



Guide to Planning Learning Experiences:
Using the Vanuatu National Curriculum, 2013

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Chapter 1

Introduction

Overview

A new curriculum was introduced to early childhood teachers in Vanuatu in 2013, *The Vanuatu National Curriculum for Kindergarten*. It focuses on the four learning areas of Language and Communication, Mathematics, Science and Living in our Community and aligns with the *Vanuatu National Curriculum Statement (VNCS 2010)*. This document, *A Guide to Planning Learning Experiences: Using the Vanuatu National Curriculum for Kindergarten* was written to demonstrate to teachers how to plan learning experiences for their students that align with both the curriculum outcomes of *The Vanuatu National Curriculum for Kindergarten* and the philosophy of a play-based early childhood curriculum. This would meet the developmental needs of young children. This guide addresses each of the strands within the learning areas and provides at least one learning experiences for each of the sub-strands. It provides suggestions on program planning and for acquiring simple materials that help young children to engage in exciting learning experiences.

Learning Experiences

The term learning experiences has been used in this document to demonstrate the importance of considering both planned lessons for young children but also independent learning opportunities. The learning experiences created for this document will assist teachers in preparing experiences for their students that support the four learning areas of the curriculum. Learning experiences are suggested for each strand and for each of the sub-strands as defined in the curriculum. The indicators, as suggested in *The Vanuatu National Curriculum for Kindergarten*, are samples and it is hoped that as teachers consider the lessons offered in this document they will realize the many ways that children can demonstrate their understanding of these sub-strand outcomes and feel confident about planning their own learning experiences for their class. Each learning experience identifies the following information:

- The Learning Area as outlined in the curriculum
- The Strand as outlined in the curriculum
- The Sub-strand as outlined in the curriculum
- The outcome as outlined in the curriculum
- The name of the specific activity
- The purpose of the activity as reflective of the outcome
- The materials the teacher will need to prepare
- A description of the learning experience
- A scenario in cases where independent learning is suggested

Assessment of Learning Needs

With time and experience teachers will learn to adapt learning experiences for the whole class, for a specific small group of children and for individual children. No lesson suggested in this document should be implemented without considering the specific learning needs of the children. For example lessons taught at the end of the school year would not be the same as those planned for the beginning of the year. Lessons should always be based on what children know now and what they are ready to learn next. The curriculum document offers suggestions of ways that children may have acquired some previous knowledge about the topic and this can be communicated to parents so that the school is working in balance with the home. By completing the checklist found in *What Is Early Identification?* 2013, the teacher and the parent will be aware of the child's developmental profile and will be able to work together to move the child forward in ways that are specific to that child. Each experience may also be tailored specifically for the class. Well-planned experiences in an early childhood education classroom support each child's ability to meet developmental milestones while also laying the foundation for life-long learning.

Purpose of this Guide to Planning Learning Experiences

The purpose of this guide is to help each teacher implement the *Vanuatu Curriculum for Kindergarten* and enhance the learning that happens in their classroom. Both the curriculum and this guide have been prepared with a holistic approach, ensuring that all areas of the children's lives are seen as potential learning opportunities. All developmental areas should be part of the planning and preparation of classroom learning experiences. The curriculum also focuses on the use of play-based learning opportunities to support the children's ability to act out and explore basic concepts around subjects such as math, oral language, living in the community and science. Play-based learning allows children to

explore and investigate concepts that they find interesting. Through play, children enjoy activities that may be new and require further experience or practice to master, as well as concepts that are more challenging for them. Once they have been introduced to a concept through a lesson or game, children can apply their understanding of the concept through independently planned activities. A child-centred classroom allows children to explore new concepts at their own pace. The role of the teacher then becomes that of a facilitator of learning by providing appropriate resources, time for exploration, and guidance for moving the thinking forward. Overall, this guide supports teachers' ability to plan thoughtfully. Learning experiences are suggested that provide purposeful materials presented in intentional ways that will facilitate child development based on preset goals for each child. Furthermore the curriculum and guideline are based on current education theories on early child development and set the foundation for future learning and success.

How to use this Guide

Planning For Learning

An effective early childhood learning program does not just happen automatically. It requires that the teacher understands the nature of outcomes-based planning and modifies plans to accommodate the learning needs of the students. The document *Vanuatu National Curriculum for Kindergarten*, a pencil and paper are the first things that the teacher should use when beginning to plan. All planning should come from what the children need to learn, not from the ideas the teacher has successfully planned before or suggestions offered by others. That comes later. The focus is on what children need to learn, not on the activities themselves.

1. The teacher should first look to the learning outcomes that are appropriate for Kindergarten. This identifies to the teacher what the children are expected to learn.
2. The teacher must consider what the children already know about this topic.
3. Consider how a child of this age and stage could demonstrate their understanding. (If they understand the concept of counting, for example, the children would understand that to know how many children are at school today, we should count them).
4. Based on both the end goal (the learning outcome) and knowledge of what the child currently knows (assessment data), specific learning experiences can be planned that will help children develop skills related to that learning outcome. This is where the teacher can consider interesting ways to teach.

5. In planning learning experiences, teachers must consider those materials that will help children practice skills related to the outcome to place at the learning areas in the classroom.
6. Based on the knowledge that there are a variety of ways for children to demonstrate their knowledge, plans should be made for observing children at play and for recording that information. Ensure that the assessment often occurs in practical play-based ways (for example, counting the number of children who are at school today to know how many pieces of paper need to be handed out if each child needs one piece)
7. For those children who have had previous experience with this topic, more advanced opportunities should be planned for those children in a small group lesson or independent play experiences.
8. For those children the teacher feels will have some difficulty with the learning experience as planned for the class, modifications or changes should be planned. This may mean that the teacher pre-plans special questions that will draw a child into the discussion, a way to help the child make a connection to their own knowledge, or a comment that will fill in some information for him.

Over the school year, it is critical that the teacher addresses all outcomes addressed in the *Vanuatu National Curriculum for Kindergarten* in all of the four learning areas.

Using Big Ideas to Plan

Teachers in the early years typically choose themes for periods of time in the classroom. In order to ensure that the themes match the curriculum outcomes, it is best to consider the Big Ideas in the curriculum (things that move, or caring for the environment, for example) and use these to guide the planning. These curriculum-based big ideas could be supplemented with suggestions from the children about topics of interest to them that could be developed into a project (growing food based on a new garden they build in the schoolyard, for example). A web-planning template is found in the Appendix. The web can be used when exploring big ideas to record the children's thoughts. The big idea is placed at the centre of the web and then each idea the children give are recorded on a different area of the web. The web can be organized by ideas or by areas of development. Please refer to the web template for a way to record data collected from children to develop a project.

To stimulate discussion or an exploration, an educational lure might be used. This is an item or object that is new and interesting or could be related to an upcoming festival, a book that introduces a new idea, or a picture of something the children might not have

experienced. It should stimulate interest in a topic that the teacher has chosen from the curriculum. The conversation that the teacher has with the students will allow her to gain a better understanding about what they know, what their current interests are and what they would like to know more about. Lures also allow a teacher to gain useful information about specific children and what kinds of experiences they may have had.

The Learning Environment

The learning environment is often referred to as the 'second teacher' in the classroom. This is because the classroom space that is planned by the teacher should reflect the teacher's beliefs about learning and should be responsive to the needs of the children. The environment includes not only the physical space but also the learning atmosphere in which the children work. It sets the tone for what will happen within the space.

The learning environment should be respectful of children, feel safe and nurturing, contain materials that stimulate curiosity, and be appropriate for young children and their development. Children should want to explore or investigate the items provided for them in the classroom, and the timetable or daily schedule should provide long periods of time for this.

There should be a sense of respect for the environment (items are handled carefully, stored or put away appropriately, clean) and the people in the environment such as the children, teachers and visitors.

Finally there should be a sense of sharing in the space whereby learning is seen as a joint relationship where teachers facilitate children's learning, the children help plan or construct the learning that will occur and have a voice in what takes place in their classroom. When setting up the classroom, educators need to think about what the classroom will be used for and how the space can support their goals for the children. A classroom needs to have space for children to work freely, and room for the children to explore and investigate concepts introduced to them. It is also beneficial for the wall space in a classroom to be used to display evidence of what the children are learning (this could include pictures made by the children, charts or webs made with the teacher, drawings made by the teacher, evidence of their ideas). Not only does this support the children's development and understanding of concepts explored with them but it also provides the children with an opportunity to revisit past learning experiences.

The learning environment for a child in Vanuatu should be reflective of their unique experiences and environment. This would be recognized through the use of cultural items in class and materials brought in from the local community. It should reflect the interests or local environment of the children. For example if the children are interested in the local

environment of the beach, the classroom should have materials available for the children to explore and learn about the beach, from the beach.

The children are themselves a very beneficial resource to use when planning the classroom environment. It is more than just the physical space, but it is also what is heard and felt when entering the classroom. The classroom should feel welcoming and warm. Children should be heard talking, laughing and asking questions. Ask the children what they would like to see, allow them to take part in the planning process. All of the children and visitors in the class should feel a sense of value and belonging to the classroom.

