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- A/SEO Elementary Science, Mr. Mohammed Khalif for advice and support
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### YEAR 2

**FALD: LEARNING TO KNOW**

**NOTES AND ACTIVITIES**

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INTRODUCTION

Science often means different things to different people. To some it means research or perhaps the pursuits of truth. To others it means developing technology intended to benefit mankind; to some others, science means a big question mark.

Science is basically learning. It should be presented as a process whereby new knowledge is uncovered and in which activities and experiments are the tools of discovery. Science taught in this way reflects the nature of science and fosters the intellectual development of the individual. Children should be encouraged to use the methods of science to find out for themselves. With children in our primary schools, science means

- Exploration of the environment
- The examination of what is there and the organising of the information derived from these experiences.

The broad aims of teaching science are:

- To provide the opportunity for children to make scientific observations in the natural and physical sciences
- To develop an enquiring mind and a scientific approach to problems.
UNIT 1

LIVING THINGS

- PLANTS
- PETS
- MY BIRTHDAY
- FISHING
- FLOWERS
- MY FAMILY
- HEALTHY FOOD
THEME: PLANTS

Main Ideas

Big plants and Small plants
Features of Big Plants and Small plants

Outcomes

The pupils should be able to:

- Name some big plants and some small plants
- State the features of big plants and small plants

TEACHERS NOTES

Plants are divided into two groups:

Big Plants and Small plants

1. Big Plants

- have strong stems
- have big and strong roots
- they can grow for years (long term plants)
- they mainly grow inland
- they have many branches

Examples of big plants

[Images of Peepal, Banyan, and Coconut]
Small Plants
- have soft stems
- small roots
- grow for a short period of time
- they grow everywhere
- easy to pull out

Examples of Small Plants

(http://www.bing.com)

(http://www.bing.com)
SUGGESTED ACTIVITIES

- Take the children out and look for big plants and small plants around the school compound. Children are to observe the features of big plants and small plants.
- List the examples of big plants and small plants around their area.
- Make a class chart with pictures or draw pictures of small plants and big plants.
- Make arrangements to plant some big and small trees in the compound (school, home).
**Main Ideas**

- What do plants need to grow
- Parts of a Plant

**Outcomes**
Students should be able to:
- Name at least three parts of a plant
- State what a plant needs to grow

**What do Plants need to Grow?**

Plants are everywhere around us. They need water, air, sunlight, soil, nutrients (food to grow.)
Parts of a Plant

Basic Parts of a Plant

flower
stem
leaf
bud
root

Suggested Activity

Whole Group Discussions

Students to observe a real plant and its features. Discuss.

- root - absorbs water from the soil and passes to other parts of the plant
- stem - carries water and food to other parts of the plant
- leaves - stores food for the plants
- flower - produces seeds and attracts insects and birds.
Label parts of a plant

D

C

B

A

(https://www.bing.com)
THEME: PETS
Let's find out about how animals move
Main Ideas

- Animals vary in so many ways
- How do animals move

OUTCOMES

Students should be able to:

- "Describe how animals move
- "Name animals that move by walking/crawling/hopping/swimming/flying
- "Classify animals into groups

Teachers Notes

Animals are living things they differ in so many ways. Study the movement of animals around your area. The most common would be horses, cows, cats, dogs, ants, snails, toads, mynahs, fish, earthworms etc. Also look for some small animals e.g. millipedes, snails, ants, etc. Before the lesson begins take the children around the school compound to observe where these animals can be found. Small animals like earthworms, snails, ants, butterflies can be put in a jar for close observation in the classroom. Earthworms for example move by expanding and shrinking the body segments.

Find out from your class those animals that walk/crawl/swim/hop/fly. Pictures of these animals can be brought to the classroom for making chart. Remember to tell the pupils not to hurt the animals and make sure that any animals you bring to the classroom are to be returned from where they were found.

HOW DO ANIMALS MOVE

Ants - Crawl
Birds - Fly
Dogs - Walk
Suggested Activities

* Children to observe different types of animals and write down its movement features; Use the table below.

<table>
<thead>
<tr>
<th>Animals</th>
<th>Big/Small</th>
<th>Movement Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

* Make a class chart on different kinds of animals and its movement features.
OUTCOMES

Students should be able to:

- Describe how animals move.
- Name the animals that eat plants and other animals
- Classify animals into groups according to what they eat.

Teachers Notes

No animals eat the same kind of food. Some animals eat plants. Some animals eat other animals.

Firstly ask the children to talk about the different kinds of food we eat.

Ask the children on what do other animals eat- Dogs/Cats/Cows/Rats/Ants etc.

Ask the children to discuss about animals that eat grass (horses, cows, goats etc. and animals that eat other animals (spider/lizard/fish/frog/chickens.

Animal that Eat Plant

(http.www.bing.com)
Animals that eats other Animals

Suggested Activities

- Bring an animal to school such as a spider or snail. Put it in a jar with the food and observe for 5 minutes. What happens?
- Observe some animals at home and find out what they eat; either they eat both plants and animals or other animals.

<table>
<thead>
<tr>
<th>MATCHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 HORSE</td>
</tr>
<tr>
<td>2 CATERPILLAR</td>
</tr>
<tr>
<td>3 SPIDER</td>
</tr>
<tr>
<td>4 CHICKEN</td>
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<td>5 DOGS</td>
</tr>
</tbody>
</table>
THEME: PETS
Let's Find Out About Birds Around Us
Main Ideas

- Bird vary in many ways

Outcomes

- Name the different kinds of birds under study
- Compare and describe the feed-habits of the birds
- Name the food eaten by each kind of bird
- Describe and imitate the movements and eating habits of the birds studied.

Teachers Notes
Discuss with class the animals that are found around their area. Ask if they keep these at home as their pet, if so let them talk about it; feeding bathing, sleeping etc. Birds vary in many ways. There could be nothing more pleasant than waking up in the morning to the sound of the sweet chirping of the birds; their delicate sound seems like music. The beak or bill is one of the characteristics used to identify birds and think what it eats. A large number of birds eat insects/worms/food scraps. While others feed on flower nectar/seeds/berries. Birds use their bills to eat their food.

