Recording enables describing to be captured and retained. Ways of recording involve drawing and pasting, making collages and charts by cutting out pictures or drawing and pasting these onto a piece of cardboard or paper.

3. **Comparing.** Comparing involves finding things that are the same as well as different about two objects, for example: "In what way is a goat the same as a chicken?" "In what way is a goat different to a chicken?" Objects which are compared usually share a common feature or function.

4. **Collecting and Sorting.** Objects of like kind are collected, for example, stones, seeds, leaves or other items might be collected. Sorting collections follows a criterion or reason. Sorting creates order out of collections. Sorting may lead to a sequence, e.g., largest to smallest.

5. **Measuring.** Measuring involves introducing concepts of space occupied, length and shape. The idea of a shape changing is introduced. Measurements are made in string lengths or outlines of area.

6. **Investigating.** To find out about something, questions must be asked. Observation and comparison are used. Something is done to an object, for example, an object

might be cut open or it might be added to something else. Investigating is finding out about the properties of things and extending the idea of what something looks like.

7. Predicting. Predicting involves looking ahead and asking what will happen. Predictions are sensible and reasonable guesses, based on a known situation. Predicting demands visualizing and reasoning.

8. Manipulating. Body coordination, particularly of hands and fingers is developed through practicing tasks such as pouring, cutting out, tracing, coloring, marking letters, gluing, mixing and sorting. Manipulating small objects is a skill which provides opportunity for care, observation and attention to detail. These qualities are needed for science and for growing into a well coordinated person.

Grade One - LEARNING OBJECTIVES FOR SCIENCE

First grade students will be introduced to various concepts of science. These concepts can be taken from the following major science topics: scientific inquiry, matter and energy, the universe, earth processes, ecology, and living systems.

Upon completion of this course, students will be able to do the following:

Scientific inquiry

- 1 Predict heavier/lighter
- 1 Predict more/less

Matter and energy

Describe objects according to the properties of length, height, width, weight.

The universe

Recognize the sun as a star and the earth's source of heat and light

Earth processes

Identify the four seasons and the changes that occur
Recognize the day-to-day weather changes and name the conditions such as sunny, cloudy, partly cloudy, rainy, snowy, and foggy

Ecology

Recognize living and non-living things
Identify basic needs of plants and animals
Describe ways to protect plants and animals

Living systems

- 1 Identify roots, stems, flowers, fruits, cones, and seeds
- 1 Recognize the characteristics and needs of plants
- 1 Recognize that people use plants and plant products

- 1 Classify animals by how they move
- 1 Identify special body parts that help animals move
- 1 Recognize that animals must get their own food in order to eat

Grade Two - LEARNING OBJECTIVES FOR SCIENCE

Some time should be spent reviewing what was learned in Grade One to make sure that students understand the "old" material before moving on to more complex material.

In second grade science, students will gain knowledge in the areas of living systems, earth processes, force and motion, matter and energy, and scientific inquiry. Emphasis is placed on observation and inference of information at this level.

Upon completion of this course, students will be able to do the following:

Scientific inquiry

- 1 Distinguish living from non-living things
- 1 Classify according to general characteristics

Matter and energy

- 1 Observe examples of solids, liquids, and gasses
- 1 Classify small objects as being greater than, less than, or equal to the mass of a given standard

Force and motion

- 1 Observe and describe the distance an object travels when force is applied.

Earth processes

- 1 Classify seasonal activities according to the four seasons
- 1 Infer what to wear based on weather data

Living systems

- 1 Identify the sensory organs of the human body
- 1 Identify the major parts of a plant
- 1 Observe and identify what plants and animals do to prepare for a new season
- 1 Identify the best conditions for growth and development of different plants and animals

Grade Three: LEARNING OBJECTIVES FOR SCIENCE

Some time should be spent reviewing what was learned in Grade Two to make sure that students understand the "old" material before moving on to more complex material.

In third grade science, children will gain knowledge in the areas of scientific inquiry, matter, forces and motion, the earth processes, the universe, ecology and living

systems. Students will learn about types of organisms and their habitats. Third graders will also learn how natural and human intervention affects the environment.

