

## **Lessons for Grades One and Two Students**

### **Lesson 1a**

Topic: Knowing About Me

Theme: Self Awareness

Duration: 45 minutes

#### **Objectives:**

1. Cognitive: Students will identify and describe their personal characteristics and preferences.
2. Affective: Students will express positive feelings about themselves.
3. Psychomotor: Students will create a self-portrait that reflects their unique qualities.

#### **Materials:**

- Chart paper
  - Markers and crayons
  - Mirrors
  - "All About Me" worksheets
  - Storybook on self-awareness (e.g., "I Like Myself!" by Karen Beaumont)
  - Assessment rubrics
  - Stickers or small rewards
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#### **Engage (5 minutes)**

1. Activity: Begin with a short story reading from "I Like Myself!" to introduce the concept of self-awareness and uniqueness.
2. Discussion: Ask students, "What makes you special?" and "What do you like about yourself?" Encourage them to think about their appearance, abilities, and preferences.

Purpose: This activity captures students' attention and sets the stage for exploring self-awareness.



### Explore (10 minutes)

1. Activity: Hand out mirrors to the students. Ask them to look at their reflections and observe their physical features (eye colour, hair type, etc.).
2. Discussion: Have students describe what they see in the mirror. Guide them to discuss not only their physical traits but also things they like doing (e.g., favourite activities).

Purpose: This exploration helps students become more aware of their unique physical characteristics and preferences.

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### Explain (10 minutes)

1. Discussion: Explain that everyone is unique, and our differences make us special. Talk about the importance of knowing oneself, including likes, dislikes, strengths, and areas for improvement.
2. Workbook Activity: Direct students to complete "All About Me" worksheets in their Guidance and Personal Development Books. These include sections like "My Name," "I am Good at," "I Love to," and "My Favorite Color."

Purpose: This phase provides a structured way for students to articulate their self-awareness.

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### Elaborate (10 minutes)

1. Activity: Students will draw a self-portrait on a large sheet of paper, incorporating the unique traits and preferences they identified. Encourage them to include something they enjoy doing, such as playing a sport or reading.
2. Sharing: Allow students to present their self-portraits to the class, explaining what they drew and why.

Purpose: This activity helps students express their understanding of self-awareness creatively and share it with others, reinforcing positive self-concept.

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### Evaluate (10 minutes)

1. Assessment Activity: Use a simple rubric to evaluate the students based on:
  - Completion of the "All About Me" worksheet.
  - The detail and effort put into the self-portrait.



- Participation in discussions and the sharing session.
- 2. Feedback: Give positive feedback to each student, emphasizing their unique qualities and efforts.
- 3. Reflection: Ask students to reflect on what they learned about themselves and how it feels to appreciate their own uniqueness.

Purpose: This phase assesses students' understanding and encourages self-reflection and appreciation.

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#### Assessment:

- Formative: Observation of student participation during discussions and activities.
- Summative: Completion and presentation of the "All About Me" worksheet and self-portrait.

#### Follow-Up Activities:

- Class Bulletin Board: Display the self-portraits and "All About Me" worksheets on a bulletin board titled "We Are Special!"
- Ongoing Reflection: Encourage students to continue thinking about and celebrating their unique qualities at home and school.

#### Additional Notes:

- Ensure that the classroom environment is inclusive and supportive, allowing each child to feel comfortable sharing.
- Use positive reinforcement, such as stickers or verbal praise, to encourage participation and effort.
- Be mindful of social and economic differences and ensure that all activities are respectful and inclusive.



## **Lesson Support Resources**

1. "I Like Myself!" by Karen Beaumont)  
<https://www.youtube.com/watch?v=HVp8DtaWUVo>
2. <https://www.youtube.com/watch?v=7t4E0x3TmOQ> – I am Special  
Calypso Song
3. **Guidance Activity Book for Grades 1 & 2 Students by Anisa Wilson-Smith, MSc. Edu.**



## **Lesson 1b: "I Affirm Me"**

Duration: 60 minutes

Subject: Guidance and Personal Development

Theme: Self Awareness

Topic: Self-Affirmation and Positive Self-Talk

Lesson Objectives:

1. Students will know what the term self-affirmation means.
2. Students will identify positive qualities about themselves.
3. Students will practice creating and using positive affirmations.

Engage (10 minutes)

1. Icebreaker Activity: Start with a simple game called "Pass the Compliment." The teacher begins by giving a compliment to a student (e.g., "I like your smile!"). The compliment is passed around the circle, with each student giving a different compliment to the next.
2. Discussion: After the game, ask students how they felt receiving compliments. Introduce the idea that just as we like hearing nice things from others, it's also important to say nice things to ourselves.

Explore (10 minutes)

1. Story Time: Read a short story or show a video about a character who learns the power of positive self-talk (e.g., "The Little Engine That Could").
2. Class Discussion: Discuss the story, focusing on how the character used positive affirmations to overcome challenges. Ask students to share how the character's words helped them succeed.

Explain (15 minutes)

1. Introduce Self-Affirmation: Explain what self-affirmations are—positive statements we say to ourselves to help us feel good and confident.
2. Examples: Provide examples of simple affirmations (e.g., "I am kind," "I can do hard things," "I am a good friend").
3. Guided Practice: Have students think about something they like about themselves or something they do well. Encourage them to share with the class if they feel comfortable.



#### Elaborate (15 minutes)

1. **Creating Personal Affirmations:** Hand out blank paper and crayons/markers. Ask each student to draw a picture of themselves and write a positive affirmation on their paper. Provide examples and support as needed.
2. **Affirmation Gallery Walk:** Have students display their affirmations around the classroom. Allow time for them to walk around and read each other's affirmations.

#### Evaluate (10 minutes)

1. **Reflection:** Gather students in a circle. Ask them to share how it felt to create and share their affirmations. Discuss how they can use affirmations daily (e.g., in the morning, before a test, or when feeling down).
2. **Affirmation Practice:** End the lesson by having the class recite a few affirmations together. Encourage students to repeat these at home or when they need a boost.

#### Materials Needed:

- Storybook or video on self-affirmation
- Blank paper
- Crayons/markers

#### Homework/Extension Activity:

- Encourage students to create a small affirmation card to keep in their backpack or desk. They can refer to it whenever they need a positive reminder.



## Assessment :

### "I Affirm Me" Lesson Quiz

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Answer the following questions to the best of your ability. Circle the correct answer for multiple-choice questions and write your answer in the space provided for open-ended questions.

#### Multiple-Choice Questions

1. **What is an affirmation?**
  - a) A negative statement about someone else
  - b) A positive statement about yourself
  - c) A type of question you ask your friends
  - d) A story about a character
2. **Why are affirmations important?**
  - a) They help us focus on our mistakes
  - b) They make us feel bad about ourselves
  - c) They remind us of our strengths and make us feel good
  - d) They are a way to ask for help
3. **Which of the following is an example of a positive affirmation?**
  - a) "I can't do anything right."
  - b) "I am good at drawing."
  - c) "Nobody likes me."
  - d) "I'm not good enough."

#### True or False Questions

4. **True or False:** Affirmations should focus on positive things about ourselves.  
(True / False)
5. **True or False:** It's important to say negative things to yourself to stay humble.  
(True / False)

#### Open-Ended Questions

6. **Write one affirmation you created during the lesson.**

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7. **How did you feel after creating and sharing your affirmation?**

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## Lesson Resources:

1. The Little Engine That Could  
[https://www.youtube.com/watch?v=U2g7u0\\_J-\\_0](https://www.youtube.com/watch?v=U2g7u0_J-_0)
2. Positive Self Affirmations  
<https://www.youtube.com/watch?v=D9OOXCu5XMg>
3. Guidance Activity Book for Grades 1 & 2 Students by Anisa Wilson-Smith, MSc. Edu.

### 4. The Little Mango Seed with Big Dreams

Once upon a time, in a vibrant village in Jamaica, there was a little mango seed named Sunny. Sunny was small and often felt different from the other seeds, who seemed bigger and more confident. Sunny loved to listen to the stories of the tall mango trees, the fragrant hibiscus flowers, and the cheerful ackee trees about how they grew tall and strong.





One day, as the warm Caribbean breeze whispered through the village, Sunny decided, "I want to grow tall and bear sweet mangoes like the big trees!" But as soon as the thought crossed Sunny's mind, a tiny voice inside said, "You're just a little seed. You can't grow like them."

Feeling sad, Sunny sighed and buried itself deeper into the rich Jamaican soil, hiding away. But then, an old wise coconut tree nearby, who had seen many seasons, noticed Sunny's sadness. The tree leaned down and spoke softly, "Why are you hiding, little one?"

"I'm too small," Sunny replied. "I'll never grow big and strong like the others. And sometimes, people say mean things that make me feel even smaller."

The wise coconut tree smiled kindly and said, "Did you know that all the big trees you see around you started as little seeds, just like you? They believed in themselves and spoke kind words to themselves every day. That's how they grew strong, even when they heard unkind words."

Sunny was curious. "Kind words? Like what?"

The tree explained, "Those are called positive affirmations. Every morning, the trees tell themselves things like, 'I am strong,' 'I can grow tall,' and 'I am important.' These words give them the strength to grow, even when the wind blows hard or the rain doesn't come, or when people say mean things."

Sunny thought about this and decided to give it a try. The next morning, as the first rays of sunshine touched the village, Sunny whispered to itself, "I am strong. I can grow tall. I am important."

Day after day, Sunny repeated these affirmations. At first, nothing seemed to happen, but Sunny kept going, trusting the wise coconut tree's advice. Slowly but surely, Sunny began to sprout. A tiny green shoot appeared, reaching up towards the warm Jamaican sun.

As weeks passed, Sunny's sprout grew taller and taller. The other plants in the village noticed and cheered Sunny on. Sunny felt happy and confident, knowing that the kind words it spoke to itself were helping it grow.

One day, Sunny felt a warm burst of energy and a beautiful, strong mango tree began to emerge. Sunny had grown into a tall, proud mango tree, bearing sweet and juicy mangoes that everyone in the village enjoyed! The village was filled with joy, and Sunny knew that the power of positive affirmations had made a big difference, even when others had been unkind.







From that day on, Sunny continued to grow strong and tall, always starting the day with kind words. And whenever a new seed felt small or unsure, Sunny would share the secret of positive affirmations, helping them grow tall and proud.

And so, the village flourished, filled with plants and trees that believed in themselves, thanks to the little mango seed who learned the power of positive words, even in the face of adversity.

### **The End**

### **Moral of the Story**

Positive affirmations are like sunshine and water for our minds. They help us grow strong and confident, just like Sunny the mango seed. When we believe in ourselves and speak kind words, we can overcome unkindness and achieve great things, no matter how small we may feel.



## **Lesson 2a: Understanding and Expressing My Feelings**

Subject: Guidance and Counselling

Topic: My Feelings

Duration: 45 minutes

Objectives:

1. Explore: Students will identify basic emotions and understand simple causes of these feelings.
  2. Engage: Students will express their emotions using simple vocabulary and recognize the importance of sharing their feelings.
  3. Evaluate: Students will reflect on their emotions and learn basic strategies for expressing and managing them.
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### Lesson Structure

#### 1. Explore (10 minutes)

##### Activity 1: Introduction to Feelings

- Storytime: Begin with a short story featuring a character experiencing different emotions (e.g., happy, sad, angry, scared).
- Discussion: After the story, ask students to identify the emotions the character felt. Use simple questions like, "Was the character happy or sad? Why?"

Materials: Picture book or story about emotions

#### 2. Engage (20 minutes)

##### Activity 2: Feelings Faces

- Instructions: Show students cards with simple faces illustrating different emotions (happy, sad, angry, scared).
- Interactive Activity: Hold up a card and ask students to make the same face as the one on the card. Then, ask them to share a time they felt that way.
- Jamaican Context: Include familiar situations, such as feeling happy when eating a favourite Jamaican dish or feeling scared during a storm.

Materials: Emotion face cards

##### Activity 3: My Feelings Drawing



- **Drawing Exercise:** Give students a worksheet with four sections labeled "Happy," "Sad," "Angry," and "Scared." Ask them to draw a picture of a time they felt each of these emotions.
- **Discussion:** After drawing, have students share their pictures and explain their drawings. Emphasize that it's okay to have different feelings and that everyone feels this way sometimes.

Materials: Worksheets, crayons

### 3. Evaluate (15 minutes)

#### Activity 4: How Can We Feel Better?

- **Simple Strategies:** Introduce basic ways to feel better when experiencing negative emotions. Use relatable examples, like hugging a parent when feeling sad or taking deep breaths when angry.
- **Role-Playing:** Role-play simple scenarios with students. For example, pretend to be upset and show how taking a deep breath or talking to a teacher can help. Encourage students to try these techniques.
- **Reflection Circle:** Sit in a circle and pass around a "Feelings Ball." When a student catches the ball, they share one feeling they had today and how they handled it.

Materials: Soft ball

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## Assessment

### End of Topic Assessment: Feelings Booklet

- **Activity:** Over the next few days, have students create a "Feelings Booklet." Each page will represent a different emotion with a drawing and a short sentence (written with the help of the teacher or a parent) about a time they felt that emotion.
  - **Sharing:** Once completed, students can share their booklets with the class. This helps them express their feelings and learn that everyone has similar experiences.
  - **Assessment Criteria:** Participation in activities, ability to identify and express emotions, and understanding of basic coping strategies.
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Note to Guidance Counsellor: Be aware of the varied ways young children might express their emotions and provide gentle guidance and reassurance. Maintain a positive and nurturing environment where students feel safe and valued.