Select a good area of study. Two suggested areas are:

a.) The school ground, with the pupils standing at a distance where they can see the birds without frightening them.

b.) Just outside your classroom, with the children watching from inside. The sheets of paper are to be placed at different points and on them, you may put food scraps on one, maize on the next and rice on the third and use whatever is available locally. The bird found in each district may differ but the most common ones may be mynahs, bulbuls, chickens. Base your discussion on whatever birds you have in your area and let the pupils freely contribute describing or naming the types of birds they often see in the area, what they eat, how they eat their food and how they move on the area. Were the pupils able to see the bills of the mynahs and chickens? They are short and strong and are adapted to picking up seeds or to breaking up lumps of food.
What do birds eat

(http://www.google.com)
SUGGESTED ACTIVITIES

● Study the birds around the community that you live in and observe their movements.
● Observe the type of food the birds eat and how they eat them. Observe the way they pick their food using their bills. The way they eat their food and the way they move around the ground.

Bill of the birds around us

Mynah          kingfisher bird

Heron          Parrot

Bulbul         Chicken

(http://www.bing.com)
FOOD SOURCES
Main Ideas

- There are different kinds of foods during birthdays
- Eating the right kind of food will help us to grow well and keeps us healthy

Outcomes

Students should be able to:
- Know that the sources of food are mainly from plants and animals
- Describe the different types of food and how it helps the body.
- State the food types and what it does to the body.

Types of Food

Food is any substance which provides nutritional support for the body. The sources of food are mainly from plants and animals. A healthy diet is necessary to lead a long, healthy life.

Food from Plants

Root Crops (gives energy to the body)

- Dalo
- Sweet Potatoes
- Yams
- Rice
- Cassava
- Breadfruit

(http://www.bing.com)
Vegetables and Fruits
This type of food gives minerals and nutrients that keeps the body healthy and fights disease germs.

Foods from Animals
These foods mainly give protein to the body, build bones, teeth, give growth to the body and repair the damaged tissues.

Birds - mostly chickens and ducks

Chicken meat  duck meat  Eggs
Animals (meat) - lamb, beef, pork, goat meat, sea foods

Fishes
Sea Foods  (fish, sea shells)

Crabs  Prawns

SUGGESTED ACTIVITY

* Ask the children to see that they have the different food types in their everyday meal to ensure healthy growth.
* Check children's lunch daily to see if they have the different food types and encourage the parents to have a proper lunch diet for their children.
* Have a class fruit day once every week.
* Make a class chart of the different food types
THEME: FISHING

PARTS OF A FISH

Main Ideas

★ Fish lives in water
★ parts of a Fish

Outcomes

Students should be able to:

★ Name at least three parts of a fish
★ Know the function of the parts of a fish

Teachers Notes
Let's Find out About Fish

Fish live in water. They are different in many ways like color, shape, size. Fish use their gills to breath. Fish are vertebrate animals that live in the water. Vertebrate means they have a spinal cord surrounded by bone or cartilage. Fish have gills that extract oxygen from the water around them. There are over 30000 known species of fish. Some flat fish use camouflage to hide themselves on the ocean floor. Relative to their body size, fish have small brains compared to most other animals. Fish are covered in scales which are often covered in a layer of slime to help their movement through water. Although jellyfish and crayfish have the word 'fish' in their name, they aren't actually fish.

While many adults seem to prefer an aquarium with a few large fish, children often prefer a fish bowl with several different types of small animals such as small fish like White Clouds, a freshwater crab, a dwarf frog, a tadpole, a few ghost shrimp, a freshwater clam, and an aquatic snail.
Parts of a Fish and its Functions

**tail**

**fin**

**eye**

**mouth**

**scales**

**gill**

**Function of the Fish**

1. **Mouth** - helps fish to feed
2. **Eye** - to find its way around
3. **Fin** - helps to change direction, stay upright, move forward in the water
4. **Gill** - helps the fish to breathe
5. **Scales** - helps fish to easily and quickly swim in water
6. **Tails** - propels (moves) the fish forward.

**Suggested Activities**

- Examine a live fish and study the different parts of the fish
- Visit a fish pond, aquarium and observe the fishes habitat and its features
- Create a fish chart

*Can we try and set up a: Classroom aquarium*
THEME: FLOWERS

LETS LOOK AT FLOWERS
Main Ideas

❖ Flowers make our compound beautiful
❖ Flower differ in shapes, sizes and colour

Outcomes

Students should be able to:

❖ Label parts of a flower
❖ Name some common flowers
❖ Draw different kinds of flowers
❖ State that flowers differ in shape, size and colour

Parts of a flower

Ask the children to collect different kinds of flower from home.

In groups of five or six put all the flowers they have collected on their desks and place each kind of flower in separate piles.

1.) Hold up each kind of flower. What colour it is and where you found it? Show the petals. How many petals are there?
2.) Tell the class that flowers attract bees and birds because flowers contain nectar (honey). Put your little finger into the flower and try to find the nectar.
3.) Put the flowers into categories: big/small and colourful/not colourful.
4.) Draw the flowers that you have collected.
PARTS OF A FLOWER

Common Flowers in Fiji

(http://www.bing.com)

(http://www.bing.com)
THEME: FAMILY

LET’S LOOK AT DIFFERENT GROUPS OF ANIMALS

Main Ideas

- Every living species belong to a family or group

Outcomes

Students should be able to:

- Name the different groups of animals
- State that we are part of a family or group
- Species or animals of the same kind belongs to a group

Teachers Notes

Family is having father, mother, brother, sister, grandparents, aunts, uncles. We need family for lots of reasons. We need people who are there to look out for us all the time. We need people who will love us, stand by our sides and help in making good decisions. You don’t have to be blood related to be family. You just have to be there for each other when you are needed most. Like us humans, animals and other species belong to a family or group. So today we are going to look at names of the family or group different animals belong to. Ask the children if they have or have seen groups of animals at home or in their community, e.g. a group dogs, cats, goats, pigs, ants, fish etc. Do you know what name do we call them. Tell the children that today we are going to learn the names of different groups of animals.

NAMES OF GROUPS OF ANIMALS

Herd of cows       A school of fish

(http://www.bing.com)
A flock of birds

Stable of horses

A brood of hens

litter or clutter of cats

Litter of dogs

Colony of ants

A hive of bees

A swine of pigs
SUGGESTED ACTIVITY

- Take the children outside and look for groups of animals. What do we call the groups of animals being observed?
- Ask the children if they have group of animals at home. Name them. Let the children talk about their experiences.
- Make a class chart of the different groups of animals.
THEME: HEALTHY FOOD

LET’S FIND OUT ABOUT OUR TEETH

Main Ideas

- We have two sets of teeth
- Brush your teeth after every meal
- Eat healthy food to keep teeth strong and healthy

Outcomes

Students should be able to:

- Describe the functions of the different parts of teeth
- Count the number of teeth they have
- State we have two sets of teeth
- Name foods good for the teeth

Teachers Notes

Teeth are generally hard. This we can tell by feeling or running our fingers on our teeth. Teeth are structured in different ways depending on the work they do? The front teeth for example are chisel shaped and are therefore meant for cutting and biting. The back teeth are flat and are used for chewing or grinding. When we eat a piece of dalo or roti, the first thing we do is that we bite it (with the front teeth. This is followed by chewing using the back teeth before the food is swallowed.