Upon completion of this course, students will be able to do the following:

Scientific inquiry

l Observe and identify the proper scientific tool used in measuring distance, volume, or weight

Matter and energy

l Predict the changes in matter as an object is heated or cooled
l Distinguish among evaporating, condensing, melting and freezing

Force and motion

l Predict the direction an object will move when it is pushed or pulled

The universe

l Distinguish between natural and man-made objects in the sky, water, or earth

Earth processes

Observe that the length of a shadow produced by the sun changes during the school day
Predict the changes in landform surfaces due to wind, water, and land usage

Ecology

Order various animals/plants according to their sequence of growth and development

Living systems

Describe the ways in which a population of organisms can become endangered
Predict the best conditions for seed germination and growth

Some suggestions for teaching science

Various methods of instruction are used by the science teachers. However, at the primary levels a heavy emphasis is placed on the hands-on experiential approach to science. This involves problem identification and problem solving using the environment. The hands-on approach encourages curiosity which leads to logical and systematic questioning of students. Therefore, science should be taught by carrying out experiments, making observations, recording observations, and analyzing your findings. Learning groups are used as an effective teaching strategy to develop problem solving skills.

Teaching Hints

Allow enough time for doing practical things, discussing, recording, and cleaning up
Plan ahead of time. Have weekly, monthly and term plans. Collect materials to be used ahead of time

Use open-ended questions to encourage thinking and develop students' confidence
Try to ask activity-oriented questions that motivate children to do something. For example, "How could we find out about this?"

· Avoid lecturing to the class all the time

SOCIAL STUDIES

Topics in Social Studies provide the information and methods for children to become aware of their place in the world and in time. Through Social Studies that students learn about history and can make observations about the past, present and future. Through Social Studies, students gain a sense of belonging to their community and begin to understand how their community functions politically, economically and socially. Social Studies teach children skills for effective conflict management, how to relate to others in their community, and how to participate in civic life.

Further, Social Studies should help teach students how to become functional citizens, developing skills for self-fulfillment and eventual betterment of society at large. Social Studies focuses on human interaction with the physical and social environment, and should teach students about the interrelatedness of communities within their country as well as between countries around the world. Concern for the delicate balance between population and the conservation of natural environmental resources should be cultivated. Finally, problem-solving and decision-making skills learned in Social Studies should help children become effective, responsible citizens.

Goals for social studies learning

The goals for the primary school years in the Edukit are formed around a growing circle of knowledge, beginning with the self and family, moving on to school and neighborhood, then to region, country and world. The idea is that as students learn about their own place in their family and learn about roles in the family, they will be more ready to learn about school and their immediate society (i.e., how all the families in the neighborhood function together), and further how their region and country are interconnected with the rest of the world.

SELF and FAMILY
SCHOOL and NEIGHBORHOOD
REGION and COUNTRY
WORLD

As a result of their primary schooling, students should be able to:

*I define and understand the roles of the members of their family and know the position of their home in their village
or town*

*I name and understand the function of the various buildings in their village or town
I demonstrate knowledge of the major events, persons, holidays, social and political
movements and institutions in
their local community and in their country*

*I understand aspects of culture and authority in the community, and describe the
various ethnic, racial, and/or
religious groups found in the community and/or the region*

*I understand modes of communication and transportation in the local community as
well as the country and the
world*

*I demonstrate knowledge of the local economy (i.e., how people make a living),
identify the major economic
activities carried out during the different seasons of the year, and identify
the local natural resources and what they are used for*

*I demonstrate knowledge of world geography, major events, and personalities in
world history*

*I learn knowledge and skills in conflict management, in order to apply them to real
life situations in order to
collaborate on problem-solving and decision-making*

The following topics are included in grades 1 through 3:

1 History
1 Geography
1 Economics
1 Civics and Government
1 Conflict Management

Grade One - OBJECTIVES FOR SOCIAL STUDIES LEARNING

Self and Family: objectives in this section will use content based primarily on family experience and location as well as participation in family functions and roles.