## Lesson Support Material

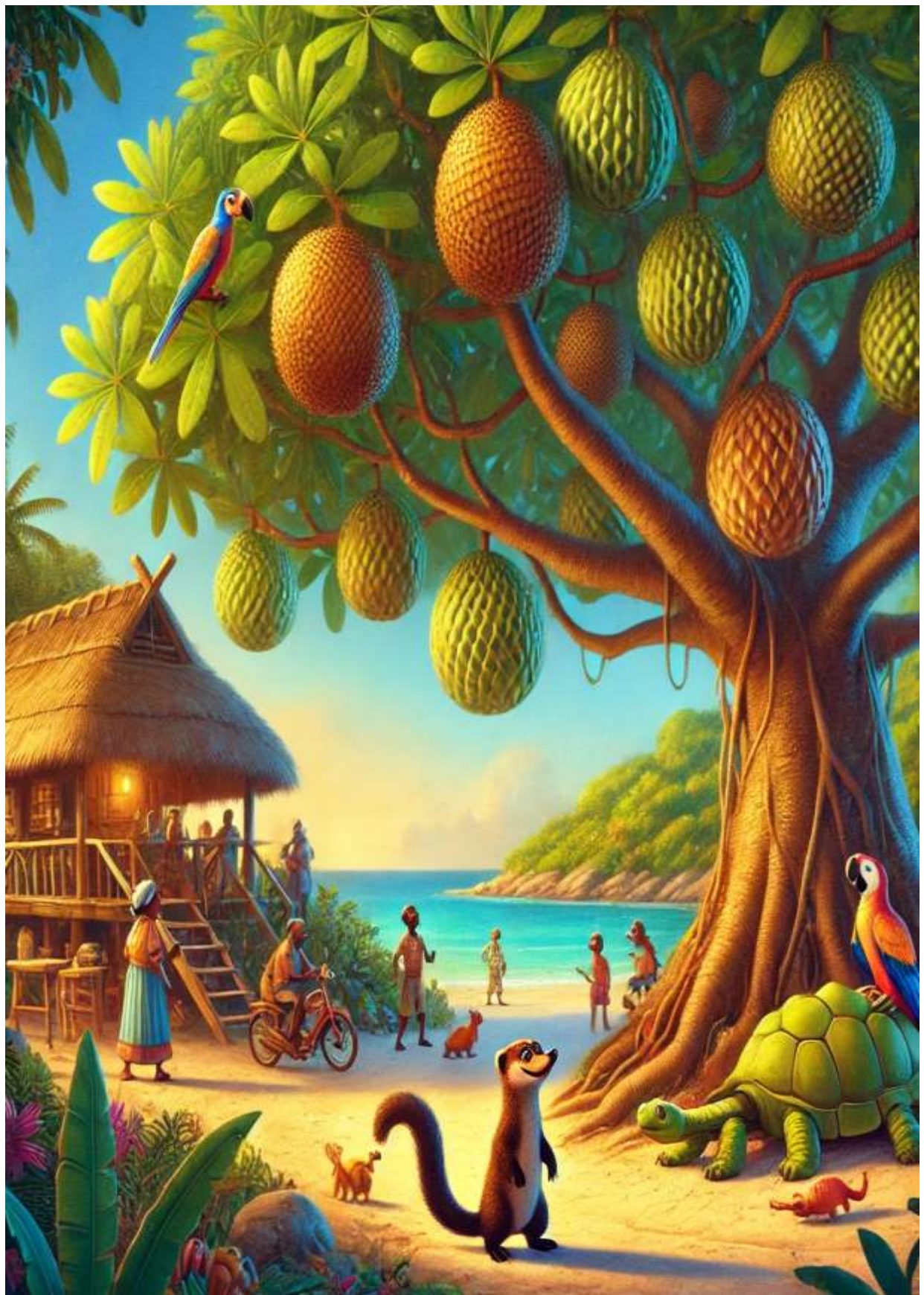
1. The Feeling Song: <https://www.youtube.com/watch?v=-J7HcVLsCrY>
2. Feeling Song: <https://www.youtube.com/watch?v=5kyEc9TWjL8>

### Story: "Milo the Mongoose and the Great Breadfruit Feast"

In a peaceful Jamaican village nestled by the sea, there lived a lively mongoose named Milo. Milo was known for his adventurous spirit and love for exploring the island. Near his cozy home stood a magnificent breadfruit tree, whose broad, green leaves provided cool shade and whose fruits were a staple in the village.

One warm afternoon, as the sun dipped low on the horizon, the air filled with the scent of roasted breadfruit. It was the perfect time for the Great Breadfruit Feast, an annual celebration where the villagers and animals alike gathered to enjoy the bounty of the breadfruit tree. Milo was thrilled and eagerly scurried over to the tree, where his friends, Tia the turtle, Jax the parrot, and Coco the crab, were already waiting.







As they approached the tree, they noticed that many of the breadfruits were still high up in the branches, too far to reach. Milo scratched his head, worried that they wouldn't have enough breadfruit for the feast. But Jax, always optimistic, fluttered his wings and squawked, "No worries, Milo! We can figure this out together!"

They quickly made a plan. Jax, with his colorful plumage, would fly up to spot the ripest breadfruits. Tia, slow but strong, would help gather the fruits that had already fallen to the ground. Coco, with her nimble claws, would crack open the breadfruits, while Milo, swift and clever, would find a way to bring down the fruits from the higher branches.

As Jax soared above, he spotted the fittest breadfruits and called out to Milo. Thinking quickly, Milo gathered some long sticks and vines, which the villagers had left behind. He crafted a simple tool, a hook on a stick, and began to pull down the breadfruits carefully.

Soon, they had a generous pile of breadfruit. The animals and villagers worked together to roast the breadfruit over an open fire, a traditional Jamaican method that brought out the fruit's rich, flavour. The smell of roasting breadfruit filled the air, drawing more villagers and animals to the feast.

As they sat around the fire, enjoying the roasted breadfruit, Milo felt a warm sense of happiness. He realized that just like the breadfruit, which could be cooked in many different ways—roasted, fried, or boiled—everyone had unique talents and ways of contributing to the community.

The feast was a joyous occasion, filled with laughter, music, and the delicious taste of breadfruit. The villagers shared stories, and the animals danced around the fire. Milo felt grateful for his friends and the simple pleasures of life in the village.

From that day on, the Great Breadfruit Feast became a cherished tradition, reminding everyone of the importance of community, cooperation, and the rich cultural heritage of Jamaica. And every year, as the breadfruit tree bore fruit, Milo and his friends looked forward to the feast, knowing it would bring warmth, friendship, and a taste of home.



## **Lesson 2b**

Grade 1: Guidance

Topic: Emotional Awareness

Theme: Self-awareness and Self-regulation

### **Lesson Objectives**

1. **Identify Basic Emotions:** Students will correctly name and identify basic emotions such as happiness, sadness, anger, and fear from facial expressions and body language in videos, pictures, and role-play scenarios.
2. **Regulate Emotions:** Students will learn and demonstrate basic techniques for regulating their emotions, such as deep breathing, counting to ten, or seeking help from a friend or teacher, and apply these techniques in simulated situations.
3. **Understand Shared Emotions:** Students will recognize that their peers also experience similar emotions, fostering empathy and social understanding through group discussions and collaborative activities.

### **Engage**

- **Activity:** Start with a short video clip showing characters experiencing various emotions (happiness, sadness, anger, fear). Pause after each emotion and ask students to guess how the character is feeling.
- **Purpose:** This activity will pique students' interest and introduce them to the concept of emotions by connecting to visual and auditory learning styles.

### **2. Explore**

- **Activity:** Divide students into small groups and give each group a set of emotion cards with faces depicting different emotions. Students will take turns expressing a scenario that might elicit the emotion on the card they pick.
- **Purpose:** This hands-on activity allows students to explore emotions through role-play, fostering empathy and understanding by engaging in both kinesthetic and interpersonal learning.

### **3. Explain**

- **Activity:** Reconvene as a whole class and discuss emotions that were explored. Introduce vocabulary for each emotion and discuss typical situations that might trigger these emotions. Use a chart to list the emotions and corresponding facial expressions, body language, and situations.



- Purpose: This discussion helps students to verbally articulate their understanding of emotions, linking emotional recognition to real-life contexts, which is beneficial for linguistic learners.

#### 4. Elaborate

- Activity: Introduce emotion regulation techniques such as deep breathing, counting to ten, or discussing feelings with a friend or teacher. Role-play scenarios where students can choose an emotion regulation strategy to handle difficult emotions.
- Purpose: By applying emotion regulation strategies in role-play, students learn how to manage emotions in a practical, interactive way. This also caters to kinesthetic learners who benefit from physical activities.

#### 5. Evaluate

- Activity: Use an interactive quiz where students match emotions to appropriate regulation strategies and identify emotions from pictures or stories. Provide feedback and additional support as needed.
- Purpose: This assessment allows students to demonstrate their understanding of emotions and emotion regulation in a varied format, ensuring that visual, auditory, and read/write learners are accommodated.

#### Materials Needed

- Video clips of characters displaying emotions
- Emotion cards with facial expressions
- Chart paper and markers
- Scenarios for role-play

#### Differentiation Strategies

- Visual Learners: Use plenty of visuals like charts and emotion cards.
- Auditory Learners: Incorporate discussions and storytelling.
- Kinesthetic Learners: Engage students in role-playing and physical activities related to emotion expression and regulation.
- Read/Write Learners: Provide worksheets summarizing different emotions and appropriate responses.



## Lesson Support Material

- <https://www.youtube.com/watch?v=jetoWeUJjk> – Basic Emotions

### Story: The Colours of the Wind

Once upon a time on the small, vibrant island of Marisola, nestled in the heart of the Caribbean Sea, there lived a young boy named Kofi. Kofi was known throughout his village for his bright smile and infectious laughter, but like all children, he also had days filled with a whirlwind of emotions.

One sunny morning, Kofi woke up feeling a strange mix of feelings. The sky was clear and the frangipani outside his window danced gently in the breeze, yet inside, Kofi felt a storm brewing. His heart felt heavy, and a tangle of sadness, anger, joy, and fear swirled within him.

His grandmother, Mami Luella, noticed his quietness as he sat at the breakfast table picking at his papaya. Mami Luella was wise with the years and knew just what to do. She took Kofi by the hand and led him outside, whispering softly, "Today, you will learn to paint with the colors of the wind, my boy."

They walked to the cliff overlooking the azure sea where the winds played freely. "Each wind has its color, Kofi," Mami Luella explained, "and each color represents an emotion. The blue wind is sadness, red is anger, yellow is joy, and grey is fear. Today, you will learn to call them and blend them, just like how we blend colors to make a beautiful painting."

Kofi listened intently as his grandmother taught him the ancient dance of the winds. First, they called upon the blue wind. As Kofi danced, he imagined releasing his sadness into the vast sea below. He pictured it mingling with the deep blues of the water, becoming lighter and lighter until it was just a whisper.

Next came the red wind. Kofi stomped his feet and flung his arms wide, letting his anger surge forth. But as he danced, he imagined the red blending with the yellow wind of joy, which they called next. He twirled and laughed, letting the yellow swirl around and temper the fierce red, turning it into a warm orange of contentment.

Finally, they called upon the grey wind of fear. It was the hardest to face, but Kofi was brave. He shivered as he danced, but as he moved, he blended the grey with the joyful yellow and the calm blue, softening it to a gentle green of calm and courage.



As the sun began to set, casting a golden glow over the island, Kofi felt a profound peace settle over him. He had danced with his emotions, not fighting them but blending them into new colors. He looked up at his grandmother, who smiled back at him, her eyes twinkling with pride.

"See, my child," Mami Luella said as they walked back to their home, "inside you is a beautiful canvas. You can choose which colors to paint with, and how to blend them. Remember this dance, and you will always find your way through the storm."

From that day on, whenever Kofi felt the stirrings of a storm within him, he would remember the dance of the winds. He learned that by embracing and regulating his emotions, he could always find his balance, just like the perfect harmony of colors in a sunset sky.

And so, Kofi grew up not only as a boy of laughter and joy but as a young man who understood the deep, swirling colors of the heart. He was grateful for the gift his grandmother had given him, a gift as enduring and ever-changing as the winds themselves.



## Lesson 3a: Understanding Friendship

### Aim:

These friendship lessons aim to help young students understand the importance of friendship, develop positive social skills, and learn how to build and maintain healthy relationships

### Objectives:

1. Students will be able to explain the meaning of friendship
2. Students will be able to identify at least 3 characteristics of a good friend.
3. Students will show appreciation and gratitude for their friends.

### Materials:

- Storybook about friendship (e.g., "Frog and Toad Are Friends" by Arnold Lobel)
- Chart paper and markers
- Friendship badges (printed or handmade)
- Crayons and drawing paper

### Engage:

1. **Introduction (5 minutes):** Begin by asking students if they have friends and what they think makes someone a good friend.
2. **Read Aloud (10 minutes):** Read a storybook about friendship, emphasizing key moments where characters show friendship qualities.

### Explore:

1. **Discussion (10 minutes):** After the story, discuss the actions of the characters. Ask students, "What did the characters do that showed they were good friends?"
2. **Friendship Chart (10 minutes):** Create a chart with two columns labeled "Good Friend" and "Not a Good Friend." Have students contribute ideas from the story and their own experiences.

### Explain:

1. **Characteristics of a Good Friend (10 minutes):** Explain that good friends are kind, share, listen, and help each other. Use examples from the story and real life.

### Elaborate:



1. **Drawing Activity (15 minutes):** Ask students to draw a picture of themselves with their friends, showing something good friends do together. Encourage them to label their drawings with words like "sharing," "helping," or "playing."

**Evaluate:**

1. **Sharing Drawings (10 minutes):** Allow students to share their drawings with the class, explaining how they and their friends show kindness and friendship.
2. **Friendship Badge (5 minutes):** Distribute friendship badges as a reward for completing the activity and demonstrating understanding.

**Differentiated Instruction:**

- **For students who struggle with writing:** Allow them to verbally express their ideas and label their drawings with simple words or symbols.
  - **For advanced students:** Encourage them to write a short sentence about what makes their friend special.
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**Lesson Support Resources**

1. <https://www.youtube.com/watch?v=a-R4xBXs1A0#:~:text=URL%3A%20https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3Da,100> – Moral Development Stories
2. Friendship Videos: <https://www.youtube.com/watch?v=Fv7bNbqJh0I>
3. Guidance Activity Book for Grades 1 & 2 Students by Anisa Wilson-Smith, MSc. Edu.



## Lesson 3b: Building Friendships

### Objective:

Students will learn strategies for making new friends and resolving conflicts.

### Materials:

- Puppets or character cut-outs
- Scenario cards (situations involving friendship and conflict)
- "Friendship Recipe" worksheet
- Pencils and markers

### Engage:

1. **Puppet Show (10 minutes):** Use puppets or cut-outs to act out a short skit about making a new friend. The skit should include scenarios of introducing oneself, sharing, and playing together.

### Explore:

1. **Role-Playing (15 minutes):** Divide students into small groups and give each group a scenario card. Have them role-play the scenario, focusing on how to make a friend or resolve a conflict.

### Explain:

1. **Discussion (10 minutes):** Discuss each group's role-play. Highlight positive strategies used, such as introducing oneself, sharing, using kind words, and resolving conflicts calmly.

### Elaborate:

1. **Friendship Recipe (15 minutes):** Provide each student with a "Friendship Recipe" worksheet. The worksheet should include prompts like "Ingredients for a Good Friend" and "Steps to Make a Friendship." Students can fill in the blanks with qualities and actions they think are important for friendship.

### Evaluate:

1. **Sharing Recipes (10 minutes):** Allow students to share their "Friendship Recipes" with the class. Display the recipes on a bulletin board.

### Differentiated Instruction:



- **For students who need extra support:** Provide them with visual cues and simpler prompts on the worksheet. Pair them with a buddy for role-playing.
- **For advanced students:** Encourage them to think of additional "ingredients" for a good friend and more complex "steps" in the recipe, such as apologizing when wrong or standing up for a friend.

### Lesson Support Resources

1. Friendship Stories-  
[https://www.youtube.com/watch?v=eJ\\_re7gzaUs&list=PLauyjwy1E8hHgYr6-UbOs7nKOqGkH2UjD&index=3](https://www.youtube.com/watch?v=eJ_re7gzaUs&list=PLauyjwy1E8hHgYr6-UbOs7nKOqGkH2UjD&index=3)
2. Guidance Activity Book for Grades 1 & 2 Students by Anisa Wilson-Smith, MSc. Edu.
3. The Friendly Rainbow: A Story of Making Friends and Solving Conflicts.  
 The following story introduces students to key concepts like welcoming new friends, understanding accidents happen, and resolving conflicts through communication and teamwork. It is a simple and engaging way for young children to learn these important life skills.



