

Foundation Based Education Cycle One

Learning to Do, Learning to Be, Learning to Know, Learning to live Together



Health & Physical Education

HEALTH AND PHYSICAL EDUCATION

Introduction

In order to cope with the challenges of a rapidly changing society, children need to be empowered to make healthy choices concerning their physical well-being. The components of this domain address personal safety, nutrition and diet, healthy lifestyles and physical development.

Children need to be made aware that there are many dangers around them. If children understand the potential dangers and the basis for safety rules and are taught how to cope with danger, they will be better prepared when confronted with dangerous situations. It is imperative that children learn about dietary habits that will contribute to physical fitness. They should also learn habits that contribute to the health of the community e.g. keeping their surroundings clean.

The physical education section seeks to encourage participation in regular and enjoyable physical activity so that children will learn to value its effect on life-long health. A principle focus is on the children's ability to move in ways that demonstrate control, balance and coordination. Fine motor skills are given equal consideration because they lay the groundwork for artistic expression, handwriting and self-care skills. Another important aspect of the program is the development of social skills and a positive self-concept. Participation in team games and small group activities gives children the opportunity to become aware of how to interact with others and how their behavior influences others' response to them.

In teaching the physical education section of this curriculum there should be a strong emphasis on the process rather than the product. The process includes the learning of skills and communication of what has been learnt. Children must be allowed to explore, discover, solve problems and invent their own movement experiences. With guidance and instruction children learn to adapt their movements to the following factors: space, different tempos, speed, different levels, varying numbers of people, variations in force and intensity, different shapes and sizes of objects and obstacles whether alive or inanimate. This will be learnt from participating in dance, gymnastics and games.

The majority of the target behaviors of the health section of this curriculum are integrated with the Social Studies domain. The teacher will decide the best time to introduce the content to the children based on the needs and abilities of his/her class. It is hoped that this curriculum will guide teachers in helping children to:

- Demonstrate proper care of the body for health and fitness.
- Develop knowledge that enhances participation in physical activities.

- Respect physical similarities and differences in self and others.
- Display persistence in learning motor skills.
- Use physical activity for enhancing physical fitness, self expression, relaxation and fun.
- Treat others with kindness and fairness.
- Follow rules.
- Include others in learning and play activities.
- Participate with others when making decisions and problem solving.
- Function positively as a member of a group.
- Become aware of the importance of their participation in team activities.

HEALTH AND PHYSICAL EDUCATION

HEALTHY LIFESTYLES

Sills and Values	Suggested Resources for Choice Centers, Projects or Teacher-directed Experiences
<p><i>Communication:</i> Attentive listening, clear and fluent speech, eye contact with speaker¹, writing</p> <p><i>Social Skills:</i> Encouraging statements, taking turns, quiet voices, staying with the group, sharing materials, participation</p> <p><i>Social Decision Making Skills:</i> Identifying signs of feelings, identifying problems and generating solutions</p> <p><i>Critical Thinking Skills:</i> observing, inferring, decision making, evaluating</p> <p><i>Emotional Skills:</i></p> <p>Self Awareness</p> <p>Self-Regulation of Emotion</p> <p>Self-Monitoring and performance</p> <p>Empathy and Perspective Taking</p> <p style="text-align: center;">Values</p> <p>Caring, friendliness, helpfulness, honesty, kindness, peacefulness, respect, responsibility, tolerance, appreciation, sportsmanship</p>	<p>Healthy School' Manual By The St. Maarten Lions Club & the Department of Preventative Health (Sector Health Care Affairs)</p> <p>'The Big Book of Safety for Young Children' by Cindy Barden (Fearon Teacher Aids)</p> <p>'Doctor Toby talks about safety and First Aid' by Andrew Pattison (Hyland House)</p> <p>'Stay Safe With Water' by Althea Braithwaite (Dinosaur Publications Ltd)</p> <p>A true Book 'Food Safety' by Joan Kalbacken ((Children's Press, Grolier Publishing)</p> <p>'Firefighting' by Gallimard Jeunesse & Daniel Moignot (Moonlight Publishing)</p> <p>'People who help us – Fire Service/ Police Force' by Jillian Powell (Wayland)</p> <p>'Fire! Fire!' by Gail Gibbons (HarperCollins Publishers)</p> <p>'People in my Community –Police Officer, Firefighter' – (Weekly Reader Early Learning Library)</p> <p>'Police Officers Protect People" by Carol Greene (The Child's World)</p> <p>Related posters, videos or computer software about Safety</p> <p>McGraw –Hill Health - Teachers Edition Grade K and Grade K Big Books</p> <p>'Play Safe Never Go With a Stranger' by Dr. Bill Graham (Magnet Methuen Children's Books)</p> <p>Related books, videos about disabilities</p> <p>'I Use a Wheelchair', 'I Have Asthma', 'I Can't Talk Like You' by Althea Braithwaite (Dinosaur Publications Ltd); 'The Boy Who Couldn't Hear' by Freddy Bloom (Bodley Head); 'A Girl Named Helen Keller' by Margo Lundell (Scholastic); 'Talk to me' – Sue Brearley (A & C Black)</p> <p>'I'm Special' by Jen Green (Wayland); 'Christopher's Story' by Elizabeth Reuter (Century Hutchinson); 'Something Else' by Wendy Lohse (Hodder and Stoughton)</p>

¹ Take into consideration the cultural background / norms of the students. In some cultures it is considered impolite to look at an elder speaker.

	<p> 'Imagine Being Blind/Deaf/Paralyzed' by Linda O'Neill (The Rourke Press, Inc.) 'I'm not so Different' by Barbara Seuling (A Golden Book) 'Me and My Body' by David Evans and Claudette Williams (Dorling Kindersley) 'See How I Grow' by Angela Wilkes (Dorling Kindersley) 'How Kids Grow' by Jean Marzollo (Scholastic) Books about family life e.g. 'Let's talk About Living with a Grandparent' (Power Kids Press); 'My New Family, A Baby in the Family by Althea Braithewaite (Dinosaur Publications Ltd.); 'I Am Adopted' by Susan Lapsley (The Bodley Head) Props and materials for role play Articles for measuring Sequencing cards (of human growth) Puzzles about the body. Scriptographic Booklets on Drug Abuse (available from Channing L. Bete Co. Inc., South Deerfield, MA 01373 U. S. A. Tel: 001 300 628 7733) 'What to Expect When You go to the Dentist / Doctor' by Heidi Murkoff (HarperCollins Publishers) 'It's Catching' series: 'Colds', 'Chicken Pox' (Heinemann Library) 'Let's Talk About ' series 'When You Have to: Get Stitches / Have Your Tonsils Out / Have Your Appendix Out', 'Scratches, Scrapes and Bug Bites' (Power Kids Press) 'Doctors Help People' by Amy Moses (The Child's World) 'In My Neighborhood Garbage Collectors' by Paulette Bourgeois and Kim LaFave (Kids Can Press Ltd.) 'Washing My Hands', 'Let's Exercise' (PowerKids Press) Materials, props and clothing for role play Furnished generic centers for choice activities </p>
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General Accident Prevention and Safety: Traffic Safety; Safety and Emergency Practices /Services

Standard 1: The student can demonstrate the ability to prevent injuries and practice safe behavior.