Setting up Learning Centres

A learning centre is a specific area in the classroom that is set up for the purpose of providing children with specific materials to support an area of development. This might be, for example a reading centre where the children can go to look at books independently, a home centre where children can act in role as a member of the family and explore the conversations and routines that take place in the home, or a block centre where children can explore how three-dimensional shapes can be used for construction. When deciding when or whether to include specific learning centres in the classroom to support learning, an educator must first look at the topics being explored in the class as well as the materials that are currently accessible for setting up a learning centre. The areas of the classroom where learning centres are set up should be planned and thought out well. Plans should be made to acquire materials that might supplement centres (asking parents, friends and family to contribute old cooking utensils for the Home Centre for example). Consider the purpose of the learning centre and then decide on the materials needed to meet those goals. Asking children what they would like to do at the centre and what sparks their curiosity will assist a teacher in gathering thoughtful materials that will further support the children's ability to investigate topics that are of interest. A learning centre allows children to play an active role in their learning: it helps them to conduct investigations, to explore the world around them, allows them to form questions and work at finding the answers, and should allow them to alter the learning centres as the learning evolves. Refer to the document *Learning Centres in the Vanuatu Classroom* for suggestions on some centres to consider for the classroom, the purposes for these centres and some of the materials that should be gathered to enhance them.

Principles of Reflective Practice

The key to planning successfully is to ensure that teaching is purposeful, thoughtful and intentional. That is, the teacher has to know the purpose of the learning experience, be thoughtful in the planning process and make sure that the teaching or facilitating is

intentional and not always occurring spontaneously. The intentional teacher plans with a strong purpose.

Successful teaching requires consistent reflection on one's teaching practice. This allows an educator to think about the things that are working well, and the things that are not as successful and why. An educator needs to make opportunities to reflect upon the ways in which they facilitate learning for children, and to monitor how they are meeting curriculum goals. This crucial reflection time will allow an educator to adjust their teaching practice to best suit the needs of the children they work with. When an educator is reflecting on their practice it is beneficial to ask specific questions. These questions will help justify the learning experiences that are offered to support the healthy development of the children. The following questions will help educators to reflect on their teaching practice, to identify areas that need improvement, and ways in which they can better facilitate learning for their students.

- Are the children learning what I am teaching?
- How do I feel about the quality of work I have been doing with the children?
- How do I feel I am benefiting the children?
- How do I gain more access to materials to support learning?
- How do I engage families in the classroom environment?
- How much attention have I given to the learning environment?
- How well have I used the curriculum to plan learning experiences?
- How well am I supporting healthy development in my students?
- How have I been using the children's ideas to plan learning experiences?
- How have I given the children opportunities to share their ideas?
- Have I involved the children in the planning process?
- How have I assessed the progress of my students?
- Where do I need to improve?
- What steps do I need to take to improve?
- What are my teaching goals?

After reflecting on one's teaching, it is recommended that educators create a plan for improvement. Setting personal goals that relate to these reflections can be the start of this practice. By achieving these goals an educator will be able to strengthen their teaching practice. A template of a reflective practice journal and a completed sample journal can be found in the Appendix.

Chapter 2

Language and Communication

The foundation of learning is language and communication. By providing opportunities for young children to develop these skills in a safe but stimulating learning environment with their peers under the guidance of dynamic teachers, the process of communication becomes more invigorating and purposeful. As presented in *Literacy Development in the Vanuatu Kindergarten 2013*, the work of Brian Cambourne provides a guide to educators in the approaches to language acquisition that are both natural and progressive. The adults in a young child's life provide them guidance to become speakers and listeners. With careful attention, children can be aided into becoming thinkers and problem solvers, readers and writers at young ages as well.

What follows are examples of possible learning opportunities that can be provided for the Kindergarten children of Vanuatu that will move them forward in their ability and meet the requirements of the National Curriculum. It is intended that they be used as a guide to providing rich discussions, creative and stimulating questioning, and dynamic literacy opportunities for children. Teachers are encouraged to expand on these plans and make them their own.

Learning Area	Language and Communication
Strand	Listening and Speaking
Sub-strand	Skills and Strategies
Learning Outcome	Listen and respond to others for a variety of purposes in their vernacular
Name of the learning experience	<i>Sharing Time</i>
Purpose	To provide an opportunity for children to communicate with their friends and to use thinking and inquiry skills
Materials	<ol style="list-style-type: none"> 1. A bag 2. Items that the children bring to school for the activity
Description of the learning experience	<p>Select a day of the week that the children in the class can bring in an item that they made at home or found in their community to show to their classmates. Inform parents of the day and explain to them how the activity will support their child's language skills. It is not expected (or practical) for all of the children to bring an item each week so consider ways of controlling this.</p> <p>When children bring their "interesting item of the week", gather interested children together and provide a bag for the child who is sharing, in order to hide the item from others. The child can offer the class up to 3 or more clues to assist them in guessing what the object is. During the experience, encourage the children to use descriptive language to provide clues as to the item. If a child has difficulty with the task provide questions that encourage inquiry skills:</p> <ol style="list-style-type: none"> 1. Where did you find it? 2. How big is it? Or how small is it? 3. Do you have more than one? 4. What is it used for? 5. What does it smell like?

Learning Area	Language and Communication
Strand	Listening and Speaking
Sub-strand	Production
Learning outcome	Communicate effectively using their vernacular language
Name of the learning experience	<i>Secret Bag</i>
Purpose	To provide an opportunity to problem solve and use speaking and listening skills in a group. Children will also have an opportunity to use and hear descriptive language
Materials	<ol style="list-style-type: none"> 1. A bag (the children should not be able to see through the bag) 2. 5 or more familiar items
Description of the learning experience	<p>To encourage language development this experience can be introduced during circle or group discussion time. Take your secret bag and fill it with 5 or more items that the children have seen before and have had experiences playing with. Place the items in the bag. When the children are sitting in a circle explain to them that there are 5 secret items in the bag and they are to investigate what is inside. Then tell the children that they will be given clues to help them guess what each item is. Suggestions are offered below as a guide:</p> <ol style="list-style-type: none"> 1. The colour of the object is... 2. The shape of the object is... 3. I use this for ... 4. The object smells like.... 5. The object feels like... 6. The object makes a sound like... <p>Once they have had some experience with the game, invite children to ask their own questions that will help them problem solve and identify details of some of the objects.</p>

Learning Area	Language and Communication
Strand	Listening and Speaking
Sub-strand	Context and Texts
Learning outcome	Demonstrate that they speak differently according to the audience.
Name of the learning experience	<i>Medical Clinic Centre</i>
Purpose	To provide an opportunity for children to role-play what happens at the medical clinic in their community
Materials	Identify and locate items for the centre that would help children to both identify items that they would expect to see at their medical clinic and items that will extend and build on the narrative that the children develop. This might include dress-up clothing to help them feel the role, a doll, empty prescription or drug boxes, tools used by the clinic staff, basic furniture such as a table to act as a bed, an old scale. These may be borrowed, shared between classes or schools, etc.
Description of the learning experience	<p>Find a space in the classroom to set up as a medical clinic. There is so much for children to learn in this centre but the focus of some of the play at this centre can be on understanding how the context for language can change according to the situation and the audience. They can understand that they would speak in a slightly different way to the medical staff than to their family members, that there is a difference in the way we speak to a baby, etc. This could be a permanent learning centre or it could be that the basic equipment from the Home Centre is transformed into the clinic. (The advantage of having both the Clinic and Home Centres functioning at the same time is that the children can play in one of the centres but then find opportunities to interact with the children at the other centre. The decision is often made by how much access to material the teacher has.)</p> <p>Brainstorm with the children what might be needed for the centre and engage them in bringing some of this material. Ask for donations from the community of empty boxes of medicine, strips of cotton for bandages, a small table, a shirt to act as a lab coat for the medical personnel, an old stethoscope if possible or one made by the teacher or a volunteer that is made to look like one. Allow the children to develop their own conversations and to lead the play. In order to expand on vocabulary however, the teacher is encouraged to sometimes join the play by taking on the role of one of the characters and introduce new words, using more complete sentences. Encourage children to think about the way their character would talk. Is that the way papa would talk to the baby? This baby is really crying hard. How can mommy calm this baby down? How would the doctor have asked us that?</p>
	<p>(Note: This activity is very open ended and a great deal of learning indicators can be addressed at the centre according to the goals of the teacher and the interests of the students. For example, by placing pencils or pens and a small note pad in the office, the doctor is able to role play how to write out a prescription for the patient; signs can be made by the children to identify the name of the clinic and whether or not it is open.)</p>

Learning Area	Language and Communication
Strand	Reading
Sub-Strand	Skills and Strategies
Learning outcome	Use emergent reading skills
Name of the learning experience	<i>The Name Song</i>
Purpose	To identify the first letter in words, starting with their name
Materials	1. A piece of paper for each child in the class 2. A marker
Description of the learning experience	<p>To assist children in recognizing letters, prepare a piece of paper for each child in the class on which you will write the first letter of each child's name. Make up a simple tune for an alphabet song such as the following:</p> <p style="padding-left: 40px;"><i>A is for Annie a-a-a</i> <i>A is for Annie a-a-a</i> <i>A is for Annie a-a-a</i> <i>A is for Annie and for animal.</i></p> <p>The lyrics are simple and flexible so any letter, any name, or any object can be incorporated into the song.</p> <p>When singing the song you will call out a child's name or a familiar object that starts with that letter and those children will hold up their letter at the same time. For example, A is for Annie, B is for ball, C is for coconut. Not all letters will be used so the teacher can hand out the extra letters to children. Once every child becomes familiar with the song, the teacher can choose to add familiar objects to the song such as; <i>A is for Annie and ant.</i></p>

Learning Area	Language and Communication
Strand	Reading
Sub-Strand	Skills and Strategy
Learning outcome	Use emergent reading skills
Name of the learning experience	<i>Letter Soup</i>
Purpose	To identify the first letter in words, starting with their name
Materials	<ol style="list-style-type: none"> 1. Alphabet letter shapes or letters printed on small pieces of paper (A-Z) 2. A large bowl or pot 3. A large spoon
Description of the learning experience	<p>Prepare all of the materials needed for this learning experience then gather the children in a circle. Tell the children that they will be making alphabet letter soup, but that it requires a lot of mixing. Select a child to go first and then follow the steps listed below.</p> <ol style="list-style-type: none"> 1. Ask the child to go to the bowl and mix the letters. 2. After mixing for a few moments ask the child to use the spoon to select a letter from the bowl or pot. 3. Once the child has selected a letter ask them to think of a word or object that begins with the letter they selected from the soup. If the child is unable to think of a word then offer the other children in the class an opportunity to say a word that they know that matches the selected letter. 4. Praise all children for their efforts. Guide the child, who has made an error, to hear the sound the letter makes and carefully identify a word that begins with that sound. Because children are learning, it is important to work with them to choose the words.