Our first baby teeth are called 'milk teeth'. They are twenty of them. If we lose our teeth now, new ones may grow again. But if we lose them when we are big, new ones will not grow. We must take great care of our teeth now. We can do this by cleaning our teeth after every meal and by eating food that makes our teeth and gums strong. Ask, how many in the class have decayed teeth? Discuss this and what line of action you can take to prevent it?

Ask the pupils to do the following: Hop on the spot/clap their hands/keep very quiet and try to hear the sound of some objects dropping on the floor, read the sentence from the blackboard, etc. What part of the body did they use for hopping, clapping, etc.? What does this part of the body do: nose? eyes? fingers? legs? hands? etc. Which part of the body is used for talking?

What else does the mouth do? (singing, eating) Show a piece of bread and ask? Do you eat this as lump? What must be done to it before swallowing? (Broken to pieces) What in the mouth does that?
SUGGESTED ACTIVITY

1. Tell the pupils:
   - to feel their teeth with their fingers
   - How do they feel?
   - Which teeth are sharp- front or back teeth?

2. Give each pupil a piece of food.
   - Tell the pupils to bite off a piece of food and eat it and repeat this.
   - Which teeth did you use first? (front)
   - What did they do to the food?
   - Did they bite (cut) or did they chew?
   - Which teeth chew the food? (back teeth)
   - Which teeth bite? Which teeth chew?
   - Do the teeth have the same shape or build? Why?
   - What two things do our teeth do in our mouth?
   - Why are the front teeth sharp?
**SUGGESTED ACTIVITY**

Food Good for Teeth
Fruits and vegetables

- Cut out pictures of healthy teeth, a tooth brush, tooth paste and some foods that are good for the teeth and paste them on the chart labelled 'How to get good teeth'.
- Have your tooth brush drill daily
- Invite Medical team to give demonstration on correct ways of brushing the teeth.

*Bright teeth, bright smile. Brush your teeth after every meal*
UNIT 2

MATTER

- MUSIC
- TOYS
- CLOTHES
- BOOKS
THEME: MUSIC

WHAT IS SOUND?
Main Ideas

- Different things make different sounds
- Vibration producers sound
- Sounds may be pleasant or unpleasant

Outcomes
Students should be able to:

- Know that vibration producers sound
- Make different sounds with resources around them
- Identify pleasant and unpleasant sound

Teachers Notes
To begin with the lesson, ask the children to be very quiet and listen to the sound around them. What sound can they hear? Where is the sound coming from?

Sound is something that can be heard. We hear with our ears. When something vibrates it makes a sound. We are surrounded by sound in our everyday lives. Sound can be pleasant or unpleasant.

Pleasant sounds are good to our ears which we like to hear. They make us feel good, happy and joyful. Unpleasant sounds are those which we don't like to hear at most times. They make us feel angry, sad, frustrated and sick.

SUGGESTED ACTIVITY

1. Tell the children to hold the ruler at the edge of their desk and pluck it.

- What can you see happening to the ruler?
- Does it make a sound?

Tell the children that when the ruler is being plucked, it vibrates the air thus giving out sound.
2. Ask the children on some pleasant sounds they are familiar with like:

- birds singing in the morning
- sound of water in a fountain
- babies laughing
- wind in the trees
- soft wind blowing
- hearing your name to be called out winning a prize

Ask the children on some unpleasant sounds they are familiar with like:

- car sounds
- buses tooting their horns in town
- screaming and yelling
- mouse clicking
- fingernail on the blackboard
- snoring loudly
- Dogs barking
- cats fighting

3. Divide the children in groups of five and ask them to make different sounds using their body parts or things around them like stones, sticks, leaves, rulers, pencil.

4. Upon presentation students to be asked if the sound was pleasant to their ears or unpleasant.

**Examples of Sound**

- Bird Singing
- Children Clapping
- Dogs Barking
- Pigs Squilling
- Waves Breaking
- Leaves Rustling
- Bell ringing
- water runnning
THEME: MUSIC

MUSICAL SOUNDS
Main Ideas

★ Musical sounds are produced in many ways
★ Musical sounds are pleasant to hear.

Outcomes
Students should be able to:

★ Make musical sounds by plucking, striking and rubbing
★ Interpret rhythm of sounds with certain movements e.g clapping, stomping etc

Teachers Notes
Different things make different sounds. Musical sounds are pleasant to our ears. It is organised sounds within a set of duration. Musical instruments produce many different sounds in various ways.

We can make musical sounds by

★ flicking our fingers ★ stomping feet ★ humming
★ whistling ★ sing a song

Some sounds are louder than the others.

SUGGESTED ACTIVITY

1. Tell the children that we will make musical sounds by:

knocking two things together

![Image of a bell and a drum](http://www.bing.com)

plucking

![Image of a musical instrument being plucked](http://www.bing.com)

blowing

![Image of a girl blowing into a pipe](http://www.bing.com)

striking two things together

![Image of a hammer striking a triangle](http://www.bing.com)

rubbing two things together also produces musical sounds

![Image of two objects being rubbed](http://www.bing.com)
2. Teachers to make use of the resources available in their local area to make musical instruments: empty bottles, bottle tops, tins sticks, rubber bands, coconut shells, empty packets, nails sand, etc.

Divide the children into groups and each group will make their own musical instrument:

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plucking</td>
<td>Striking</td>
<td>Blowing</td>
<td>Rubbing</td>
<td>Knocking</td>
</tr>
</tbody>
</table>

3. Students to play their musical instruments that they have made in class.

**LET’S TRY: CAN WE PLAY THESE MUSICAL INSTRUMENTS**

- Striking
- Blowing
- Shakers
- Knocking
- Plucking

(http://www.bing.com)
THEME: TOYS

CAN WE MOVE THINGS

Main Ideas

- Pushes and pulls are forces
- A force can set an object in motion, change its direction or speed, stop it, or change its shape.

