

LIFE SKILLS FOR PRE-SCHOOLERS

CURRICULUM GUIDE FOR TEACHERS



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Life Skills for Pre-Schoolers: Curriculum Guide for Teachers©

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Disclaimer:

The intent of this guide is to suggest themes, topics and activities related to life skills learning for children that can be implemented by teachers to increase education and skills in the early years. The author assumes no responsibility for the implementation of the suggested themes, topics and activities for children by teachers and/or other educators, and any immediate and future learning outcomes and other results that transpire from the use of the book by teachers and other educators.

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Foreword

In the 21st century, an emerging trend is education for sustainable development (ESD). UNESCO advocates that ESD is based on ideals and principals that underlie sustainability development. These include alleviation of poverty, intergenerational equity, gender equity, social tolerance, environmental preservation and restoration, natural resource conservation, and just and peaceable societies. Education is viewed as a vital element for achieving sustainable development and crucial for the well-being of individuals, nations, and the world.

UNESCO states that education for sustainable development requires quality education which is espoused by the United Nations and international declarations including the *Universal Declaration of Human Rights*, the *Convention on the Rights of the Child*, and the *World Declaration on Education for All*, as well as the *Dakar Framework for Action*, and the *Millennium Development Goals*. Within the learning-teaching context, quality education focuses on the inclusion of learners, acknowledgement of learners' knowledge and experience, relevant content, use of appropriate learning methods and process, an enhanced learning environment and the measurement of learning outcomes.

Quality education incorporates the inclusion of learners regardless of their aboriginality, ethnicity, gender, colour, religion, social status, geographic location and health. It avoids all forms of marginalisation and seeks to reduce barriers to children accessing education. It recognises knowledge and experiences, both positive and negative that learners bring with them. It plans and implements relevant content that develops concepts, knowledge, skills, perspectives and values to prepare and sustain learners for lifetime living and adaptation. It uses appropriate methods and processes that recognises and addresses learners' learning styles and needs. It provides an enhanced learning environment that alleviates physical and psychological barriers for learners and provides facilities and processes that focus on learners' well-being. It measures learning outcomes through assessment and evaluation of life concepts, skills, perceptions, behaviours and values.

Integral to education for sustainable development and quality education is the teaching and learning of life skills. In a constantly changing and often uncertain and unstable world, children require attitudes, behaviours, concepts, knowledge, understanding, values and overall skills that can help them to adapt to changes over a lifetime. These are needed for children's learning to know, to do, to be, and to live together with others. As individuals, children need cognitive, reflective, self-management and social skills, the development of which starts in the pre-school years.

A life-skills approach to education in the early years assists children to develop, use, and practice a wide variety of life skills that utilises what they already know and do and develops attitudes, concepts, knowledge, understanding, values and skills they can use in the future, within a learning environment which incorporates all aspects of quality early childhood education.

A reorientation of existing early childhood education is required to ensure children receive life skills within a "child centred" focus for learning content and curriculum that can lay foundations for their empowerment throughout their lives. *Life Skills for Pre-Schoolers: Curriculum Guide for Educators©* provides a reorientation of pre-school curriculum to assist the successful learning outcomes and empowerment of children in the early years.

About the Author

Isabelle Adams is a qualified and experienced teacher, education administrator, researcher, evaluator, trainer and consultant whose involvement in the early childhood education industry spans four decades. She is an accredited trainer and facilitator of adult learning and a professional speaker.

She worked in early childhood education as a pre-school, transition and pre-primary teacher, pre-school officer, pre-primary advisory teacher, curriculum officer, researcher, program evaluator, superintendent, and lecturer and now works as an independent consultant and trainer. She has extensive knowledge and experience of culturally, linguistically and socio-economically diverse children and families.

Isabelle co-authored the original best-selling curriculum resource for early childhood educators entitled *A Self-Concept Curriculum for Young Children*. She has written research reports and academic papers on early childhood education for publications produced by state and national organizations and held membership on a range of committees as an early childhood educationalist. She presented papers and workshops on early childhood education and services at state, national conferences and international conferences.

As an independent education consultant, she conducted research on early literacy and numeracy for the Australian Council of Educational Research, coordinated conferences on early childhood services, designed and facilitated programs for parents and caregivers on early learning for young children, and carried out consultations and developed strategies for early childhood education and care.

Isabelle is a mother and grand-mother and a strong advocate of the rights of all children to have relevant and practical learning that makes sense to them, develops their life skills and prepares them for transition and learning success in the first years of formal schooling and the achievement of successful educational outcomes.

Introduction

Why a Life Skills Focus for Curriculum?

Between birth and the age of six and eight years, brain growth and cognitive development in children is extremely rapid. During this period an enormous amount of learning is taking place and children are developing and extending their individual knowledge – their intelligence. This sets the base of competence and coping skills for later stages of life and embeds them within the sub-conscious mind that influence the rest of their lives.

In the pre-school years, it is crucial that children have opportunities to learn, use, and practice a wide variety of life skills that are incorporated in their physical, social, emotional, cognitive, cultural and spiritual development. These skills can lay a foundation for children's future learning, and prepare them for successful life living and sustainability as individuals at home, in their communities and in the formal schooling environment.

Life skills that are essential for children in the pre-school years relate to a variety of skills in the full range of human activities when acting as an individual and a member of a group and when interacting with other children, educators, family and community members and the physical environment. These skills primarily relate to existence and survival as an individual person and interactions and relationships with others within a physical and social context.

They encompass what is important to children in terms of themselves, their family group, their friends, their community and their physical environment. They include core attitudes, behaviours, beliefs, concepts, knowledge, practical skills, understanding, and values that influence how children feel, think, behave and survive as older children, youth and adults.