Target Behaviors	Content	Suggested Experiences	Assessment Opportunities
<p>1. Tells and demonstrate basic traffic safety</p> <p>2. Tells and demonstrate basic fire safety procedures</p>	<p>Safety on public roads</p> <ul style="list-style-type: none"> • Walking • Cycling • Riding in a bus/car <p>Basic fire safety</p> <ul style="list-style-type: none"> • Fire prevention • Emergency procedures 	<p>Whole Class Shared Reading & Read Aloud — Read books related to road safety Creation of a class book about road safety Visit to or from a policeman to talk about road safety Class discussion about safety rules for prevention of road accidents</p> <p>Small Group / Centers Guided reading of related books Making models of traffic lights Writing about accidents or road safety rules Role play: Crossing the road safely</p> <p>Whole Class Shared Reading & Read Aloud – Read books related to fire safety and firemen Creation of a class book about fire safety Visit to or from firemen to talk about fire safety Class discussion about safety rules for prevention of fires and emergency procedures for fires Fire drills</p> <p>Small Group / Centers Guided reading of related books Role play crawling out of a burning house, telephoning 911 if one sees a large fire, emergency personnel in action etc. Making models of fire trucks</p>	<p>Use anecdotal records or Healthy Lifestyles Process Checklist. Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Reciting, demonstrating or explaining rules for: <ul style="list-style-type: none"> ○ fire safety ○ traffic safety ○ recreational safety ○ weather safety • Following given instructions for: <ul style="list-style-type: none"> ○ Safe play in the playground ○ field trips ○ classroom

<p>3. Tells and demonstrate recreation safety practices</p>	<p>Safety rules for playgrounds, beaches or pools and other play areas</p>	<p>Whole Class Teacher demonstration of safe play on playground equipment.</p>	
<p>4. Develops an awareness of what safety precautions need to be taken in the event of bad weather or hurricanes</p>	<p>Weather safety Hurricane Preparation Curriculum links: Science and Technology, Life Science – ‘Weather’</p>	<p>Whole Class Creating a display of a hurricane preparation supplies Small Group / Centers Creating a hurricane preparation kit in the Home Center General Activities Enjoy a Safety Week, on each day concentrate on one area of safety e.g. Monday – playground, Tuesday – fire, Wednesday – road, Thursday – water, Friday – weather Creating safety posters e.g. Wear a helmet when riding a bike; Don’t play with matches; Stay inside during a storm Sing safety songs or say rhymes Watch related videos or play safety games on the computer</p>	

Food Quality (legislation, production and processing, additives, pesticides); Diets (nutrients, individual daily requirements, and proper weight); Food Hygiene and Safety (hand washing, proper storing and handling)

Standard 2: The student can demonstrate the ability to practice healthy nutrition and diet habits

Target Behaviors	Content	Suggested Experiences	Assessment Opportunities
<p>1. Discriminates between healthy and unhealthy food</p> <p>2. Identifies and sorts foods into basic food groups</p> <p>3. Tells the importance of the foods in each food group</p> <p>4. Applies the principles of food hygiene and safety</p>	<p>Basic Food Groups (fruit / vegetables, milk, meat, bread / cereal)</p> <p>Fruit / vegetables – healthy skin, eyes, prevention of colds</p> <p>Milk – strong bones and teeth</p> <p>Meat – strong muscles</p> <p>Bread / cereal – energy</p> <p>Principles of food hygiene and safety:</p> <ul style="list-style-type: none"> • Washing hands before handling food 	<p>Whole Class Preparing snacks Making a healthy food alphabet chart</p> <p>Small Group / Centers Making healthy food booklets / posters by drawing or cutting and pasting pictures. Sorting pictures of food into groups based on the nutritional value</p> <p>Whole class Discussion Sing songs or recite jingles e.g. ‘An apple a day keeps the doctor away’</p> <p>Small group / Centers Sorting foods / pictures of foods into basic food groups</p> <p>Whole Class Discussion Visit from / to nurse or doctor Field trip to grocery, market or supermarket</p>	<p>Use anecdotal records or Healthy Lifestyles Process Checklist. Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Telling which foods are healthy or unhealthy. • Sorting foods or pictures of foods into subsets e.g. (healthy/unhealthy foods). • Choosing healthy foods for snacks and stating reasons for choice. • Sorting food into basic food groups and giving reasons for choice. • Telling why foods are important.

	<ul style="list-style-type: none"> • Not eating food that has been dropped • Washing fruits and vegetables before eating (raw) • Covering food so that flies don't settle on it. 	<p>Teacher demonstrates and discusses principles of food hygiene and safety</p> <p>Small group / Center</p> <p>Role play</p> <p>Making posters or drawing pictures</p>	<ul style="list-style-type: none"> • Practicing rules for safe handling of food when cooking or eating.
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Disability (physical, mental and emotional aspects); Sexuality and Family Life (physical, mental, social, proper and improper touching); Changing Anatomy and Body Function

Standard 3: The student can cope with the process of growth and development and its consequences.

Target Behaviors	Content	Suggested Experiences	Assessment Opportunities
1. Shows acceptance and support for others with physical disability or behavioral disorders	Disabilities How to interact and cope with others with a disability and or a behavioral disorder	<p><i>Most children will not have had any experience with disabled persons but all should begin to accept persons who are different in any way.</i></p> <p>Whole Class</p> <p>Shared Reading / Read Aloud – Books about persons with disabilities or persons who have overcome a disability.</p>	Use anecdotal records or Healthy Lifestyles Process Checklist. Teacher observes and records a child helping or being kind to a child with a disability or behavioral disorder.

<p>2. Describes the role, rights and responsibilities of each family member including him/herself</p> <p>3. Identifies basic body parts and</p>	<p>Family types Roles and responsibilities of family members including children</p> <p>Curriculum Link Social Studies unit – ‘My Family’ Social and Emotional Development - ‘Self-Regulation’</p> <p>Parts of the Body</p>	<p>Discuss how the duckling in the story ‘The Ugly Duckling’ felt when the other ducklings shunned him. Invite a disabled adult to speak to the class. Make a gift for the children who attend the Sister Basilia Center Share experiences of disabled persons (<i>highlight the positive</i>)</p> <p>Small group / Centers Role play helping someone with a disability or behavioral disorder Dramatize stories read during Shared Reading</p> <p>Whole Class Make a class book about ‘Our Families’ Shared Reading /Shared Poem/ Read Aloud – books that reflect family and family type Modeled Writing – write about the Family (special events, outings, members, roles/responsibilities) Shared Math – make a class graph that shows the number of family members in each family represented in the class Have a ‘Family Open House Day’ at school</p> <p>Small group / Centers Reading, writing, drawing, painting about the family Role play in the Home or Drama Center Making gifts for family members</p> <p>Whole Class Playing ring games such as ‘Simon Says’, ‘Hokey</p>	<ul style="list-style-type: none"> ● Describing their family. ● Naming all family members. ● Naming persons in their family and their relationship to each other. ● Telling, role-playing home chores / tasks in the Home Center or during discussion.
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<p>their functions</p> <p>4. Identifies changes that occur as one grows</p>	<p>(names and functions)</p> <p>Growth Changes</p> <p>Curriculum Link Science and Technology – Life Science – “The Human Body”</p>	<p>Pokey’, ‘Father Abraham’ where parts of the body are named Shared Reading/Poem, Read Aloud – books about the body or growing up</p> <p>Modeled Writing –illustrated descriptions about oneself Creating a class art gallery with pictures and/or photographs of the children as babies</p> <p>Small group / Centers Guided Math – measuring height, weight, body parts e.g. hands, legs Drawing, painting self portraits, creating life-size pictures Creating an illustrated family tree with parents as a parent/child project Sharing family photographs that show stages of development Ordering pictures (sequence of growth, infant to adult)</p>	<ul style="list-style-type: none"> • Naming and labeling body parts correctly and telling their function • Telling of bodily changes that have taken place
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Products (prescribed, non-prescribed, supplements and health utilities); Health information and Information Sources; Health Services, Health Professionals and their Roles