Learning Area	Language and Communication
Strand	Reading
Sub-Strand	Production
Learning outcome	Read familiar texts using emerging reading strategies
Name of the learning experience	<i>Shared Reading</i>
Purpose	To encourage children to feel like a reader by rereading the same simple text until they are fluent and able to distinguish details within the text
Materials	<ol style="list-style-type: none"> 1. Chart paper or chalk board and a pointer 2. A poem or song that is simple and familiar
Description of the learning experience	<p>Clearly print out a familiar song or a poem with which most children are already familiar. Tell them that you are all going to read the song/poem together. Use your hand or a pointer to guide the children's eyes to the words as they read (do not point on the word, but just below the word so that the word is clearly visible. Slide your hand or the pointer along the line of text so that the reading is not a slow word-by-word reading but a smooth read).</p> <p>This activity gives children the confidence to feel as though they are capable of learning to read and it shows them how print works (we read from the top of the page down, we read from left to right, at the end of the line we swing down to the left hand side again, words are spelled in a consistent way).</p> <p>During play or activity time, encourage children to come to the song/poem and read it independently.</p>

Learning Area	Language and Communication
Strand	Reading
Sub-Strand	Content and Texts
Learning outcome	Use text and pictures to gain meaning
Name of the learning experience	<i>Reading Aloud</i>
Purpose	To demonstrate to children how a good reader uses the pictures in a book to gain further meaning
Materials	1. A picture book with clear pictures that are familiar to the students
Description of the learning experience	Carefully choose a book that has interesting and clear pictures or photographs. Before reading each page, discuss the picture with the children. Point out the obvious in the pictures but also point out some of the subtle clues the illustrator often includes. This might include drawing facial features that predict how a character is feeling, a clue as to what is going to happen on the next page, rich detail that books for young children cannot include in the text. Ensure that children know that the pictures in the book are there to help to tell the story and that they provide much needed detail.

Learning Area	Language and Communication
Strand	Writing
Sub-Strand	Skills and Strategies
Learning outcome	Use emergent writing skills to record ideas
Name of the learning experience	<i>Independent Writing</i>
Purpose	To provide an opportunity to record their thinking
Materials	1. A piece of paper
Description of the learning experience	<p>Young children are ready to begin the process of writing down their thoughts and ideas. This does not mean that they are ready to record their thinking accurately. Ensure that there are paper and pencils available to children at all times. Independent writing becomes an opportunity for the teacher to learn what each child is learning from the shared reading and writing that is occurring in the classroom. Encourage children to draw a picture and then label it or write some words to accompany the picture. By using what they know such as the first letter of a word, or by copying a word that they see in the classroom, the child is demonstrating their awareness of sounds, their awareness of the classroom environment and their increasing fine motor skills. As children become more and more comfortable and confident about their writing, use this as an opportunity to teach one new skill such as listening to an recording the final sound in a word or looking into a book to find a word that they have seen in a text. Use this as a piece of assessment data.</p>

Additionally see the lesson for Medical Clinic on page 13 for a way of providing an independent purpose for writing at a learning centre.

Learning Area	Language and Communication
Strand	Writing
Sub-strand	Production
Learning outcome	Uses pictures, letters, and some words to record ideas
Name of the learning experience	<i>I can write my name</i>
Purpose	To provide a reference for children in helping them to print their name
Materials	<ol style="list-style-type: none"> 1. Markers or crayons for the children 2. Paper (recycled), cut into strips
Description of the learning experience:	<p>To assist the children in learning how to write their name on their own they need to practice often. To begin, prepare a long strip of paper for each child in the class. This size is ideal for children to trace with their finger before trying to print on their own. On each strip write one child's name. You may also choose to ask the children to draw their own pictures to attach to the end of the strip to assist them in identifying their name. These strips should be stored in a central place in the classroom so that children will be able to access them any time they choose to write their name. It is an easy reference tool for them. This experience can be set up daily when the children arrive or at other times during the day until they no longer have this need. Children use their name strip to practice printing their name and to be able to independently write their name on any paper they write on.</p>

Learning Area	Language and Communication
Strand	Writing
Sub-strand	Context and Texts
Learning outcome	Understand that writing is purposeful
Name of the learning experience	<i>Shared Writing</i>
Purpose	To demonstrate to the children how ideas are recorded
Materials	Choose materials that will allow the teacher to write a message with the children that they can all see. A small piece of paper is not accessible for the whole class. Recording on a large chalkboard or a large piece of paper is best if this is used as a whole class or large group activity.
Description of the learning experience:	The teacher should consider a wide range of purposes and opportunities for writing and demonstrate to the children the various purposes for writing as well as modeling the process of writing.
Possible Scenario	<p>Following a special event at school, for example, work with the children to write a thank you letter to a special visitor.</p> <p><i>It was very nice of Mrs. James to come to our classroom to help us make these beautiful masks. What could we do to show her that we appreciate her help? Yes, we could tell her that when we see her in the community and she would be very happy to hear that. But I have an idea of something we could all do together. We could work together to write her a note to tell her and we could all sign our names. I think she would be very happy with that.</i></p> <p><i>I am going to write a BIG letter on this big paper so that you can all see what I am doing and you can help me write it. Who would like to come up and show us where I should start writing? Have one child come up and point to the left side of the page. When we are writing a letter we do something different to start it. If I was just talking to Mrs. James I would start thanking her but in a letter we always start with Dear Mrs. James so I am going to write that first. Teacher writes this. What do we now want to say to Mrs. James? Yes we could say that we like the masks that we made. I am going to write that down. Teacher writes We like the What letter am I going to need to write down to start the word masks? Listen while I stretch the word mmm-aaa-sss-k-sssss. What is the first sound we hear? What letter makes that sounds. Emma you can make that letter because it is in your name. Continue writing the letter to the community volunteer, ensuring that it is simple enough for the children to follow and make suggestions, but also demonstrates how writing becomes very purposeful.</i></p>

Learning Area	Language and Communication
Strand	Viewing
Sub-Strand	Skills and Strategies
Learning outcome	Recognize some simple messages in the environment
Name of the learning experience	<i>Classroom Signs</i>
Purpose	To demonstrate how signs can convey information
Materials	1. A sign in the classroom that could have been made by the teacher or purchased
Description of the learning experience	Create signs in the classroom environment that serve a function for children and replicate signs that they might find in the town or village. For example, make a sign to hang near the hand washing area. Create the sign with a clear illustration of its purpose and clear wording - <i>Wash your hands</i> . Discuss how signs often have a picture to help to send the message. Read the sign with the children every time they are washing so that they make the link between the instructions in the poster and what they are required to do.

Learning Area	Language and Communication
Strand	Viewing
Sub-Strand	Production
Learning outcome	Create simple media texts
Name of the learning experience	<i>Independent Sign Making</i>
Purpose	To provide an opportunity for children to make their own signs to share simple messages
Materials	1. Paper 2. Writing tools
Description of the learning experience	Provide writing materials for children at a permanent location in the classroom. They should know that this is material that they can access at any time, from whatever centre at which they are working. Remind children often that if they wish to tell all of the children something about their centre, the writing materials are their tools.
Possible Scenario	A group of children were working with some beads to make a long pattern. At the end of activity time they asked to be able to continue to work again on their pattern the next day. The teacher suggested that they could make a sign to put up at the centre to tell this to the other children. The group found a piece of chalk and a small chalkboard. They worked together to write <i>Wer kmng bk</i> . The teacher showed the class that the group had written them a message and asked the group to read it. They read together, <i>We're coming back</i> . The teacher praised the writers and asked the class to respect their request the next day.

Learning Area	Language and Communication
Strand	Viewing
Sub-Strand	Context and Texts
Learning outcome	Talk about how media texts convey messages
Name of the learning experience	<i>Dance</i>
Purpose	To provide an opportunity for children to understand how to convey a media message through dance
Materials	Props such as conch shell, tam tam, bells, drum, etc.
Description of the learning experience	<p>The teacher brings in props that the children will have seen during cultural events in their community that create music or are used in dances such as bells and drums. A group of children should use the props to create the music, some children will be asked to dance to the music, and the other children will view the production as the audience. Enjoy the activity together and debrief at the end. Ask children how the music indicated to them what to do in the dance. Compare this to what the audience felt the music and dance was telling them (children should talk about whether it made them feel happy, sad, scared, excited, etc.) Expect that children can understand and discuss how slow music is often sad or makes you slow down whereas fast music is more exciting and happy. How were they able to incorporate hand movements or common steps that they have seen in the dances performed by others? How did these steps make them feel?</p>

Chapter 3

Mathematics

The curriculum for Mathematics is multi-faceted and provides for the development of foundational mathematical concepts in the areas of Number, Measurement, Geometry, Patterns, and Probability. While these mathematical strands appear at first glance to be complex concepts for young children, it is possible to consider a variety of play-based learning opportunities for children to explore these learning areas and develop an understanding of the basic concepts.