At the end of the first grade, students will be able to:

History

I identify characters within a story
I understand the chronology (i.e., the order of events) of a story
I memorize simple historical poetry or songs

Geography

I identify the setting in a story

I learn about their homes and the different spaces inside or outside of the home (i.e., sleeping space, cooking space, etc.)

I be active observers of their environment (i.e., notice regular patterns such as day/night and seasons, notice topography such as hills, flatlands, water, sky)

I identify the effects of time and seasonal changes on work and play activities

Economics

I notice basic needs of people, such as food, clothing, and shelter

I notice family needs (chores, eating, etc.) and the family "economy" (i.e., how they meet those needs through the tasks of each family member)

I differentiate between food bought and food grown

Civics and Government

I identify rules that govern their family and home

I recognize and understand the need for following rules of conduct at home and at school

I notice how responsibility is shared among their family members

I recognize how they participate in the functions and their tasks of their family and understand their responsibility to their family members

I name the means of entertainment in their families/community

Conflict Management

learn and practice rules of communication with other persons (i.e., courtesy, consideration)

learn to be and practice being cooperative with other students and family members

Grade Two - OBJECTIVES FOR SOCIAL STUDIES LEARNING

Some time should be spent reviewing what was learned in Grade One to make sure students understand and remember the "old" material before moving on to more complex material.

School and neighborhood: the objectives in grade two will grow to encompass not only self and family, but also aspects of school and neighborhood/community.

At the end of the second grade students will be able to:

History

I have a sense of time ("now" and "in the past")

I begin to understand historical time lines, particularly of their own lives (i.e., when they were born, when they started

school, etc.)

I begin to understand cause and effect

I memorize small parts of historically significant documents or speeches

Geography

I take and practice leading student tours of school grounds, local buildings, farms, etc

I take "environment observation" tours and record what they see (i.e., plants, animals, etc.)

I notice the effect of geography on how people in their community live (i.e., where they live, the food they eat, etc.)

I draw "maps" of their school area, home, or neighborhood/community

I describe and compare different means of transportation in their community

Economics

I notice local resources -- plentiful and scarce -- that satisfy people's needs

I recognize the community "economy" (i.e., mutual assistance and exchange)

I identify local businesses (i.e., what store or what person sells or buys what goods or services)

Civics and Government

I share responsibility with other students for classroom activities and chores

I begin to work in groups with defined tasks

I from stories and myths, notice qualities of character that are positive and negative

I begin to learn what majority-rules decisions are, and learn how it feels to abide by a majority-rules decision both when

they are in the majority and in the minority

I begin to understand how the local community government functions (i.e., town council, mayor, etc.)

I begin to learn about local laws and community rules

Conflict Management

I learn to show respect and concern for other school mates, family members, and community members

I begin to understand feelings, emotions, and empathy

I practice listening skills

Grade Three - OBJECTIVES FOR SOCIAL STUDIES LEARNING

During Grade Three, some time should be spent reviewing what was learned in Grades One and Two to make sure students understand and remember the "old" material before moving on to more complex material.

Region, country, and world:the objectives in grade three incorporate an increasing context, to include aspects of the students' locality, their country and even the world.

At the end of the third grade of schooling, the students will be able to:

History

I identify important major events by historical time period

I construct time lines for their region's or country's history

I narrate folklore stories related to their community, region, or country

I describe aspects of their community's or country's culture (art, music, dance, dress, etc.)

Geography

I learn basic global features such as oceans, continents, poles, equator

I identify major rivers, mountains, etc. in their country and/or in the world

I make simple maps on paper and relief maps (using, for example, clay for mountains, and leaves for forests)

I practice memorization of basic global, continental, and nation-state shapes and features

Economics

I recognize the nature of trade and exchange on a multi-community and/or international scale

I discuss or identify the global distribution of natural resources and/or monetary resources

Civics and Government

I begin to assume leadership for specific class responsibilities (i.e., rotating class president)

I participate in some all-class decisions and abide by majority decisions

I begin to distinguish between acting justly, for the common good, or selfishly

I begin to understand that rules of conduct are connected to laws which secure human rights and confer civic responsibilities