Outcomes

Students should be able to:

- Use a push and pull to move objects
- Identify and describe certain forces, pushes and pulls

TEACHERS NOTES

Push and pull appear in the earliest behaviour of infant. Give each group a box filled with toy cars, tennis ball, books and a string. Have them discover a push, pull and gravity. Ask whether something will move on its own? Possibly no, it is either to push it, pull it or drop it. These are called forces. Push is a force exerted away from us and toward the object. Pull is a force exerted on the object so that it moves towards us.

Force makes things move, change their motion. Gravity produces a force that pulls objects towards each other like the person to the ground.

Children have their own experiences as physical actions in response to his environment. He rejects unpleasant stimuli and pushes them away and accepts satisfying ones by pulling them towards themselves.

Push

Pull
Gravity

SUGGESTED ACTIVITY

1. Label the Diagram Push/Pull
2. Things I see moving
Have students observe moving things outside. Have them write down everything they see that moves.
THEME: CLOTHES

DIFFERENT CLOTHES FOR DIFFERENT WEATHER

Main Ideas

- We wear different clothes for different weather
- Different clothes are worn by different people
- We wear clothes to protect us

Outcomes
Students should be able to:

- Describe the different types of clothes for different weather
- State the clothes we wear for rainy, hot and cold weather.

Teachers Notes
Weather changes constantly and can be very unpredictable. Some people live in places where it is warm all year round. Some people live in places where it is cold all year. Some people live in places where it changes from season to season. Your clothing or wardrobe changes depending on where you live. Here in Fiji, mainly have two seasons and that is hot and cold season. Dressing appropriately is very important. You need to be prepared for different weather at all times.

There are many kinds of clothes that are worn by people. For special occasions, there are certain clothes that have to be worn.

We have different clothes to be worn to different places. While going to school, students wear uniform. People mostly wear formal suits while going for office works.

The clothes for hiking are different from the one we wear when going to beach. Besides, people also wear accessories for certain clothes. In dry season people like to wear light clothes and in cold season they like to wear thicker clothes and wear jackets or mantle.

Activity
Today we are going to look at the weather conditions which are common in Fiji and the clothes appropriate for the weather;

1. Rainy Weather
2. Hot Weather
3. Cold Weather
RAINY WEATHER

A raincoat on your head and body
An umbrella above your head
Wellies for Feet

All these clothes are waterproof. They keep you dry in the wet weather.

HOT WEATHER

Mostly clothes are thin for hot weather. They keep you cool; they protect you from the sun.
COLD WEATHER
All these clothes are thick; they keep you warm in cold weather.

SUGGESTED ACTIVITY:
* Make a class chart on the three different weather conditions and paste pictures or drawings of the clothes suitable for the weather.
THEME: BOOKS

LET'S LOOK AT DIFFERENT KINDS OF PAPERS

Main Ideas

✿ Paper is made from trees
✿ We can use paper in many different ways
✿ Different kinds of paper
✿ The lesson correlates with crafts

Outcomes

Students should be able to:

✿ State that paper is made from trees
✿ Describe different ways of using paper
✿ Name different kinds of paper

TEACHERS NOTES

How is Paper Made?

Trees are all around you. But have you ever really thought about how they're put together? They're pretty cool.

Just look at a tree trunk. The bark protects the inner wood from weather, insects and other dangers. Just inside the bark is a thin layer called the cambium, whose cells become both bark and inner wood. Next is sapwood, which carries nourishing sap throughout the tree the same way our blood flows through our bodies to nourish us. Heartwood is the innermost part of the trunk, and even though it isn't alive, it provides the tree with strength and structure.

All that wood material is formed of fibers, tiny cellulose strands stuck together with a natural adhesive material called lignin. It's by separating and reorganizing those fibers that we make paper.

Almost all of the paper you use today is made of wood fibers. Some specialty papers, like stationery and money, are made from linen, cotton, or other plants. Other papers contain a combination of cellulose fibers and synthetics such as latex. Still others are made completely from synthetic materials such as polyolefin. You might find latex in a waterproof mariner's chart, or polyolefin in a rugged courier envelope. But you'll find natural fiber paper almost everywhere!
Paper can be produced with a wide variety of properties, depending on its intended use:

- For representing value: paper money, bank note, cheque, security (see security paper), voucher and ticket
- For storing information: book, notebook, magazine, newspaper, art, zine, letter
- For personal use: diary, note to remind oneself, etc.; for temporary personal use: scratch paper
- For communication: between individuals and/or groups of people.
- For packaging: corrugated box, paper bag, envelope, Paper and wallpaper
- For cleaning: toilet paper, handkerchiefs, paper towels, facial tissue and cat litter
- For construction: papier-mâché, origami, paper planes, quilling, paper honeycomb, used as a core material in composite materials, paper engineering, construction paper and paper clothing
- For other uses: emery paper, sandpaper, blotting paper, litmus paper, universal indicator paper, paper chromatography, electrical insulation paper (see also dielectric and permittivity) and filter paper

Paper may be classified into seven categories:

- Printing papers of wide variety.
- Wrapping papers for the protection of goods and merchandise.
- Writing paper suitable for stationery requirements. This includes ledger, bank, and bond paper.
- Blotting papers containing little or no size.
- Drawing papers usually with rough surfaces used by artists and designers, including cartridge paper.
- Handmade papers including most decorative papers, Ingres papers, Japanese paper and tissues, all characterized by lack of grain direction.
- Specialty papers including cigarette paper, toilet tissue, and other industrial papers.

Paper may be classified into seven categories:

- Printing papers of wide variety.
- Wrapping papers for the protection of goods and merchandise. This includes wax and kraft papers.
- Writing paper suitable for stationery requirements. This includes ledger, bank, and bond paper.
- Blotting papers containing little or no size.
- Drawing papers usually with rough surfaces used by artists and designers, including cartridge paper.
- Handmade papers including most decorative papers, Ingres papers, Japanese paper and tissues, all characterized by lack of grain direction.
- Specialty papers including cigarette paper, toilet tissue, and other industrial papers.
SUGGESTED ACTIVITIES

- Have the class to collect different kinds of paper e.g. sand paper, gift wrapper, tissue paper, paper notes, newspaper, magazines that is available to them.
- Discuss the type of paper (hard, soft, slippery,) and its uses.
- Make a paper craft out of different types of paper.
- Activities can be based from Art and Craft teachers’ handbook

Different types of Papers

PAPER CRAFT

(http://www.bing.com)
UNIT 3

ENERGY

- LIGHT
- RIVER
- ENVIRONMENT
- TRANSPORT
- DISASTER
THEME: LIGHT

HOW DOES LIGHT TRAVEL?