Mathematical concepts should be introduced in a way that allows for a gradual release of responsibility from the teacher to the child. This means it moves from teacher thinking and control of the learning to independent thinking and control of the learning by the child. Planned lessons and learning experiences are important but so are planned play experiences and independent application.


Learning Area	Mathematics
Strand	Number
Sub-strand	Whole Numbers
Learning Outcome	Count objects, matching one to one
Name of the learning experience	<i>Nature Scavenger Hunt</i>
Purpose	To provide a variety of opportunities for children to count object
Materials	1. A variety of items to count
Description of the learning experience	<p>Have a discussion with the children about some of the interesting things that can be found indoors and outdoors, both natural and man-made. Consider a wide variety of ways that children can have opportunities to count:</p> <ul style="list-style-type: none"> - <i>There are three people at your work-table. Bring one pencil for each person at your table.</i> - <i>When you are washing your hands, count to 30. That is how long it takes to get them clean.</i> - <i>How many girls/boys are at school today?</i> - <i>How many flowers are on that plant?</i> - <i>Look at the birds sitting on the fence. How many are there?</i> - <i>How many steps are on the ladder for the slide?</i>

Learning Area	Mathematics
Strand	Number
Sub-strand	Operations
Learning Outcome	Explore putting together and taking away concrete objects
Name of the learning experience	<i>Stuffed Animal Picnic</i>
Purpose	To provide a realistic experience in adding to or taking away from a number
Materials	<ol style="list-style-type: none"> 2 stuffed animals (dog/cat or any other stuffed animals) 20 pieces of paper (or stones, beads, blocks) to be used to represent food
Description of the learning experience	<p>Ask a small group of children to sit with you in a circle and then present the stuffed animals to them. You may choose to have the children name the stuffed toys. Tell the children that the stuffed animals are hungry and that each child will get a turn to feed them "food". Next put out the counters/ toy pieces and ask the children mathematical questions to provide them practice in applying skills in putting together (adding) and taking away (subtracting).</p> <p>For example:</p> <ol style="list-style-type: none"> My stuffed animal Emma is hungry and needs someone to feed her 2 pieces of fruit. (One child puts two representations of fruit in front of Emma the teddy bear.) Now Corbin (the other stuffed animal) is hungry for fruit too. We need someone to feed Corbin 6 pieces of fruit. Emma ate 2 pieces of fruit and Corbin ate 6 pieces of fruit so which friend ate more? How many more pieces can we feed Emma so that she has eaten the same amount of fruit as Corbin? <p>This activity continues until all of the children are given an opportunity to participate. Direct the number of pieces used carefully for each child participating so that the activity is appropriate to their level of understanding. A child who is able to count to 20 will have different problems to solve than the child who is able to count to 5, for example.</p>

Learning Area	Mathematics
Strand	Number
Sub-strand	Fractions
Learning Outcome	Sort and regroup a collection of objects in different ways Learn to share equally Apply effective strategies for numerical calculation and problem solving
Name of the learning experience	<i>Fruit Salad Sorting</i>
Purpose	To provide an opportunity to practice sharing equally
Materials	<ol style="list-style-type: none"> 1. Up to 6 different fruits (oranges, grapes, guava, pineapple, papaya, mango etc.) 2. A bowl for mixing the fruit together 3. A knife for cutting/peeling the fruit 4. A serving spoon 5. Individual plates/bowls and spoons/forks for the children to eat with 6. A large piece of paper for making a graph with the children 7. Markers for recording data
Description of the learning experience	Before discussing this new experience with the children, prepare the fruit by washing it; gather the cutlery and all materials needed to implement this learning experience. Work with a small group of children to share each of the fruits equally amongst the children.

Learning Area	Mathematics
Strand	Measurement
Sub-strand	Length, Weight, Capacity
Learning Outcome	Explore length, weight and capacity of objects using non-standard measures
Name of the learning experience	<i>Tall Tales: Jack and the Beanstalk</i>
Purpose	To provide a learning opportunity for children to apply their knowledge of length, weight, and capacity of objects using non-standard measures
Materials	1. Jack and the Beanstalk story ¹
Description of the learning experience	<p>To implement this learning experience you must start by reading the children the short story (provided below) called Jack and the Beanstalk. Read the story with expression and help them to understand any complex sections of the story. Following the reading, talk to the children about the different things mentioned in the story that would be interesting to measure such as the height of the Ogre, size of the harp, length and width of the beanstalk, etc.</p> <p>Next, show the children how they can use the shape of their hand as a measuring tool. Then put all of the children into pairs and ask them to measure the height of their partner by counting how many times they can put one hand in front of the other to measure the height of their partner. The children should start by placing their right hand out flat on top of their partner's ankle, without moving that hand the child should place their left hand in the same position on top of their right hand (so that they are touching side by side with thumbs facing down. As the children move one hand on top of the other they should be counting, resulting in a height measurement.</p>

¹ <http://www.authorama.com/english-fairy-tales-15.html>

Learning Area	Mathematics
	<p data-bbox="477 260 1117 296">Please refer to the following diagram below:</p> <div data-bbox="704 407 1195 1045">The diagram consists of two orange-colored illustrations. On the left is a vertical silhouette of a human leg, extending from the hip down to the ankle. On the right is a silhouette of a human hand, shown from the palm side with fingers spread. The length of the leg is visually equivalent to two times the length of the hand.<p data-bbox="945 831 1101 867">The Palm</p></div> <p data-bbox="477 1077 1219 1113">Length of a leg (from ankle to hip) = 2 hands long</p>

Story: Jack and the Beanstalk

Once upon a time there lived a poor widow and her son Jack. One day, Jack's mother told him to sell their only cow. Jack went to the market and on the way he met a man who wanted to buy his cow. Jack asked, "What will you give me in return for my cow?" The man answered, "I will give you five magic beans!" Jack took the magic beans and gave the man the cow. But when he reached home, Jack's mother was very angry. She said, "You fool! He took away your cow and gave you some beans!" She threw the beans out of the window. Jack was very sad and went to sleep without dinner.

The next day, when Jack woke up in the morning and looked out of the window, he saw that a huge beanstalk had grown from his magic beans! He climbed up the beanstalk and reached a kingdom in the sky. There lived a giant and his wife. Jack went inside the house and found the giant's wife in the kitchen. Jack said, "Could you please give me something to eat? I am so hungry!" The kind wife gave him bread and some milk.

While he was eating, the giant came home. The giant was very big and looked very fearsome. Jack was terrified and went and hid inside. The giant cried, "Fee-fifo-fum, I smell the blood of an Englishman. Be he alive, or be he dead, I'll grind his bones to make my bread!" The wife said, "There is no boy in here!" So, the giant ate his food and then went to his room. He took out his sacks of gold coins, counted them and kept them aside. Then he went to sleep. In the night, Jack crept out of his hiding place, took one sack of gold coins and climbed down the beanstalk. At home, he gave the coins to his mother. His mother was very happy and they lived well for some time.

Then Jack climbed the beanstalk and went to the giant's house again. Once again, Jack asked the giant's wife for food, but while he was eating the giant returned. Jack leapt up in fright and went and hid under the bed. The giant cried, "Fee-fifo-fum, I smell the blood of an Englishman. Be he alive, or be he dead, I'll grind his bones to make my bread!" The wife said, "There is no boy in here!" The giant ate his food and went to his room. There, he took out a hen. He shouted, "Lay!" and the hen laid a golden egg. When the giant fell asleep, Jack took the hen and climbed down the beanstalk. Jack's mother was very happy with him.

After some days, Jack once again climbed the beanstalk and went to the giant's castle. For the third time, Jack met the giant's wife and asked for some food. Once again, the giant's wife gave him bread and milk. But while Jack was eating, the giant came home. "Fee-fi-fo-fum, I smell the blood of an Englishman. Be he alive, or be he dead, I'll grind his bones to make my bread!" cried the giant. "Don't be silly! There is no boy in here!" said his wife.




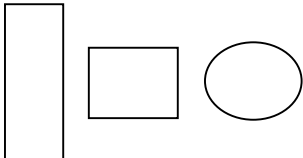
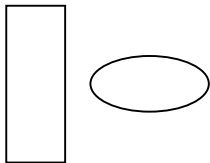
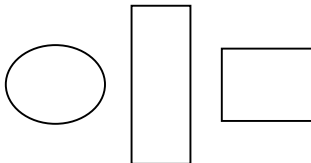
The giant had a magical harp that could play beautiful songs. While the giant slept, Jack took the harp and was about to leave. Suddenly, the magic harp cried, "Help master! A boy is stealing me!" The giant woke up and saw Jack with the harp. Furious, he ran after Jack. But Jack was too fast for him. He ran down the beanstalk and reached home. The giant followed him down. Jack quickly ran inside his house and fetched an axe. He began to chop the beanstalk. The giant fell and died.