Standard 4: The student can demonstrate the ability to make effective use of health services, products and information.

Target Behaviors	Content	Suggested Experiences	Assessment Opportunities
<p>1. Identifies products that are unsafe for consumption</p> <p>2. Identifies community health workers</p> <p>3. Tells where community health workers work and which tools they use</p>	<p>Substances that cause harm e.g. bleach / household cleansers, non-prescribed / prescribed medication</p> <p>Work and role of dentists, doctors, nurses, pharmacists</p> <p>Workplace and tools of doctors, dentists, nurses and pharmacists</p> <p>Curriculum Link Social Studies - ‘Our Community’</p>	<p>Whole Class Shared Reading/ Poem, Read Aloud – books and poems related to healthy practices concerning medicine, visiting health professionals and hospitals Making a display of safe / unsafe substances (using packages) Creating warning posters with an adult Visit to or from a doctor, dentist, nurse or pharmacist. Visit to a clinic Modeled Writing about being ill, visiting the doctor Singing and miming songs such as ‘Miss Polly had a Dolly’</p> <p>Small group / Centers Role-play being a health worker (Non generic centers can be created for this topic e.g. a clinic or doctor’s / dentist’s office) Drawing or painting health workers Creating a display of tools Role-play with tools Modeling tools from clay Making get-well cards for a sick classmate, parent or friend</p>	<p>Use anecdotal records or Healthy Lifestyles Process Checklist. Teacher observes or records a child:</p> <ul style="list-style-type: none"> ● Identifying safe / unsafe substances from given pictures. ● Identifying a doctor, dentist or nurse in real life or in pictures ● Identifying and/or matching tools to the community health workers.

Forms of Addiction: harmful/harmless, legal/illegal; Effects of Different Drugs: alcohol, smoking, gambling etc.; Social Influences: Peer Pressure, Family

Standard 5: The student can make responsible and conscious choices considering the use of addictive products (drugs, gambling, eating, etc.)

Target Behaviors	Content	Suggested Experiences	Assessment Opportunities
<p>1. Distinguishes between helpful and harmful drugs</p> <p>2. Distinguishes between harmful / helpful behavior (when taking medicines)</p>	<p>Medicines as drugs Harmful drugs</p> <p>Medicine Safety:</p> <ul style="list-style-type: none"> • Administered by an adult • Given only to the person for whom it is prescribed • Following the instructions written on the label or package <p>Why medicines are drugs What a prescription is Safe place to obtain</p>	<p>Whole Class</p> <p>Make posters / collages</p> <p>Game: Give each child 2 circles cut from red and green construction paper (Red = No; Green = Yes) The teacher makes a statement e.g. 'Have a sip of beer.' 'Let's eat a banana.' The children must make a decision and hold up a circle and give a reason for their choice.</p> <p>Use the same game written above but use statements such as 'I can eat 6 of my vitamins at one time.' 'I have a cold so I ask my friend for some of her medicine.' 'I let my mother give me my medicine.'</p> <p>Show pictures of candy and medicine and let the children differentiate between the two.</p> <p>Display different types of medicine e.g. ointment, pills, syrup, drops etc.</p>	<p>Use anecdotal records or Healthy Lifestyles Process Checklist.</p> <p>Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Identifying helpful / harmful drugs. • Telling safe ways of using medicine

<p>3. Describes the effects and consequences of using harmful substances</p>	<p>medicine</p> <p>Effects on the body of:</p> <ul style="list-style-type: none"> ● Smoking or inhaling smoke ● Excessive drinking ● Using harmful drugs e.g. cocaine, alcohol, marijuana ● Sniffing toxic materials e.g. contact glue, paint thinner ● Overdosing of prescribed medication 	<p>Whole Class Reading of related books during Shared Reading or Read Aloud Discussion of related videos Inviting guest speakers to talk about drug abuse Creating a pledge about not using drugs</p>	<ul style="list-style-type: none"> ● Describing the effects of using harmful substances.
<p>4. Demonstrates appropriate ways of saying 'No!' to harmful drug use</p>	<p>Ways to say 'No!' when confronted by someone who asks you to:</p> <ul style="list-style-type: none"> ● Drink alcohol ● Smoke cigarettes ● Carry or use addictive substances 	<p>Reading of related books during Shared Reading or Read Aloud Discussion of related videos Small Group or Centers Role play saying 'No!'</p>	<ul style="list-style-type: none"> ● Demonstrating ways of saying 'No!'
<p>5. Gives reasons why people choose to use harmful substances</p>			

	Peer pressure Television advertising Family / friend pressure	Whole Class Discussion	<ul style="list-style-type: none"> • Giving reasons for people using harmful substances.
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Health Promotion; Disease Prevention and Disease Control

Standard 6: The student can demonstrate conscious health promoting behavior and is able to apply basic skills to prevent and control diseases.

Target Behaviors	Content	Suggested Experiences	Assessment Opportunities
1. Demonstrates good personal health habits	Personal health habits such as regular bathing, brushing of teeth, changing underwear frequently Visit to or from a nurse or doctor Curriculum Link Science and Technology – Life Science – ‘The Human Body’	Whole Class Shared Reading / Poem / Read Aloud – books about disease prevention and good health habits and making choices to promote good health Discussion about health habits and recording of responses on class posters Teacher demonstrating good health habits for the children to follow Reciting related rhymes and jingles Invite Youth Care personnel to talk about the importance of vaccinations (before they visit to vaccinate the children). Small group / Centers Role-play of good health habits Making health habit booklets Drawing / coloring pictures of healthy foods	Use anecdotal records or Healthy Lifestyles process Checklist. Teacher observes or records a child: <ul style="list-style-type: none"> • Demonstrating good health habits. • Encouraging others to perform good health habits.

<p>2. Demonstrates an awareness of how germs affect the body and how to assist in the prevention and control of communicable diseases</p>	<p>How germs are spread Correct use of handkerchiefs, tissues and washcloths Correct garbage disposal Germ spread prevention e.g.</p> <ul style="list-style-type: none"> • Not playing in dirty water • Covering mouth when sneezing, • Not touching other person's open wounds • Avoiding contact with body fluids • Wearing disposal gloves (health professionals and others) 	<p>Simulating the spread of germs Creating warning or reminder posters</p>	
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Lifestyle concerns surroundings (e.g. home, school, neighborhood, etc.), environment (pollution, changes), environmental organizations (local, Caribbean, international)

Standard 7: The student can demonstrate conscious lifestyle behavior concerning the environment.