Main Ideas

- Light travels in a straight line
- Sun is the main source of light
- Speed of light

Outcomes

Students should be able to:

- Indicate that light travels in a straight line
- State that sun is the main source of light
- State that light travels fast

Teachers Notes

Without sunlight our world would be a dead, dark place. We couldn’t live without light. Sun is the main source of light.

Light helps us to survive, not only to see but to give life to plant and keeps the earth warm.

Tell the class that today we are going to learn how light travels? Ask the children when they open the windows and doors early morning to let the light in, do they ever notice that light falls on a straight line? Light travels in a straight line. Light travels fast.

Discuss and demonstrate with the children that light travels fast by using a torch. The teacher can throw the ball and shine a torch against the wall at the same time from the same distance.

SUGGESTED ACTIVITY

Materials

3 cards of the same size
Small piece of sticky tack or modelling clay
Paper punch
Ruler
For each card, use a ruler to draw lines connecting opposite corners of the card
At the intersection of the two lines use a puncher to punch a hole in the centre of the index cards.
Use a piece of modelling clay and place the card into the clay standing vertically and an equal distance from each other.
Place the flash light at one end of the row of the cards
Arrange the card so that the light can be seen through all the holes.

Children to observe carefully and notice how light travels through the holes.

Questions

1. How can light be seen through all the cards?
   
   The holes are in alignment and the light travels in a straight line.

2. What does the experiment prove about the paths of light.
   
   Light travels in a straight line.
THEME: LIGHT
LET’S FIND OUT ABOUT SHADOWS
Main Ideas

※ Shadows are seen in the light.

Outcomes
Students should be able to:
※ See their shadow on a bright sunny day
※ State if their shadow is long or short

TEACHERS NOTES
The sun is our main source of light. The light reaches us in just about eight minutes eighteen seconds and the earth depends upon it to grow and survive. The earth moves around the sun. The shadows formed by its light will be either longer or shorter depending on the time of the day.

ACTIVITY
On a bright sunny day take the children outside and find an area to spread out on. Look for your shadows.

Questions need to be considered
Where are your shadows?
Can everyone find his/her shadows?
Where is it?
Is everyone’s shadow visible?
Is your shadow long or short?
Can your friend step on your shadow?
Does it hurt to step on a shadow?
Tell the children that in the morning our shadow is usually short and not very long and it falls in front of us. This is because of the sun rising. At midday our shadow is usually short and we will hardly see our shadow. This is because the sun is right above us or in middle. In the afternoon our shadow is long and it falls behind us. This is due to the sun setting down.

**SUGGESTED ACTIVITY**

Students to observe their shadow throughout the day to see where their shadow falls on the particular time of the day (morning, midday, afternoon). And to see if the shadow is long or short at that time of the day?
THEME: RIVER

HOW CAN WE MAKE DIRTY WATER CLEAN

Main Ideas

※ Boil river water
※ We can make dirty water clean through filtering process

Outcomes

Students should be able to:

※ State that river water is dirty
※ Describe how dirty water can be made clean
※ State that drinking dirty water can make us sick

Teachers Notes

※ River water is dirty water. It is not safe to drink and we must make sure that we drink clean and safe water so that we will not get sick. Don't drink water straight from lakes, rivers, streams, or springs. You may wish to boil or filter your water. Ask the children how river water gets dirty. Discuss in class.
※ Focus on the colour of water. Ask the children when does river water changed to brown in colour.
※ Children should know that during flooding river water changes to brown thus making it very dirty and unsafe to drink. When we add water with soil, the colour of the liquid is muddy and is dirty.
※ There are certain materials that can separate the mixture.

SUGGESTED ACTIVITY

Materials:

A jar of soil
A funnel
A filter paper
A jar full of water
A beaker

※ Tell the children to

▷ name the colour of water in the jar
▷ Pour the jar of water into the jar of soil (What happens?)
▷ Stir the water and soil together
▷ What colour is the water now?
▷ Can we make the dirty water clean again?
▷ How can we do that?
Tell the students to:

- Put the funnel into a clean beaker
- Put the filtering paper on top of the funnel (can substitute sand and cotton wool for filter paper)
- To pour dirty water into the funnel

What colour is the dirty water dripping into the beaker?

Can we drink the water in the jar? Why?

*Filtered waters are not safe to drink and need to be boiled.*

**FILTERING**

Discuss with class that this method is used in straining tea, straining lolo and mixing yaqona. Ask the children where else do they use this method of filtering. Discuss student’s answers.

- If possible children to have first-hand experience on the experiment
- Boil filtered water then drink.
**THEME: ENVIRONMENT**

**LET’S LOOK AT THE ENVIRONMENT OF A SLUG**

**Main Ideas**

- Environment is everything around us.

**Outcomes**

Students should be able to:

- State that environment is our surroundings
- Describe their environment
- Describe the environment of a slug
- Catch a slug and observe how it eats, feel it, the way it moves.

**Teacher’s notes**

The environment is all living and non-living things on earth. Our environment is everything that surrounds us. Your indoor environment includes your family, pets and households but it also includes furniture, windows, floor and even the air temperature around you. If you go outside, your environment changes to trees, grass, insects, birds, clouds, wind and ground.

Environment can be big or small. For a beetle, its environment could be just a rotten log or vegetable garden.

Ask the children of the environment of an earthworm, birds, butterfly, pig, caterpillar etc.

**Environment of a slug.**

Slug is an insect and they have no shells. Ask the children if they have seen a slug, where do slugs live? Colour of a slug?

Slugs like to live in damp, moist shady places among plants and flowers e.g. beans, cabbage, crawling into crevices or beneath, stones, plastics, pots etc. Basically the environment of a slug will be the flower and vegetable gardens.

They hide themselves underside of plants from their enemies like frogs, toads, lizards.

![A Slug](http://www.bing.com)

Are slugs harmful? Yes they destroy our plants and flowers in the garden.
Slug feeding on leaves of a plant and flowers.

Slugs hide themselves under leaves to protect them from their enemies.

SUGGESTED ACTIVITIES

* Visit the school garden or flower garden and look for a slug. Let the children observe and discuss in group the environment of the slug and its movement, feel the skin.
* Remember slugs hate sunshine but loves rain.
* Catch a slug and put it in a jar with some leaves or flowers. Observe the way the slug eats.