Once upon a time in a colourful community called Happyville, where all the houses were painted in bright and vibrant colours, lived a little girl named Kalia and a boy named Jaden. They were the best of friends. Every day, they played together in the vibrant gardens and shared stories under the big, mango tree that stood in the middle of the community.



One sunny morning, Kalia and Jaden saw a new girl, Amara, moving into a house at the end of their street. She looked shy and a little nervous. "Let's go say hello and be her friend!" Kalia said excitedly. Jaden nodded, and they both ran over to greet her.

"Hi! My name is Kalia, and this is Jaden," Kalia said with a big smile. "Welcome to Happyville!"

Amara smiled shyly and said, "Hi, I'm Amara. I just moved here."

Kalia and Jaden invited Amara to play with them under the mango tree. They took turns on the swing and shared their favourite games. Amara felt happy to have made new friends. They laughed and played until it was time to go home.

The next day, Jaden found a shiny red ball and brought it to the tree. "Let's play with my new ball!" he said. They were having so much fun until Jaden accidentally kicked the ball too hard, and it flew into the bushes.



"Why did you do that?" Kalia shouted. "Now we can't play!"

Jaden felt bad and said, "I didn't mean to. It was an accident."

Amara watched them and felt sad that her new friends were upset. She remembered what her mom once told her: "When friends argue, it's important to listen and talk calmly."

"Hey, guys," Amara said softly, "let's calm down and find the ball together. It was just an accident. We can still have fun."

Kalia took a deep breath and nodded. "You're right, Amara. I'm sorry, Jaden. I didn't mean to get angry."

Jaden smiled and said, "It's okay. I'm sorry, too. Let's find the ball together."

They all worked together and quickly found the ball. Afterward, they sat under the mango tree and made a promise to always talk things out if they ever got upset.

From that day on, Kalia, Jaden, and Amara were the best of friends. They learned that making new friends is about being kind and welcoming and that solving conflicts means listening, talking calmly, and working together. Whenever they had a problem, they remembered their promise and talked it out under the magical mango tree.

And so, in the colorful village of Happyville, Kalia, Jaden, and Amara taught everyone that with kindness, listening; making friends and solving conflicts could always bring a happy ending.

The End



## Lesson 4a: Understanding Conflict and Emotions

### Aim:

These lessons aim to teach students to recognize and understand their emotions during conflicts and equip them with practical skills to resolve conflicts peacefully. The focus on role-playing and discussion helps reinforce the strategies learned and encourages positive behaviour.

### Objective:

1. Students will recognize that conflicts are normal
2. Students will be able to identify emotions associated with conflicts.

### Materials:

- Storybook about conflict and resolution (e.g., “When Sophie Gets Angry—Really, Really Angry” by Molly Bang)
- Emotion cards (happy, sad, angry, scared, etc.)
- Chart paper and markers
- Drawing paper and crayons

### Engage:

1. **Introduction (5 minutes):** Ask students if they ever feel upset or mad and what makes them feel that way. Explain that these feelings are normal and sometimes happen when we have conflicts with others.

### Explore:

1. **Story Time (10 minutes):** Read the storybook about a character experiencing and resolving a conflict. Pause to discuss how the character feels at different points in the story.

### Explain:

1. **Identifying Emotions (10 minutes):** Use emotion cards to help students identify different emotions. Ask, “How do you feel when you don’t get your way?” or “What do you do when someone takes your toy?”

### Elaborate:

1. **Drawing Emotions (15 minutes):** Ask students to draw a picture of a time they felt a strong emotion (happy, sad, angry, etc.) and what caused it. Encourage them to include people, places, and objects in their drawings.



### Evaluate:

1. **Sharing Drawings (10 minutes):** Allow students to share their drawings and describe what happened in their picture and how they felt.

### Differentiated Instruction:

- **For students with limited verbal skills:** Use simple prompts and allow them to use emotion cards to express their feelings.
  - **For advanced students:** Encourage them to write a sentence about how they felt and what they did to feel better.
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### Lesson Support Resources

1. <https://www.youtube.com/watch?v=rplsjpgUPsM>
2. <https://www.youtube.com/watch?v=yBRWZef6oks>
3. <https://www.youtube.com/watch?v=YOwtV9Aeb2M>
4. Story
- 5.

### The Tale of Sunny and Stormy: A Story About Understanding Conflict and Emotions

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Once upon a time, in a colorful village called Weatherwood, lived two little clouds named Sunny and Stormy. Sunny was a bright and cheerful cloud who loved to make the sky warm and light. Stormy, on the other hand, was a dark and grumbly cloud who often brought rain and thunder. Even though they were different, they both played an important role in the weather.

One day, while floating over Weatherwood, Sunny and Stormy bumped into each other. Sunny wanted to shine brightly and make the day warm, while Stormy wanted to rain and cool the earth. They both felt strongly about what they wanted, but they couldn't agree. The other villagers—Birdie the bird, Leafy the leaf, and Splashy the fish—watched from below, curious about what would happen next.





As Sunny tried to shine, Stormy got upset and began to rumble with thunder. "Why can't you just let me have my rain?" Stormy grumbled. Sunny, feeling a bit hurt, responded, "But I want to make the day bright and happy!"

The two clouds began to argue, and the sky became a mix of sun and storm, confusing everyone below. Birdie couldn't fly straight, Leafy got blown around, and Splashy hid under the water.

Seeing the chaos, Wise Owl flew up to the clouds and asked, "What seems to be the problem, Sunny and Stormy?"

Sunny said, "I want to shine and make the day bright, but Stormy is making it all rainy and gloomy!" Stormy replied, "And I want to bring rain, but Sunny keeps shining too brightly!"

Wise Owl nodded thoughtfully. "It sounds like you're having a conflict," she said. "A conflict happens when two people want different things, and they have strong feelings about it."



Sunny and Stormy looked at each other. They had never thought about it that way before. Wise Owl continued, "It's okay to have different feelings and ideas. The important thing is to understand each other's feelings and find a way to work together."

Sunny and Stormy floated quietly for a moment. They realized they both had a role to play in making the weather. Sunny spoke first, "I didn't mean to stop your rain, Stormy. I just love making people happy with my sunshine." Stormy replied, "And I didn't mean to block your sunshine. I just want to help plants grow with my rain."

Wise Owl smiled and said, "Now that you understand each other's feelings, maybe you can find a way to share the sky."

Sunny and Stormy thought about it and came up with an idea. They decided to take turns. Sunny would shine in the morning to make everyone feel warm and happy, and then Stormy would bring rain in the afternoon to water the plants and cool the air.

From that day on, Sunny and Stormy worked together. The villagers in Weatherwood were delighted! They enjoyed the bright mornings and the refreshing rains in the afternoon. Sunny and Stormy had learned an important lesson about understanding conflict and emotions. They discovered that by listening to each other's feelings and working together, they could create a perfect balance.

And so, the little clouds became best friends, learning to respect and appreciate their differences. They floated happily ever after, making Weatherwood a beautiful and harmonious place.

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#### Moral of the Story:

When we understand and respect each other's feelings, we can work together to solve problems and make things better for everyone. It's okay to have different feelings, but we should always listen and try to understand each other.



## Lesson 4b: Solving Conflicts Peacefully

### Objective:

6. Students will learn strategies for resolving conflicts peacefully.
7. Students will practice strategies for resolving conflicts peacefully.

### Materials:

- Conflict scenario cards
- "Peaceful Problem Solver" chart (with steps: Stop, Talk, Listen, Solve)
- Role-play props (toys, puppets)
- Crayons and "Conflict Resolution" worksheets

### Engage:

1. **Introduction (5 minutes):** Begin with a discussion about what conflict means. Ask, "What is a conflict?" and "Can you think of a time when you had a conflict with someone?"

### Explore:

1. **Role-Play Introduction (10 minutes):** Use a simple scenario (e.g., two students want the same toy) to role-play a conflict. Show an example of both a poor response and a peaceful resolution.

### Explain:

1. **Steps to Resolve Conflicts (10 minutes):** Introduce the "Peaceful Problem Solver" chart. Explain each step:
  - **Stop:** Calm down and think.
  - **Talk:** Use kind words to express feelings.
  - **Listen:** Listen to the other person's feelings.
  - **Solve:** Find a fair solution together.

### Elaborate:

1. **Group Role-Play (15 minutes):** Divide students into small groups and give each group a conflict scenario card. Have them use the "Peaceful Problem Solver" steps to act out a resolution.

### Evaluate:

1. **Worksheet Activity (10 minutes):** Provide a "Conflict Resolution" worksheet where students draw and describe a peaceful solution to a conflict.

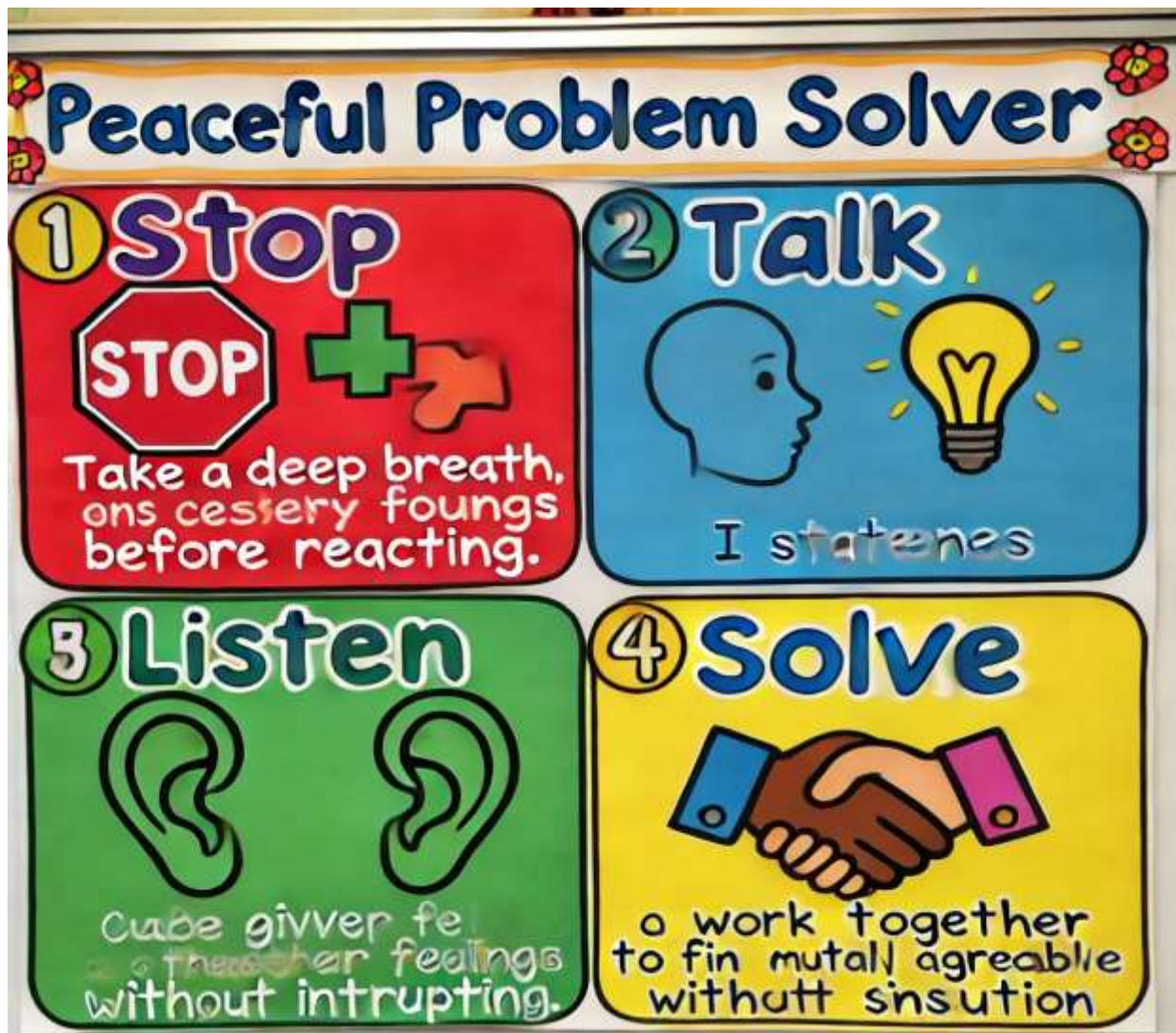


2. **Sharing Solutions (10 minutes):** Allow groups to present their role-plays or drawings to the class, explaining how they solved the conflict.

**Differentiated Instruction:**

- **For students who find role-playing challenging:** Pair them with supportive peers and give them specific roles to play.
- **For advanced students:** Encourage them to think of multiple solutions to a conflict and discuss which one might work best and why.

**Lesson Support Resources**





**2. Guidance Activity Book for Grades 1 & 2 Students by Anisa Wilson-Smith,  
MSc. Edu.**



## **Lesson 5a: Introduction to Manners**

- **Topic:** Manners
- **Duration:** 1 Hour

### **Objective**

Students will understand what manners are and why they are important.

### **Materials Needed**

- Storybook about manners
- Video on basic manners
- Drawing and colouring materials
- Stickers

### **Lesson Plan**

#### **Engage (15 minutes)**

- Read a storybook about a character displaying good manners.
- After the story, ask students to share a time when someone showed good manners towards them.

#### **Explore (20 minutes)**

- Show a short video that highlights basic manners like saying "please," "thank you," "excuse me," and "sorry."
- Discuss the manners shown in the video and why they are important.

#### **Explain (15 minutes)**

- Define manners as polite behaviours we use when interacting with others.
- Discuss different types of manners: table manners, conversational manners, and classroom manners.

#### **Elaborate (20 minutes)**

- Have students draw a picture of a situation where they used good manners. For example, saying "thank you" when receiving a gift.
- Let students share their drawings and explain the situation and the manners they used.



### **Evaluate (10 minutes)**

- Give out stickers to students who participated and shared their stories.
  - Encourage students to practice saying "please" and "thank you" throughout the day.
- 

### **Lesson Support Material**

1. <https://www.youtube.com/watch?v=Myf2CUx9E60> – Manners Video
2. <https://www.youtube.com/watch?v=mNTRISZkRew>

### **Story: "Likkle Miss Manners in Kingston"**

Once upon a time in the bustling city of Kingston, there lived a bright and cheerful girl named Anika, known to everyone in her neighbourhood as "Likkle Miss Manners." Anika loved playing with her friends, visiting her grandma, and exploring the vibrant streets filled with music, laughter, and the sweet aroma of jerk chicken.

One sunny Saturday morning, Anika's family decided to visit Devon House, a popular spot for locals and tourists alike. As they walked through the gates, Anika felt a rush of excitement. The grounds were bustling with families, children playing, and vendors selling delicious treats.