Target Behaviors	Content	Suggested Experiences	Assessment Opportunities
<ol style="list-style-type: none"> 1. Displays responsible behavior to maintain his/her environment 2. Tells how air, water and land can be polluted 3. Tells ways to stop pollution 	<p>Caring for our environment Air, water and land pollution Pollution prevention Recycling Conservation of water</p> <p>Curriculum Link Social Studies – ‘Caring for Our Environment’ Science and Technology – Technology Science – ‘Environmental Science’</p>	<p>Whole Class Shared Reading / Poem / Read Aloud – Books about protecting the environment, pollution Discussion generated during Shared Reading Classroom / playground / school clean-up (teachers must provide plastic gloves and ensure safety when children are picking up garbage) Participating in a ‘Litter Free Week’ (focus – picking up litter and proper disposal of it)</p> <p>Small group / Centers Experiments dealing with:</p> <ul style="list-style-type: none"> • Evaporation – children can put clean and dirty water outside in the sun and note the residue after evaporation • Comparing jars of clean and polluted water <p>Helping to make posters for the ‘Litter Free Week’ Make a collage from recyclable / ‘junk’ materials Role play actions that can be done to care for the environment</p>	<p>Use anecdotal records or Healthy Lifestyles process Checklist. Teacher observes or records a child:</p> <ul style="list-style-type: none"> • Demonstrating responsible behavior e.g. disposal of garbage in the waste-bin. • Telling how air, water and land are polluted. • Picking up garbage and disposing of it in the proper manner. • Telling and practicing ways of conserving water.

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION

Skills and Values	Suggested Resources for Teacher-directed Experiences or Projects
<i>Physical Fitness Skills</i>	<i>Small Equipment</i>
Agility Balance	Balls – small and large (sponge, plastic, rubber)
Coordination Speed	Beanbags (Assorted colors)
<i>Loco motor Skills</i>	Clubs or bowling pins
Walking Hopping Jumping	Cones
Sliding Running Skipping	Hoops
Leaping Galloping	Individual mats
<i>Non loco motor Skills</i>	Skipping ropes
Bending Turning Balancing	Paddles or bats
Pushing Twisting Pulling	Drum or tambourine
Rocking/Swaying Stretching (dynamic)	Baskets for storing equipment
Swinging	Auto tires
<i>Manipulative Skills</i>	Large plastic or wooden blocks
Striking/Hitting Throwing Kicking	<i>Playground or Outdoor Apparatus</i>
Rolling Catching	Slide , Swing, See-saws, Climbing frames
<i>Fine Motor Skills</i>	Balance beams or benches
Holding materials correctly	Logs for climbing
<i>Social Skills</i>	Steps
Taking Turns Staying with the group	Outdoor mega blocks
Sharing material Participating	<i>Indoor Material for Fine Motor Development</i>
Attentive Listening	Bats, bean bags, rackets, small balls, skipping ropes

PHYSICAL EDUCATION

AFFECTIVE LEARNING

Standard 1: The student is able to enjoy the feeling of success in his actual playing environment, in order to build a positive attitude toward exercising that becomes (and remains) a part of a healthy, active lifestyle.

Target Behaviors	Content	Suggested Experiences	Assessment Opportunities
<p>1. Identifies feelings that result from the challenges, successes and failures of participation in physical activity</p>	<p>Emotional response Physical changes</p>	<p>Whole Class Discussion after physical activity (<i>This can take place after the formal physical education lesson. Teachers should highlight positive responses and deal with negative responses on an individual basis</i>) Developing a class collage on forms of exercise Shared Reading / Read Aloud – books where main characters engage in physical exercise or enjoy exercising or sports Small Group / Centers Draw, write about favorite sport or physical activity Keeping logs on physical activities done in one week Making a graph on favorite forms of exercise Role play in a ‘Gym Center’</p>	<p>Use the Physical Education Process Checklist Teacher observes and records a child responding to physical activities by:</p> <ul style="list-style-type: none"> • Telling about body changes e.g. perspiring, faster heart rate, feeling tired, being out of breath. • Responding to signs of fatigue by slowing down, stopping or sitting down. • Participating in activities that are challenging or new. • Verbal responses e.g. positive/negative statements, asking to/refusing to do the activity again. • Non-verbal responses e.g. smiling or other facial expressions, body language or gestures. • Trying activities e.g. catching during free / choice time or recess.
<p>2. Recognize the benefits of</p>	<p>Cooperation with</p>	<p>Whole Class Discussion on sharing, cooperating and helping</p>	

<p>demonstrating responsible behavior during physical activity</p> <p>3. Uses the body to communicate ideas and feelings through movement</p>	<p>others:</p> <ul style="list-style-type: none"> ● Sharing space and equipment ● Taking turns ● Expressing feelings appropriately ● Simple social decision making ● Following instructions and safety rules <p>Curriculum Link Social and Emotional Development – ‘Self Regulation’ Health section of Health and Physical Education</p> <p>Cultural and Artistic Development – ‘Dance /</p>	<p>Safety Rules for physical education sessions including proper use of equipment Team games such as ‘Bean Bag Scramble’ Relays, team races Space awareness activities Activities such as ‘Simon Says’, ‘Follow the Leader’ Ring games</p> <p>Small Group Stations (<i>These are areas set up for small group practice of skills.</i>) Children assume different roles during small group activities e.g. leader, equipment manger Creating games with given equipment</p> <p>Whole Class and small group Moving to music of instruments e.g. drum, tambourine or recorded music Action Songs e.g. ‘This Old Man’, ‘Six Little Ducks’, ‘Head, Shoulders, Knees and Toes’, Simple traditional or folk dances e.g. ‘Hokey</p>	<ul style="list-style-type: none"> ● Following rules and instructions. ● Taking turns. ● Making decisions regarding use of equipment. ● Helping a classmate perform an activity. ● Demonstrating how to do something. ● Using equipment and space safely. ● Taking a leadership role. <ul style="list-style-type: none"> ● Using the body for self expression. ● Moving to different rhythmic patterns.
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	Movement'	Pokey', 'Brown Girl in the Ring' Dramatization of stories e.g. 'Kitty Cats' (See Appendix pages 35-36)	
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COGNITIVE LEARNING

Standard 2: The student demonstrates a good understanding of exercise and basic movements; application of rules and social interaction while exercising.

