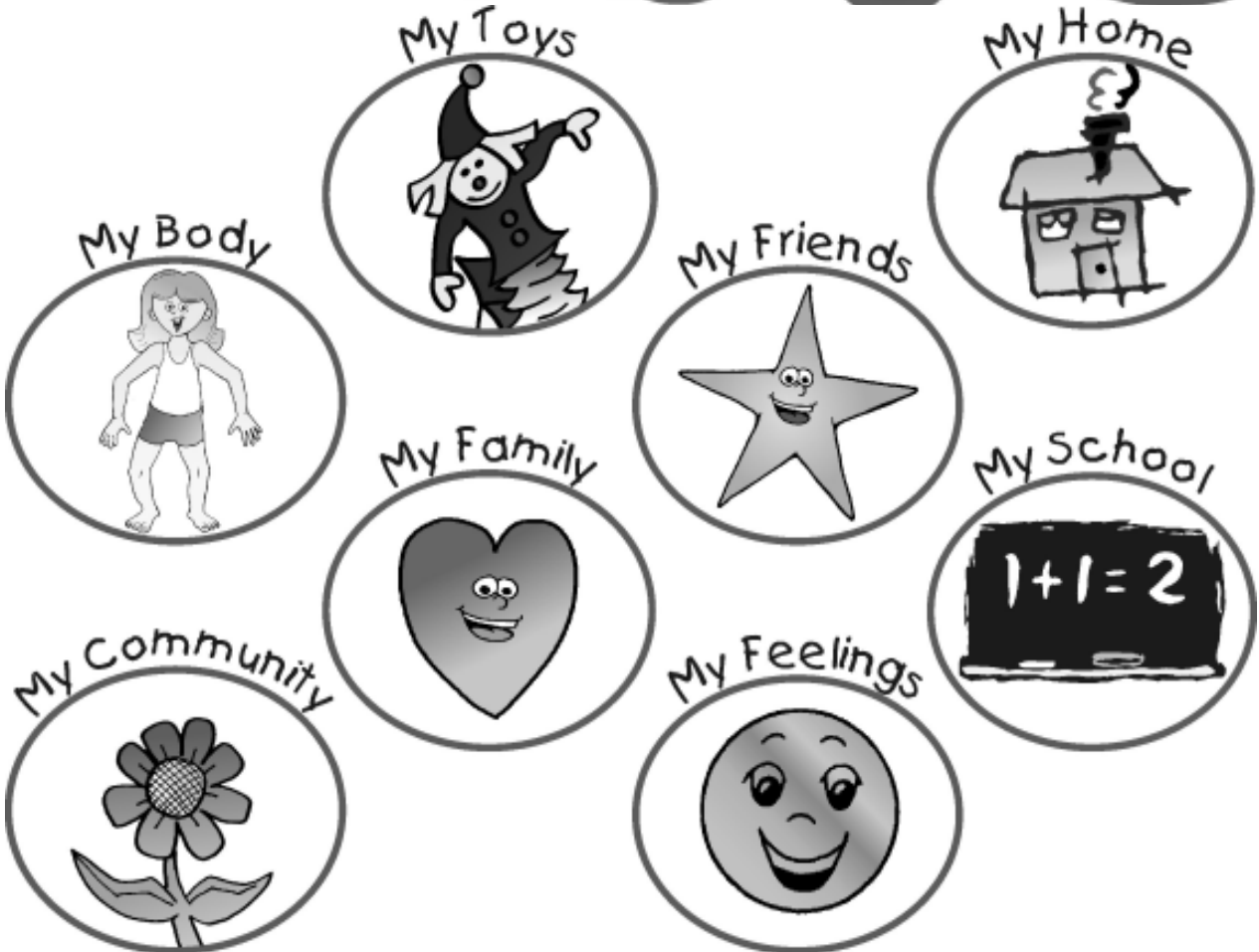


Integrated Themes for 4-8 Year Olds

About Me



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Contents

Introduction	4
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Section 1: My Body

<i>For the Teacher</i>	5-6
Mixed-Up Me	7
Clothes and Food	8
A Healthy Lunch	9
Wearing the Right Clothing	10
Body Riddles	11
Colours	12
Graphs	13
<i>Record Sheet - Concepts</i>	14
<i>Record Sheet - Skills</i>	15

Section 2: My Toys

<i>For the Teacher</i>	16
A Favourite Toy	17
My Favourite Character	18
Fairy Tale Friends	19

Section 3: My Family

<i>For the Teacher</i>	20-21
My Family	22
Number of Students	23
Pet Parade	23
Family Rules	24
Holiday Time	25
Family Tasks	26
<i>Record Sheet - Concepts and Skills</i>	27

