

LIFE SKILLS FOR PRE-SCHOOLERS

PLANNING GUIDE FOR TEACHERS

AUSTRALIAN VERSION



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**Empower Children Education
www.empowerchildreneducation.com.au**

Life Skills for Pre-Schoolers: Planning Guide for Teachers – Australian Version©

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Disclaimer:

The intent of this guide is to assist planning for implementation by teachers of themes, topics and activities related to life skills learning for children to increase education and skills in the early years. The author assumes no responsibility for the planning and implementation of the 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 planning guide.

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SAMPLE ONLY

Introduction

1. Use of Planning Guide

The Life Skills for Pre-Schoolers: Planning Guide for Teachers© can be used by teachers in conjunction with the *Life Skills for Pre-Schoolers: Curriculum Guide for Teachers©* for planning implementation of the education program in Australia.

The planning guide is designed to be user-friendly and to assist teachers to plan for the implementation of *Life Skills for Pre-Schoolers©* in a practical way that provides planning documentation for teachers.

Before using the guide it is essential for teachers to read interrelated resources that are key components of the *Life Skills for Pre-Schoolers©* education program including:

- ***The ABC's of Quality Early Childhood Education©***

The book contains 7 chapters that describe the aspects of quality early childhood education and the strategies, methods and techniques professional and competent teachers use to empower children in their early years for life and academic success at school.

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

The curriculum guide for teachers focuses on life skills for children in the early years through universal themes which are important to children. Each theme comprises a set of concepts, understandings and learning outcomes. Activities to develop concepts and skills are linked to curriculum learning areas to facilitate correlated learning. A list of stories and songs available from educational suppliers, and poems composed specifically for each theme are provided.

- **Directory of Resources**

A Directory of Resources that lists and describes learning resources available from eight (8) commercial educational suppliers in Australia for use with *Life Skills for Pre-Schoolers Program*.

2. Implementation of Life Skills Education Program

The *Life Skills for Pre-Schoolers* education program focuses on 12 themes

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

Each theme comprises three (3) topics which have a set of concepts and understandings and a learning outcome and activities for each theme linked to curriculum learning areas. There is a total of thirty-six (36) topics.

The learning 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 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.

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 far as is relevant and practical, learning activities and resources for each theme can be provided in the learning areas for an early childhood education centres for:

- Art and Craft
- Home and Social Play
- Mathematics and Numeracy
- Language and Literacy

- Music and Movement
- Science
- Physical Play Outdoors

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

Appendix 2 provides a planning format for the inclusion of Life Skills for Pre-Schoolers themes, topics, activities and resources for learning areas and teacher directed group sessions in early childhood education centres.

3. Format of Planning Guide

The format of the planning guide consists of:

<u>Theme and Topic:</u>	The specific theme and specific topic is given.
<u>Week Number for Topic:</u>	Themes are designed a period of 3 weeks and each planning section is for a week.
<u>Curriculum Area:</u>	Curriculum areas indicate those for national early childhood education curriculum frameworks for Australia, Singapore and Hong Kong.
<u>Activities:</u>	Activities designed for each theme topic and curriculum area are provided. Teachers can add other relevant activities in this section.
<u>Links to Curriculum Framework:</u>	In this section teachers can enter details of specific links of theme topic activities to the early childhood education curriculum framework for their country. In Australia, the "Foundation" section of the National Curriculum provides the framework for early childhood education.
<u>Resources:</u>	In this section teachers can enter details of resources used for the activities. For Australia, stories, music and poems are detailed in the Life Skills for <i>Pre-Schoolers: Curriculum Guide for Teachers</i> © along with names and web addresses of suppliers. Information on other resources and Australian suppliers are provided in the <i>Life Skills for Pre-Schoolers: Directory of Resources</i>

Appendix 1 provides a planning format for the inclusion of additional themes, topics, activities and resources for curriculum areas that occur in early childhood education centres such as themes relating to traditional celebrations.

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.

IMPLEMENTATION 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>

SAMPLE ONLY

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>Week 1</u>	
<u>Curriculum Area</u>	<u>Activities</u>	<u>Links to Curriculum Framework</u>	<u>Resources</u>	
English	<p>Provide and introduce name tags for students with first and surname to wear while in the centre or classroom.</p> <p>Provide labels with students' names for name recognition on hooks or spaces for belongings.</p> <p>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.</p> <p>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.</p> <p>Introduce stories and poems about children as people and the things they can do.</p>			

<u>Theme & Topic:</u>	<i>Children Are People</i>	<i>I am a Person</i>	<u>Week 1</u>	
<u>Curriculum Area</u>	<u>Activities</u>	<u>Links to Curriculum Framework</u>	<u>Resources</u>	
Mathematics	<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>			
Science Technologies	<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>			

<u>Theme & Topic:</u>	<i>Children Are People</i>	<i>I am a Person</i>	<u>Week 1</u>	
<u>Curriculum Area</u>	<u>Activities</u>	<u>Links to Curriculum Framework</u>	<u>Resources</u>	
Health and Physical Education	<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>			
Humanities and Social Science	<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>			