From birth, children are engaged and participating in human activities and are developing life skills. They enter pre-school with prior learning and experiences of these life skills, both negative and positive. Their self-concept in terms of their identity, image, value, ideal and esteem and their awareness of who they are as an individual person, how they perceive themselves in the future, and their capacity to achieve and succeed are being shaped by their learning and experiences.

To ensure relevance and meaning for children, it is of paramount importance that education in the pre-school years continues to develop, consolidate and enhance positive life skills in children as a foundation for future life learning. For this reason, life skills provide the most relevant content for education curriculum in the pre-school years.

A life skills curriculum can consolidate, enhance and further develop the self, physical and social knowledge that children bring from home to the early childhood setting. It can make connections for children with what they know and is important to them, and new learning. It can make learning relevant and enjoyable. It can assist language, literacy and numeracy learning. It can be a focus for introducing and extending learning across curriculum areas in the pre-school years. It can prepare children for formal school readiness and assist successful learning outcomes in the first years of schooling.

Essentially it is the right for children in the pre-school years to be provided with learning and curriculum content that:

- makes sense to them as learners;
- acknowledges, extends and enhances their personal knowledge, skills and experiences;
- connects with their self, physical and social knowledge; and
- integrates a wide variety of learning activities and experiences that focus on foundational life skills within a child development framework.

In the same way we “immerse” young children in early literacy and numeracy learning in the pre-school years, so should we “immerse” them in learning that develops and enhances life skills. This is more likely to extend their understanding and appreciation of school learning in the early years; to foster the development of their positive self-image, identity, esteem and self-concept; and to build a foundation for their intrapersonal and interpersonal dimensions of intelligence and their emotional, physical and social wellbeing.

Life skills curriculum in pre-school is influential in laying foundations for a child’s successful school learning because it promotes the recognition and extension of their prior knowledge, skills and experiences that are important and connected to them.

What is the Learning Context for the Curriculum?

The learning context for life skills curriculum combines the aspects considered as most important for quality early childhood education. These are more comprehensively described in the book, *The ABC’s of Quality Early Childhood Education: Strategies for Teachers*.

Key aspects of a quality early childhood education program are:

1. Professional and Competent Early Childhood Educators
2. Child Development Philosophy
3. Children as Active Learners
4. Appropriate Learning Environment
5. Relevant Curriculum for Early Learning
6. Practical Assessment of Children’s Learning

Quality early childhood education is effective and beneficial when it promotes and assists the attainment of the following attributes for young children:

- a) Positive self-awareness and identity;
- b) Adequate levels of self-value and self-esteem;
- c) Successful relationships with significant others;
- d) Satisfactory adjustment to a bicultural or multicultural society;
- e) Successful learning in educational settings;
- f) Recognition that learning can be useful, enjoyable and positive;
- g) Recognition that they are the central focus of early childhood programs; and

- h) Positive knowledge and skills that are valued and provide a foundation for continuous and further learning experiences and successful transition to the formal stages of schooling.

What is the Role of the Educator in Implementing the Curriculum?

The role of the educator in implementing the life skills curriculum incorporates their roles considered essential for quality early childhood education. These roles are more comprehensively described in the book, *The ABC's of Quality Early Childhood Education: Strategies for Teachers*.

The key roles include:

- Valuing, acknowledging and accepting the cultural and social contexts of children and their families and their experiences in these contexts.
- Interacting and communicating with children in an authentic, appropriate and positive manner.
- Planning and facilitating learning activities that are relevant, based on real life experiences and make sense to children, with scope for their imagination and creativity.
- Planning and providing appropriate materials and resources for the learning activities.
- Providing adequate supervision for the children's safety and well-being.
- Observing children and assessing and monitoring their progress.
- Interacting and communicating appropriately with children and responding in ways that assist and enhance their development.

What does the Curriculum Guide offer?

It offers:

- Sense of direction for early childhood education teachers.
- Practical framework for a "children focus" curriculum which links to national, state, territory and province education curriculum frameworks.
- Sequential thematic approach to life skills learning through social and reality concepts.
- Opportunity for the inclusion of children's individual knowledge, skills and experiences.
- Mainstream curriculum that caters for all groups of children and can be implemented locally and with cultural appropriateness.
- Ideas for relevant curriculum planning and implementation.
- Correlation of curriculum learning areas.
- Incorporation of developmental learning areas.
- Non-value laden approach that can cater for all groups of children.

It promotes:

- Positive life skills learning for children in the pre-school years.
- Effective facilitation of relevant and appropriate learning for children.
- Recognition and acceptance of similarities and differences in people.
- Inclusion and equity of all children and their knowledge and experiences.

- Children's sustainable educational well-being.
- Children and people related educational resources and materials.

Life skills which focus on *children* and *people* concepts, knowledge and understandings are the foundations for child intelligence and are universal across families, communities and countries. The curriculum can be used with children from any group and can be adapted to suit their culture, language and lifestyles. It can be used in children's home language and the language of a group and country and for the teaching of English as a second language and other languages.

What does the Curriculum include?

The curriculum is a collection of twelve (12) themes that provide learning content and activities to consolidate, enhance and further develop life skills for children in the pre-school years which include attitudes, beliefs, behaviours, concepts, knowledge, practical skills, understandings and values.

The themes are viewed to be universally important for children in the early years across language and cultural groups and for which children develop some knowledge, understanding and experience from birth. They also relate to concepts and skills that educators assume are sufficiently developed and understood by children before they attend pre-school. This is not generally the situation and can affect language and literacy comprehension. The sequence of themes is based on the order of importance from numerous observations of children and discussions with educators.