#### **Lesson in Line**

Anika and her family made their way to the famous ice cream shop. The line was long, filled with people eagerly waiting for a scoop of their favourite flavours. As they joined the line, Anika noticed a little boy trying to push his way to the front. "Mi wan' ice cream now!" the boy exclaimed.

Anika gently tapped the boy on the shoulder and said, "Excuse me, but it's good manners to wait your turn in line. Everyone here is waiting too, and we'll all get our ice cream if we wait patiently." The boy's mother, standing behind him, smiled gratefully and nodded in agreement. The boy apologized and went back to stand with his mother.

#### **Sharing is Caring**

After enjoying their ice cream, Anika and her family strolled through the park. They saw a group of children playing cricket. One of the boys hit the ball hard,



and it rolled towards a little girl sitting with her grandmother. The girl quickly grabbed the ball and held it tightly.

The cricketers ran over and asked, "Can we have our ball back, please?" The little girl hesitated, looking unsure. Anika approached her and said, "In Jamaica, we love to share. If you give the ball back, maybe they will let you play with them." The girl smiled and handed the ball back. The boys thanked her and invited her to join their game.

### **Respecting Elders**

As the day came to an end, Anika's family decided to visit her grandma, who lived nearby. Grandma Mae was a wise and kind woman, always full of stories about the old days. When they arrived, Anika greeted her grandmother with a big hug and said, "Good evening, Grandma Mae! How are you today?"

Grandma Mae beamed with pride. "Mi likkle manners miss! Always remember to greet your elders with respect and kindness," she said, hugging Anika tightly. Anika's parents nodded in agreement, happy to see their daughter practicing good manners.

### **The Ride Home**

On the way home, Anika's family decided to take a taxi. As they got in, Anika noticed the driver wearing a bright yellow hat. "Good evening, sir," she greeted with a smile. "Thank you for taking us home."

The taxi driver chuckled and said, "Not many young ones have manners like you these days. Yuh mek mi day brighter!" Anika's parents were proud of their daughter and told her how important it was to always be polite and respectful, no matter where she was or who she was with.

### **A Day Well Spent**

That night, as Anika lay in bed, she thought about all the people she had met that day. She felt happy knowing that her good manners had made a difference. Anika promised herself to always use her manners, whether she was in school, at home, or out in the community.

And so, Likkle Miss Manners continued to spread kindness and respect wherever she went, making Kingston and the rest of Jamaica a better place, one good deed at a time.

The End



## **Lesson 4b: Manners in the Classroom**

- **Theme:** Manners
- **Grade Level:** Grades 1 and 2
- **Subject:** Personal Development, Social Skills, Character Education
- **Duration:** 1 Hour

### **Objective**

Students will learn and practice manners specific to the classroom setting.

### **Materials Needed**

- Role-play cards with different scenarios
- Chart paper and markers
- Stickers

### **Lesson Plan**

#### **Engage (10 minutes)**

- Play "Manners Charades," where the teacher acts out scenarios demonstrating good manners, and students guess the manners.

#### **Explore (20 minutes)**

- Discuss the importance of classroom manners, such as raising hands before speaking, listening when others talk, and sharing materials.

#### **Explain (15 minutes)**

- Highlight the benefits of good classroom manners, such as creating a respectful learning environment.

#### **Elaborate (20 minutes)**

- Role-play activity: Students receive cards with different scenarios and act out the appropriate manners. For example, "A friend asks to borrow a pencil."

#### **Evaluate (10 minutes)**

- Reflect on the role-play activity. Discuss what students learned and how they felt using good manners.



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## Lesson 4c: Table Manners

- **Theme:** Manners
- **Grade Level:** Grades 1 and 2
- **Subject:** Personal Development, Social Skills, Character Education
- **Duration:** 1 Hour

### Objective

Students will learn the importance of table manners and how to use them.

### Materials Needed

- Story or video about table manners
- Drawing and coloring materials
- Chart paper and markers

### Lesson Plan

#### Engage (10 minutes)

- Start with a story or video highlighting table manners. Choose a culturally relevant story that students can relate to.

#### Explore (20 minutes)

- Discuss examples of table manners, such as saying "excuse me," using utensils properly, and not talking with food in the mouth.

#### Explain (15 minutes)

- Explain why table manners are important, especially during family meals and special occasions.

#### Elaborate (20 minutes)

- Create a "Table Manners Chart" with students. They can draw or write different table manners and decorate the chart.

#### Evaluate (10 minutes)

- Review the Table Manners Chart and encourage students to use these manners at home. Ask them to share their experiences in the next class.



## Lesson Support Resources

### The Tale of the Dinner Party at Mannerville

Once upon a time in the charming town of Mannerville, there lived a young girl named Lily. Lily was excited because she had been invited to a grand dinner party at the Mayor's house. The dinner was special because it brought together children from different parts of the town to celebrate good manners and friendship.

Lily had heard stories about the Mayor's wonderful dinner parties, where everyone dressed nicely and enjoyed delicious food. But this was Lily's first time attending such an event, and she was a little nervous. She wanted to make a good impression and follow the table manners her parents had taught her.



When Lily arrived at the Mayor's house, she saw a beautiful table set with sparkling glasses, shiny silverware, and a variety of dishes. The Mayor welcomed



everyone with a warm smile and invited them to sit down. As the guests took their seats, the Mayor reminded them of the "Golden Rules of the Dinner Table," which had been passed down through generations in Mannerville.

### **Rule 1: The Quiet Wait**

As the guests sat down, Lily noticed that everyone waited for the Mayor to sit before they did. She remembered that it was polite to wait for the host before starting to eat. When the Mayor finally sat, everyone followed suit, and the dinner officially began.

### **Rule 2: The Gentle Napkin**

Lily carefully unfolded her napkin and placed it on her lap, just as her parents had shown her. She noticed that everyone else did the same. The napkin was not just for decoration; it was there to keep their clothes clean and to be used gently if needed.

### **Rule 3: The Silent Spoon and Fork**

The first course was a warm bowl of soup. Lily picked up her spoon and remembered to scoop the soup away from her. She also made sure not to make any noise with her spoon, as it was important to be quiet while eating. Around the table, everyone ate their soup calmly, without slurping or making loud noises.

### **Rule 4: The Kind Conversation**

As they enjoyed the meal, the guests chatted with each other. Lily remembered to speak in a soft voice and listen when others spoke. It was important to take turns and not interrupt. She learned so much about her new friends and felt happy to share her own stories too.

### **Rule 5: The Thankful Heart**

After the main course, the Mayor brought out a delicious dessert. Lily was excited, but she remembered to thank the Mayor for the meal before diving in. She knew that showing gratitude was a key part of good manners.

### **Rule 6: The Clean Plate**

When everyone finished eating, Lily saw that her friends were stacking their plates neatly. She followed along, placing her utensils parallel on the plate to show she was done. It was a sign of respect to leave the table tidy.

### **Rule 7: The Graceful Goodbye**

As the dinner party came to an end, the Mayor thanked everyone for coming. Lily stood up, folded her napkin, and thanked the Mayor for hosting the wonderful



evening. She remembered to push her chair back gently and say goodbye to her new friends with a warm smile.

Lily left the Mayor's house feeling proud. She had followed the Golden Rules of the Dinner Table and made a lot of new friends. She realized that good manners weren't just about following rules—they were about showing respect and kindness to others.

From that day on, Lily always remembered the lessons she learned at the Mayor's dinner party. Whenever she sat down for a meal, she made sure to practice the table manners she had learned, knowing they would help her make friends and show kindness to those around her.

And so, the story of Lily and the Dinner Party at Mannerville became a favourite tale in the town, reminding everyone of the importance of good table manners.

1. <https://www.youtube.com/watch?v=SU1Ei6k3B38#:~:text=URL%3A%20https%3A%2F%2Fwww,100> Table Manners
2. <https://www.youtube.com/watch?v=Q6Ro0R1fJ24#:~:text=URL%3A%20https%3A%2F%2Fwww,100>



## **Lesson 4d: Conversational Manners**

- **Theme:** Manners
- **Grade Level:** Grades 1 and 2
- **Subject:** Personal Development, Social Skills, Character Education
- **Duration:** 1 Hour

### **Objective**

Students will practice good manners in conversations, including listening and responding politely.

### **Materials Needed**

- Role-play scenarios
- Pairing prompts

### **Lesson Plan**

#### **Engage (10 minutes)**

- Begin with a role-playing activity where the teacher and a student demonstrate good and bad conversational manners.

#### **Explore (20 minutes)**

- Discuss the importance of listening, making eye contact, not interrupting, and responding politely during conversations.

#### **Explain (15 minutes)**

- Explain how good conversational manners can help in making friends and resolving conflicts.

#### **Elaborate (20 minutes)**

- Pair up students and have them practice a conversation using good manners. Provide prompts, such as "How was your weekend?"

#### **Evaluate (10 minutes)**

- Ask students how they felt when they used good conversational manners. Discuss how these skills can help them in everyday situations.



## **Lesson 4e: Applying Manners in the Community**

- **Theme:** Manners
- **Grade Level:** Grades 1 and 2
- **Subject:** Personal Development, Social Skills, Character Education
- **Duration:** 1 Hour

### **Objective**

Students will identify appropriate manners for different community settings and understand their importance in showing respect for others.

### **Materials Needed**

- Chart paper and markers
- Drawing and coloring materials

### **Lesson Plan**

#### **Engage (10 minutes)**

- Start with a discussion about places in the community where manners are important (e.g., at church, in the market, on the bus).

#### **Explore (20 minutes)**

- Discuss how different settings may require different manners. For example, being quiet in a library versus greeting someone at a store.

#### **Explain (15 minutes)**

- Explain how good manners reflect respect for others and are an essential part of being a responsible community member.

#### **Elaborate (20 minutes)**

- Create a “Manners in the Community” poster. Students can draw or write different manners they should use in various places in the community.

#### **Evaluate (10 minutes)**

- Have a class discussion about how they can practice good manners in the community. Encourage them to share their experiences in the next class.



## Story Time

### Title: "The Ripple Effect of Good Manners"

In the small, vibrant community of Riverwood, residents prided themselves on their warm hospitality and close-knit bonds. Among the many families that called this place home was the Johnson family—Mr. and Mrs. Johnson, their teenage daughter Maya, and young son Alex. The Johnsons believed in the power of good manners and made it a point to practice them daily.

#### Scene 1: The Friendly Wave

One morning, as Mr. Johnson headed to work, he noticed his elderly neighbour, Mrs. Thompson, struggling to carry her groceries. Without a second thought, he offered a friendly wave and asked if she needed help. Grateful for the assistance, Mrs. Thompson gladly accepted. This simple act of kindness brightened her day and reminded her of the importance of being neighbourly. Later, when another neighbour, Mr. Lee, offered to mow her lawn, Mrs. Thompson eagerly agreed and even invited him for tea afterward, fostering a stronger bond between them.

#### Scene 2: The Polite Exchange

At school, Maya was known for her polite demeanour. One day, she noticed a new student, Sam, sitting alone in the cafeteria. She approached him with a warm smile and introduced herself. "Hi, I'm Maya. Would you like to join us for lunch?" Sam, feeling welcomed, agreed. This simple gesture not only made Sam feel included but also set an example for other students. Soon, the school's culture shifted, with more students reaching out to newcomers and creating a more inclusive environment.

#### Scene 3: The Thoughtful Gesture

Young Alex, though only seven, understood the value of small, thoughtful gestures. Every week, he made it a point to visit the local park and pick up litter. His actions did not go unnoticed. Inspired by Alex's dedication, other children in the community began to join him. The park soon became a cleaner, more pleasant place for everyone to enjoy. The community members, seeing the children's efforts, organized a monthly park clean-up event, turning it into a fun, family-friendly activity.

#### Scene 4: The Thankful Community

One weekend, the Johnson family decided to bake cookies and distribute them to their neighbours as a token of appreciation. They visited each house, delivering the treats with a heartfelt "thank you" for being such wonderful neighbours. This small act of gratitude sparked a chain reaction. Neighbours started sharing more with each other, whether it was freshly picked fruits from their gardens or homemade crafts. The sense of community grew stronger, and people felt more connected than ever.



### **Scene 5: The Listening Ear**

Mrs. Johnson often volunteered at the community center, helping to organize events and activities. One day, she noticed a young mother, Karen, looking stressed and overwhelmed. Mrs. Johnson approached her and offered a listening ear. They sat down, and Karen shared her worries about balancing work and family. Mrs. Johnson listened patiently, offering support and advice. Karen left feeling lighter and more supported. In the following weeks, she returned to the community center, this time as a volunteer, eager to give back and support others.

### **Conclusion: The Ripple Effect**

The Johnson family's commitment to good manners and kindness had a ripple effect throughout Riverwood. By practicing simple acts of courtesy, respect, and thoughtfulness, they inspired others to do the same. The community became a place where everyone felt valued and connected, demonstrating that good manners were not just about polite words but about creating a caring and supportive environment.

In Riverwood, the lesson was clear: Good manners, no matter how small, have the power to transform a community, one kind act at a time.



## **Lesson 5: Personal Hygiene**

**Subject:** Guidance

**Topic:** Personal Hygiene

**Duration:** 60 minutes

**Objectives:**

- Students will understand what personal hygiene means.
- Students will identify products associated with personal hygiene.
- Students will demonstrate personal hygiene practices.
- Students will learn the value, benefits, and importance of personal hygiene for their overall health and well-being.

**Materials:**

Picture cards or objects of hygiene products (soap, toothbrush, towel, shampoo, etc.)

Chart paper and markers.

Handwashing station or hand sanitizer

Small mirrors

Glitter

Storybook about hygiene

**Engage (10 minutes)**

Objective: Introduce the topic of personal hygiene in an engaging and relatable way.

Story Time:

Start the lesson by reading/listening to a storybook about hygiene, such as "Germs Are Not for Sharing" by Elizabeth Verdick.

Discuss the story briefly with the students, asking questions like, "What did the characters learn?" or "Why is it important to stay clean?"

**Explore (15 minutes)**

Objective: Provide hands-on experience with personal hygiene products and encourage exploration.

Hygiene Products Exploration:

Display various hygiene products (e.g., soap, toothbrush, comb, shampoo, towel) around the classroom.



Allow students to explore the products.

Discuss each item briefly, explaining what it is used for.

Handwashing Activity:

Sprinkle glitter on the students' hands.

Instruct them to wash their hands with soap and water to remove the "germs."

Highlight the importance of proper handwashing.

### **Explain (10 minutes)**

Objective: Define personal hygiene and its importance.

Definition and Discussion:

Explain that personal hygiene means keeping our bodies clean to stay healthy and feel good.

Discuss the different types of hygiene (e.g., oral hygiene, body hygiene).

Highlight the benefits of personal hygiene, like staying healthy, feeling fresh, and avoiding illness.

Hygiene Benefits Chart:

Create a chart on the board with two columns: "Hygiene Practice" and "Benefit."

Fill in the chart with examples (e.g., "Brushing teeth - prevents cavities").