<u>Theme & Topic:</u>	<i>Children Are People</i>	<i>I am a Person</i>	<u>Week 1</u>	
<u>Curriculum Area</u>	<u>Activities</u>	<u>Links to Curriculum Framework</u>	<u>Resources</u>	
The Arts	<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>			
Languages	<p>Introduce basic words and sentences in spoken and printed form e.g.</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>			

<u>Theme & Topic:</u>	<i>Children Are People</i>	<i>I am a Person</i>	<u>Week 2</u>	
<u>Curriculum Area</u>	<u>Activities</u>	<u>Links to Curriculum Framework</u>	<u>Resources</u>	
English	<p>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.</p> <p>Encourage students to use names of staff and students when talking with each other.</p> <p>Introduce flash cards with students first and surnames and use them to select students at <i>News Time</i> and <i>Group Sessions</i> and to recognise their printed name.</p> <p>Create read big books/stories focusing on students as people with basic characteristics e.g.</p> <ul style="list-style-type: none"> • name, • birth date, • birth place, • age, • gender, etc. 			

<u>Theme & Topic:</u>	<i>Children Are People</i>	<i>I am a Person</i>	<u>Week 2</u>
<u>Curriculum Area</u>	<u>Activities</u>	<u>Links to Curriculum Framework</u>	<u>Resources</u>
Mathematics	<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>		
Science Technologies	<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>		

<u>Theme & Topic:</u>	<i>Children Are People</i>	<i>I am a Person</i>	<u>Week 2</u>
<u>Curriculum Area</u>	<u>Activities</u>	<u>Links to Curriculum Framework</u>	<u>Resources</u>
Health and Physical Education	<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>		
Humanities and Social Science	<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>		

<u>Theme & Topic:</u>	<i>Children Are People</i>	<i>I am a Person</i>	<u>Week 2</u>
<u>Curriculum Area</u>	<u>Activities</u>	<u>Links to Curriculum Framework</u>	<u>Resources</u>
The Arts	<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>		
Languages	<p>Introduce basic words and sentences in spoken and printed form:</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>		

<u>Theme & Topic:</u>	<i>Children Are People</i>	<i>I am a Person</i>	<u>Week 3</u>
<u>Curriculum Area</u>	<u>Activities</u>	<u>Links to Curriculum Framework</u>	<u>Resources</u>
English	<p>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.</p> <p>Display recent whole body photos of students with name captions and use them to link real person to photo and printed and verbal name.</p> <p>Chart and read words of concepts that relate to children as people e.g.</p> <ul style="list-style-type: none"> • people, younger, older • child, children, • toddlers, • adults, • male, female, • girl, boy, • name, • age, birthday, <p>Record stories of one personal experience as a child that students remember, compile in a class book and read to them.</p>		

<u>Theme & Topic:</u>	<i>Children Are People</i>	<i>I am a Person</i>	<u>Week 3</u>	
<u>Curriculum Area</u>	<u>Activities</u>	<u>Links to Curriculum Framework</u>	<u>Resources</u>	
Mathematics	<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	<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>Theme & Topic:</u>	<i>Children Are People</i>	<i>I am a Person</i>	<u>Week 3</u>
<u>Curriculum Area</u>	<u>Activities</u>	<u>Links to Curriculum Framework</u>	<u>Resources</u>
Health and Physical Education	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.		
Humanities and Social Science	<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>Theme & Topic:</u>	<i>Children Are People</i>	<i>I am a Person</i>	<u>Week 3</u>
<u>Curriculum Area</u>	<u>Activities</u>	<u>Links to Curriculum Framework</u>	<u>Resources</u>
The Arts	<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	<p>Introduce basic words and sentences in spoken and printed form:</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>		

LIFE SKILLS FOR
PRE-SCHOOLERS
EMPOWER CHILDREN
EDUCATION PROGRAM

The planning guide can be used by teachers in Australia for planning the implementation of the *Life Skills for Pre-Schoolers* education program. It is designed to be user-friendly and to assist teachers in a practical way that provides planning documentation for teachers. Before using the guide it is essential for teachers to read interrelated resources that are key components of the *Life Skills for Pre-Schoolers*© education program

- *The ABC's of Quality Early Childhood Education*©
- *Life Skills for Pre-Schoolers: Curriculum Guide for Teachers*©
- Directory of Resources

The life skills program focuses on 12 themes. The format of the planning guide consists of theme and topic; week number and date for topic; curriculum area; activities; links to curriculum framework and resources. The guide provides a planning format for the inclusion of *Life Skills for Pre-Schoolers*© themes, topics, activities and resources for learning areas and teacher directed group sessions in early childhood education centres.

A format is included for the planning of additional themes, topics, activities and resources for curriculum areas that occur in early childhood education centres such as themes relating to traditional celebrations.

The 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.