The themes are:

1. Children Are People
2. Children Have Bodies
3. Children Use Their Senses
4. Children Have Feelings
5. Children Have Physical Needs
6. Children Have Families
7. Children Live In Homes
8. Children Have Friends
9. Children Live in a Community
10. Children Visit Places
11. Children Can Travel
12. Children Have Many Things in Their World

The sequence of themes has been carefully and deliberately planned to focus on concepts in the following order:

- The child as an individual person
- The child as a member of a people group.
- The child as a member of a family group.
- The child as a member of a community.
- The child as a part of the physical environment in which people live.

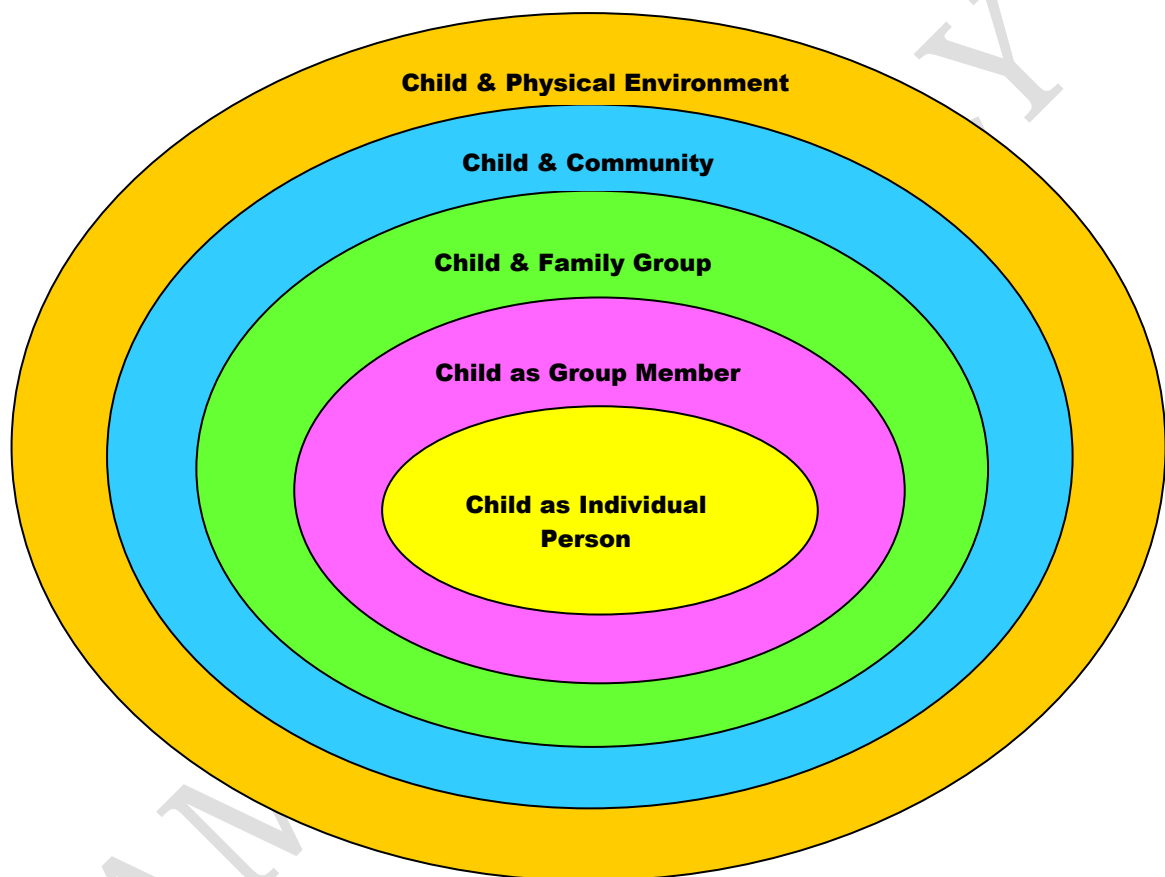
Concepts of animals, birds, plants and objects are included within the topics as they relate to children and people. Similarly concepts of colour, shape, size, number, time, weather, seasons and words are integrated across the themes wherever it is appropriate.

For the purpose of consolidation, these concepts are the focus of the last theme – People Have Many Things in Their World.

Diagram of Life Skills for Pre-Schoolers Education Program™

Child and People Focus

Integrated Curriculum



Life Concepts and Skills

Themes Based

Each theme comprises three (3) topics which have a set of concepts and understandings and a learning outcome. There is a total of thirty-six (36) topics. When the curriculum is implemented continuously over 3 years with the same group of children, each topic is a prerequisite for the next one within the theme and can relate to a stage or age group in the pre-school years e.g. Stage 1: 3-4 year olds, Stage 2: 4-5 year olds, Stage 3: 5-6 year olds.

The curriculum is intended to be planned and implemented for each stage in a school year of approximately 40 weeks. The implementation of the curriculum over pre-school years for 3-6 year olds allows an “immersion” of students in life skills learning which embeds real life concepts that can be used as a basis for learning in the early years of schooling.

The curriculum activities for each theme topic are a selection of a broader range of activities that can be incorporated in the learning areas that are provided daily in an early childhood setting. Teachers can add activities from a range of activities that are available from their own experiences and other related teacher references.

When the curriculum is used for the first time with students in a specific stage or age group e.g. Stage 2 or 4-5 year olds, the prerequisite topics or concepts, and learning activities for the previous stage or stages can be combined and incorporated for the specific stage or age group.

For example, if the curriculum is used for the first time with students in Stage 3 or 5-6 years old, the prerequisite topics or concepts, and learning activities for Stage 1 and 2 can be combined and incorporated. This can also occur when student groups include different age groups e.g. 3-5 year olds. It is with the understanding that younger students will generally participate in learning activities at differing levels than older students.

As the curriculum themes are viewed to be universally important for children in the early years across language and cultural groups and lifestyles, the curriculum framework is adaptable for early childhood learning programs on a global level and resources that are more culturally and linguistically appropriate to a group or country can be used. Educators can add learning activities that are appropriate to the themes.