### **Elaborate (15 minutes)**

Objective: Deepen understanding through activities that demonstrate personal hygiene practices.

Hygiene Mirror Practice:

Give each student a small mirror or let them take turns sharing.

Demonstrate and have students practice brushing their teeth (with imaginary toothbrushes).

Encourage students to look at their reflections while practicing proper brushing techniques.

Hygiene Sorting Game:

Provide picture cards or objects of various hygiene products and unrelated items.

Have students sort the items into "Hygiene" and "Not Hygiene" categories.



**Evaluate (10 minutes)**

Objective: Assess student understanding of personal hygiene and its benefits.

Hygiene Quiz:

Give a short, interactive quiz where students answer true/false or multiple-choice questions about personal hygiene.

Class Discussion:

Have a class discussion where students share what they learned about personal hygiene, including why it's important.

**Extension Activities:**

Hygiene Poster:

Have students create posters promoting good hygiene practices to display around the classroom.

Hygiene Song:

Teach students a simple song about personal hygiene, encouraging them to sing it when washing their hands or brushing their teeth.



## Lesson Support Resources

- <https://www.youtube.com/watch?v=KvMvStGN-UA> - Audio – Germs are not for sharing.

### Story: Benny Bear's Sparkling Adventure



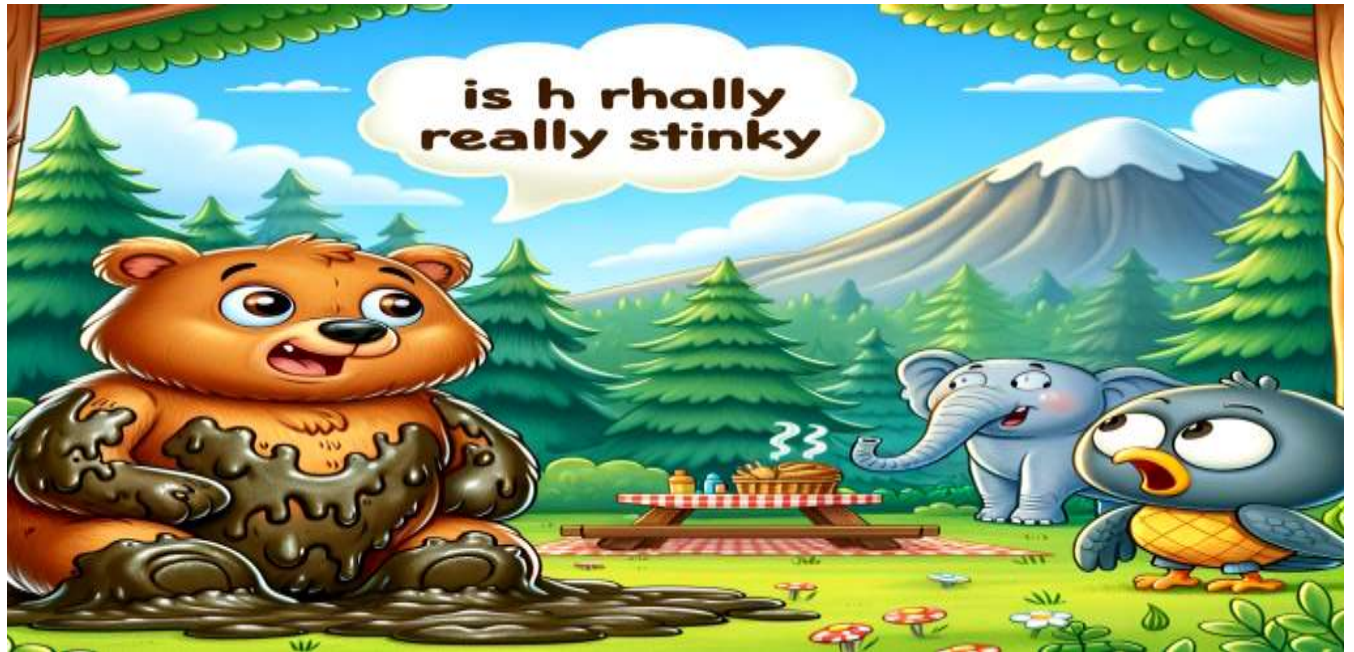
Once upon a time, in a cozy little forest, there lived a cheerful bear named Benny. Benny loved to play outside with his friends, especially rolling around in the mud. One sunny morning, Benny woke up feeling excited because he was going to a big picnic with his forest friends.

Benny was in such a hurry to play that he forgot to wash his face or brush his teeth. When he met his friends, they noticed Benny smelled a bit funny and had dirt on his fur. “Benny, you look like you’ve been playing with the pigs!” laughed his friend Ellie the elephant.



Benny just giggled and started playing with everyone. But as the day went on, Benny started feeling uncomfortable. He had an itch on his back that wouldn't go away, and his breath didn't smell very nice. Benny wanted to have fun, but he felt a little embarrassed.

Suddenly, Benny's wise friend, Ollie the Owl, flew down and asked, “Benny, did you remember to wash up today?”



Benny shook his head. Ollie gently said, “Taking a few minutes to clean yourself is important. It helps you feel fresh and keeps germs away!”

Benny wanted to try it out, so he followed Ollie to a sparkling stream. He splashed his face with water, scrubbed his fur with soap, and even brushed his teeth. When Benny looked at his reflection, he saw a shiny, clean bear staring back at him.





Benny felt so much better! He hurried back to the picnic where his friends welcomed him with big smiles. They could see Benny's bright smile and smelled his fresh fur. "Wow, Benny, you smell like flowers!" giggled Ellie.

The friends enjoyed the rest of the day together, and Benny learned that keeping clean made him feel great. From that day on, Benny always made sure to wash his hands, brush his teeth, and take regular baths.

And every time he did, he remembered Ollie's wise words: "A clean bear is a happy bear!"



## **Assessment**

### **Personal Hygiene Quiz**

#### **Question 1:**

Washing your hands with soap and water for at least 20 seconds is one of the most effective ways to prevent the spread of germs.

- a) True
- b) False

#### **Answer:**

- a) True

#### **Question 2:**

How often should you brush your teeth?

- a) Once a day
- b) Twice a day
- c) After every meal
- d) Once a week

#### **Answer:**

- b) Twice a day

#### **Question 3:**

You should change your toothbrush every:

- a) 1 month
- b) 2 months
- c) 3 months
- d) 6 months

#### **Answer:**

- c) 3 months

#### **Question 4:**

Taking a shower or bath daily is important for maintaining personal hygiene.

- a) True
- b) False



**Answer:**

a) True

**Question 5:**

Which of the following should you use to cover your mouth when you cough or sneeze?

- a) Your hand
- b) Your elbow
- c) A tissue
- d) Both b and c

**Answer:**

d) Both b and c



## Lesson 6: Drug Awareness

**Subject:** Guidance

**Topic:** Drug Awareness

**Time:** 1 hour

**Objectives:**

1. Students will be able to define what a drug is.
2. Students will be able to differentiate between good drugs and bad drugs.
3. Students will be able to identify the dangers of drug abuse.
4. Students will be able to explain ways to avoid drug abuse and stay safe.

**Materials Needed:**

- Picture cards showing different types of drugs (both good and bad)
- Chart paper and markers
- Safety posters
- Worksheets
- Storybook about drug safety

### Engage

**Objective:** Introduce the topic and capture students' interest.

**Activity:**

1. **Introduction:** Begin the lesson with a short interactive discussion. Ask the students, "Have you ever taken medicine when you were sick? What did it taste like?" Allow students to share their experiences.
2. **Story:** Read a short story about a child who took medicine when they were sick and got better.
3. **Discussion:** Ask the students, "Do you know what a drug is?" Write down their responses on a chart paper.

### Explore

**Objective:** Explore the concept of good drugs vs bad drugs.

**Activity:**



1. **Show & Tell:** Show picture cards of various drugs (both good and bad). Explain what each drug is and what it does.
2. **Sorting:** Provide students with a set of picture cards and ask them to sort them into two categories: good drugs and bad drugs.
3. **Discussion:** Discuss why some drugs are good and some are bad. Emphasize that good drugs are usually given by doctors and help us when we're sick, while bad drugs can harm us.

### **Explain**

**Objective:** Explain the dangers of drug abuse and ways to stay safe.

**Activity:**

1. **Story:** Read a short story about a child who accidentally took a bad drug.
2. **Discussion:** Discuss what happened to the child and why it's important not to take drugs unless given by a parent or doctor.
3. **Visual Learning:** Show safety posters about drug abuse and discuss them.

### **Elaborate**

**Objective:** Reinforce learning and connect to real-life situations.

**Activity:**

1. **Role-Play:** In pairs, have students role-play scenarios where one student is offered a bad drug by someone else. The other student should practice saying "No" and walking away.
2. **Hands-On Activity:** Provide students with colouring pages that depict safe and unsafe drug scenarios. Discuss each picture with the class before they start colouring.

### **Evaluate**

**Objective:** Assess student understanding of drug safety.

**Activity:**

1. **Quiz:** Give students a short quiz with pictures of different situations involving drugs. Ask them to identify the safe and unsafe situations and circle them accordingly.
2. **Reflection:** Ask students to draw a picture of themselves staying safe from drugs and write a sentence about what they learned.



**Homework:**

- Have students discuss with their parents what they learned in class and ask their parents to share a safe story about drugs with them.

**Assessment:**

- Evaluate students based on their participation in class activities, the quiz, and the reflection drawing.

**Extensions:**

1. Invite a nurse or pharmacist to talk to the class about medicine safety.
2. Have students create a classroom booklet on drug safety with drawings and tips.



## Lesson Support Resources

### The Tale of Good and Bad Medicine

Once upon a time, in a small village, there lived two friends named Healthy Henry and Silly Sam. They loved playing games, climbing trees, and sharing fun stories. One sunny day, they heard about a magical place where they could find powerful potions. Excited, they set off on an adventure to discover these magical potions.



As they walked through the forest, they came across a bright and shiny path that led to the first potion shop. The shopkeeper, Doctor Owl, welcomed them with a wise smile. She said, “Welcome, young friends! Here, we have Good Medicine that helps people feel better when they’re sick. Would you like to see it?”

Healthy Henry nodded eagerly. Doctor Owl showed him a bottle filled with bright, colourful medicine. “This Good Medicine,” she explained, “helps people when they have a cough or fever. It makes them feel better.”

Henry smiled and said, “Wow, that’s great! I’ll take some home for when I need it.” Doctor Owl nodded and gave Henry the Good Medicine with a little smiley face on the bottle.



But Silly Sam wasn't paying attention. He wandered off to the second potion shop, which was dark and gloomy. Inside, the shopkeeper, Sneaky Snake, hissed, "Hello, little friend. I have a special potion for you."



Silly Sam saw a bottle with a scary face on it. Sneaky Snake said, "This is Bad Medicine. It might make you feel funny for a while, but it can hurt you in the end."

Silly Sam, being silly as always, didn't listen and grabbed the Bad Medicine. But as soon as he drank it, he started to feel sick and scared. He shouted, "Oh no, I don't feel good!"

Henry heard his friend and rushed to help him. He quickly took Sam to Doctor Owl, who gave him some of the Good Medicine. Soon, Silly Sam felt better and realized that not all potions are safe to drink.

Doctor Owl said, "Remember, children, some medicines are good and help you when you're sick, but others can be dangerous and make you feel worse."

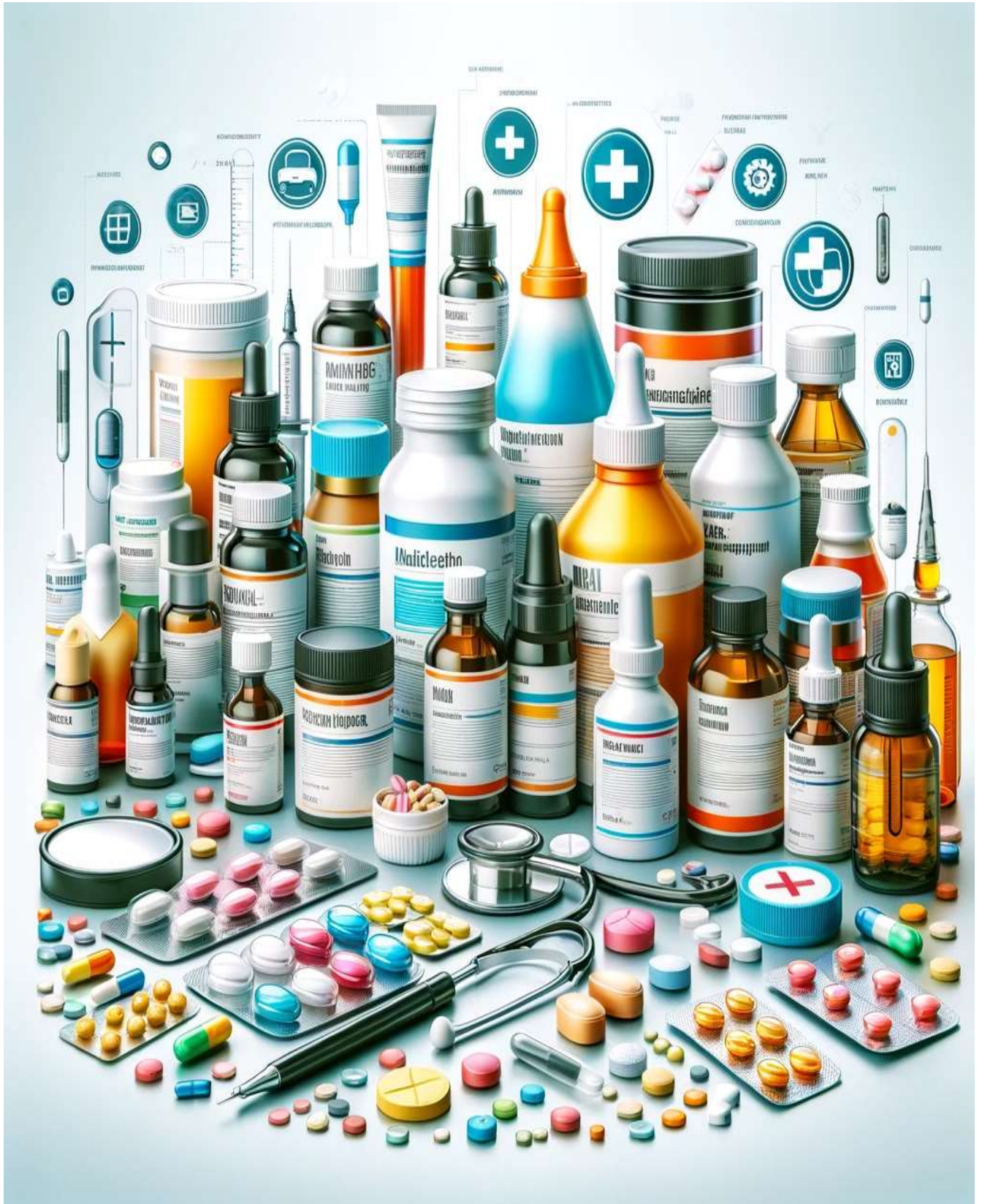
From that day on, Healthy Henry and Silly Sam learned that Good Medicine, like what doctors give us when we're sick, helps us get better. But Bad Medicine, which some people use for fun or without a doctor's advice, can hurt us.