Section 4: My Friends

<i>For the Teacher</i>	28
A Good Friend	29
What Makes a Friend	30

Section 5: My Home

<i>For the Teacher</i>	31
Homes	32
Mixed-Up Homes	33
Word Search	34
My Bedroom	35
Jobs Around The House	36
Safety In The Home	37
<i>Record Sheet - Concepts and Skills</i>	38

Section 6: My School

<i>For the Teacher</i>	39-40
School Rules	41
Our School	42
Our Classroom	43
My School Friends	44
My Favourite Place at School	45

Section 7: My Community

<i>For the Teacher</i>	46-47
Transport (a)	48
Transport (b)	49
Word Search	50
Answers to Word Search	51
The People You See	52
Different Jobs	53
<i>Record Sheet - Concepts</i>	54
<i>Record Sheet - Skills</i>	55

Section 8: My Feelings

<i>For the Teacher</i>	56-57
Feelings Show	58
Showing Anger	59
I Feel Good About These	60
Sad or Happy	61
When My Feelings Show	62

Useful Websites	63
------------------------------	----

Introduction

This book is about self-concept and the over-all objective is to increase the children's sense of self-worth. I have purposely placed the FEELINGS section at the conclusion of the program, as you and the children will need to feel comfortable with each other to discuss the content with ease.

However, you will need to consider their feelings throughout this program and to accept them and their families as they are, no matter how different their lifestyles and values systems may be from your own. In other words, for this program to work well you need to be an accepting, supportive person. This does not mean you need to be a paragon of virtue, let them see that you are human too, that there are times when you get angry, feel sad or happy but there are ways of dealing with emotions which are acceptable to everyone concerned.

For this reason I recommend that you start this program by reading and discussing Claude Steiner's wonderful book*, *The Original Warm Fuzzy Tale*, and "translating" it into a meaningful message for use in your classroom.

The two phrases "warm fuzzies" and "cold pricklies" can refer to so many situations which occur daily in schools and mere mention, particularly of the latter, can bring the children to a halt and make them think more carefully about their actions.

Make or paint warm fuzzies to distribute freely – it has always worked well for me. We have made them from a variety of materials – sheepskin, wool (pom-poms), woolen material. If you paint them precede the activity with a discussion on 'warm' and "cold" colours.

Dramatise the story for a school assembly to "spread the word" throughout the school. Make posters extolling the value of warm fuzzies.

* Steiner, C. *The Original Warm Fuzzy Tale*, USA: Jalmar Press, 1983. ISBN: 0915190087



Section 1:

My Body

Introduction

There is a good deal of information in this section of the program:

- an introduction to the human body;
- the importance of a balanced diet;
- taking care of oneself;
- the fact that the children are gradually becoming independent of their parents and other significant adults, and must assume some degree of responsibility for their own safety;
- an opportunity to study the seasons and the effect they have on the clothes we wear and the food we eat.

Specific Learning Outcomes

The students will:

- Demonstrate an appreciation of their unique characteristics, while recognising similarities and differences between themselves and their peers.
- Shown understanding of their body and how to take care of themselves.
- Identify primary and secondary colours.
- Understand the way seasonal changes effect our lifestyle.
- Practise and consolidate previously learned skills and learn new skills in all subject areas, through a variety of activities.

Specific Concepts

While we have some characteristics similar to our peers and some which differ, we are all unique.

- We need to eat a balanced diet and take care of our bodies in order to grow into healthy adults.
- We need adequate rest and sleep, plus interesting recreational interests and exercise, in order to remain healthy.
- We all change as we grow.
- Seasonal differences affect the clothes we wear and the food we eat.
- Primary colours can be combined to produce secondary colours.