For each theme topic, learning activities are provided in early childhood education curriculum areas for Australia, Hong Kong and Singapore. This is to demonstrate the adaptability of theme topics across curriculum areas of jurisdictions.

Australia	Hong Kong	Singapore
English	Language	Language and Literacy
Mathematics	Early Mathematics	Numeracy
Science	Science and Technology	Environmental Awareness
Technologies		
Health and Physical Education	Physical Fitness and Health	Motor Skills Development
Humanities and Social Science	Self and Society	Self and Social Awareness
The Arts	Arts	Aesthetics and Creative Expression
Languages	English and Other Languages	English and Other Languages

The curriculum can be transcribed in a particular language and used for the teaching of languages for young children. For example, when a Chinese language is the language of instruction for children in kindergarten and pre-primary settings, the curriculum can be transcribed and implemented in this language and English and also be used for the teaching of English and other languages by educators.

Curriculum areas and resources can be adapted or changed to suit an early childhood education curriculum framework of a region, province, state, territory or country. Special interests of children and celebration events that occur during implementation can be incorporated into the themes.

Suggested curriculum resources are provided for each theme in terms of the names of stories and authors, and the names of songs and their sources (by kind permission of HarperCollins Publishers and Mothers Direct in Australia). Poems composed by the author for each theme are also provided. Stories, songs and poems relevant for different jurisdictions and culturally groups can be substituted by educators.

As far as is relevant and practical, resources and learning activities for each theme can be incorporated in the learning areas that are provided daily in an early childhood setting for:

- Art and Craft
- Home and Social Play
- Mathematics and Numeracy
- Language and Literacy
- Music and Movement
- Science
- Physical Play

Preferably, resources and learning activities are multi-sensory to stimulate the child's use of their senses such as kinesthetic, tactile, auditory, visual and olfactory; multi-dimensional to include the concrete, three, two and symbolic or abstract dimensions of a concept; and multi-level to include varied levels of progression or difficulty such as identification and labelling, comparison and contrast, grouping and classification, and ordering and seriation to enable children to progress at their own cognitive level.

Learning activities for theme topics can be incorporated in teacher directed group sessions for:

- Welcome and Children's News
- Language and Literacy
- Mathematics and Numeracy
- Music and Movement
- Bathroom Routine
- Snack or Meal Time
- Rest or Quiet Time

In a practical sense, the curriculum:

- Presents ideas and examples for learning activities that can be incorporated in "play based" developmental learning areas of an early childhood setting through a theme approach. Concrete, 3D, 2D and abstract e.g. spoken and printed labels, dimensions of a specific topic can be included in materials and resources provided in learning areas and group sessions.

- Links to learning processes and curriculum areas in curriculum frameworks. For example, stories, poems, and words charts and lists relating to a topic can be used as text for English and language and literacy skills development in the language of instruction for processes such as literature and context, responding to literature, examining literature and creating literature. Topic related jigsaw puzzles, classification sets such as lotto and card games can be used for recognition and sorting of patterns. Counting numbers, comparison, classification, ordering, reasoning and problem solving are processes that relate to all themes and topics.
- Supports the provision of multi-dimensional, multi-sensory and multi-level materials and resources, and activities that cater for the young child's dimensions of intelligence, including creativity, imagination, physical activity, music and movement, and logical thinking.
- Provides a 'pathway' for curriculum planning and implementation and allows for individual selection, adaptation and usage by educators according to children's prior knowledge, skills, learning needs and levels of understanding.

What are the Curriculum Goals and Outcomes?

Through the activities and learning experiences that focus on people-related topics, children can develop an understanding that

People are		Relationships		Interrelate With
Individual	who	With a Range of	and	Non-People Things
Human Beings	have	People		In Their World.

The curriculum enables children to gain a broader and more extensive comprehension of practical and real life skills and their links to school readiness, learning and academic achievement.

It can assist the children's enjoyment of learning and their development of foundational life skills and can impact on the longer term overall development, social wellbeing, and real educational benefits for children.

It can be repeated and used with children in their early years. This allows them to be "immersed" in the themes and topics to cognitively integrate these in meaningful ways and expand their learning from the activities. It enables them to further develop their literacy and numeracy skills in readiness for the formal first years of schooling.

The curriculum espouses key educational goals including:

- Sense of self-worth, self-awareness and personal identity that enables children to participate in their physical, emotional, social, mental, cultural and spiritual wellbeing.
- Capacity to participate in active learning and develop skills in literacy and numeracy as a foundation for success in all learning areas.
- Knowledge and understanding to establish personal healthy life affirming attitudes, beliefs and values and personal values and attributes such as empathy and respect for others.
- Ability to make sense of their world and gain a sense of optimism about their lives as children.

- Ability to form and maintain positive relationships with other children and significant adults in their lives.
- Ability to relate to and communicate with children and people in same and from other language and cultural groups.
- Ability to solve problems in ways that draw upon a range of learning experiences.
- Ability to use their creativity and to communicate their ideas
- Ability to work independently and in teams with other children.

It connects to key outcomes for early childhood education in a number of jurisdictions including Australia, Hong Kong and Singapore:

Australia	Hong Kong	Singapore
<p>Children develop:</p> <ul style="list-style-type: none"> • A strong sense of identity. • A deep sense of wellbeing. • Ability to be confident and involved learners. • Ability to be effective communicators. • Ability to be connected with and contribute to their world. 	<p>Children develop:</p> <ul style="list-style-type: none"> • Positive learning attitudes to lay the foundations for their future learning. • Positive self-concept, self-esteem, self-confidence, a sense of achievement and an optimistic attitude. • Good habits, self-care ability and a healthy life-style. • Gross and fine motor skills and sensory perception and abilities of concentration and observation. • Simple logical concepts in mathematical literacy and abilities in language and thinking. • Positive attitudes towards people and interpersonal and communication skills. • Care for society, awareness with respect to environmental protection and respect for different cultures. 	<p>Children develop:</p> <ul style="list-style-type: none"> • Positive self-concept and confidence. • Positive attitudes towards a healthy lifestyle. • Positive family values and strong community ties. • Sound moral and social values. • Good habits of working and playing with others. • A strong sense of curiosity about things and objects around them. • An ability to communicate effectively in English and a mother tongue. • Physical control and manipulative skills.