Target Behaviors	Content	Suggested Experiences	Assessment Opportunities
<p>1. Demonstrates space and body awareness</p> <p>2. Names and demonstrates basic loco motor</p>	<p>Space Awareness:</p> <ul style="list-style-type: none"> ● General/Personal space ● Direction ● Level ● Pathways ● Planes <p>Body Awareness:</p> <ul style="list-style-type: none"> ● Body shape ● Balancing/Weight bearing ● Transfer of Body weight ● Flight <p>Loco motor Skills:</p>	<p>Whole Class</p> <p>Children should be helped to identify personal space, e.g. children are asked to find a place on the floor to sit where they cannot touch anything or anybody, lie down, stretch out on this spot and reach out in all directions. Teacher explains that this is personal space when you are still. Children are then asked to slowly stand and walk about the room keeping that personal space. Touching anyone or anything means you have lost your personal space.</p> <p>The teacher can ask the children to do many activities to explore their personal space e.g. make yourself as wide , narrow, small, big in your personal space, balance on different parts of the body in your personal space.</p>	<p>Use the Physical Education Process Checklist.</p> <p>Teacher observes and records a child:</p> <ul style="list-style-type: none"> ● Listening and following directions. ● Traveling in different ways in a large group without bumping into others or falling. ● Balancing while performing non loco motor moves. ● Performing loco motor moves with proper form and control. ● Practicing behaviors that show an understanding of safety e.g.

<p>and non loco motor movements</p> <p>3. Encourages and</p>	<ul style="list-style-type: none"> • Walking • Running • Skipping • Galloping • Leaping • Sliding • Jumping • Hopping • Climbing • Rolling <p>Non loco motor Skills:</p> <ul style="list-style-type: none"> • Bending and dynamic stretching • Pushing and pulling • Twisting and turning • Rocking • Swaying • Curling • Lifting and lowering 	<p>Children can be asked to identify body parts and explore a full range of movements in their personal space.</p> <p>Activities should be provided that enhance the children's ability to share the general space, move through the general space without bumping into anyone and develop consideration for the safety of others.</p> <p>Children can use any of the loco motor moves with varying speeds, directions, levels or pathways, e.g. run and change direction on a drum beat, crawl like a baby, run backward, forward, sideward, fast / slow, walk on tip toes.</p> <p>The game of tag also encourages space awareness.</p> <p>Children can move with or without objects, e.g. walking with a beanbag on the head.</p> <p>During Language and Mathematics lessons position concepts and vocabulary can be reinforced.</p> <p>Shared Reading- 'Rosie's Walk' by Pat Hutchins</p> <p>Small group / Centers</p> <p>Guided Reading - action words or doing words can be reinforced.</p> <p>Science Center – Forces and Balance can be explored</p> <p>Children can perform many loco motor and non loco motor moves with a partner or in small groups.</p>	<p>keeping the head up and looking for empty spaces in which to move; adjusting direction and speed and stopping when necessary.</p>
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<p>helps others who have difficulty with physical activities</p>		<p>Experiences and Projects Outdoor play on playground equipment allow the children opportunities to develop an awareness of their bodies while learning their limitations and developing control. Taking a nature or community walk also offers opportunities for gross motor development. Provide opportunities for small groups to work together after whole class activities Allow for student demonstrations where appropriate Allow for peer coaching.</p>	<ul style="list-style-type: none"> ● Working with others to achieve team goals. ● Helping others with learning by respecting their space or by peer coaching. ● Providing good service to others e.g. rolling a ball gently so that it does not hurt a partner.
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MOTOR SKILLS (Gross)

Standard 3: The student is able to demonstrate specific motor skills.

Target Behaviors	Content	Suggested Experiences	Assessment Opportunities
1. Demonstrates a variety of balance positions	Balance	<p>Whole Class and /or small group <i>*All activities can be incorporated into team games or done in pairs or individually.</i></p> <p>Balance on wide and narrow bases Balance on equipment Balance a bean bag or similar object on different parts of the body (with or without traveling) Balance in a variety of positions using specified body parts (body flats or body points) Walk a balance beam forward, backward, and sideward with limited control Stand on one foot for a given period of time</p>	<p>Use the Physical Education Process Checklist. Teacher observes and records a child:</p> <ul style="list-style-type: none"> • Holding a balance position for at least 3 seconds.
2. Travels at varying speeds	Moving at different speeds	<p>The teacher gives instructions such as: ‘Move around as slow as a snail.’ ‘Run as fast as a cheetah.’</p> <p>Use instruments to control the pace of movement</p>	<ul style="list-style-type: none"> • Moving at given speeds.
3. Climbs different objects	Climbing	<p>Climbing steps, stairs, natural objects such as tree logs, monkey bars, climbing frames, ladders</p>	<ul style="list-style-type: none"> • Climbing safely using hands for additional support, using alternate feet when climbing steps, stairs, rungs.
4. Demonstrates the ability to jump and land safely	Jumping	<p>Jumping up and down</p>	<ul style="list-style-type: none"> • Jumping and landing on one / two feet.

<p>5. Demonstrates the ability to perform simple gymnastic skills</p> <p>6. Displays manipulative skills</p> <p><i>These skills develop hand/eye/foot coordination</i></p>	<p>Gymnastics</p> <p>Throwing</p>	<p>Jumping in and out of hoops, over equipment, at different levels Jumping in different directions and speeds Jumping like different animals e.g. frog, rabbit, kangaroo Jumping Jacks, jumping in the bag, jumping with a rope Jumping with a partner, jumping to music Leaping</p> <p>Rolling sideways, forward and backward Combining traveling, jumping, landing and rolling with control. The teacher can present the activity as a problem solving approach where the child has choice e.g. travel on both feet until you reach the rope, jump over the rope, drop to the floor and roll. As the children develop speed can be introduced.</p> <p>Discussing safety rules for throwing Teacher demonstrating how to throw (<i>dependant on developmental stage</i>) Throwing / tossing objects of different weights up and catching them. Throwing different objects at targets on a wall Throwing objects into a box or other receptacle Throwing whilst sitting, kneeling, standing and</p>	<ul style="list-style-type: none"> ● Jumping from stationary positions. ● Jumping in different directions, levels and speeds. ● Jumping with a rope (adults turn the rope). ● Coordinating running and jumping/leaping. ● Coordinating jumping with a partner. ● Listening to instructions and following them. ● Creating a simple movement sequence of at least 3 moves. ● Performing different rolls correctly. ● Throwing any type of ball from different positions including sitting, lying, crouching and standing. ● Demonstrating the difference between an overhead and underhand throw. ● Throwing into or at a target or to another person.
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		<p>supporting weight on different body parts. Throwing with two then one hand, underarm then over arm Throwing to a partner Team games involving throwing</p>	<ul style="list-style-type: none"> • Throwing a ball with body rotation and a forward step.
	Kicking	<p>Dropping and kicking a ball before it falls to the ground Kicking stationary balls (beach or sponge) with force for distance Kicking slow moving balls into the air or along the ground</p>	<ul style="list-style-type: none"> • Kicking a stationary ball with a still or running approach for at least 5 meters. • Kicking a slow moving ball into the air or along the ground with the inside or instep of the foot.
	Dribbling	<p>Dribbling a ball in place using hands or feet Dribbling on the move using one hand or alternate hands/feet Dribbling inside a hoop or restricted area</p>	<ul style="list-style-type: none"> • Using the hands or feet to continuously dribble a ball without losing control.
	Bouncing	<p>Bouncing a ball with two hands and then catch it Bouncing, performing a turn and catching Bouncing the ball around over and under the body Bouncing with one hand, whilst stationary or whilst moving</p>	<ul style="list-style-type: none"> • Controlled bouncing of a ball with one or two hands.
	Rolling	<p>Rolling a ball from different positions Rolling a tire or hoop Rolling a ball forward, running beside it and picking it up Rolling the ball back and forth to a partner,</p>	<ul style="list-style-type: none"> • Controlled rolling of hoops, tires or balls with one or two hands while moving beside them. • Rolling a ball to a target.