My Body



□ Activity suggestions

- Use paint or ink-pads for the children to produce a thumbprint design on a folder in which to store all their work for the program. Allow the children to compare their thumbprints and explain that each is unique. Discuss the fact that each of them is a unique being with their own feelings and position in their family.
- Use a full-size mirror so the children can compare themselves with each other – height, mass, hair, eye and skin colour, etc.
- Play a game where one child is described and the whole group has to guess who you are thinking about. Older children can describe their peers. This is an excellent time-filler.
- Encourage the children to bring photos of themselves at different ages. After the children have talked about the photos, make a display of them.
- After discussing the basic concept of a balanced diet, prepare lunch for the whole class one day each week and eat together in the classroom. The children could each make a placemat from card which can be laminated or covered in clear contact.
- A wide variety of maths skills can be employed during the preparation of the lunch – addition, subtraction, multiplication, division, weighing, area (buttering bread), volume and capacity, time, sequencing.
- We even made a restaurant sign which we hung on the door while we ate so we were not interrupted. The children paid \$1 each per week over a 10-week period and I found this covered all expenses. In the final week I asked parents for a plate and we had a party.
- Of course, you could choose to make breakfast instead of lunch. We enjoyed a variety of cooked and uncooked meals and even grew our own mustard cress and sprouted our own alfalfa seeds to sprinkle over cheese in sandwiches and to mix with salads.
- Take photos of each stage of preparation and eating and make a class book as a joint project.
- Invite another class from your school or a neighbouring school to share a picnic with you, which the children have prepared.
- Use the Australian Red Cross Kit for your health lessons. These have teachers' notes on the back of each picture and cover the basic health concepts – cleanliness, health care, adequate rest and recreation, etc.
- Discuss the ways in which parents care for the safety of babies and how, as we grow older, we need to assume responsibility for our own safety.
- Find out the children's hobbies, recreational pursuits and games they play – discuss the importance of these as part of a healthy life-style.
- Identify the climatic characteristics of each season and have children specify the clothes they wear and food they eat in summer and in winter.
- Have children identify the primary colours, then experiment in combining them to produce the secondary colours in a painting lesson. This can be combined with the thumbprint activity or some other activity which covers another concept with older children.
- Children can measure each other's heart beat/pulse rate, indulge in strenuous physical activity, then measure the pulse rate again. This can be extended to a subtraction activity to measure the extent of the increase.
- The children can measure and weigh each other and make a wall graph – use paper tape for the height. Discuss the tallest/smallest child/ren.
- Use graphing to examine such findings as hair and eye colour, height and weight.



Mixed-Up Me

■ Unscramble these parts of the body.

Then draw a line from each name to the part on the drawing

ahde _____

rase _____

cesht _____

thomu _____

elg _____

arih _____

ram _____

soen _____

cafe _____

yees _____



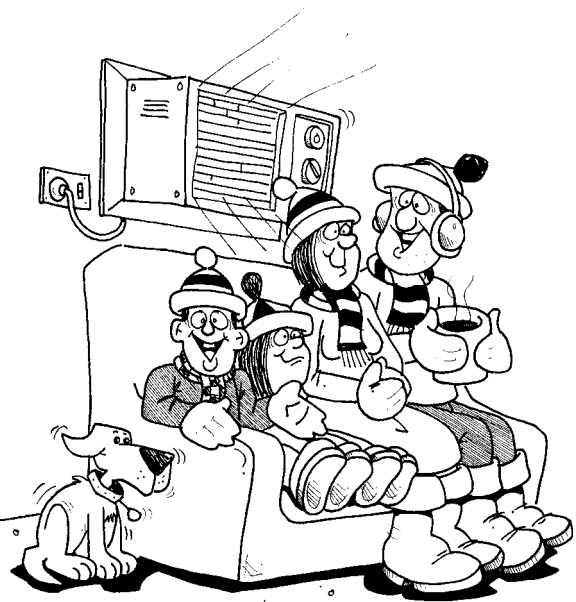
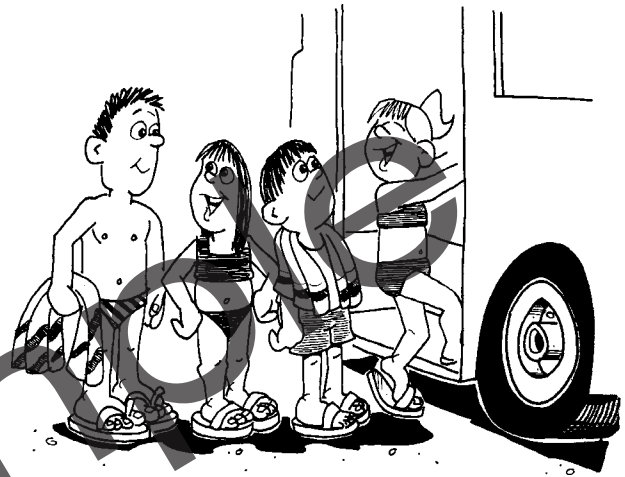


Clothes and Food

■ Put the correct words in the spaces.

We wear different clothes and eat some different foods at different times of the year.

- In summer when the _____ is hot we wear _____ clothes such as shorts _____ t-shirts.
- Some days we _____ only wear our swimming costumes.
- _____ eat more salads and vegetables in summer.
- In _____ when the weather is _____ we wear warmer clothes, _____ and long pants.
- We _____ hot food, stews, soups _____ puddings to help us _____ warm.





A Healthy Lunch

■ Draw five foods you could use to make yourself a healthy lunch.