And so, they lived happily ever after, always using Good Medicine and staying far away from Bad Medicine.

The end.



Good Drugs – ONLY if prescribed for you by a doctor!





## Story: A Bitter Pill

On a crisp autumn afternoon, ten-year-old Noah was playing hide-and-seek with his friends in the backyard. The sun was setting, casting golden hues over the neighbourhood as the children laughed and ran. While looking for a place to hide, Noah stumbled upon his older brother's room, where an intriguing small bottle sat on the nightstand.

Noah's curiosity got the best of him. He picked up the bottle, observing the colourful pills inside. The label read "Prescription Only," but Noah didn't understand what that meant. Remembering how his brother had called these pills "candy" jokingly, Noah took one, thinking it would taste sweet.



But it didn't. The pill was bitter, and Noah instantly regretted his decision. As the minutes passed, his vision started to blur, and his head began to spin. He tried to call out to his friends, but his voice sounded distant and weak.

Noah's friend, Sarah, noticed him stumbling and ran over. "Noah, are you okay?" she asked, alarmed. Noah mumbled something incoherent before collapsing to the ground.



Sarah screamed for help, and Noah's parents rushed out. They quickly recognized the bottle as Noah's brother's medication and dialed emergency services. The paramedics arrived swiftly and administered care before rushing Noah to the hospital.



At the hospital, the doctors stabilized Noah and informed his parents that he had ingested a dangerous prescription drug meant for his older brother's medical condition. The doctor emphasized that Noah had narrowly avoided serious harm because of how quickly he was treated.

When Noah woke up, his parents held him tightly. "We're so glad you're okay," his mother whispered, tears in her eyes. His father looked at him with a mixture of relief and sternness. "You should never take anything without asking, especially not medicine."

Noah nodded, feeling the gravity of his mistake. His parents reassured him that they weren't mad, just grateful he was safe. They talked about the importance of keeping dangerous substances out of reach and understanding what to do in an emergency.

A few days later, Noah returned home. His parents made sure to securely store all medications, while Noah's brother promised to keep his things out of reach. Noah shared his story at school, and his teacher used the opportunity to teach the class about the dangers of taking unknown substances.

Noah's unfortunate experience became a lesson for the entire community. In the end, he learned that sometimes curiosity can lead to trouble, but it can also teach valuable lessons that help keep everyone safe.



## **Lesson 7: Good Touch, Bad Touch**

**Subject:** Guidance

**Topic:** Good Touch, Bad Touch

**Theme:** Safety and Sexuality

### **Objectives:**

- Know the difference between good touch and bad touch
- Express how they feel when they experience a good touch
- Explain how they feel when they experience a bad touch
- Be aware of how to handle bad touch
- Uphold their right to be safe from all forms of abuse
- Exercise their responsibility to protect the rights of others.

### **Engage**

**Objective:** Introduce the concept of personal boundaries.

- **Activity:** Start with a simple game like "Red Light, Green Light" using safe touches (like a high-five, handshake, or a pat on the back) to demonstrate personal space and consent. Discuss how it feels nice when someone respects your words and stops when you say "red light."

### **2. Explore**

**Objective:** Explore the idea of "Good Touch and Bad Touch" using scenarios.

- **Activity:** Use a puppet show or story-telling method with characters encountering different touch scenarios. Characters demonstrate both good and bad touches (e.g., a comforting hug vs. an uncomfortable tickle). Ask children to react with green cards for good touches and red cards for bad touches based on the characters' feelings.

### **3. Explain**

**Objective:** Define "Good Touch" and "Bad Touch" and explain assertive communication.

- **Activity:** Have a circle time where you explain that a "Good Touch" is one that makes you feel safe, cared for, and comfortable, while a "Bad Touch" makes you feel uncomfortable or scared. Teach simple phrases for assertive communication like "Please stop," "I don't like that," and "No."

### **4. Elaborate**

**Objective:** Reinforce the steps to take if experiencing a bad touch.



- **Activity:** Role-play various scenarios where students practice what to do if they experience or witness a bad touch. This includes saying "No," moving away from the situation and telling a trusted adult. Use scenarios that are hypothetical but realistic, ensuring students understand the practical application of these steps.

## 5. Evaluate

**Objective:** Assess students' understanding of good touch, bad touch, and assertive communication.

- **Activity:** Have students participate in a drawing activity where they draw scenarios depicting good and bad touches. Follow with a discussion where students explain their drawings and what they would do in each scenario. This helps reinforce their learning and provides a visual understanding of the concepts.

### Additional Tips:

- **Sensitivity:** This topic requires sensitivity. Make sure the atmosphere is safe and supportive. Avoid creating fear; instead, empower the students.
- **Parental Involvement:** Inform parents about the lesson in advance, provide them with information on the content covered, and encourage them to continue the conversation at home.

## Story Time

### Title: "Tina and the Magic Shield"

In the sunny town of Meadowville, lived a bright and curious girl named Tina. She loved exploring her neighborhood, visiting the park, and playing with her friends. One day, her mother gave her a special gift: a magical shield, invisible to everyone else but her. "This shield," her mother explained, "will help you know the difference between good touch and bad touch."

Tina was puzzled. "But how will I know which is which?" she asked.

Her mother smiled and said, "I'll tell you a story. Imagine this shield lights up in two colors: green for good touch and red for bad touch. Good touches make you feel happy and safe, like when someone gives you a high-five or a warm hug. Bad touches make you feel uncomfortable, scared, or yucky, like when someone touches you in a way you don't like or in private areas."

With this explanation, Tina felt a little more prepared. She couldn't wait to try out her new shield.



### **Scene 1: The Green Light**

The next day, Tina was playing at the park with her best friend, Emma. After winning a game of tag, they gave each other a high-five. Instantly, Tina imagined her magic shield lighting up in a bright green color. She smiled, knowing this was a good touch. Later, when she scraped her knee, a kind lady who lived nearby came over and gently cleaned the wound. Again, Tina saw the green light. She felt comforted and safe.

### **Scene 2: The Red Alert**

One afternoon, Tina was at a family gathering. Her uncle, who she didn't see very often, gave her a hug. Usually, she liked hugs, but this time it felt too tight and lasted too long. Tina's shield flashed red, and she felt uncomfortable. Remembering her mother's words, she politely said, "I don't want a hug right now," and stepped away. Her mother noticed and came over, giving her a reassuring smile. Tina felt relieved.

### **Scene 3: The Safety Rules**

In school, Tina's teacher, Ms. Rivera, taught the class about private parts and how they are covered by a swimsuit. Ms. Rivera explained that no one should touch them except to keep them clean and healthy, like when a parent helps with a bath or a doctor checks during a check-up with a parent present. Ms. Rivera also talked about how it's important to tell a trusted adult if anyone tries to touch you in a way that makes you feel uncomfortable.

### **Scene 4: The Heroic Moment**

One day, while walking home from school, a stranger approached Tina and tried to grab her hand. Tina felt her shield turn red immediately. She remembered her mother's advice and pulled away quickly, shouting, "No! I don't like that!" She ran back to the school, where a teacher was still outside. She told the teacher what happened, and the teacher praised Tina for being brave and knowing how to respond.

### **Conclusion: Tina's Shield of Awareness**

Tina learned that her magical shield wasn't just about colors; it was her own feelings that guided her. Good touches, like a pat on the back or holding hands with a friend, made her feel warm and happy. Bad touches, like unwanted hugs or touches in private areas, made her feel uncomfortable. She knew it was always okay to say no, to move away, and to tell a trusted adult if she ever felt unsure.

Her mother reminded her, "Your feelings are your best shield. Always listen to them, and know that we're here to protect you."

And so, Tina continued to explore her world, confident and aware. She knew the difference between good touch and bad touch, and she promised herself to always trust her magical shield—her inner voice—that kept her safe and sound.



### **Comprehension Questions**

1. Who gave Tina the magical shield and why was it special?
2. What colour did the shield turn when Tina experienced a good touch? Can you give an example from the story?
3. What did the shield do when Tina felt uncomfortable with her uncle's hug?
4. What did Ms. Rivera teach the class about private parts?
5. How did Tina react when the stranger tried to grab her hand?

### **Reflective Questions**

6. Why is it important for Tina to know the difference between good touch and bad touch?
7. How did Tina feel when she got a high-five from her friend Emma?
8. What should you do if someone gives you a touch that makes you feel uncomfortable?
9. Why is it important to tell a trusted adult if you experience a bad touch?
10. Can you think of any other examples of good touches and bad touches?

### **Personal Connection Questions**

11. Have you ever felt uncomfortable with a touch from someone? What did you do?
12. Who are some trusted adults you can talk to if you're ever unsure about a touch?
13. How do you feel when someone gives you a good touch, like a hug from a parent or a pat on the back from a teacher?
14. Why is it okay to say "no" if you don't like a touch, even if it's from someone you know?
15. What would you do if a friend told you they felt uncomfortable with a touch? How could you help them?



## Lesson 8: School Can Be Fun!

**Subject:** Guidance

**Topic:** School Can Be Fun

**Theme:** Academic Development

**Objectives:**

- Know the importance and benefits of academic development
- Demonstrate positive academic skills
- Show an appreciation for academic skills

**Engage**

**Objective:** Spark interest in academic success and school appreciation.

- **Activity:** Begin with a short story or animated video about a character who enjoys school and achieves success through fun learning activities. Discuss how the character feels about school and the benefits they experience from doing well academically.

**2. Explore**

**Objective:** Explore academic success skills through hands-on activities.

- **Activity:** Set up learning stations around the classroom, each highlighting a different academic skill (e.g., reading, writing, math games, science experiments). Allow students to rotate between stations, engaging in mini-tasks that demonstrate the joy and practicality of each skill.

**3. Explain**

**Objective:** Explain why doing well in school is important.

- **Activity:** Hold a class discussion to connect the activities from the exploration stations to real-life benefits. Use simple examples like being able to read a favourite book or solve puzzles. Highlight how learning helps us solve problems and achieve our goals.

**4. Elaborate**

**Objective:** Develop further understanding and application of academic success skills.

- **Activity:** Introduce a project where students create a "My Academic Goals" poster. Include sections for goals in different subjects, personal learning



strategies, and illustrations of school-related achievements they are proud of or aspire to. Encourage creative expression and goal-setting.

## **5. Evaluate**

**Objective:** Assess understanding of the importance of academic success and appreciation for school.

- **Activity:** Conduct a review session using a quiz-style game where students answer questions related to what they've learned about academic success and the benefits of school. Questions can be answered in teams to promote collaborative learning. Offer feedback and praise for effort and understanding.

### **Additional Tips:**

- **Varied Learning Styles:** Incorporate visual aids, physical movement, reading, and listening activities to cater to different learning preferences.
- **Positive Reinforcement:** Use lots of positive reinforcement to help build confidence and a positive attitude towards school.
- **Parental Involvement:** Send home a newsletter explaining the lesson's objectives and providing tips for parents to encourage academic success at home.



# Lesson Resource Material

## Story: Ellie Loves School

Once in the small town of Mary Valley, lived a bright-eyed first grader named Ellie. Ellie was not just any student; she was known for her infectious enthusiasm for school, a place she considered a grand adventure.

Each morning, Ellie hopped out of bed, excited for the new day. "School is like a treasure chest," she'd say to her cat, Whiskers, as she tied her shoelaces, "You never know what gems you'll find!"

At school, Ellie was a star, not because she always had the right answers, but because she loved the journey of learning. Her favourite part of the day was the "Discovery Hour," a special time when her teacher, Mr. James, set up learning stations around the classroom. Each station was a gateway to new worlds. There was the "Math Mountain," where numbers turned into paths leading to hidden treasures, and the "Literature Lagoon," a cozy corner filled with stories from far-off lands.

One day, Mr. James introduced a new station called the "History Hive." It was filled with tales of ancient civilizations and heroes of yore. Ellie was captivated. She listened intently as Mr. James spun stories of the Greeks and Romans. Her active listening skills helped her soak up every detail, making it easier for her to retell the stories with her own imaginative twists during sharing time.

Ellie also excelled in the "Science Sphere," where experiments were not just procedures to follow but mysteries to unravel. Whether it was discovering why plants need sunlight or observing the phases of the moon, Ellie approached each experiment with curiosity and discipline. She followed instructions carefully, hypothesized outcomes, and patiently waited for results, documenting her findings in a sparkly notebook.

Her self-discipline shone brightest during homework time. While other children might rush through their assignments, Ellie took her time. She set up a little desk at home, just like Mr. James's stations, turning each homework task into a mini-adventure. This routine helped her complete her assignments thoroughly, ensuring she understood each concept before moving on to the next.

Ellie's appreciation for school deepened with each passing day. She understood that every lesson was a building block for her future, and her positive attitude and disciplined approach turned potential challenges into exciting opportunities. Her classmates noticed too. Inspired by her, they started viewing their lessons through a lens of curiosity and excitement.

As the school year progressed, Ellie's treasure chest of knowledge grew immensely. She wasn't just learning; she was thriving, setting an example of how passion and discipline in learning can lead to true academic success.



On the last day of school, Mr. James handed out awards, and unsurprisingly, Ellie received the "Explorer of the Year" award. Holding her trophy, Ellie looked out at her classmates, her eyes twinkling with excitement.

"Remember," she said, sharing her secret, "every question is a treasure, and every answer is a key. Keep exploring, keep listening, and always enjoy the journey!"



## Lesson 9: Safety at Home

### Aim:

These lessons are designed to teach students essential safety practices in different environments, using engaging activities and practical applications. The focus on role-playing and discussions helps reinforce the importance of safety in daily life.

### Objective:

Students will learn basic safety practices to follow at home, including fire safety, handling household items, and emergency preparedness.

### Materials:

- Picture cards of safe and unsafe behaviours at home
- A toy phone or prop to practice dialing emergency numbers
- Safety checklist worksheet
- Crayons and drawing paper

### Engage:

1. **Introduction (5 minutes):** Start with a discussion about what safety means. Ask students if they know what it means to be safe at home.

### Explore:

1. **Picture Card Activity (10 minutes):** Show picture cards of different scenarios at home, such as cooking, playing with toys, using electrical outlets, and seeing a stranger at the door. Ask students to identify whether each behaviour is safe or unsafe and why.

### Explain:

1. **Safety Rules at Home (10 minutes):** Discuss key safety rules, such as:
  - Don't touch hot stoves or ovens.
  - Keep away from sharp objects.
  - Don't play with electrical outlets.
  - Know how to dial emergency numbers.
  - Don't open the door to strangers.

### Elaborate:

1. **Role-Playing (10 minutes):** Use a toy phone to practice dialing emergency numbers. Role-play scenarios where students need to call for help, like a fire or injury. Discuss what to say when talking to an emergency operator.