<p>7. Demonstrates basic loco motor, non-loco motor and manipulative skills in games</p> <p>8. Demonstrates moving to a rhythm</p>	<p>Catching</p> <p>Games</p>	<p>starting with two-handed rolls and proceeding to one-handed rolls Rolling a ball to hit a target (Modified bowling)</p> <p>Dropping and catching a ball Tossing and catching a ball or beanbag alone Throwing and catching objects (beanbags, balloons, beach balls or any ball that is soft) with a partner Catching with different distances between partners Striking a stationary object with different parts of the body Striking stationary objects with an implement (different kinds of bats, sticks) Batting a ball against a wall or other surface Striking a slow moving object such as a balloon or beach ball with hand, other body parts or an implement</p> <p>Playing games that combine two or more complex ball skills whilst stationary e.g. bounce and catch, strike with a round bat, kick to a target Playing games which combine two or more manipulative skills whilst moving Playing tag games which involve running and dodging Obstacle courses <i>Teacher creates games for specific skill practice or allows children to make up games with specified</i></p>	<ul style="list-style-type: none"> ● Tossing a ball into the air and catching it before or after it bounces (twice). ● Catching large then smaller objects thrown or dropped by self or others. ● Striking stationary objects with hands, body parts or implements. ● Batting a ball against a surface. ● Striking slow moving objects with hands or implements.
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	Fundamental Rhythms (Adding music to loco motor and non loco motor movements) Cultural and Artistic Development – ‘Dance / Movement’	<p><i>equipment or tasks.</i></p> <p>Children moving to the beat of a drum or tambourine guided by the teacher Moving freely to taped or pre-recorded music Moving to action songs Ring games with songs e.g. ‘Looby Loo’ Cultural or folk dances</p>	<ul style="list-style-type: none"> • Recognizing and responding to musical patterns by moving. • Matching movements to given rhythms. • Moving appropriately in coordination with other children.
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MOTOR SKILLS (Fine)

Standard 3: The student is able to demonstrate specific motor skills.

Target Behaviors	Content	Suggested Experiences	Assessment Opportunities
Performs fine motor skills with control	<p>Activities to develop fine motor skills, hand-eye coordination, establishment of hand dominance, and ocular motor control</p> <p>Curriculum Links Language and Communication – ‘Writing Skill’</p>	<p><i>Opportunities for fine motor skill development take place throughout the day in every lesson. The following activities are an integral part of the activities which take place in a Cycle One, FBE classroom.</i></p> <p>Small Group / Centers Holding tools and materials such as bats, bean bags and musical instruments such as tambourines during Physical Education lessons. Clapping rhythms in Physical Education</p>	<p>Use a motor skills profile checklist or create anecdotal records.</p> <p>Teacher observes and records a child:</p> <ul style="list-style-type: none"> • Demonstrating control when using implements. • Gripping small items with increasing dexterity. • Holding equipment correctly.

	Cultural and Artistic Development – ‘Visual Arts’		
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SOCIAL SKILLS

(Social / personal responsibility associated with participation in Physical Education)

Standard 4: The student is able to deal with his / her own shortcomings and those of others.

Target Behaviors	Content	Suggested Experiences	Assessment Opportunities
1. Demonstrates responsible personal behavior whilst participating in movement activities	Safety rules for use of equipment Safe procedures for performance skills Curriculum Link Social and Emotional Development – ‘Social Skills’	Whole Class Discussion of safety procedures for using large equipment e.g. slides swings, benches etc. and small equipment such as balls and bats. Posters and charts can be made by the teacher and displayed in areas where physical education takes place. (<i>Children must be reminded of safety rules at the beginning of each movement period.</i>) Discuss appropriate dress codes for physical education (<i>This may or may not be part of the school uniform requirements</i>) Activities to help children define personal space Small group Teacher demonstration of : Warm up and cool-down techniques. Safe landing	Use the Physical Education Process Checklist. Teacher observes and records a child: <ul style="list-style-type: none"> • Moving in general space without bumping into others. • Demonstrating problem solving skills in relation to space (when to stop or change direction to avoid collision). • Using equipment properly and putting it away after use. • Recognizing personal signs of fatigue and reacting to them when participating in vigorous

<p>2. Demonstrates responsible social behaviors in physical education settings</p>	<p>Sharing Taking turns Expressing feelings appropriately Social problem solving Acceptance of individual differences</p>	<p>Safe lifting Sending and receiving techniques Correct procedures for safe skill performance (loco motor, non loco motor and manipulative skills) <i>(Teachers should always pay attention to the individual differences.)</i></p> <p>Whole Class Discussion of ways of showing good sportsmanship <i>(Role play can be used.)</i></p> <p>Small group Teacher organizes activities where children have to:</p> <p>*Take turns e.g.</p> <ul style="list-style-type: none"> • Skipping with adults turning the rope • Games that identify specific zones • Relay and Obstacle races <p>*Begin to assume responsibility e.g.</p> <ul style="list-style-type: none"> • a helper assigned to distribute and collect equipment or • leader of a group <p>*Accept abilities of self and others e.g.</p> <ul style="list-style-type: none"> • Assisting with a balance position • Peer demonstrations, coaching or explanations • Throwing and catching with a partner <p>*Play cooperatively with others e.g.</p> <ul style="list-style-type: none"> • At stations 	<p>physical activity.</p> <ul style="list-style-type: none"> • Communicating and demonstrating safe ways of receiving (catching) or sending (throwing / tossing / rolling) objects. • Demonstrating safe landing, jumping, lifting etc. <ul style="list-style-type: none"> • Participating in cooperative games. • Taking turns, sharing, listening to others, resolving problems by substitution, persuasion or negotiation when involved in whole class or small group activities. • Expressing feelings (anger, excitement, disappointment) appropriately when involved in competitive games. • Choosing a variety of teammates to work with. • Helping other children with a movement task. • Working in a group without
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<p>3. Follows rules and procedures for physical activity settings</p>	<p>Physical Education Safety Rules</p>	<ul style="list-style-type: none"> • Creative games where children have to use specified equipment or skills e.g. four children with two hoops and one balls, skill bouncing <p>Whole Class Teacher discusses rules and reasons for them.</p>	<p>teacher intervention.</p> <ul style="list-style-type: none"> • Following teacher delivered rules. • Complying with a reminder after breaking a rule. • Handling and caring for equipment in a safe and appropriate manner.
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APPENDIX

HARMFUL PRACTICES TO AVOID²

- When doing abdominal exercises
 - Keep the knees bent
 - Avoid placing hands behind the head or high on the neck (*can cause injury to the spinal discs*)
 - Don't let other students hold the feet to the floor (*places undue strain on the lower back*)
 - Keep the buttocks and lower back on the floor
- Use dynamic stretching³ rather than static stretching (*creates less muscle soreness*)
- Avoid deep knee bends (*causes damage to the knees*)
- The knees should not be locked during stretching exercises from a standing position
- Avoid the hurdler's stretch (*causes pressure on the knee joint*)
- Avoid stretches that require excessive back arching (*causes stress on the spinal discs*)

² 'Dynamic Physical Education for Elementary Schools

³ See Glossary

LARGE MOTOR SKILL ACTIVITIES

Bean Bag Crawl

Place bean bags on the children's backs and see how far they can crawl before they fall off.