Conflict Management

be able to describe conflicts and their resolutions

understand that conflicts can be resolved violently or constructively

Some suggestions for teaching social studies

For many teachers, teaching Social Studies can be very daunting and challenging. New teachers should rely heavily on local community leaders, and older members and grandparents in the community to assist them. Local leaders can talk to students about their jobs as mayor, religious leader, etc., and elders can tell stories about their own lives and give their own opinions about history, specifically the history of their community. Stories can be routinely told out loud, and the teacher should encourage the children to use new words. Often, language arts can be integrated with history or geography, and teachers should try to use the same texts or stories for a variety of subjects.

The learning material in Social Studies is well suited to the following four approaches to teaching (Botswana Primary School Syllabus):

I Integration: the various topics (history, geography, etc.) can be integrated and taught together for a meaningful and interesting learning experience

I Inquiry: students should be encouraged to find answers for themselves, with the teacher providing guidance. The students can state problems and then develop concepts and skills to address those problems

I Problem-solving/Decision-making: students should be given the chance to become involved in their day to day problems and suggest how best to find possible solutions under the guidance of the teacher

I Personal/Local experience: wherever possible, the student should be given the opportunity to use personal knowledge or experience to solve problems, and local problems or situations should be used as examples.

PRACTICAL SUGGESTIONS

The concepts of ownership

The concepts of ownership and property are important parts of a Social Studies curriculum. They are not included above, however because they vary from country to country and region to region -- even household to household. Different cultures and different legal systems differ greatly as to what is considered "property" and who in the country or region is allowed to "own" it. Property can be clothing or land, but also thoughts and opinions. People everywhere have a sense of self-expression and need an outlet for this expression. Many use different types of "property" as forms of expression and as a way to show their preferences. It is important that people are aware of others' forms of expression and should respect the "property" of others. These concepts should be discussed in school, but teachers should use his or her own discretion as to whether they are discussed in the context of family life, community life, or national life.

PRACTICAL SUGGESTIONS

Conflict management lessons

It is important in Social Studies, and specifically in conflict management lessons, that the teacher practice non-threatening communication. The teacher should consistently set the example of positive communication by using some of the following suggested responses to problem situations:



When someone...	Instead of...	Try...
calls you a name	name-calling back	I don't like it when you call me a name. Do you want to tell me what's wrong?
calls your family member a name	name-calling back	I feel angry when you call [my mother] a name. If I did something to make you mad, please tell me.
pushes you	pushing back	I don't like being pushed. Please stop.
tells a lie about you	telling a lie about them	I feel bad when you say things about me that aren't true. Please tell me why you're angry.

*Remember to try to use the other person's name when addressing them. Using someone's name shows respect and opens communication.

From: Fran Schmidt & Alice Friedman (1985). Creative Conflict Solving for Kids. Peace Works.

HEALTH, NUTRITION, AND PHYSICAL DEVELOPMENT

The healthy, physically active child is more likely to be academically motivated, alert, and successful. The health education curriculum strives to enable students to make responsible decisions and provide them with the knowledge to lead a healthy lifestyle. The health curriculum is presented in a manner that will enable students to develop a positive self concept with concern for the health and safety of oneself and others, develop decision-making skills which will assure healthful consequences, develop an appreciation and enjoyment in activities which will assure physical development and maintenance, and develop positive health habits and self-directed life style that will promote a desirable set of values.

Upon completion of three years of primary education, students will be able to:

- l Identify health issues, needs, and problems facing individuals and society
- l Identify the causes and effects of some disease and health problems
- l Recognize some prevention and control techniques
- l Recognize the importance of personal hygiene
- l Develop positive self-worth
- l Develop a concern for health and safety of oneself and others
- l Participate in physical training

In order to achieve these goals, the health curriculum can utilize the following topics:

- l Personal hygiene
- l Nutrition Safety and first aid
- l Human growth and development
- l Physical training

Grade One - OBJECTIVES FOR HEALTH, NUTRITION, & PHYSICAL DEVELOPMENT

At the first grade level the emphasis will be on introducing the student to personal safety, proper eating habits, proper hygiene, and communication skills in reporting abuse or emergencies.