Jack and his mother were now very rich and they lived happily ever after.

Source: <http://shortstoriesshort.com/story/Jack-and-the-beanstalk/>

Learning Area	Mathematics
Strand	Measurement
Sub-strand	Time
Learning Outcome	Participate in and discuss daily routines using local time markers
Name of the learning experience	<i>Our Day at School</i>
Purpose	To create a visual schedule that displays important information about the daily schedule of activities that take place in the classroom
Materials	<p>Labels:</p> <ol style="list-style-type: none"> 1. Days of the week (Sunday to Saturday) 2. Daily time markers such as morning, afternoon, noon, evening 3. Paper for making labels that show activities happening throughout the day. 4. Markers for writing
Description of the learning experience	<p>At the beginning of the day, talk to the children about the classroom schedule. In order to pre-assess what the children know and the experiences they have had with regard to telling time and how we track time, ask the children about different ways that they can keep track of time and the words they use to talk about time. Include vocabulary such as morning, afternoon, tomorrow, today, yesterday, clock, etc.</p> <p>Next post the labels with the days of the week side by side on a wall at the highest height that the children can reach. Have the children take turns placing the time labels in order, one on top of the other (horizontally on the same wall). Select a few children to try to guess what happens during different times of the day. The children should be used to a regular daily routine, so would have experience with when lunchtime is, play time, home time etc. Another time, make a list of things that usually happen throughout the day. Each of these events can also be complimented with a picture to show what the word means. Cut up and label each of the events.</p> <p>Finally, allow the children to place the words and pictures beside the appropriate time that the event takes place during the day. Make frequent reference to their chart to help them understand how to read it and use it for information. The fact that the children have actually done much of the preparation of the chart means that they will likely be more motivated to use it in a functional way.</p>

Learning Area	Mathematics
Strand	Measurement
Sub-strand	Money
Learning Outcome	Imitate traditional bartering methods of exchange in play and or use vatu paper currency
Name of the learning experience	<i>Grocery Shop or marker</i>
Purpose	To participate in a role playing activity that helps children learn about how materials are sold/bought/exchanged
Materials	<ol style="list-style-type: none"> 1. A variety of fruits and or vegetables (at least 8) 2. Pretend money can be drawn on paper (allocate at least 1 coin per child)
Description of the learning experience	<p>Before implementing this learning experience decide a price for each item and label each fruit being used for the activity with a realistic price. Write the price on paper and attach it to the fruit.</p> <p>Talk to the children about their experiences shopping at the market with their parents. After listening to the children's experiences ask them to take turns using the money provided to purchase fruits and vegetables from the vendor in the market (role played by another child).</p>
Possible Scenario	<p>As children are learning about this concept play with them in the market centre to help them develop their knowledge.</p> <p><i>A boy examines the fruit and asks to buy a pineapple that costs 1 vatu with a 10 vatu bill. Encourage the children to think critically by asking questions such as: Do you have enough money to buy the pineapple? Do you have enough money to buy another apple? Will the seller need to give you change back? Once the children demonstrate a good understanding of using money to buy goods, select other children to act as the seller and observe the transactions to learn what they are able to apply independently.</i></p>

Learning Area	Mathematics	
Strand	Geometry	
Sub-strand	Shapes and Angles	
Learning Outcome	Recognize and compare common shapes in their environment	
Name of the learning experience	<i>Our School's Landscape</i>	
Purpose	To demonstrate an awareness of common shapes found in their environment	
Materials	<ol style="list-style-type: none"> 1. Paper for each child 2. Pencils 3. Erasers 4. Cardboard or books to be used as a drawing surface outside 	
Description of the learning experience	<p>Take the children on a short walk around the schoolyard and ask them to look for familiar shapes they may see such as circles, squares, ovals, rectangles, prisms etc.</p> <p>Next choose a location located near the school that has many structures, foliage or greenery. Ask the children to look around their new surroundings for familiar shapes. Allow the children to share the shapes that they see with their classmates. Then provide each child with a pencil and paper (erasers can be provided when requested). Ask the children to think of their paper as the land that they see around them, to look at the things around them and represent each item with a shape on their paper. Refer to the sample below:</p>	
		
Subject: Palm Tree Shapes: Rectangle, Square, Circle	Subject: Branch and Leaves Shapes: Rectangle, oval	Subject: Bush and Shrubs Shapes: Circle, Rectangle, square
		

Learning Area	Mathematics
Strand	Geometry
Sub-strand	Position and Space
Learning Outcome	Participate in activities that require understanding of position and space
Name of the learning experience	<i>Ring Toss</i>
Purpose	Demonstrate an understanding of geometric reasoning and spatial awareness and analyze mathematically the spatial features of objects
Materials	<ol style="list-style-type: none"> Up to 6 (dependent on group size) circular objects that can be used for ring toss (hoola hoops, card board cut out circles, wire bent into a circular shape (sharp edges can be taped etc.) 3 pylons or wooden/metal posts stuck firmly into the dirt
Description of the learning experience	<p>Prepare for a game of ring toss. Divide the children into two or three groups (depending on the number of children playing), each lining up behind one of the three pylons.</p> <p>Demonstrate how to play this particular game. The first person in the line is asked to throw the ring and try to loop it over the pylon. Most children will have difficulty. The next person in line is then asked to offer a suggestion to this person using mathematical language. <i>Throw the ring more to the left. Throw the ring further. Don't throw the ring as far this time.</i> The first person in the line will be given another turn to hit the pylon. The advisor will provide feedback once again and then take their turn. When the child has a turn throwing the ring twice, he goes to the end of the line. There is no competition between the three lines.</p>

Learning Area	Mathematics																								
Strand	Patterns																								
Sub-strand	Patterns																								
Learning Outcome	Recognise and make a pattern of 2 or more criteria																								
Name of the learning experience	<i>Playing with Shape Patterns</i>																								
Purpose	To provide a more complex pattern-making activity for those who are ready for a new challenge																								
Materials	<p>1. Plastic shapes or shapes cut out of cardboard. (Please follow the chart below for organizing the shapes needed in specific sizes and colours, making at least 2 of each.)</p> <table border="1"> <thead> <tr> <th>Circle</th> <th>Square</th> <th>Rectangle</th> <th>Star</th> </tr> </thead> <tbody> <tr> <td>Large orange Circle</td> <td>Large orange Square</td> <td>Large orange Rectangle</td> <td>Large orange Star</td> </tr> <tr> <td>Small green Circle</td> <td>Small green Square</td> <td>Small green Rectangle</td> <td>Small green Star</td> </tr> <tr> <td>Blue Circle</td> <td>Blue Square</td> <td>Blue Rectangle</td> <td>Blue Star</td> </tr> <tr> <td>Yellow Circle</td> <td>Yellow Square</td> <td>Yellow Rectangle</td> <td>Yellow Star</td> </tr> <tr> <td>Red Circle</td> <td>Red Square</td> <td>Red Rectangle</td> <td>Red Rectangle</td> </tr> </tbody> </table>	Circle	Square	Rectangle	Star	Large orange Circle	Large orange Square	Large orange Rectangle	Large orange Star	Small green Circle	Small green Square	Small green Rectangle	Small green Star	Blue Circle	Blue Square	Blue Rectangle	Blue Star	Yellow Circle	Yellow Square	Yellow Rectangle	Yellow Star	Red Circle	Red Square	Red Rectangle	Red Rectangle
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Description of the learning experience	<p>Begin this learning experience by having a discussion with the children about what they know about shapes. Ask them to identify and name some shapes, think about their favourite shapes and to locate shapes within the classroom. Discuss other attributes of the shapes such as size and colour. Based on this discussion, plan which shapes will be used for the following activity, considering what the children can work with successfully. Next invite the children to explore patterns by asking them to point out patterns they see in the class.</p> <p>Finally, tell the children that they are going to learn how to make shape patterns and that they will have a turn to make their own shape patterns. Show them each of the shapes that have been prepared and talk with them about the attributes of each shape (this one is a circle and it is yellow - a yellow circle). Once they are familiar with the shapes and their attributes, they can begin making patterns with the shapes.</p> <p>Seat the children so that they can all see what you are doing (a small group would be more successful than the whole class for this activity). Make a pattern with the shapes and ask a child to read the pattern, offering help as needed: (i.e. <i>Red circle, yellow star, small green rectangle, red circle, yellow star, small green rectangle</i>). Finally, invite the children to take turns making their own patterns and identifying the patterns of their classmates. This now becomes an independent activity at the mathematics centre.</p>																								