Bean Bag Walk

Children balance bean bags on their heads as they sit on the floor, walk backwards, etc. If you want to use the bags for body part identification let the children walk around with the bags balanced on the specified body parts.

Bean Bag Toss

Toss bean bags into a hoop or through hoops

Bean Bag Catch

Let the children throw their bags into the air and see how many times they can clap whilst the bean bag is still in the air.

Hoop Jumper

Each child has a hoop. They stand outside of the hoop. When music is played the children jump into the hoop as the teacher calls out the type of jump e.g. 2 foot – to-2 foot, 2 foot - 1 foot or 1 foot – to the other foot

Snake Scramble

Scatter ropes of different kinds throughout the playing area. The children walk around being careful. If they touch someone or a rope they must jump 5 times quickly over the nearest rope before traveling again.

Alphabet Shapes

The children try to use their bodies to make 4 different alphabet letter shapes

Bridges

The children make bridges with their bodies by balancing on different body parts. Bridges can be tall, wide, low. If the children work in pairs, one can be a car going under the bridge

TIPS FOR LESSON PLANNING

Each lesson should have the following parts:

WARM UP, SKILL TRAINING, GAMES OR ACTIVITIES TO PRACTICE THE SKILLS, COOL DOWN

Tips

- No longer than 20 minutes for four and five year olds
- Competition should be minimal, participation is the goal
- The environment must be encouraging
- Extra attention must be paid to children with special needs
- Social skills are a very important element.
- All skills should be demonstrated (*Be aware of left-handers if you are right-handed*)
- Position yourself so that you can see all the children
- Lead children to analyze their activities by asking open-ended questions e.g. How many ways can you jump over the line?

SUGGESTIONS FOR LESSONS

Equipment	Tambourine , drum or whistle <i>(The voice may be used as a tool)</i>	Bean bags (one per child), whistle
Objective	To practice loco motor skills	Manipulative skill – tossing/throwing
Warm – Up	Run freely being careful not to bump into another's space At signal children stop, gather together to await instruction. Children are required to walk in different ways called out by teacher after signal to stop. Walk slowly; walk quickly; walk on toes; take giant steps; walk anyway you choose.	Run anywhere. Hop on one foot change to other on whistle signal Skip on signal skip with high knees.

Skill Training	Walk around looking for spaces, on signal turn and walk in the opposite way (<i>Teacher demonstration</i>); walk backwards, side wards. Change to running,	Distribute bean bags Walk around balancing it in the palm or back of hand, on the hand. On the shoulder. Children can name other places Throw the bean bag as high as you can watch where it falls and when the whistle is blown go and get it. (<i>Cue keep your eyes on the beanbag</i>) Stand in a space hold the bean bag high up, drop it and pick it up, first with right hand then with left Run with the bean bag, on signal drop it and walk away. On signal go and collect the bean-bag
Game for Skill practice	'What's the Time Mr. Wolf?' Teacher is Mr. Wolf. The objective is to catch all the children. The children follow the teacher chanting 'What's the Time Mr. Wolf?' Teacher answers 2o'clock, 6o'clock until she says 'dinner time!' and turns to catch the children before they reach a designated spot (Home). Game is finished when all children are caught. As children are caught they become little wolves and join Teacher.	Keep the Basket Full Place a laundry basket in the gym area Throw bean bags as far as possible On signal they pick up the bean bags and toss them into the basket. Your objective is to keep the basket from becoming full
Cool down	Children walk slowly to home. Stand still. Breathe deeply. Sit down slowly.	Sit balancing the bean bag on different parts of the body

MUSICAL STORY

(Taken from 'Singing and Dancing Games for the Very Young')

Kitty Cats

All the children are kittens. They start by curling up and going to sleep. Have them sit near you, at the piano or in a corner of the room, while you sing, to the tune of "Molly Malone":

I'm a little gray kitty,
Curled up in a ball.
My feet are tucked under
So small, so small.

My ears are pointed
To help catch the sound,
For kitty cats listen
To things all around.

As you go on with the narration, the children act out the story in movement, to each of your directions. Actually say the words that appear in the parentheses, or use your own words to convey the same idea.

Now the kitty cat feels the nice warm sun on his

nose and on his toes, so he knows it's time for him to wake up.

He stretches one paw way up in the air (stretch one arm)—and then the other paw (stretch the other arm).

Now stretch one leg way up high (stretch one leg in the air) and the other leg even higher (turn over on your back and stretch your leg).

And now the kitty cat stretches its back. It puts its hands on the floor, and its feet near its hands, and stretches its legs way up and down, up and down, until its back is all stretched out.

And now the kitty cat hears a rumbling noise in his belly, and that means it's hungry. So it begins to walk around and look for its milk.

(You know that kitty cats never walk on their knees. They walk on all their 4 feet.)

And now the kitty cat smells its milk and gets down on its knees and laps it up with its tongue.

Now the kitty cat's belly is full and it is very happy. So it jumps up and it begins to dance. And it claps its hands and it jumps and turns, and it dances round and round.

Kitty Cats

(Oh, how nice, little kitty cat. You dance beautifully!)

Until all of a sudden, the kitty cat jumps way up in the air and falls down.

Poor kitty, it hurt its leg, so now when it walks, it has to walk with one foot up in the air. (Don't walk on your knees, walk on your feet!)

Its foot feels much better, but it's getting dark and it's tired of playing all day long.

So it stretches one paw up in the air—and then

the other paw—and one leg way up high, and then the other leg even higher.

And now kitty cats, let me see you stretch your backs once more. Here we go—Uuuup and Dowwwwn, and Uuuup and Dowwwwn—and the kitty cats wave goodnight to all their friends, and curl up in a little ball and go to sleep.

At this point, repeat the song you started with and the story is over.

Slowly and gently

The musical score is written for piano and voice. It consists of three systems of music. Each system has a vocal line on a treble clef staff and a piano accompaniment on a grand staff (treble and bass clefs). The key signature has one flat (Bb) and the time signature is 6/8. The lyrics are: 'I'm a lit - tle gray kit - ty, Curled up in a ball. My feet are tucked un - der So small, so small. My ears are point - ed To help catch the sound, For kit - ty cats lis - ten To things all a - round.' The piano accompaniment features chords and simple melodic lines. There is a triplet of eighth notes in the second system.