SAMPLE ONLY

LIST OF CURRICULUM THEMES AND TOPICS

	<u>Theme</u>	<u>Topic 1</u>	<u>Topic 2</u>	<u>Topic 3</u>
A	Children Are People	I am a Person	I am a Special Individual	I am a Group Member
B	Children Have Bodies	I Have a Body	My Body Has Parts	My Body Has Many Features
C	Children Use Their Senses	I Use My Senses	I Need My Senses	My Senses Are Essential
D	Children Have Feelings	I Have Feelings	My Feelings Are Important	My Feelings Affect Me and Others
E	Children Have Physical Needs	My Body Has Physical Needs	My Physical Body Needs Are Necessary	My Physical Body Needs Can Vary
F	Children Have Families	I Belong to a Family Group	Family Groups Are Different	All Family Group Members Are Important
G	Children Live In Homes	I Live in A Home	Homes Are Everywhere	Homes Suit Family Groups
H	Children Have Friends	I Have Friends	I Like and Trust Friends	I Have Friends for Many Reasons
I	Children Live in a Community	I Meet People	People Have Occupations	People in Occupations Provide Services
J	Children Visit Places	I Visit Places	Reasons I Visit Places	Locations of Places I Visit
K	Children Can Travel	Ways I Travel	I Use Transport to Travel	Places and People for Transport
L	Children Have Many Things in Their World	My World Has Many Things	Things in My World Have Uses and Functions	Things Around Help Me to Understand My World.

LIST OF THEME AND TOPIC ACTIVITIES

	<u>Theme</u>	<u>Topic</u>		<u>Activity</u>
A	Children Are People	I am a Group Member	1	Number Stories of Students' Gender
			2	Pictorial Graph of Students' Birth Month
B	Children Have Bodies	I Have a Body	3	Number Pictures of Whole Bodies Using Cut-Outs
		My Body Has Parts	4	Body Picture Using Pre-Cut Body Parts
		My Body Has Parts	5	Number Picture of Body Parts
		My Body Has Many Features	6	Assemble Complete Body Picture and Add Features
C	Children Use Their Senses	I Need My Senses	7	Copy a Pattern of Tactile and Visual Objects
		I Need My Senses	8	Pictorial Chart of Same and Different Items/Objects
		My Senses Are Essential	9	Word Chart Relating to Sensory Attributes
D	Children Have Feelings	My Feelings Affect Me and Others	10	Pictorial Graph of Actions from Feelings
F	Children Have Families	All Family Group Members Are Important	11	Pictorial Graph for "Guess Whose Family?"
H	Children Have Friends	I Like and Trust Friends	12	Number Pictures of Friends in Different Categories
		I Have Friends for Many Reasons	13	Classify and Graph Reasons for Friends
J	Children Visit Places	I Visit Places	14	Pictorial Graph of Specific Places Visited

PROGRAMME PLAN OF THEMES AND TOPICS

<u>No of Weeks</u>	<u>Theme</u>	<u>Topic for Stage 1</u>	<u>Topic for Stage 2</u>	<u>Topic for Stage 3</u>
2	Familiarisation of Children into Pre-school or Early Childhood Setting			
3	A Children Are People	I am a Person	I am a Special Individual	I am a Group Member
3	B Children Have Bodies	I Have a Body	My Body Has Parts	My Body Has Many Features
3	C Children Use Their Senses	I Use My Senses	I Need My Senses	My Senses Are Essential
3	D Children Have Feelings	I Have Feelings	My Feelings Are Important	My Feelings Affect Me and Others
3	E Children Have Physical Needs	My Body Has Physical Needs	My Physical Body Needs Are Necessary	My Physical Body Needs Can Vary
3	F Children Have Families	I Belong to a Family Group	Family Groups Are Different	All Family Group Members Are Important
3	G Children Live In Homes	I Live in A Home	Homes Are Everywhere	Homes Suit Family Groups
3	H Children Have Friends	I Have Friends	I Like and Trust Friends	I Have Friends for Many Reasons
3	I Children Live in a Community	I Meet People	People Have Occupations	People in Occupations Provide Services
3	J Children Visit Places	I Visit Places	Reasons I Visit Places	Locations of Places I Visit
3	K Children Can Travel	I Can Travel	I Use Transport to Travel	Places and People for Transport
3	L Children Have Many Things in Their World	My World Has Many Things	Things in My World Have Uses and Functions	Things Around Help Me to Understand My World.
2	Preparation for Completion of Pre-School Year			

LEARNING OUTCOMES FOR THEMES AND TOPICS

	<u>Theme</u>	<u>Topic for Stage 1</u>	<u>Topic for Stage 2</u>	<u>Topic for Stage 3</u>
A	Children Are People	I am a Person	I am a Special Individual	I am a Group Member
	Learning Outcome	<i>Children are people and human beings who are individuals.</i>	<i>Children are special and unique individual people.</i>	<i>Children are a member of the people and human group.</i>
B	Children Have Bodies	I Have a Body	My Body Has Parts	My Body Has Many Features
	Learning Outcome	<i>Children have a physical body which they own and control, and can do many things.</i>	<i>Children have a physical body which has different parts that can do many things.</i>	<i>Children have a physical body which has many features.</i>
C	Children Use Their Senses	I Use My Senses	I Need My Senses	My Senses Are Essential
	Learning Outcome	<i>Children use their senses which are connected to parts of their body.</i>	<i>Children need their senses to learn and survive.</i>	<i>Children's senses are essential for their survival and their learning as a person.</i>
D	Children Have Feelings	I Have Feelings	My Feelings Are Important	My Feelings Affect Me and Others
	Learning Outcome	<i>Children have feelings which they can express and show.</i>	<i>Children's feelings and emotions are important and can be expressed by them.</i>	<i>Children's feelings affect them and other people.</i>