Learning Area	Mathematics																						
Strand	Probability and Data																						
Sub-strand	Probability																						
Learning Outcome	Engage in conversations with the teacher about the chances of natural or community occurrences																						
Name of the learning experience	<i>Sinking and Floating Tally</i>																						
Purpose	To provide an opportunity to identify the probability of items that will sink or float																						
Materials	<ol style="list-style-type: none"> 1. Chalk board and chalk or a piece of paper and marker to be used for making a Tally Chart 2. Water centre (could be a big plastic bucket with clean water) 3. Items to add to the water to identify whether they sink or float 																						
Description of the learning experience	<p>Prior to sending a small group of children to this new centre, talk to them about natural and man-made items that might sink or float. Ask children to make some predictions orally. Show the children the tally chart and tell them that this is going to be a way for them to track their thinking.</p> <p>Identify the item to test and ask children to come to the chart, one at a time, to make their tally in the appropriate column to their prediction. When they are all finished all the items, count the tallies and then begin testing the predictions by adding the items, one at a time, to the water. Note: This activity is not about being right or wrong but about making a scientific prediction and then testing the prediction.</p> <p>Listen to the language used by the children. Are they using the language of prediction? Model this language for them. <i>Do you think this will float? I think it might happen. Let's find out if ...</i></p> <p>Example Tally Chart:</p> <table border="1"> <thead> <tr> <th>Item tested</th> <th>I think it will sink</th> <th>I think it will float</th> <th>What it did</th> </tr> </thead> <tbody> <tr> <td>A big leaf</td> <td> (4 children)</td> <td> (1 child)</td> <td></td> </tr> <tr> <td>A small leaf</td> <td></td> <td></td> <td></td> </tr> <tr> <td>A stone</td> <td></td> <td></td> <td></td> </tr> <tr> <td>A shell</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Once children are familiar with the tally chart, plot other prediction such as plotting 5 different natural disasters and ask the children to raise their hands to show if they think the disaster may or may not happen in their country.</p>			Item tested	I think it will sink	I think it will float	What it did	A big leaf	 (4 children)	(1 child)		A small leaf				A stone				A shell			
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Learning Area	Mathematics					
Strand	Probability and Data					
Sub-strand	Handling Data					
Learning Outcome	Talk about and sort data about familiar topics					
Name of the learning experience	<i>Daily Attendance Chart</i>					
Purpose	To demonstrate to children how to use a simple chart to organize data					
Materials	1. Space on the blackboard designated to a daily attendance sign-in					
Description of the learning experience	<p>Once the children have demonstrated an understanding of how to represent their name in writing (either printing their whole name, an initial consonant, or a special squiggle) this activity can be implemented on a daily basis.</p> <p>Create a simple t-chart with the words <i>Present</i> and <i>Absent</i> or <i>Away</i> on the top of the two columns.</p> <p>When children arrive at school they are asked to sign their name in the <i>Present</i> column. Once everyone has arrived, the class can check to see that everyone has signed in, count the number of children present, identify those who are absent, and work with the teacher to add their names to the absent column which is also counted. Compare the data and as children become familiar with the activity, compare the number of children absent with previous days. A great deal of mathematics is involved in this activity as children count and compare.</p> <table border="1" data-bbox="479 1348 1429 1795"> <thead> <tr> <th>Present</th> <th>Absent</th> </tr> </thead> <tbody> <tr> <td style="height: 150px;"></td> <td style="height: 150px;"></td> </tr> </tbody> </table>		Present	Absent		
Present	Absent					

Chapter 4

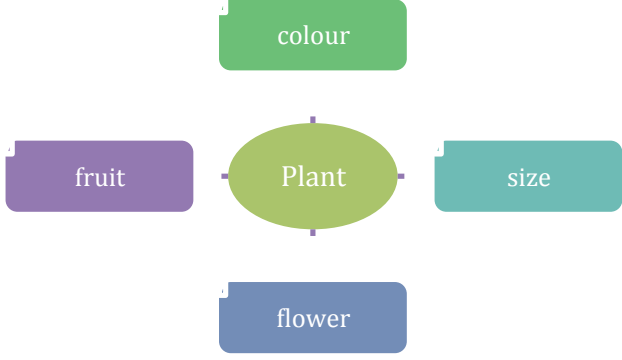
Science

The topics covered in the Kindergarten curriculum are designed to provide opportunities for young children to understand how science can be used to enhance their lives and way of life. They learn, in a play-based program, to think like a scientist, to solve problems and consider alternate solutions, to experiment, predict or hypothesize, in order to draw conclusions. They should be active and involved in the scientific processes and to share ideas with others. In this way the children of Vanuatu will prepare for the global changes that are moving the world forward in rapid ways that are unprecedented.

It is critical that children explore the four strands of the science curriculum – Living Things and the Environment; Interactions of Matter; Energy and Everyday Life; and Our Earth and Space. Through hands-on explorations children become critical thinkers, problem-solvers and inquisitive learners as they engage in activities related to each of these strands or apply the learning from these areas to their daily lives.

Learning Area	Science
Strand	Living Things and Our Environment
Sub-strand	Living Together
Learning Outcome	Identify plants and animals that live locally and discuss their differences and similarities
Name of the learning experience	<i>Nature Adventure</i>
Purpose	To collect samples of local plant life for discussion
Materials	<ol style="list-style-type: none"> 1. Paper for recording observations 2. A large bag for collecting items found on the walk 3. String/yarn for hanging/displaying items
Description of the learning experience	<p>Select one day of the school week to take the children on a walk in the community to collect things from nature that interest them. Take some paper for the educator and the children to record the following things:</p> <ol style="list-style-type: none"> 1. What did we see? 2. Where did we see it? 3. What was interesting? 4. What was the best part of the walk? 5. What would you like to explore further? <p>Ensure that you have enough help from parents or community helpers to make this a safe trip.</p> <p>After the nature adventure, plan time to have a discussion with the children about what they saw and questions they may have. During the discussion, present the items collected on the walk and encourage the children to name the plants and animals and identify the differences and similarities between items seen while on the nature adventure.</p> <p>Hang the items from string around the classroom with labels of what they are and perhaps some simple sentences that they have written with the teacher (shared writing) that describes, locates, and compares the items.</p>

Learning Area	Science
Strand	Living Things and the Environment
Sub-strand	Structure and Life Processes
Learning Outcome	To observe the life cycle of plants and animals
Name of the learning experience	<i>Adopt a Plant</i>
Purpose	To identify one plant to observe and document over the course of a year
Materials	<ol style="list-style-type: none"> 1. Find an example of a plant that is appropriate for the children to study that is also close to the school 2. Paper 3. Pencils, pencil crayons or crayons 4. Paint
Description of the learning experience	<p>Step 1</p> <p>Have a discussion with the children about local plants that can be seen in their community and record all their ideas and thoughts. (Brainstorming) After the children have identified a few plants, decide as a group which plant you would like to study. Next, create a web with the children to identify what direction the life cycle study will go in. (Write the name of the plant in the centre and draw lines out from that to identify all areas of study about that plant). See example below. The children may choose to explore the following ideas:</p> <ol style="list-style-type: none"> 1. Where did this plant come from? Is it wild or planted by humans? 2. What does this plant need to grow? 3. Is this plant edible? Why, Why not? 4. Do animals use this plant for food? Which ones? 5. Is this plant endangered? How? Why? 6. What does it look like? Does it have flowers? Fruit?

Learning Area	Science
	 <p data-bbox="477 688 570 720">Step 2</p> <ul data-bbox="526 737 1393 842" style="list-style-type: none"><li data-bbox="526 737 1393 842">• Encourage the children and their families to discuss what they know about this plant and children can share their new ideas at school. <p data-bbox="477 856 570 888">Step 3</p> <ul data-bbox="526 905 1430 1083" style="list-style-type: none"><li data-bbox="526 905 1430 1083">• On the following day, provide the children with a variety of creative materials and ask them to draw pictures of the plant in its natural habitat. As the drawings are reviewed, encourage some children to add key letters as labels (e.g., <i>l</i> or <i>lf</i> for leaf). <p data-bbox="477 1098 570 1129">Step 4</p> <ul data-bbox="526 1146 1425 1325" style="list-style-type: none"><li data-bbox="526 1146 1425 1325">• Plan a time to visit the community to look for the plant (this planning can be done with the children as well). If possible bring in a few sample plants for the children to closely observe and explore. Encourage children to develop a list of questions they have about the plant. <p data-bbox="477 1339 570 1371">Step 5</p> <ol data-bbox="526 1388 1393 1738" style="list-style-type: none"><li data-bbox="526 1388 1393 1419">1. Develop a list of questions related to the plant<li data-bbox="526 1423 1393 1497">2. Have meetings to discuss the answers based on their own findings or information gathering<li data-bbox="526 1501 1393 1575">3. Observe the plant over time to see how the plant grows and changes<li data-bbox="526 1579 1393 1652">4. Continue to record the information through labeled drawings<li data-bbox="526 1656 1393 1738">5. Consider creating a class book about the plant and its changes

Learning Area	Science
Strand	Living Things and the Environment
Sub-strand	Biodiversity, Relationships and Sustainability
Learning Outcome	To demonstrate an awareness of various plants living in a specific environment
Name of the learning experience	<i>I Spy a Plant</i>
Purpose	To demonstrate to children that there are different environments within their community and each will have its own plants or animals
Materials	<ol style="list-style-type: none"> 1. Funnels, Buckets or containers for collecting water (Can be made from cutting large plastic containers (i.e. water bottles) in half. 2. Trowels (optional other garden tools) and buckets for collecting soil 3. Bag for bringing samples back to the class 4. Tape measures or strings for non-standard measuring units 5. Pencils and paper for recording where the soil or water samples were found
Description of the learning experience	<p>During group discussion time/ circle gathering, talk with children about the specific environment in which their school is located. Discuss the plants, animals, birds, and natural features that are seen within the schoolyard.</p> <p>Plan to take the children to a different location that is within walking distance but will have some diversity in plant life, animals, birds, and natural features. Collect samples of the soil, the water, some leaves and/or plant life. Record their observations of the environment including the wildlife they may have observed.</p> <p>Over time, plan another trip to a different type of location so that they can see the various ecosystems in their local environment. The water from the beach will look and smell different from the water in a puddle in the street. The water birds will be different from the birds found foraging in the fields. Their own observations will bring these ideas to light for them and they will use their scientific thinking to guide their explorations, as they understand the purpose of the trips.</p>