True / False

1. An environment is everything around us. __________
2. Slugs live in dry places. __________
3. Slugs eat worms and other insects. __________
4. Slugs like moist and shady places. __________
5. Slugs hide under leaves to protect itself. __________
6. The environment of an earthworm is in the soil. __________
THEME: TRANSPORTATION

BASIC MEANS OF TRANSPORTATION

Main Ideas

* Transportation helps us to move from one place to another
* Transport is important to our everyday lives

Outcomes
Students should be able to:

* Name different modes of transport
* State how goods are transported from one place to another

TEACHERS NOTES
Transport or transportation is the movement of people, animals and goods from one location to another. Modes of transport include air, rail, road, water, cable, pipeline and space. The field can be divided into infrastructure, vehicles and operations. Transport is important because it enables trade between people, which is essential for the development of civilizations. Passenger transport may be public, where operators provide scheduled services, or private. Freight transport has become focused on containerization, although bulk transport is used for large volumes of durable items. Transport plays an important part in economic growth and globalization, but most types cause air pollution and use large amounts of land. While it is heavily subsidized by governments, good planning of transport is essential to make traffic flow and restrain urban sprawl. Humans' first means of transport were walking and swimming. The domestication of animals introduces a new way to lay the burden of transport on more powerful creatures, allowing heavier loads to be hauled, or humans to ride the animals for higher speed and duration. Inventions such as the wheel and sled helped make animal transport more efficient through the introduction of vehicles. Also water transport, including rowed and sailed vessels, dates back to time immemorial, and was the only efficient way to transport large quantities or over large distances prior to the Industrial Revolution.

The first forms of road transport were horses, oxen or even humans carrying goods over dirt tracks

The role of transport is to facilitate the movement of goods. This may be from points of manufacture, storage or pre-positioning, to points of use; or between hubs and distribution points; or hubs to end use; or distribution points to end use; or return from end use back to hub and pre-positioning points or manufacturers. The source and destination may be in the same country, or one may be in a different country requiring international movement.

For example, oil may be pumped through a pipeline to a waiting ship for transport to a refinery, and from there transferred to trucks that transport gasoline to retailers or heating
oil to consumers. All of these transportation choices contain advantages and drawbacks. Transportation concerns the movement of products from a source-such as a plant, factory, or work-shop-to a destination-such as a warehouse, customer, or retail store. Transportation may take place via air, water, rail, road, pipeline, or cable routes, using planes, boats, trains, trucks, and telecommunications equipment as the means of transportation.

Air transport. Air transportation offers the advantage of speed and can be used for long-distance transport. However, air is also the most expensive means of transportation, so it is generally used only for smaller items of relatively high value-such as electronic equipment-and items for which the speed of arrival is important-such as perishable goods. Another disadvantage associated with air transportation is its lack of accessibility; since a plane cannot ordinarily be pulled up to a loading dock, it is necessary to bring products to and from the airport by truck.

According to Transportation and Distribution, air cargo remains a comparatively small segment of total freight transportation volume when measured by tonnage (12.5 billion domestic ton-miles of freight annually). But access to air transportation is expected to become increasingly important since a growing number of customers (such as hospitals and electronic manufacturers) depend upon 'just in time' delivery systems as well as the increasing number of high-tech industries (such as computer manufacturers) adopting the 'build-to-order' strategy." These trends, coupled with increased pressure on consumer goods manufacturers to deliver products quickly to 1) meet customer expectations and 2) reduce inventory and other supply chain costs, are expected to "fuel the demand for expedited services," wrote Hoch. "Accordingly, competition is heating up among the major air cargo and express carriers who are building specialized hubs to handle larger aircraft and major sorting facilities."

Motor carriers. Accessible and ideally suited for transporting goods over short distances, trucks are the dominant means of transport.

Water transport. Water transportation is the least expensive and slowest mode of freight transport. It is generally used to transport heavy products over long distances when speed is not an issue. Although accessibility is a problem with ships-because they are necessarily limited to coastal area or major inland waterways-piggybacking is possible using either trucks or rail cars. However, industry observers note that port terminal accessibility to land-based modes of transportation is lacking in many regions. The main advantage of water transportation is that it can move products all over the world.

Ask the children of the different modes of transport they know. Which mode of transport they have been in.
DIFFERENT MODES OF TRANSPORT
LAND TRANSPORT

WATER TRANSPORT

AIR TRANSPORT

SUGGESTED ACTIVITY
* Draw or paste pictures of different modes of transport.
THEME: DISASTER

FLOODING
Main Ideas

- Different kinds of natural disasters
- We can’t avoid natural disasters
- What should we do when there is a flood

Outcomes
Students should be able to:

- Describe when flooding occurs
- State to move to a safe place when there is a flood
- State to boil drinking water

TEACHERS NOTE
Most natural disasters are caused by weather. Weather disasters can be caused by hurricanes, tornadoes, floods, tsunamis, thunderstorms, wind storms, wildfires. Some of the weather disasters can be predicted such as hurricanes and blizzards. The technology is getting better in predicting tornadoes and severe thunderstorms. By getting the data early people can be warned to take shelter or make the necessary preparations.

Some natural disasters are caused by volcanoes and earthquakes. Some wildfires are caused by lightning, but some are caused by people. Flooding is the world’s most expensive type of natural disaster because the damage can be so extensive. Earthquakes are the deadliest of all natural disasters.

EXAMPLES OF NATURAL DISASTERS

FLOODING

HURRICANE

TSUNAMI

FLOODING
Flood
A flash flood is sudden flooding that occurs when flood waters rise rapidly within several hours of an intense rain. They often occur after intense rainfall from slow moving thunderstorms. In narrow canyons and valleys, flood waters flow faster than on flatter ground and can be quite destructive.

Flood Safety Tips
BEFORE A FLOOD: Have a disaster plan and prepare a disaster supplies kit for your home and car. Include a first aid kit, canned food, can opener, bottled water, battery-operated radio, flashlight, protective clothing and written instructions on how to turn off electricity, gas, and water.

DURING A FLOOD: Move to a safe area quickly. Move to higher ground, like the highest floor of your home. Avoid areas subject to sudden flooding like low spots and canyons. Avoid already flooded areas. If a flowing stream of water is above your ankles stop, turn around and go the other way. Do not attempt to drive through a flooded road. The depth of the water is not obvious and the road may be washed away. If your car stalls, leave it and seek higher ground. Rapidly rising water may engulf the car, pick it up and sweep it away. Kids should never play around high water, storm drains or viaducts. Be cautious at night, because it’s harder to see flood dangers. If told to evacuate, do so immediately.