LEARNING OUTCOMES FOR THEMES AND TOPICS

	<u>Theme</u>	<u>Topic for Stage 1</u>	<u>Topic for Stage 2</u>	<u>Topic for Stage 3</u>
E	Children Have Physical Needs	My Body Has Physical Needs	My Physical Body Needs Are Necessary	My Physical Body Needs Can Vary
	Learning Outcome	<i>Children have physical body needs.</i>	<i>Children's physical body needs are necessary for their physical health, wellbeing and survival.</i>	<i>Children's physical body needs can vary.</i>
F	Children Have Families	I Belong to a Family Group	Family Groups Are Different	All Family Group Members Are Important
	Learning Outcome	<i>Children belong to a family group.</i>	<i>Family groups are different.</i>	<i>All members of a family group are important.</i>
G	Children Live In Homes	I Live in A Home	Homes Are Everywhere	Homes Suit Family Groups
	Learning Outcome	<i>Children live in homes which give them shelter</i>	<i>Children live in homes which are located in different settings and places.</i>	<i>Children live in a home which suits their family group.</i>
H	Children Have Friends	I Have Friends	I Like and Trust Friends	I Have Friends for Many Reasons
	Learning Outcome	<i>Children can have friends from different groups e.g. people, animals and toys.</i>	<i>Friends are people and animals children like and trust and who do not harm them.</i>	<i>Children have friends for many reasons.</i>

LEARNING OUTCOMES FOR THEMES AND TOPICS

	<u>Theme</u>	<u>Topic for Stage 1</u>	<u>Topic for Stage 2</u>	<u>Topic for Stage 3</u>
I	Children Live in a Community	I Meet People	People Have Occupations	People in Occupations Provide Services
	Learning Outcome	<i>Children live in a neighbourhood or community where other people live and meet.</i>	<i>People in a community work and have occupations or jobs.</i>	<i>People in occupations or jobs provide services for payment or as volunteers.</i>
J	Children Visit Places	I Visit Places	Reasons I Visit Places	Locations of Places I Visit
	Learning Outcome	<i>Children can visit a variety and number of places.</i>	<i>Children visit places for different reasons.</i>	<i>Children can visit places in different locations.</i>
K	Children Can Travel	I Can Travel	I Use Transport to Travel	Places and People for Transport
	Learning Outcome	<i>Children can travel from one place to another and in different ways.</i>	<i>Children can use different types of transport for different reasons.</i>	<i>Transport can be private and public and involve people and places.</i>
L	Children Have Many Things in Their World	My World Has Many Things	Things in My World Have Uses and Functions	Things Around Help Me to Understand My World.
	Learning Outcome	<i>There are many things in our world which are non-human.</i>	<i>Many non-human things in our world have different uses and functions.</i>	<i>There are many things in our world which are non-human and can help us to understand our world.</i>

THEME A

Children are People

- 1. I am a Person**
- 2. I am a Special Individual**
- 3. I am a Group Member**

1. I Am A Person

Learning Outcome:

Children are people and human beings who are individuals.

CONCEPTS AND UNDERSTANDINGS

A person is a living human being.

I am a person.

I am a child and a young person.

I am a student when I am at school.

I have a name.

I have a birth date.

I am a female or male e.g. girl or boy.

I can do many things as an individual e.g. think, imagine, talk, move, feel, communicate, and be responsible for their actions.

I am different to an animal.

An adult is an older person.

An adult is a female or male e.g. woman or man.

THEME A: TOPIC 1

<u>Theme & Topic:</u>	<i>Children Are People</i>	<i>I am a Person</i>	<u>Number of Weeks:</u>	3
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Curriculum Area**Activities Week 1****Activities Week 2****Activities Week 3****English****Language****Language and Literacy**

Provide and introduce name tags for students with first and surname to wear while in the centre or classroom.

Provide labels with students' names for name recognition on hooks or spaces for belongings.

Introduce students to each other and have a routine each day when students' names are called and they stand up so other students can see and get to know them.

Create a class list with each individual student's first and surname and use it to link real person to print and verbal name e.g. daily attendance roll call.

Introduce stories and poems about children as people and the things they can do.

Display names and photos of staff and students for name recognition by students and to link real person to a photograph and name in print and verbal form.

Encourage students to use names of staff and students when talking with each other.

Introduce flash cards with students first and surnames and use them to select students at *News Time* and *Group Sessions* and to recognise their printed name.

Create read big books/stories focusing on students as people with basic characteristics e.g.

- name,
- birth date,
- birth place,
- age,
- gender, etc.

Provide name cards for students to use for seating at snack and meal times and use them to seat students with different students over time.

Display recent whole body photos of students with name captions and use them to link real person to photo and printed and verbal name.

Chart and read words of concepts that relate to children as people e.g.

- people, younger, older
- child, children,
- toddlers,
- adults,
- male, female,
- girl, boy,
- name,
- age, birthday,

Record stories of one personal experience as a child that students remember, compile in a class book and read to them.