Learning Area	Science
Strand	Interactions of Matter
Sub-strand	Materials
Learning Outcome	Recognize that matter is all around us
Name of the learning experience	<i>Discovering Life Under Water</i>
Purpose	To assist the children in exploring and recognising that matter is all around us: in this example, exploring matter in water
Materials	<ol style="list-style-type: none"> Up to 5 or more clear glass jars of any shape and size (Each jar should have a fairly flat bottom for the children to place in water and look through) A large body of natural water (lagoon, river, sea, swamp)
Description of the learning experience	<p>Before implementing this learning experience, have a discussion with the children about the differences between life on land, water and space. The next step may be implemented in a variety of ways such as:</p> <p>Option 1</p> <ul style="list-style-type: none"> Bring the children to a natural body of water and allow them to use their jars to collect water samples. After each sample is collected, encourage the children to look closely at the water sample and record their observations. The children should be recording what they see, hear, feel and smell etc. <p>Option 2</p> <ul style="list-style-type: none"> Collect on your own, different water samples that may not be easily accessible for the children to gather samples on their own and bring them to school. After collecting a variety of samples (water from a tap at home, water from a local well, water from the school, lagoon etc.) allow the children to investigate what they see by shaking the jar and looking, smelling etc. Record observations based on what the children do and say. Model scientific language for them and listen for their use of the terms. <p>The children's actions will indicate the next steps for exploring different life forms and lead to a broader understanding about matter.</p>






Learning Area	Science
Strand	Interactions of Matter
Sub-strand	Forms and Cycles of Matter
Learning Outcome	To explore aspects of recycling and composting
Name of the learning experience	<i>Indoor Compost: A Plants Best Friend</i>
Purpose	To create an indoor composting centre for the children to use
Materials	<ol style="list-style-type: none"> 1. 1 kg of fruit and vegetable scraps collected from lunch or snacks for a few days 2. 1 clear plastic bag 3. 3 handfuls of soil 4. (Optional) 1 lump of unused charcoal to minimize the odour
Description of the learning experience	<p>Engage the children in a discussion about gardening, vegetable and fruit crops. Ask the children questions about things that help or hinder the progress and healthy growth of crops. Inform the children that they will be making their own classroom compost. This compost can later be used when the class plants seeds.</p> <p>To begin making the compost, gather the materials on a flat surface that will allow the children to have easy access to them. You may wish to double the ingredients to split the class into two smaller groups. When all of the children are gathered around the materials, allow them to take turns adding them all. Close the bag(s) by tying it with a simple knot that can be undone easily. Every 2 to 3 days allow the children to take turns letting air out of the bag and stir the matter inside. Three to four weeks later, the matter inside will have transformed into a bag of healthy compost. The compost may be used for class plants or you may choose to give the compost away as a gift.</p>

As an alternative or as a further learning experience, repeat these directions but add a few items that will not compost easily such as a plastic bag. Engage children in a conversation about how our environment will handle these non-compostable items that are thrown into garbage dumps.

Learning Area	Science
Strand	Energy and Everyday Life
Sub-strand	Forces
Learning Outcome	Experiment with how objects move
Name of the learning experience	<i>How Do Things Move?</i>
Purpose	To document items that move and identify the source To experiment with moving items at the Centre
Materials	Paper and markers for recording Items to add to a special technology centre <ul style="list-style-type: none"> • items that need to be moved • items that will help them to move other items such as ramps, pulleys, wheels, water, wagons, containers such as baskets
Description of the learning experience	<p>Create a chart with the class entitled <i>Things That Move</i>, either on the chalkboard or on chart paper. Brainstorm with the children various things that move and record all of their ideas on the chart. Tell children that for the next activity only non-living things that move are going to be needed. Work with the children to cross out all of the living things from the chart.</p> <p>Create a new t-chart with the two headings <i>Things That Move</i> and <i>How They Move</i>.</p> <p>Encourage children to identify from their own knowledge, how some of these items move - with wheels, force (being pushed), with motors, with electricity, for example.</p> <p>Over time, categorize objects in groups according to how they move. Ask the children to experiment with moving objects at school and at home and continue to add new ideas to the chart.</p> <p>Ask children guiding questions: <i>How can we move this heavy desk? How could we move it more easily? How can this rock be moved up this little hill?</i> Have the children experiment, using safety precautions, and continue to build the class chart or draw pictures to create their own independent charts.</p> <p>Bring a range of items in to the classroom that will provide a range of examples for them. Place these items in the Technology Centre so children can experiment with moving objects.</p>

Learning Area	Science
Strand	Our Earth and Space
Sub-strand	Our Solar System
Learning Outcome	Demonstrate an awareness of the differences in the day and night skies
Name of the learning experience	<i>Discovering Outer Space</i>
Purpose	To demonstrate how day and night comes to the sky
Materials	Rolled paper balls of increasingly larger sizes to represent the sun, earth and moon. Put a coloured dot on the earth to represent Vanuatu
Description of the learning experience	<p>Gather the children in a circle and engage them in a discussion about what they see in the sky. Tell them that they are going to talk about the moon and the sun. Ask them what they notice about the sun and the moon and record their responses. Ensure that children identify the fact that the moon is seen in the night sky, and the sun is seen in the daytime, the sun and the moon are not always found in the same location, and that the moon has different shapes (phases).</p> <p>Ask a child to hold the paper representing the earth and one to hold the sun. Place the sun far from the earth and ask the sun to remain still while the earth rotates in a tight circle holding the coloured dot outward. Engage children in a discussion about how the earth cannot see the sun during half of the rotation. Lead them to realize that this is what happens during the night and this is why the sky is dark.</p> <p>Then ask a child to hold the smallest circle, the moon, and stand between the sun and the earth. The earth continues in a slow rotation but the moon walks around the earth to represent the moon's orbit. Help the children to understand that at night the people in Vanuatu can see the moon and not the sun but the people on the other side of the earth can see the sun but not the moon.</p>

Learning Area	Science
Strand	Our Earth and Space
Sub-strand	Our Changing Earth
Learning Outcome	To demonstrate awareness of weather events and how we adapt to these changes in weather
Name of the learning experience	<i>Weather Watcher</i>
Purpose	To provide an opportunity for children to discuss and document the weather
Materials	<ol style="list-style-type: none"> 1. A large piece of paper for creating a chart 2. Weather images (This can be prepared beforehand by selecting the possible weather patterns and drawing them on a piece of paper such as; rain, lightning and thunder, sunny, windy cloudy etc.) 3. Clothing samples (a jacket for windy days, umbrella for rainy days etc.)
Description of the learning experience	<p>Step 1</p> <p>Tell the children that they will be discussing weather each day and that there is a new and very important classroom job. You may then ask the children what they think a Weather Watcher does. After hearing the children's ideas, explain to them that they will be checking the weather daily to look more closely at how and when changes in weather occur.</p> <p>Step 2</p> <p>Show the children the various weather pictures and the blank chart, asking them what each picture represents. Show them the various clothing items and discuss why they are appropriate for various weather conditions.</p> <p>Step 3</p> <p>Select one child to check the weather by going to a window or going outside. Ask the child to select a picture that best represents the weather they observe. The child, with support from the teacher is asked to write the weather word below the picture. Talk about appropriate clothing to wear in this weather.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Make individual Weather Watcher charts for the children to record their own weather observations.

Chart Sample: Daily Weather Watcher				
Monday	Tuesday	Wednesday	Thursday	Friday
				
Sunny	Sunny	Cloudy	Rainy and Thunder	Windy and Sunny

* (Child places or draws a picture that demonstrates the current weather).

Chapter 5

Living in Our Community

The activities suggested to meet the learning outcomes of Living in Our Community are based on ways of behaving that are appropriate to living co-operatively with others and to feel a part of their community. Through these activities, and those designed by their teachers, children will learn to be responsible for their own behaviour, they will learn healthy habits that address hygiene, safety and exercise, learn to become productive community members, and to participate in cultural events and activities.

As Vanuatu becomes more of a global community and children have access to popular culture and a world different to their own, it is vital that the values and cultural aspects of their community are solidified at young ages so they can proudly carry this forward through their lives.