AFTER THE FLOOD: Always, boil drinking water. Electrical equipment should be checked and dried before used.

SUGGESTED ACTIVITY
- Have a class discussions on floods and natural disasters
- Ask the children if they have come across such experiences
- Children to talk about their real life experiences
- What do they do during floods?
- Where do they go?
- After flood what do they do?
- Have a class chart on disasters...newspaper cuttings/magazine cuttings etc.
UNIT 4

EARTH & BEYOND

- WEATHER
- PICNIC
- SAFETY
- FIRE
- CLIMATE CHANGE
THEME: WEATHER

WHICH WAY DOES THE WIND COME FROM?

Main Ideas

- Wind is moving air
- There are determining wind direction
- Things tend to move away from the wind

Outcomes
The pupils should be able to

- Determine a way of wind direction
- Construct and set up a wind indicator
- Name the wind direction through observing the wind indicator

TEACHERS NOTES

Wind is air in motion or moving air. As the sun heats the Earth's uneven surface, some areas absorb more heat than others, causing warm air to rise. Cold air then moves in to replace the warm air, producing wind.

Wind direction is given by the direction the wind is coming from. We cannot see air but we can only feel air.

Take the class outside:

Ask if they can see air?

Can you feel air blowing on your faces?

Ask them to run a short distance. Can you feel the air on your face?

Ask the children to look around them. Is anything happening to the leaves, tree/tall grass in the compound? What makes the leaves and the grass move? Air when it moves, that is moving air or wind. How can you tell the wind is blowing? Looking at the trees, flag is moving, etc.
SUGGESTED ACTIVITIES

Making a Wind Indicator

Make your own wind indicator by fastening a decorated cardboard onto a string to a tree in your school compound and the class sees which way the wind is blowing.

The wind is blowing in this direction.

As they observe the direction the wind is blowing from, do tell the class that the wind does not blow from the same direction at all time. The cardboard will tell you which way the wind is blowing from.

Ask the children to hold their handkerchief on one end and let go of the other end and see which way the wind is blowing from.

Children can make their own wind indicator at home.

Materials
Cardboard
Straw
Pencil
Cardboard or paper plate (base)

(http://www.bing.com)

The arrow will point to the direction the wind is blowing from.
Show the direction the wind is blowing with an arrow

a) 

b) 

c) 

d) 

e) 

f) 

g) 

h) 

(http://www.bing.com)
THEME: PICNIC

CAN WE DRAW PICTURES WITH SAND
Main Ideas

- Sand has a variety of uses

Outcomes
Student should be able to
- Draw or paint with sand
- State that sand can be used for drawing and painting

TEACHERS NOTES

Sand has variety of uses.

Show the children a heap of sand.

Points to consider: the colour, uses of sand, comparing sand with other objects.

SUGGESTED ACTIVITY

Let's Make some sand pictures: (the activity can correlate with art lesson)

Materials
- Sand
- pencil - to draw your picture
- glue - plain old white glue works great
- heavy paper - use cardboard
- tray - to catch the extra sand
First, draw any fun picture you like onto your heavy paper. Since our sand is from the beach, we draw beach pictures. Then place your paper onto a tray for the gluing and glittering. Now pour the glue right over the pencil pattern. Try to stay in the lines as your sand will stick to the glue where ever you put it.

Next, take a spoonful of sand and shake it over the glued paper. It doesn't matter if it falls in big clumps. Once the whole surface of glue has been glittered with sand, carefully shake the excess off. The glue is still wet, so shake off the sand slowly.

You'll need to let this dry over night before you hang it. The next day, you'll want to shake off any extra sand again.

Now they're ready to display.
**THEME: PICNIC**

**LET’S LOOK AT THE BEACH**

**Main Ideas**

- Beach consist of many things (both living and non living things)
- We can protect our beach

**Outcomes**

Student should be able to

- Name things at the beach
- Discuss how we can be safe in water
- Identify some ways of protecting our beach

**Teachers’ notes**

A beach is made of very small loose rock (sand) that gathers at the shore of a body of water. Beaches are created by waves or currents. The sand comes from erosion of rocks both far away from and near the water. Coral reefs are a major source of sand. A beach’s shape depends on how the waves move. Some waves move material up the beach, while others move it down the beach. On sandy beaches, the waves move sand away from the beach, making gentle slope.

Crabs, insects, and birds feed on material left by the waves. Some small animals dig into the sand to get their food. Birds use beaches to nest, and sea turtles lay their eggs on ocean beaches. Sea grasses and other beach plants grow on areas of the beach.

Things you can do to help protect your beach:

- Dispose of trash properly - use trash cans at the beach or take your trash home with you
- Reduce, reuse and recycle
- Join local beach, river or stream clean-ups

How to safely enjoy your beach: Do's

- Learn to swim
- Swim near a lifeguard
- Use sun screen to avoid sunburn or damage to your skin
- If you are in trouble, call or wave for help
- Follow lifeguard directions
- Watch for trash and other signs of pollution
SUGGESTED ACTIVITY

A. List five things that you might find at the beach:
   1. ________________
   2. ________________
   3. ________________
   4. ________________
   5. ________________

B. List two ways you can protect your beach:
   1. ________________
   2. ________________

C. List three things you can do at the beach:
   1. ________________
   2. ________________
   3. ________________

D. Collect sea shells or pictures of sea shells and other materials found at the beach.

Make a class chart

At the Beach

(http://www.bing.com)
THEME: SAFETY

SAFETY IN THE CLASSROOM

Main Ideas

- Classrooms Rules
- Respect one another
- Keeping classroom neat, tidy and in order
- Do not play or use any sharp objects in class
- The feeling of being safe in a classroom

Outcomes

Student should be able to

- State their classroom rules
- Keep their classrooms clean, neat and tidy
- Respect each other
- State the reason not to use sharp objects in class

TEACHERS NOTES

A safe classroom environment has many different aspects that work in conjunction with each other. These include classroom rules, consequences, procedures, respect, your attire, and a tidy room.

Maintaining a clean and organized classroom communicates to your students that you are a professional. Creating a classroom that is organized and that is characterized by mutual respect makes it a lot easier to teach effectively, and one of the most important things teachers can do to promote learning is to create classroom environment where students feel safe. As you’re using interactive approaches such as small groups and cooperative learning, students feel safe asking questions and contributing to discussions.