**Evaluate:**

1. **Safety Checklist (10 minutes):** Provide a safety checklist worksheet with pictures of various home safety practices. Have students colour the safe practices and cross out the unsafe ones.

**Differentiated Instruction:**

- **For younger or struggling students:** Use simple language and clear pictures. Pair them with a buddy for the role-playing activity.
  - **For advanced students:** Encourage them to create their own safety posters with rules they learned.
- 

### Story and Song

Title: "Safe at Home: The Adventures of Sam and Lily"

In a quiet little town called Maplewood, lived two siblings, Sam and Lily. Sam was ten years old and loved reading adventure stories, while Lily, who was eight, enjoyed baking with their mom. Their parents often reminded them of the importance of safety, especially when they were home alone. One day, they decided to have a special "Safety Adventure Day" to practice all the safety rules they'd learned.

#### Scene 1: Fire Safety

It all began in the kitchen. Lily wanted to bake her favourite chocolate chip cookies. Their mom was busy in the garden but left a note reminding them, "Never leave the kitchen when cooking, and always turn off the stove when you're done."

As the cookies were baking, Sam and Lily set a timer and stayed in the kitchen, chatting about their favourite books and games. Suddenly, the smell of something burning filled the air. Sam quickly turned off the oven and carefully pulled out the slightly overcooked cookies with oven mitts.

"Remember," Sam said, "if there's ever a fire, we need to get out of the house quickly and call 911." They both nodded, happy they remembered to stay in the kitchen and keep an eye on the cookies.

#### Scene 2: Handling Household Items

After their cookie adventure, Sam and Lily decided to clean up their playroom. They found a few old batteries and a broken toy with frayed wires. "Mom always says we need to be careful with things that use electricity," Lily recalled.



They knew that broken electrical items and batteries shouldn't be thrown in the regular trash. Instead, they placed the broken toy and batteries in a special box labelled "Hazardous Items" in the garage, where their parents would dispose of them safely. Sam reminded Lily, "It's important not to play with things that are broken or look dangerous, like wires or sharp objects."

### Scene 3: Emergency Preparedness

The final part of their Safety Adventure Day was practicing emergency preparedness. Their parents had taught them a simple plan in case of emergencies. They had a list of important phone numbers by the phone, including their parents' cell numbers, their grandma's number, and the emergency services number.

They pretended there was a power outage. Sam grabbed a flashlight from the drawer and checked the emergency kit their parents kept in the hall closet. The kit had bottled water, snacks, a first-aid kit, and even a few games to keep them entertained.

Lily pretended to call their parents on the landline, saying, "The power is out, but we're okay. We have our emergency kit and flashlight." They knew to stay calm, stay put, and wait for their parents or help to arrive.

### Scene 4: The Safety Song

To wrap up their adventure, Sam and Lily made up a safety song to remember all the rules:

*(Tune of "Twinkle, Twinkle, Little Star")*

"When you're cooking, stay in place,  
Turn off the stove, it's a safe space.  
Handle things with care, don't touch wires,  
In case of danger, call the firefighters.

Emergency numbers, keep them near,  
Stay calm and wait, don't fear.  
With our safety plan, we're ready to go,  
Being safe at home is the way to grow!"

### Conclusion: A Safe and Happy Home

Their parents came back inside, smiling at the sight of the freshly baked cookies and the neat playroom. Sam and Lily proudly told them about their Safety Adventure Day, showing them the box for hazardous items and the stocked emergency kit.

Their mom and dad hugged them and said, "We're so proud of you for practicing safety at home! Remember, staying safe helps us all feel secure and happy."

From that day on, Sam and Lily felt like little safety superheroes, always ready to practice good habits and keep their home a safe and happy place. And whenever they sang their safety song, they knew they were doing their part to take care of themselves and each other.



## **Lesson 10: Safety at School**

### **Objective:**

Students will learn essential safety practices to follow at school, including rules for the classroom, playground, and during emergencies.

### **Materials:**

- Chart paper and markers
- School safety scenario cards
- Safety badges or stickers
- "Safety at School" colouring sheet

### **Engage:**

1. **Introduction (5 minutes):** Ask students about their favourite activities at school and what they think it means to be safe at school.

### **Explore:**

1. **Scenario Discussion (10 minutes):** Present various school safety scenario cards (e.g., running in the hallway, playing on the playground, fire drills). Discuss each scenario and ask students what the safe behaviour would be.

### **Explain:**

1. **School Safety Rules (10 minutes):** Create a chart with the class listing school safety rules, such as:
  - Walk, don't run, in the hallways.
  - Use playground equipment safely.
  - Follow teacher instructions during emergencies.
  - Be kind and respectful to others.

### **Elaborate:**

1. **Role-Playing (10 minutes):** Have students role-play different scenarios, such as lining up for a fire drill, playing safely on the playground, or handling a situation where they see someone getting hurt.

### **Evaluate:**

1. **Safety at School Colouring Sheet (10 minutes):** Provide a colouring sheet with images representing different school safety rules. Have students colour the safe practices.



### **Differentiated Instruction:**

- **For students who need more support:** Use clear and simple pictures with minimal text. Provide verbal instructions and support during role-playing.
- **For advanced students:** Ask them to come up with additional safety rules and explain why they are important.

### **Lesson Support Resources**

#### **Title: "The School Safety Superheroes"**

In the bustling town of Sunnyside, there was a cheerful school called Sunnyside Primary School. The students were excited to start a new school year, and their teacher, Ms. Morales, had planned a special lesson on safety practices. She wanted to teach them how to be "School Safety Superheroes" by following essential safety rules in the classroom, on the playground, and during emergencies.

#### **Scene 1: Classroom Safety**

It was the first day of school, and Ms. Morales welcomed her new class with a warm smile. "Welcome, Superheroes! Today, we're going to learn how to stay safe and help each other in our school. Let's start with classroom safety."

She began by explaining the importance of keeping the classroom clean and organized. "Remember, always walk, don't run, in the classroom to avoid accidents," she said. "Keep your bags under your desk, and make sure your books and supplies are neatly put away."

As she spoke, she noticed Timmy, a curious student, reaching for the window blinds. "Timmy, our superhero rule is to always ask an adult before touching anything like windows or electrical outlets," Ms. Morales reminded him gently. Timmy nodded, understanding that some things should only be handled by adults.

Ms. Morales also taught them about being respectful to their classmates. "Superheroes use kind words and gentle actions," she said. "If you need help, raise your hand and wait for your turn to speak. This way, we can all learn and stay safe together."

#### **Scene 2: Playground Safety**

After the classroom lesson, it was time for recess. The students eagerly ran to the playground, excited to play. Ms. Morales gathered them and reminded them of the playground safety rules. "Remember, superheroes, play safe and be aware of others."

She pointed to the swing set. "Only one person on a swing at a time, and always sit down while swinging. Wait your turn patiently, and never push or pull others."



The students agreed, and soon they were playing safely on the swings, slides, and jungle gym. Lily, a thoughtful student, noticed a classmate, Ben, climbing too high on the jungle gym. She remembered the rule about being careful and called out, "Ben, it's safer if you stay lower. We don't want anyone to get hurt."

Ben climbed down and smiled, grateful for the reminder. The students realized that being a superhero meant looking out for each other, too.

### **Scene 3: Emergency Preparedness**

As recess ended, Ms. Morales announced that they would practice a fire drill. "Superheroes need to know what to do in emergencies," she explained. "When the alarm sounds, we walk quietly and quickly to our designated spot outside. Remember to stay with your class and listen to your teacher."

The fire alarm rang, and the students followed Ms. Morales's instructions. They lined up calmly, walked out of the building, and gathered at the designated safe spot. Ms. Morales praised them, "You did a fantastic job! Remember, in any emergency, it's important to stay calm and follow the safety plan."

Later, in the classroom, they talked about other emergencies, like what to do during a lockdown. "If we ever have to stay inside, remember to stay quiet, listen to the teacher, and follow instructions," Ms. Morales said. The students understood that staying quiet and following directions were essential to staying safe.

### **Scene 4: The Safety Pledge**

To wrap up their day, Ms. Morales had the students take a "School Safety Superhero Pledge." They stood proudly and repeated after her:

"I pledge to be a School Safety Superhero,  
To walk, not run, and use kind words.  
I will play safely on the playground,  
And listen carefully in emergencies.  
I will always ask an adult when unsure,  
And look out for my friends to keep them secure."

The students cheered, feeling empowered and ready to be responsible members of their school community.

### **Conclusion: The Superheroes of Sunnyside**

From that day on, the students of Sunnyside Primary embraced their roles as School Safety Superheroes. They followed the rules in the classroom, played safely on the playground, and knew exactly what to do in emergencies. They understood that being a superhero wasn't just about having fun but also about keeping themselves and their friends safe.

Ms. Morales was proud of her students and knew that with these safety practices, they would always be prepared to handle any situation with confidence and care. The children felt happy



and secure, knowing they were all superheroes, protecting their school and each other every day.



## Lesson 11: Road Safety

### Objective:

Students will learn basic road safety practices, including crossing the road safely, understanding traffic signals, and the importance of seat belts.

### Materials:

- Toy cars and road mats
- Traffic signal posters
- Pedestrian safety colouring book
- A zebra crossing mat or tape to create a mock crossing

### Engage:

1. **Introduction (5 minutes):** Begin by asking students how they get to school and what they know about staying safe on the road.

### Explore:

1. **Traffic Signal Game (10 minutes):** Use traffic signal posters (red, yellow, green) and explain what each colour means. Play a game where students act as cars and pedestrians, stopping or going based on the traffic signal shown.

### Explain:

1. **Road Safety Rules (10 minutes):** Discuss key road safety rules:
  - Always look both ways before crossing the street.
  - Use pedestrian crossings.
  - Never cross at a red light.
  - Wear a seatbelt in the car.

### Elaborate:

1. **Mock Road Crossing (10 minutes):** Set up a mock road crossing using the zebra crossing mat or tape. Have students practice crossing the road, looking both ways, and following the traffic signals.

### Evaluate:

1. **Pedestrian Safety Colouring Book (10 minutes):** Provide a pedestrian safety colouring book or worksheets. Have students colour pages that show safe road practices.



### **Differentiated Instruction:**

- **For students needing additional support:** Use visual aids and repeat instructions. Pair them with a buddy for the activities.
- **For advanced students:** Encourage them to write a short sentence or draw a picture about why following road safety rules is important.

### **Lesson Support Resources**

#### **Title: "Max and Mia's Road Safety Adventure"**

In the lively town of Oakwood, two siblings, Max and Mia, were excited to visit their favourite park across town. They loved playing on the swings and feeding the ducks in the pond. But before they left, their parents sat them down for an important lesson. "Remember, kids," their dad said, "staying safe on the road is very important. Today, let's learn how to be Road Safety Champions!"

#### **Scene 1: The Crosswalk Lesson**

Max and Mia held their parents' hands as they walked towards the park. When they reached a busy street, their mom pointed to a crosswalk with a pedestrian signal. "This is a safe place to cross the road," she explained. "Always use crosswalks and wait for the 'walk' signal."

They waited patiently for the light to turn green, signaling it was safe to cross. As they stepped onto the street, their dad reminded them, "Look left, right, and left again before crossing, even if the light is green. Be sure no cars are coming."

Max saw a car approaching but noticed it slowing down. "The car is stopping," he said, feeling reassured. They crossed the road safely and continued their journey.

#### **Scene 2: The Safe Sidewalk**

As they walked along the sidewalk, Mia noticed her friend, Sarah, riding a bicycle. "Can I ride my bike on the sidewalk too?" Mia asked.

Their mom shook her head. "Bicycles should be ridden on the road or in bike lanes, not on sidewalks where people are walking. If you're riding a bike, always wear a helmet and follow the same rules as cars."

Max spotted a narrow stretch of the sidewalk and asked, "What if the sidewalk is too narrow, and we're near the road?"

"Great question," their dad replied. "Always walk on the inside part of the sidewalk, away from the edge. If there's no sidewalk, walk on the left side of the road, facing traffic, so you can see oncoming cars."

#### **Scene 3: The Safe Crossing Guard**



As they approached the school zone, they saw a crossing guard helping children cross the street. The crossing guard wore a bright orange vest and held up a stop sign for the cars. Max and Mia's dad explained, "Crossing guards are here to help us cross safely. Always listen to their instructions and wait for them to signal when it's safe to cross."

Mia waved to the crossing guard, who smiled and waved back. "It's nice to know there are people helping us stay safe," Mia said.

#### **Scene 4: The Stop, Look, and Listen Game**

To make the lesson fun, their parents invented a game called "Stop, Look, and Listen." As they continued their walk, their mom would suddenly call out, "Stop!" and everyone had to freeze. Then she would say, "Look!" and they would pretend to look both ways. Finally, she'd say, "Listen!" and they would cup their ears as if listening for traffic.

Max and Mia giggled, enjoying the game. They learned that stopping, looking, and listening were important steps before crossing any street, even in quiet areas.

#### **Scene 5: The Distracted Walking Reminder**

At the park, Max wanted to take a picture of the ducks while walking. "Remember," their mom said, "no distractions while walking near roads. That means no texting or using phones, and always keep your eyes on where you're going."

Max put his phone away and focused on the beautiful park surroundings instead. He realized that being aware of his surroundings was crucial for safety.

#### **Conclusion: The Road Safety Champions**

After a fun day at the park, Max and Mia felt confident in their new roles as Road Safety Champions. They practiced using crosswalks, staying safe on sidewalks, listening to crossing guards, and avoiding distractions.

On the way back home, their parents quizzed them on the road safety rules they had learned. Max proudly answered, "Always use crosswalks and look both ways before crossing."

"And stay on the inside part of the sidewalk," Mia added. "And never use our phones when walking near roads!"

Their parents smiled with pride. "You two are definitely Road Safety Champions!" their dad declared.

From that day on, Max and Mia made it their mission to follow and share road safety rules with their friends. They knew that being careful and aware made their adventures more fun and ensured they could always safely explore the world around them.



### **Comprehension Questions**

1. Where were Max and Mia heading in the story, and why were they excited?
2. What did Max and Mia's parents teach them to do before crossing the road?
3. Why is it important to use crosswalks and wait for the pedestrian signal?
4. What should you do if there is no sidewalk available for walking?
5. What role did the crossing guard play in the story?

### **Reflective Questions**

6. Why is it important to look left, right, and left again before crossing the street?
7. Why should bicycles not be ridden on sidewalks where people are walking?
8. What should you do if you see a friend using their phone while walking near a road?
9. How did the game "Stop, Look, and Listen" help Max and Mia learn about road safety?
10. Why is it important to be aware of your surroundings when near roads?

### **Personal Connection Questions**

11. Can you think of a time when you had to cross a busy street? What did you do to stay safe?
12. Who are some people you can trust to help you cross the road safely, like the crossing guard in the story?
13. What should you do if you need to cross the road but there's no crosswalk nearby?
14. Why should we avoid using electronic devices, like phones, when walking near roads?
15. How can you remind your friends and family to stay safe on the road?