HEALTH AND PHYSICAL EDUCATION CHECKLISTS

(Taken from Netherlands Antilles Curriculum Frameworks)

Healthy Lifestyles Process Checklist

Name: _____ Year: _____

Development of Healthy Lifestyle Skills with regards to:				
1. Preventing injuries and practicing safe behaviors				
2. Practicing healthy nutrition and diet habits				
3. Coping with one's own growth and development				
4. Effectively using health services, products and information				
5. Making responsible choices regarding addictive products				
6. Demonstrating health promoting behaviors including disease prevention and control				
7. Demonstrating concern for the environment				
8. Understanding basic concepts in movement skills				
9. Demonstrating movement skills				

Physical Education
Process Checklist

Name: _____ Year: _____

Standard 1 Affective learning The student is able to enjoy the feeling of success in his actual playing environment, in order to build a positive attitude towards exercising, which becomes (and stays) a healthy part of his life.	Date:				
The student is able to:					
- do an exercise at his/her own level and enjoys it					
- participate in a group					
- tell that exercising is needed for ability, speed and flexibility					
- check his/her own pulse before, during and after exercising					
- handle simple sport injuries					
- apply the rules for a healthy diet					
- tell that there are different types of sports (recreational, competition etc.)					
- explain how drugs (doping, steroid, cocaine etc) affects the body					
- tell what is expected of him/her as a team player (sportsmanship, tactics)					
- do sports after school					

Physical Education
Process Checklist

Name: _____ Year: _____

Standard 2 Cognitive learning The student has a good understanding of exercising and basic movements, applying rules, and get along with others, while exercising				
Date:				
The student:				
- can name and demonstrate the different basic movements (jumping, balancing, aiming, climbing etc.)				
- can explain why a warming-up is necessary and can do a warming-up				
- applies the rules of the games				
- can adjust the game in order to play at his/her own level				
- is able to organize a safe play environment with the help of other students				
- can effectively help other students, based on his/her own ability				
- can cope with winning and losing				
- can show what fair play is				

Physical Education

Process Checklist

Name: _____ Year: _____

Standard 3				
Demonstrate motor skills				
The student is able to demonstrate specific motor skills	Date:			
Balance: - is able to cross an instable balance object - is able to slide standing up - can perform some acrobatic acts				
Climbing: - is able to climb different kinds of objects				
Swinging: - is able to swing on a swing and increase height - is able to swing on a rope - is able to swing on a trapeze and jump off				
Rolling/Tumbling: - is able to roll - is able to tumble using the rings - is able to make a summersault with help				
Jumping: - is able to make a variety of jumps using the mini trampoline - is able to jump high and make a long jump - is able to jumping rope				
Running: - is able to run a relay in different varieties - is able to participate in a running contest				
Aiming: - is able to aim and hit a target with a ball - is able to hit a ball with a bat				
Manipulating a ball: - is able to throw and catch a ball - is able to bounce and dribble a ball - is able to return a ball				
Goal-games: - is able to participate in a variety of games with a goal				
Tag-games: - is able to participate in crossing-tag games - is able to participate in tag games with a ball - is able to participate in games with bases				
Push-and-pull games: - is able to control his falling (romping) - is able to play push-and-pull games safely				
Moving with music: - is able to walk, skip and jump on a rhythm - is able to demonstrate specific dance movements - is able to design a short dance routine				

Physical Education

Process Checklist

Name: _____ Year: _____

Standard 4 Social skills (Social/personal responsibility associated with participation in Ph. Ed) The student is able to cope with his/her own talents and shortages, regarding movement, and those of others				
	Date:			
The student:				
- can work in a group without the teachers help				
- can function independently in a group				
- recognizes his/her own shortcomings and talents, and therefore works at his/her own level				
- can obey the rules (waiting his/her turn, no pushing, etc.)				
- can work with other students to reach the same goal				
- shows respect for himself and others				
- respects the opinion, ideas and arguments of others				
- contributes to a good atmosphere in the group				

**PHYSICAL DEVELOPMENT CHECKLIST
FOR CYCLE ONE**

(Adapted from checklist for the Methodist Agogic Center)

Behaviors	Dates of Observations										Comments	
Ratings: 'Y' for yes, 'N' for No 'I' for inconsistent												
Gross Motor Skills												
Walks on tip toe												
Walks along a balance beam forward, backward and sideways												
Moves around with others and maintains personal space												
Hops on right / left foot												
Skips, gallops, climbs												
Can vary speed and maintain control when moving from one place to another												
Moves in different pathways												
Can run with a partner												
Alternates feet when climbing stairs												
Jumps and lands safely												
Can jump into, out of and over a hoop												
Skips if two people turn the rope												
Skips independently												
Can imitate the movements of												

living things												
Can swing a hoop around the waist and other body parts												
Crawls through hoops or other objects												
Stands on one foot for at least 10 seconds												
Balances on wide and narrow bases												
Balances a bean bag on different parts of the body												
Rolls in different directions												
Turns a somersault or forward roll.												
Has stamina when doing vigorous exercises												
Demonstrates good body coordination												
Can combine 2 or more movements in a pattern												
Throws objects over arm, underarm and across												
Toss and catch objects of light and heavy weights												
Throws and catches at the same time												
Throw a ball with body rotation and forward step												
Catch a large ball (beach, football)												
Catch a small ball												
Kicks a large ball 5m and further.												
Kicks a ball in a straight line.												

Takes 2 or more steps before kicking a ball											
Coordinates kick with arm movements											
Bounces, rolls or strikes a ball against a wall											
Can combine two complex ball skills											
Aims ball, bean bag and other objects at a target											
Strikes objects (stationary and moving) with body parts and implements											
Moves in time to various rhythms											
Coordinates movements with other students											
Fine Motor Skills											
Holds equipment correctly											
Attitude											
Enjoys physical activity											
Participates in cooperative games											
Participates in competitive games											
Demonstrates respect for other people, equipment and materials											
Follows rules for physical activity settings											
Helps others who have difficult with physical tasks											
Resolves conflicts by non-physical											

means											
Works within his own physical limitations											
Is willing to take risks											
Demonstrates awareness of the value of physical exercise											

GLOSSARY

- **Balance or Weight bearing** – In order to balance different parts of the body must support the weight or receive it
- **Body Awareness** - Defines **what** the body can do, the shapes it can make, how it can balance and transfer weight to different body parts
- **Body Shape** – Shapes the body makes
- **Dynamic Stretching** – Stretching while moving
- **Flight** – Flight involves lifting the body weight from the floor or apparatus for an extended period of time
- **Level** – Level describes the relationship of the body to the floor or apparatus. The level can be high, low or in between
- **Loco motor Skills** – Skills used to move the body from one place to another or project the body upward. They form the basis of gross motor coordination and involve large muscles
- **Non loco motor Skills** – Skills that are performed without apparent movement from one place to another
- **Ocular Motor Control** – It is the ability of the eyes to work together to follow and hold an object in the line of vision as needed
- **Pathways** – The path that a movement takes through space e.g. squares, circles
- **Personal space** – A limited area of space that individual children can use around them without touching anybody or any apparatus

- **Planes** – Specific pathways e.g. circular, rectangular
- **Receiving Techniques** – Ways of getting an object from space e.g. catching
- **Sending Techniques** – Ways of moving an object into space e.g. throwing, kicking, rolling
- **Space Awareness** – Defines **where** the body can move
- **Transfer of Body Weight** – Moving the weight of the body from one body part to another