Students need to feel safe in order to learn. They need to feel secure in order to want to participate. There are a number of things teachers can do to set up classrooms that feel safe and well-organized. Here are some tips:

- First, be sure the classroom is clean, orderly, and inviting.
- Arrange your classroom so that you have all the resources you need - all the books, and materials
- Organize the physical space of your classroom for movement and interaction. Make it easy for students to pull their desks together to do small group work. Set it up so that there is room for you to walk around. Your movement around the classroom helps make your teaching more engaging. It also helps with classroom control.
Get the parents involved in the positive things their child is doing. When parents are invited to come to school, they will remember the positives of your class. The more you integrate the parents on the positive aspects of your class, the more likely they will support you when discipline issues arise. When you create a climate of safety and respect, learning will follow.

Have classroom rules which are easy to remember. Classroom rules may include:

1. No gums, sharp objects and 'edible items' to be brought in class.
2. No swearing, vulgar, or offensive language
3. Show respect: teacher, others, room, and yourself
4. Raise your hand to speak
5. Stay on task and in your seat

You need to create a safe classroom environment for all students.

SUGGESTED ACTIVITY

- Make classroom rules and see that your children know and understand the rules
- Discuss on respect and make sure that the children talk about it, learn to say please and thank you
- This lesson correlates with moral and spiritual behaviour
- Clean classroom daily - follow duty roster
- Put up colourful posters that is related to learning
- Always display children's work
THEME: FIRE

FIRE SAFETY
Main Ideas

- "Never play with matches"
- "Fire is dangerous"
- "Fire can kill"

Outcomes
Student should be able to

Know the fire safety drills in school and at home

- Demonstrate what to do if your clothes catches fire - STOP, DROP and ROLL
- State the escape route in school and at home
- State the emergency number
- Demonstrate what to do if their house or school catches fire
- Actively participate in fire safety drills

TEACHERS NOTES

Fire Safety Rules

1.) Never play with matches and lighters. If you see matches or a lighter where you can reach them, don't touch them. Go tell a grown up right away.

2.) If possible ask your parents to install smoke detectors on every floor and in the sleeping areas of your home. Smoke detectors can save lives. Ask your parents to show you where each one is located.

3.) Remind your parents to test your smoke detectors every month. Make sure everyone in your family is familiar with its piercing sound. Teach them that this sound means danger, and they must escape quickly.

4.) In case of fire: DON'T HIDE, GO OUTSIDE! Fires are scary, but you should NEVER hide in closets or under beds when there is a fire.

5.) To escape during a fire; Fall & Crawl. It is easier to breath in a fire if you stay low while getting out. Use the back of your hand to test if a door is hot before you open it. If it is hot, try to use another way out.

6.) If your clothes are on fire; Stop, Drop, and Roll until the fire is out. Shout for help, but don't run. Running makes fire burn faster.

7.) Have an escape plan and practice it with your family and school. Find two ways out of every room in case one way is blocked by fire or smoke.
8.) Choose a meeting place outside, such as a big tree or the end of the driveway, so you will know that everyone has arrived outside. NEVER go back into a burning building for any reason. If someone is missing, tell the fire-fighters. They have the clothing and equipment to safely rescue people.

9.) Know your local emergency number.

FIRE - 911

SUGGESTED ACTIVITIES

- Have a Fire Prevention Week. This is a great time to review some basic fire safety facts with students across the grades, to check out some terrific fire safety Web sites, and to engage students in fire safety activities that get them talking and learning about the dangers of fire.
- Actively involve children in group work making charts, drawing diagrams of fire safety drills.
- Have fireman to give a talk to children on fire safety drills.
- Draw or paste pictures of items that can cause fire.

TRY THIS......PRACTISE IN CLASS

(http://www.bing.com)

We should learn to be safe and know what to do in case of fire.
THEME: CLIMATE CHANGE

WHAT IS CLIMATE CHANGE AND HOW WE CAN HELP PREVENT IT?

Main Ideas

- Greenhouse gases contribute to climate change
- Turn off electric appliances when not in use
- Do not cut down trees
- Plant more trees
- Recycle plastic bottles, plastics

Outcomes
Student should be able to

- Describe what climate change is
- State some examples of greenhouse gases
- State some ways they can prevent climate change in their own little ways

TEACHERS NOTES

Climate change refers to general changes in climate patterns, including temperature, precipitation, winds, and other factors.

Scientists have warned that the world’s climate has changed a lot, and has affected many living and non-living things. These are caused by human activities.
What did you notice in the sketch below? What do all those activities have in common?

They all produce a lot of smoke, fumes and water vapour!

Simply put, human's reliance on artificial things, including all the things that make us comfortable at home, has contributed immensely to the emission of more greenhouse gases than before. These gases in the atmosphere have trapped more heat on the earth's surface and made it warmer. This is Global Warming.

Tell the children that Green House gases are gases that pollute the air not natural air but man-made gases such as fumes from cars, industries, burning of plastics, tyres, rubbish, etc.

Human activities, like driving, manufacturing, electricity generation, and the clearing of forests contribute to greenhouse gas

(http://www.bing.com)

It is very IMPORTANT that you turn off all electrical appliances when they are not in use. This is good practice, and you end up saving some money too.
What we can do to prevent our climate.
Let’s start with vehicles. Vehicles produce greenhouse gases.

Walk! Don’t drive.
Walk to the shop, market, farm, school and everywhere. Sometimes there are too many cars causing heavy traffic and it is better to walk. It is also great exercise.

Ride! Don’t drive.
It’s great and very good exercise!

Protect and plant trees.
Planting trees is fun and a great way to reduce greenhouse gases. Trees absorb carbon dioxide, (a greenhouse gas) from the air. This means the air will be fresher and also help regulate climate. You can also save old trees by protecting them from being cut down. One great way to have fun with trees is to plant one on every special day like your birthday, Christmas, National holidays or even in memory of special friends.

Do not cut trees
Plant more trees
Recycle, reduce and re-use items.
Recycling, reducing the use of things and re-using things are also a brilliant attitude for us to acquire. When we recycle cans, bottles, plastic and paper, we send less trash to landfill. It also helps save natural resources such as trees, oil and aluminium.

SUGGESTED ACTIVITIES

- Children to pick rubbish and select the ones that need to be recycled and the ones to be burnt.
- Collect or draw pictures of items that give out greenhouse gases.