## **Lesson 12: Understanding Physical Differences Between Boys and Girls**

### **Objective:**

Students will learn about the physical differences between boys and girls, emphasizing that while there are some differences, everyone is unique and should be respected.

### **Materials:**

- Picture books or illustrations showing boys and girls (e.g., "We Are All Different" by Todd Parr)
- Chart paper and markers
- Cut-out figures of boys and girls
- Drawing paper and crayons

### **Engage:**

1. **Introduction (5 minutes):** Start by asking students what they know about boys and girls. Emphasize that everyone is unique and that there are some differences and similarities.

### **Explore:**

1. **Reading and Discussion (10 minutes):** Read a picture book that highlights diversity and differences among people. After reading, discuss the book, focusing on the physical differences between boys and girls, such as hair length, clothing styles, and body parts (keeping explanations age-appropriate and respectful).

### **Explain:**

1. **Chart Activity (10 minutes):** Create a chart with two columns labeled "Boys" and "Girls." Ask students to name things they have noticed about boys and girls. Include physical differences like hair length, typical clothing, and general physical features. Ensure the discussion is respectful and focuses on observable, non-controversial aspects.

### **Elaborate:**

1. **Cut-Out Activity (15 minutes):** Provide students with cut-out figures of boys and girls. Have them decorate the figures with clothing and accessories, emphasizing that while some things may be different, everyone enjoys different activities and has unique preferences.



### **Evaluate:**

1. **Drawing Activity (10 minutes):** Ask students to draw a picture of themselves doing something they enjoy. They should also include a friend of the opposite gender in the drawing, doing something fun together. This helps emphasize common interests and activities.

### **Differentiated Instruction:**

- **For younger or struggling students:** Provide them with simple prompts and examples. Offer assistance with drawing and decorating.
- **For advanced students:** Encourage them to write a short sentence about their favourite activity and how they enjoy it with friends, regardless of gender.

## **Lesson Support Resources**

### **Title: "The Unique Garden: Learning About Differences"**

In the picturesque village of Harmony, there was a special garden where a variety of beautiful flowers grew. The garden was known as the Garden of Diversity, and it was a favorite place for the village children to visit. The flowers in the garden were all different, yet each was beautiful in its own way. This garden was tended by a wise gardener named Mr. Bloom, who loved teaching the children about the wonders of nature and life.

#### **Scene 1: A Day in the Garden**

One sunny day, a group of children—Tom, Emma, Liam, and Sara—visited the Garden of Diversity. Mr. Bloom greeted them with a warm smile and invited them to explore the garden. As they wandered through the garden, the children noticed the variety of flowers: some tall, some short, some with vibrant colors, and others with unique shapes.

"Mr. Bloom," Emma asked, "why are all the flowers so different?"

Mr. Bloom chuckled and replied, "Just like these flowers, people are unique. Even though we may look different on the outside, we are all special and deserve respect."

#### **Scene 2: Learning About Differences**

As they continued their walk, Mr. Bloom began to explain. "In our garden of life, boys and girls are like different types of flowers. They have some physical differences, but these differences are just a small part of who they are."



Tom raised his hand. "Like how roses have thorns and sunflowers have big petals?"

"Exactly," Mr. Bloom nodded. "Boys and girls can have different physical features. For example, boys may have broader shoulders or more body hair as they grow older, while girls might have wider hips or develop breasts. These are natural differences, just like the differences in the flowers."

Sara looked thoughtful. "But just like all the flowers in the garden, we're all beautiful in our own way, right?"

"Absolutely," Mr. Bloom agreed. "What's most important is that, despite these differences, everyone deserves kindness and respect. We all have unique talents, interests, and personalities that make us who we are."

### **Scene 3: Celebrating Uniqueness**

The children then reached a part of the garden with a special flower bed called the "Bed of Uniqueness." This bed had flowers with all kinds of unusual colors and patterns.

"These flowers remind us that uniqueness is something to celebrate," Mr. Bloom said.

Liam pointed at a bright blue flower with pink spots. "This one looks so different from all the others!"

"Yes, it does," Mr. Bloom smiled. "And just like this flower, people can have unique characteristics that make them stand out. Some might be great at sports, others at art or music. Some might be quiet, while others love to talk. These qualities make our world interesting and rich."

### **Scene 4: Respecting Each Other**

As the children continued exploring, Mr. Bloom emphasized, "No matter how someone looks or what differences they have, everyone deserves to be treated with kindness. We should respect each other's bodies and personal space, and never make fun of someone because of how they look or act."

Tom added, "So, it's like how we should never pick the flowers without permission because it's their space."

"Exactly," Mr. Bloom said, pleased. "Respecting each other's differences and personal boundaries is very important. It's how we show that we care about one another."

### **Conclusion: The Garden of Respect**

Before leaving, Mr. Bloom gave each child a small flower to plant in their own gardens at home. "As you plant these flowers, remember what you've learned today," he said. "Just like we care for these flowers, we should care for each other. Celebrate the differences, respect each other, and always remember that everyone is unique and special."



As the children walked home, they felt grateful for the day's lessons. They understood that, just like the beautiful flowers in the Garden of Diversity, people come in all shapes and sizes. The differences between boys and girls were just one part of the wonderful variety of life. They knew that respecting each other's uniqueness was the key to living happily together in their colourful garden of a world.

Questions:

### **Comprehension Questions**

1. What was the name of the garden where the story took place?
2. Who was the gardener that taught the children about differences in the garden?
3. What did Mr. Bloom compare the physical differences between boys and girls to?
4. What is the "Bed of Uniqueness," and why is it special?
5. Why did Mr. Bloom give each child a flower to plant at home?

### **Reflective Questions**

6. How are the flowers in the Garden of Diversity similar to people?
7. Why is it important to respect each other's differences, according to the story?
8. What are some examples of physical differences between boys and girls mentioned in the story?
9. What does it mean to respect someone's personal space, and why is it important?
10. How can we celebrate the uniqueness of others in our everyday lives?

### **Personal Connection Questions**

11. Can you think of a time when you noticed differences between yourself and others? How did you feel?
12. What are some unique qualities you have that make you special?
13. How can you show respect to someone who is different from you?
14. Why is it important not to make fun of someone because of their appearance or personality?
15. How can we make sure everyone feels included and respected in our class or community?



## Lesson 13: Identifying External Body Parts

### Objective:

Students will learn to identify and name major external parts of the human body.

### Materials:

- Large human body poster or diagram
- Flashcards with names of body parts (head, arms, legs, hands, feet, etc.)
- "My Body" worksheet with an outline of a person
- Stickers or crayons

### Engage:

1. **Introduction (5 minutes):** Begin by asking students if they can point to different parts of their bodies. Encourage them to show where their head, arms, and legs are.

### Explore:

1. **Body Part Identification (10 minutes):** Use a large poster or diagram of the human body. Point to different parts and ask students to name them. As they do, place the corresponding flashcard next to each part.

### Explain:

1. **Proper Naming (10 minutes):** Go through the flashcards and poster again, this time emphasizing the correct names of the body parts. Explain that knowing the proper names helps us describe how we feel, like when we're hurt or need help.

### Elaborate:

1. **"My Body" Worksheet Activity (15 minutes):** Hand out the "My Body" worksheet, which has an outline of a person. Ask students to color the different body parts and then label them using stickers or writing (for advanced students). Encourage them to include at least the head, arms, hands, legs, feet, and torso.

### Evaluate:

1. **Review and Sharing (10 minutes):** Allow students to share their worksheets with the class. Review the names of the body parts together, reinforcing the correct terms.



### Differentiated Instruction:

- **For younger students or those needing more support:** Provide pre-labeled stickers for them to place on the correct body parts on the worksheet.
- **For advanced students:** Encourage them to include additional body parts like elbows, knees, fingers, and toes, and write the names themselves.

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## Lesson 2: Exploring Internal and Specific Body Parts (Grade 1 & 2)

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### Objective:

Students will identify and name specific body parts, including internal organs and more detailed external features.

### Materials:

- Interactive 3D body model or anatomy poster
- Flashcards with internal organs and specific body parts (heart, lungs, stomach, eyes, ears, etc.)
- "Inside My Body" worksheet with spaces for drawing and labeling and colored pencils

### Engage:

1. **Introduction (5 minutes):** Ask students if they know what's inside their bodies. Discuss the idea that our bodies have many parts, including those we can't see, like the heart and lungs.

### Explore:

1. **3D Model or Poster Exploration (10 minutes):** Use an interactive 3D body model or a detailed anatomy poster. Show students internal organs and explain their functions in simple terms (e.g., "The heart pumps blood, and the lungs help us breathe"). Also, include specific external features like eyes, ears, mouth, and nose.

### Explain:

1. **Specific Parts and Functions (10 minutes):** Use flashcards to name and describe the function of various internal organs and specific external parts. Emphasize that every part has a special job to keep us healthy and active.

### Elaborate:



1. **"I"side My Body" Worksheet Activity (15 minutes):** Distribute the worksheet, which has an outline of a person. Ask students to draw and label specific body parts, including at least one internal organ like the heart or lungs. They can also label external features like the eyes, ears, mouth, and nose.

#### **Evaluate:**

1. **Sharing and Discussion (10 minutes):** Let students share their worksheets and discuss what they learned about different body parts. Reinforce the proper names and functions of each part.

#### **Differentiated Instruction:**

- **For younger or struggling students:** Provide guided drawing or pre-drawn outlines for them to color and label.
- **For advanced students:** Encourage them to write a short description of the function of each part they've labelled particularly the internal organs.

## **Lesson Support Resources**

### **Story**

#### **Title: "The Amazing Adventure of Buddy and Bella: Exploring the Body"**

In the lively town of Discoveryville, two curious friends, Buddy and Bella, loved exploring new things. One sunny day, they decided to visit the town's famous museum, known for its interactive exhibits. The exhibit they were most excited about was called "The Human Body: An Amazing Machine."

#### **Scene 1: The Entry into the Exhibit**

As Buddy and Bella entered the exhibit, they were greeted by a friendly guide named Mr. Hart. He smiled and said, "Welcome to the Human Body exhibit! Today, you'll learn all about the major external parts of the body. Let's start our adventure!"

The children were thrilled and followed Mr. Hart to the first section of the exhibit, where a large, interactive model of a person stood. The model was named "Andy the Amazing," and it could light up different parts of the body while Mr. Hart explained them.

#### **Scene 2: Head, Shoulders, Knees, and Toes**

Mr. Hart began with the head. "This is the head," he said, pointing to Andy's head. "The head houses important parts like the eyes, ears, nose, and mouth. The eyes help us see, the ears help us hear, the nose helps us smell, and the mouth helps us talk and eat."



Buddy touched his own head and grinned, "I use my eyes to read and my mouth to eat yummy snacks!"

Next, Mr. Hart touched Andy's shoulders. "These are the shoulders. They connect the arms to the body and help us lift and carry things."

Bella flexed her shoulders and said, "I carry my backpack on my shoulders!"

They moved down to the knees. "These are the knees," Mr. Hart explained. "They help us bend our legs and move."

Buddy bent his knees and jumped up, saying, "Knees are great for jumping and running!"

Finally, they reached the toes. Mr. Hart pointed to Andy's feet. "And these are the toes, part of the feet. They help us balance and walk."

Bella wiggled her toes and laughed, "Toes are so fun to wiggle!"

### **Scene 3: The Arms and Hands**

The next part of the exhibit focused on the arms and hands. Mr. Hart pointed to Andy's arms and said, "The arms help us reach, lift, and carry things. At the end of the arms are the hands, which have fingers."

He continued, "Hands and fingers are very important. They help us hold things, write, draw, and do many other activities."

Buddy and Bella held up their hands, wiggling their fingers. Bella exclaimed, "I use my hands to draw pictures, and my fingers help me hold the pencil!"

### **Scene 4: The Trunk and Legs**

Mr. Hart moved on to the trunk of the body. "This part of the body is called the trunk. It includes the chest and the belly. The trunk helps support the body and protects important organs inside, like the heart and lungs."

Buddy placed his hands on his chest and said, "My heart is in here, and it beats really fast when I run!"

Next, they looked at the legs. "The legs are very strong and help us stand, walk, run, and jump," Mr. Hart explained.

Bella stood on one leg and balanced, saying, "Legs are great for dancing!"

### **Scene 5: The Skin**

Lastly, Mr. Hart talked about the skin. "The skin covers the entire body. It protects us, helps us feel things, and keeps our insides safe."



He added, "Skin comes in many different colours, and it's one of the things that makes each person unique."

Buddy and Bella looked at their arms and noticed how their skin looked different. "Our skin is special and different, just like our favourite things!" Bella said.

### **Conclusion: The Grand Finale**

At the end of the exhibit, Mr. Hart gathered Buddy and Bella for a final activity. "Let's sing a song to remember all the parts we've learned about!"

They sang to the tune of "Head, Shoulders, Knees, and Toes":

"Head, shoulders, knees, and toes,  
Knees and toes!  
Head, shoulders, knees, and toes,  
Knees and toes!  
Eyes and ears and mouth and nose,  
Head, shoulders, knees, and toes,  
Knees and toes!"

Buddy and Bella clapped their hands, excited to have learned so much. Mr. Hart smiled and handed them each a special sticker that said, "Body Explorer."

As they left the museum, Buddy and Bella felt proud to know all about the major external parts of the human body. They knew that their heads, shoulders, arms, hands, legs, and feet were all important and special. They promised to share what they learned with their friends and always take good care of their amazing bodies.

### **Quiz/Assessment**

#### **Quiz: Exploring the Human Body**

**1. Which part of the body houses the eyes, ears, nose, and mouth?**

- ☐ a) Arms
- ☐ b) Head
- ☐ c) Trunk
- ☐ d) Legs

**2. What do we use our shoulders for?**

- ☐ a) To see and hear
- ☐ b) To bend our legs



- c) To connect our arms to our body and help lift and carry things
- d) To balance and walk

**3. Which part of the body helps us bend our legs?**

- a) Toes
- b) Arms
- c) Knees
- d) Hands

**4. What are the hands and fingers important for?**

- a) Running and jumping
- b) Writing, drawing, and holding things
- c) Seeing and smelling
- d) Protecting the heart and lungs

**5. What is the trunk of the body responsible for?**

- a) It helps us balance and stand.
- b) It protects important organs like the heart and lungs.
- c) It helps us hear and see.
- d) It covers the body and keeps our insides safe.

**6. What does the skin do?**

- a) It helps us jump.
- b) It covers the entire body and protects us.
- c) It helps us lift things.
- d) It helps us breathe.

**7. What song did Buddy and Bella sing to remember the parts of the body?**

- a) Twinkle, Twinkle, Little Star
- b) Head, Shoulders, Knees, and Toes
- c) If You're Happy and You Know It
- d) The Wheels on the Bus

**8. True or False: The legs are part of the trunk.**



**9. True or False: The hands are at the end of the arms and have fingers.**

**10. Which part of the body is NOT mentioned in the quiz?**

- ☐ a) Ears
- ☐ b) Hair
- ☐ c) Elbows
- ☐ d) Back