<u>Curriculum Area</u>	<u>Activities Week 1</u>	<u>Activities Week 2</u>	<u>Activities Week 3</u>
Mathematics Early Mathematics Numeracy	<p>Group students for class activities and using name and number in sequence, count number in each group with students.</p> <p>Number each student's name on a class list using first and surname and encourage students to use for number and name recognition.</p> <p>For group sessions on a mat area, arrange students to have their own space.</p> <p>Provide puzzles that focus on basic characteristics of people e.g. male or female, older or younger such as baby, toddler, child, adolescent, and adult.</p>	<p>Group students according to gender, birth month, age i.e. 3 year olds, 4 year olds, 5 year olds, and count number in each group.</p> <p>Provide three-dimensional (3D) models of people and animals to use for block and constructive play.</p> <p>Use 3D models of people and animals for students to identify, label, compare and sort into people and non-people categories.</p>	<p>Chart and compare individual students' gender, birth month and age and encourage students to use it.</p> <p>Count the number of students in each category e.g. gender, birth month and age.</p> <p>Provide classification sets, lotto and card games that focus on basic characteristics of people e.g. male or female, older or younger.</p>
Science Technologies Science and Technology Environmental Awareness	<p>Display baby photos of students with name captions and use them to observe and discuss growth of student from baby to child.</p> <p>Observe and discuss using dolls or pictures, the differences between male and female children</p> <p>Students construct a simple 4A poster of themselves using a recent photo showing their whole body with a label of their first and last name and birthdate.</p>	<p>Observe and discuss using pictures and models of people, the difference in physical appearance between babies and toddlers, children and adolescents, and older and younger adults.</p> <p>Provide attribute blocks of different shapes, sizes and colours for constructive play.</p> <p>Students construct a model of a person using attribute blocks of different shapes, sizes and colours.</p>	<p>Observe and discuss using real people and pictures or models of people, the life stages of a person from a baby in the womb to an older person.</p> <p>Students construct a mobile of people using people outlines made of lightweight cardboard of different, sizes and colours to indicate male, female, adults and children</p>

<u>Curriculum Area</u>	<u>Activities Week 1</u>	<u>Activities Week 2</u>	<u>Activities Week 3</u>
Health and Physical Education Physical Fitness and Health Motor Skills Development	<p>Introduce indoor and outdoor activities and equipment that promote students' physical skills e.g. painting, drawing, collage, dough, climbing, etc.</p> <p>Introduce and demonstrate simple rules for use of indoor and outdoor equipment and participation in activities to ensure health and physical safety of students.</p>	<p>Introduce indoor and outdoor activities and equipment that promote students' physical skills e.g. hand and finger painting, sandplay, waterplay, digging, balancing, throwing, clay, etc.</p> <p>Introduce and demonstrate simple rules for use of indoor and outdoor equipment and participation in activities to ensure health and physical safety of students.</p>	<p>Introduce circle games incorporating physical skills that students can do e.g. walking, jumping, marching, hopping, etc., and ensure all students have an opportunity to participate.</p>
Humanities and Social Science Self and Society Self and Social Awareness	<p>Discuss where students where they were born and the date of their birth.</p> <p>Discuss the reason why people have birthdays e.g. to remember and celebrate when they are born and their age.</p> <p>Chart students' and staff birthdays on a large calendar showing months and dates and refer to it each day to demonstrate past, present and futures dates and the date of a student's and staff birthday.</p>	<p>Discuss basic characteristics of people such as their gender, name and age, using students as examples.</p> <p>Discuss activities that students can do at home and in the classroom environment and the similarities and differences of activities.</p> <p>Chart collective students' activities on a "Home and Pre-school Activities" Chart for student discussion.</p>	<p>Use models and pictures of people and familiar animals to observe their physical differences.</p> <p>Discuss and chart the basic physical differences between people and familiar animals, e.g.</p> <ul style="list-style-type: none"> • <i>People are human beings.</i> • <i>People can think</i> • <i>People walk on two legs.</i> • <i>Animals walk on four legs.</i>

<u>Curriculum Area</u>	<u>Activities Week 1</u>	<u>Activities Week 2</u>	<u>Activities Week 3</u>
The Arts Arts Aesthetic and Creative Expression	<p>Provide cut-out pictures of people for students to use in collage activities e.g. babies, children, teenagers and adults, males and females, etc.</p> <p>Students sing first and last names of each student.</p> <p>Students move in different ways to music.</p> <p>Songs about people for singing and movement.</p>	<p>Students paint or draw a picture of a person.</p> <p>Students make a "Picture of People" using magazine pictures of people which are pasted on an A4 sheet of paper e.g. babies, toddlers, children, adolescents, adults, males and females, etc.</p> <p>Students sing first names of each student in fast/slow tempo and in high/low pitch.</p>	<p>Students make a model of a person with dough or clay.</p> <p>Students create a mobile of people using people outlines made of lightweight cardboard of different, sizes and colours to indicate male, female, adults and children</p> <p>Students do simple aerobics incorporating basic movements to music e.g. jump, walk on spot, run on spot, swaying, resting.</p>
Languages English and Other Languages	<p>Introduce basic words and sentences in spoken and printed form in the class and home languages of the children alongside the words and sentences in English and other languages such as</p> <p><i>I have a name</i></p> <p><i>My first name is _____.</i></p> <p><i>My last name is _____.</i></p>	<p><i>I am a person.</i></p> <p><i>I am a child.</i></p> <p><i>I am a girl/boy.</i></p>	<p><i>I am _____ years old.</i></p> <p><i>I have a birthday.</i></p> <p><i>My birthday is on _____.</i></p>