Upon completion of this course, students will be able to do the following:

Personal hygiene

- l Learn the importance of hand washing and its relationship to disease control
- l Learn the importance of personal cleanliness (e.g. regular bathing, clean clothes, etc.)
- l Learn toilet hygiene
- l Identify the roles of the doctor and nurse in the community

Nutrition

- l Recognize the importance of clean water and food
- l Identify types and names of common local foods

Safety and first aid

- l Learn rules of safety (fire, tornado, earthquake, landmines, bombing, etc.)
- l Report emergency situations to adults

Human growth and development

- l Identify the five senses and how they are important
- l Identify and name major body organs (e.g. heart, lungs, brain, eyes, nose, ears, etc.)

Physical training

- l Actively participate in physical fitness exercises and activities
- l Recognize that physical fitness activities are good for personal well-being and are a component of healthy living
- l Perform basic locomotion skills such as walking, running, skipping, sliding, hopping, swimming (if possible), and dancing
- l Recognize that skill development requires practice
- l Participate in games, sports, rhythms and outdoor pursuits based on individual interest and capabilities

Grade Two - OBJECTIVES FOR HEALTH, NUTRITION, & PHYSICAL DEVELOPMENT

Some time should be spent reviewing what was learned in Grade One to make sure that students understand the "old" material before moving on to more complex

material. At the second grade level the emphasis will be on learning healthy eating habits, personal cleanliness, and physical training.

Upon completion of this course, students will be able to do the following:

Personal hygiene

- l Recognize the importance of cleanliness
- l Understand the care of skin, teeth, hair, etc.
- l Know when to see a doctor

Nutrition

- l Recognize the benefits of healthy eating
- l Classify foods into different groups using their own criteria
- l Demonstrate proper handling of foods and protecting it from contamination
- l Identify the main sources of clean water in the local environment

Safety and first aid

- l Learn personal and school safety rules (fire, tornado, earthquake, landmines, bombing, etc.)
- l Visit the local health center
- l Recognize dangerous animals (e.g. poisonous snakes, lizards, insects, etc.)

Human growth and development

- l Know your own body (e.g. blood, skeleton, excretion, digestion)
- l Describe body organs and their function

Physical development

- l Demonstrate strength, flexibility, and cardiovascular endurance in physical fitness activities
- l Chase, flee, and dodge to avoid or catch others in activities
- l Perform basic balance and coordination skills in activities
- l Demonstrate an ability in the fundamentals of throwing, catching, striking, and kicking balls
- l Perform in activities with a partner, small groups, whole classes and individually that promote all levels of participation in sport skills, games, and recreation.

Level Three - OBJECTIVES FOR HEALTH, NUTRITION & PHYSICAL DEVELOPMENT

Some time should be spent reviewing what was learned in Grade Two to make sure that students understand the "old" material before moving on to more complex material. At the third grade level the emphasis will be on nutritional components of food, the major organs of the digestive system, and how proper dental care aids in digestion.

Upon completion of this course, students will be able to do the following:

Personal hygiene

- l Know proper dental care and it's relevance to good digestion
- l Recognize diseases that come from the lack of cleanliness

Nutrition

- l Describe when and what kind of food they eat at different times of the day
- l Recognize different types of vegetation that are harmful or poisonous

Safety and first aid

- l Simple first aid (e.g. cuts, burns, breaking bones)
- l Recognize basic types of medication and how to use them

Human growth and development

- l Recognize the major body organs associated with digestion and name their functions
- l Know basics of gender differences and puberty
- l Know changes of the body in growing up

Physical development

- l Regularly participate in physical activity for the purpose of improving skillful performance and physical fitness
- l Support, lift, and control body weight in a variety of physical fitness activities
- l Demonstrate the ability to avoid or catch an individual or object while moving
- l Balance, with control, various objects while moving and while standing
- l Throw, catch, and kick a ball
- l Identify opportunities in the school and community for regular participation in physical activities

[Go To The Next Chapter](#)

[Science Lessons and Articles Related to This Chapter](#)