CURRICULUM RESOURCES

STORIES

<i>Happy Birthday Sam</i>	Pat Hutchins
<i>What is a Birthday Child</i>	Ruth Jaynes
<i>Today I am a Crocodile</i>	Jane Bottomley
<i>I'm Glad to be Me</i>	P K Hallinan
<i>On the Night You were Born</i>	Nancy Tillman
<i>Itsy-Bitsy Babies</i>	Margaret Wild
<i>Just Jack</i>	Jane Tanner
<i>The Three Questions</i>	John J Muth
<i>I Love Birthdays</i>	Anne Walker
<i>Spot's Birthday Balloon</i>	Eric Hill
<i>Hide and Seek</i>	Irini Savvides & Owen Swan
<i>Wilfrid Gordon McDonald Partridge</i>	Mem Fox
<i>Norman Enormous</i>	Dave Hackett
<i>A Little Bit</i>	Christine & Peter Maniaty & Claire Richards
<i>One of Those Days</i>	John Heffernan & Gwyn Perkins
<i>When Henry Caught Imaginitis</i>	Nick Bland
<i>Big Earth, Little Me</i>	Thom Wiley
<i>How Do I Love You?</i>	Marion Dane Bauer
<i>The I Love You Book</i>	Todd Parr
<i>I Can Share</i>	The Best I Can Be Series
<i>I Can Be Fair</i>	The Best I Can Be Series
<i>I Can Listen</i>	The Best I Can Be Series
<i>I Am A Leader</i>	The Best I Can Be Series
<i>I Tell The Truth</i>	The Best I Can Be Series
<i>One of a Kind</i>	Vocabulary Tales Series

SONGS

<i>Did You Ever See A Lassie</i> (Substitute "Lassie" for person, man, woman, girl, boy)	Merrily, Merrily, p.52
<i>Comes a Birthday</i>	Merrily, Merrily, p.87
<i>What Do You Think My Name Is</i>	The New Useful Book, p.6
<i>Peek-A-Boo</i>	The New Useful Book, p.40
<i>Everybody Do This</i>	The New Useful Book, p.46

POEMS

A1 People are Human Beings

People are human beings
Who live on Planet Earth.
They come into this world alone
On their day of birth.

They are born as babies
Who grow up very fast.
And before they know it
Their childhood has gone past.

Grown up people are adults
Some are young and some are old.
The babies become the children
Who the adults like to hold.

Human beings are people
So are you and me too.
We are not like animals
Who live in a zoo!

A2 I'm a Human Being

I'm a person not an animal.
I can do so many things.
I can think and talk and listen.
And I can also sing.

I can make all animal sounds.
I think I'm very smart.
A pig can only go oink, oink.
A dog can only bark.

I can quack just like a duck.
I am clever as can be.
A cat can go meow, meow.
But it cannot talk like me.

I'm a special human being
A person and a child.
An animal is not what I am
If I was, I could be wild.

A3 Children are People

Children are people too
Yes we are!
We live in towns and cities
Near and far!

Children are very clever
We can think!
Some of us are black or white,
Brown or pink!

Children are a gift to have
We give love!
Sometimes when we hurt inside
We will shove!

Children will grow up to be
Adults as well!
And how much they care for us
We can tell!

A4 I'm a Special Person

I'm a special person, yes I am.
Here are my fingers,
Here are my hands.

Here are my feet,
And here are my toes.
Here is my mouth
And my ears and my nose.

Here is my hair
And here are my eyes.
Here are my arms
And my legs and my thighs.

I have a body, yes it's true.
I'm a special person, just like you.

POEMS

A5 Do You Know?

Do you know
That children are clever?
Do you know
That children can think?

Do you know
That children are precious?
Even when sometimes
They stink!

Do you know
That children can draw?
Do you know
That children can paint?

Do you know
That children are creative?
Even though always good they ain't!

Do you know
That children can feel?
Do you know
That children can hurt?

Do you know
That children need protection?
So adults need to be on the alert!

Do you know
That children can play?
Do you know
That children can love?

Do you know
That children need affection?
Rather than being given a shove!

Do you know
That children are a gift?
Do you know
That children are sad?

When they are not loved
And cared for
By their Mum and their Dad!

A6 I Am A Child

I am a child
Who has a name.
I am a child
Who can play a game.

I am a child
Who knows how to talk.
I am a child
Who can also walk.

I am a child
Who has a date of birth.
I am a child
Who can sometimes get hurt.

I am a child
Who likes to have fun.
I am a child
Who can jump and run.

I am a child
Who likes to play.
I am a child
Who wants Mummy to stay.

I am a child
Who can feel and see.
I am a child
Who wants to be me.

LIFE SKILLS FOR
PRE-SCHOOLERS
EMPOWER CHILDREN
EDUCATION PROGRAM

Education for sustainable development requires quality education. Within the learning-teaching context, quality education focuses on the inclusion of learners, acknowledgement of learners' knowledge and experience, relevant content, use of appropriate learning methods and process, an enhanced learning environment and the measurement of learning outcomes.

Integral to education for sustainable development and quality education is the teaching and learning of life skills. In a constantly changing and often uncertain and unstable world, children require attitudes, behaviours, concepts, knowledge, understanding, values and overall skills that can help them to adapt to changes over a lifetime. These are needed for children's learning to know, to do, to be, and to live together with others. As individuals, children need cognitive, reflective, self-management and social skills, the development of which starts in the pre-school years.

A life-skills approach to education in the early years assists children to develop, use, and practice a wide variety of life skills that utilises what they already know and do and develops attitudes, concepts, knowledge, understanding, values and skills they can use in the future, within a learning environment which incorporates all aspects of quality early childhood education.

The *Life Skills for Pre-Schoolers: Curriculum Guide for Teachers* promotes:

- Positive life skills learning for children in the pre-school years.
- Effective facilitation of relevant and appropriate learning for children.
- Recognition and acceptance of similarities and differences in people.
- Inclusion and equity of all children and their knowledge and experiences.
- Children's sustainable educational well-being.
- Children and people related educational resources and materials.

The curriculum guide is designed by Isabelle Adams, an experienced early childhood teacher and professional who has successfully used a life skills curriculum and learning approach in the classroom and as an education focus for teachers and early educators.