Learning Area	Living in Our Community
Strand	Healthy Living
Sub-strand	Healthy Individuals and Communities
Learning Outcome	To support the children's ability to coordinate and balance their bodies to move in a variety of ways
Name of the learning experience	<i>Exercise Surprise Bin</i>
Purpose	To provide an opportunity for children to exercise daily
Materials	<ol style="list-style-type: none"> 1. 20 popsicle sticks or strips of paper 2. A container with a lid to contain the strips of paper
Description of the learning experience	<p>To prepare for this learning experience, you may choose to decorate the Exercise Surprise Bin yourself or provide the children with materials so that they may do so themselves. Develop an initial list of 5 basic stretches that are appropriate for the children. Write the name of each stretch on a popsicle stick or paper strip.</p> <p>This learning experience can be used over the entire school year as a daily physical activity. When introducing this activity to the children for the first time, start with a discussion to gain a better understanding of what they know about exercise. It would be beneficial to have a different discussion each day for the first week on a variety of topics (refer to the suggested topics below). Each day that a discussion is carried out, new stretches should be added to the Bin, until all 20 stretches are in the Exercise Surprise Bin. A different child each day may choose up to 5 popsicle sticks from the bin, and that child can help lead the stretching routine.</p> <p>Day 1: What stretches do you know? (i.e. jumping jacks) Day 2: Why should we stretch our body? (i.e. to stay healthy) Day 3: When should we stretch? (i.e. before playing sports) Day 4: When is stretching harmful? Day 5: Where can we stretch?</p>

Learning Area	Living in Our Community								
Strand	Healthy Living								
Sub-strand	Movement and Games								
Learning Outcome	Learn to coordinate and balance their bodies to move in a variety of ways								
Name of the learning experience	<i>Tides and Waves</i>								
Purpose	To have an opportunity to move while following directions								
Materials	None								
Description of the learning experience	<p>Before you introduce this learning experience to the children it would be helpful to build their background knowledge by bringing in pictures of waves and tides or take them to the beach, if possible. This experience will allow the children to engage in a discussion about the differences between tides and waves. Introduce the concepts of high tides, low tides, big waves, small waves etc.</p> <p>Now the children are ready to go outside to enjoy this active game. Ask them to stand in a straight line, than call out different directions to them (high tide, low tide, big wave, small wave). Ask them to demonstrate, with their bodies, what the wave or tide would look like.</p> <p style="text-align: center;">X X X X X X X X</p> <p>To make the activity more difficult you may also add speed directions such as big, fast wave or slow, low tide. The activity can also be more challenging by asking the children to join hands. You may choose to split the class into two groups and have the tides or waves moving towards each other.</p> <p style="text-align: center;"> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 0 10px;">X</td> <td style="padding: 0 10px;">X</td> </tr> <tr> <td style="padding: 0 10px;">X</td> <td style="padding: 0 10px;">X</td> </tr> <tr> <td style="padding: 0 10px;">X</td> <td style="padding: 0 10px;">X</td> </tr> <tr> <td style="padding: 0 10px;">X</td> <td style="padding: 0 10px;">X</td> </tr> </table> </p>	X	X	X	X	X	X	X	X
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Learning Area	Living in Our Community
Strand	Healthy Living
Sub-strand	Safety
Learning Outcome	Act in ways that are safe in school and demonstrate an understanding of safety rules outside of the school setting.
Name of the learning experience	<i>Community Safety Poster</i>
Purpose	To identify rules of safety within the community
Materials	<ol style="list-style-type: none"> 1. A large surface for making a sign - a cardboard box can be taken apart and the largest sides taped together to create a sturdy board 2. Markers and coloured pencils 3. Scrap paper to record notes 4. A pen 5. Small sheets of paper for the children to draw pictures on
Description of the learning experience	<p>Hold a discussion with the children about how to play safely and to stay safe in the classroom. Make a list of the ideas the children have about safety. (Use very simple language and perhaps simple drawings so that they can reread the list independently)</p> <p>Next, take the children on a short walk around the school community to identify important safety precautions, taking notes of the children's suggestions to refer to when they return to school.</p> <p>Work with the children to create a class poster that will act as a reminder about how to stay safe in the community. Label the poster <i>We Can Stay Safe</i>. At the writing centre provide individual sheets of paper for the children to draw pictures of themselves demonstrating the safety rules indicated on the poster. The pictures the children draw can be pasted around the outside edge of the poster surrounding the list of safety rules.</p>

Learning Area	Living in Our Community
Strand	Living Together
Sub-strand	Civic and Community Relationships
Learning Outcome	Recognise and talk about various roles within the family and the school community
Name of the learning experience	<i>Home Centre</i>
Purpose	To role play the skills necessary to live and work in harmony with other people at home, at school, and in the community
Materials	Appropriate materials for setting up a replica of a home
Description of the learning experience	<p>Set up the Home Centre with a variety of interesting material so that children will look forward to playing with their friends and learning about the various roles in their household. Children are expected to make up the rules of the play themselves, to choose roles, and to develop a story. By observing children at play the teacher is able to understand how children see their role in the home and the role that various members of their household play.</p> <p>In order to enhance the play, certain materials may be necessary. When children are dressed like their elders or have clothes for dolls, the play is more authentic. If they only have cooking utensils with which to play, the conversations and roles will be limited to the kitchen. Choose items, in particular, items that the males are more likely to use, that will encourage children to take on the role of the male family members and act out some of the day to day activities that they see their fathers and grandfathers take on.</p> <p>When the teacher observes behavior that may be disruptive to the family, this is a good time to discuss with this small group of children how this behavior makes other family members feel. Ask them how else they might handle this situation in the future.</p>

Learning Area	Living in Our Community
Strand	Living Together
Sub-strand	Caring for Our Environment
Learning Outcome	To encourage the children to identify some features in their local environment
Name of the learning experience	<i>Swimming in the Sea</i>
Purpose	To provide an opportunity to discuss local features and consider ways to describe them
Materials	None
Description of the learning experience	<p>Gather all of the children and ask them to sit in a circle on the floor. Ask each child in the circle to state the name of something that they might see if they went swimming in the sea (or any other local ecosystem). Introduce the rhyme:</p> <p>Here is an example:</p> <p style="padding-left: 40px;"><i>I was swimming in the sea, And what did I see? A huge giant whale Looking at me!</i></p> <p>Print the shell of this poem on the chalkboard with blanks that can be filled in easily.</p> <p style="padding-left: 40px;">I was swimming in the sea, And what did I see? A _____ (add two descriptive adjectives) _____ (animal, insect etc.) Looking at me!</p> <p>Have fun with this activity. Because the goal of the activity is to identify features of their local environment, spend time discussing what they have seen or plan a field trip to a nearby locale and record wildlife seen and their descriptions to add to another poem.</p> <p>Once the children are able to complete this activity successfully:</p> <ul style="list-style-type: none"> • Record one version on each page and create a class book. Children may choose to illustrate the book during their independent activity time. • Children should be able to access the poem during their independent activity time so that they can create their own poems with their friends.

Learning Area	Living in Our Community	
Strand	Living Together	
Sub-strand	Spiritual and Character Development	
Learning Outcome	Recognize some of the values and beliefs of the community in which they live	
Name of the learning experience	<i>Character Development Word Ring (i.e. trust, respect, kindness)</i>	
Purpose	Identify the skills necessary to live and work in harmony with other people at home, school and in the community	
Materials	<ol style="list-style-type: none"> 1. Cut out 15 cm X 15 cm squares (up to 18, depending on the character development words chosen). Write one character trait on each card, leaving space to record the names of children who demonstrate this trait. 2. Yarn or fabric that can be tied to make a ring to hold the cardboard 	
Description of the learning experience	<p>Speak to the children about personal characteristics (values) that are particularly significant in the community. Record their ideas. Add the values that you believe to be important and make sure the children understand what they all mean. Print these values on the cards.</p> <p>Tell the children that there will be weekly challenges that will help them learn how to be good citizens of their community. Each week they will be talking about one of these values. Choose the first value (one that is easy to identify and that most children demonstrate) and tie a string in a hole in the cardboard. (Eventually all of the cardboard squares will be attached to the string). Talk with the children about what the word means and how they can demonstrate that character trait. Tell the children that each time someone in the class demonstrates this value; their name will be added to the cardboard. For example, if the word is patience and a child demonstrates patience by waiting their turn for a game or toy in the class, their name can be added to the cardboard.</p> <p>This ring can be hung on a wall in the classroom and used as a symbol of the community values that are important. It will act as a reference throughout the year.</p>	
	Thoughtfulness	Faithfulness
	Patience	Kindness
	Perseverance	Orderliness
	Self-Control	Sensitivity
	Honesty	Helpfulness
	Cooperation	Peaceful
	Self-Control	Obedience
	Love	Respect
	Grace	Courage

Learning Area	Living in Our Community
Strand	Ways of Living
Sub-strand	Our Cultural Heritage and Identity
Learning Outcome	Participate in a variety of cultural activities common in the family and the community
Name of the learning experience	<i>Special Home Centre</i>
Purpose	To provide an authentic opportunity to participate in community cultural events through play
Materials	<ol style="list-style-type: none"> 1. Home Centre 2. Materials appropriate to the play as decided by the teacher and/or students
Description of the learning experience	<p>At all times the Home Centre should provide children access to cooking utensils that they would see in their homes. Ask parents and community members to provide used eating and cooking utensils for the children's use. Children should also have access to clothing that they can dress in to help them to take on the role of the family members. Large clothing (adult sizes) is not a problem for children playing in the Home Centre. They will create their own story, acting in various roles, demonstrating their understanding of how family members interact with each other and go about daily chores or rituals.</p> <p>Prior to a special event, add other items to the centre that will help them to role-play the adults at home as they prepare for this event. It provides them with an authentic opportunity to practice making special food, preparing special rituals or traditions, and taking part in these events through their play. Encourage families and community members to donate simple items to the classroom for this purpose. Over time, accumulate sufficient items to make this a rich experience.</p>

Learning Area	Living in Our Community
Strand	Ways of Living
Sub-strand	Visual Arts
Learning Outcome	To explore a variety of art materials and processes
Name of the learning experience	<p>Sand Drawings</p>  <p>http://en.wikipedia.org/wiki/Sand_drawing</p>
Purpose	To participate in a traditional art form
Materials	<ol style="list-style-type: none"> 1. Sand 2. A flat surface such as pavement for creating drawings with the sand 3. Images of sand drawings
Description of the learning experience	<p>Preparation</p> <ul style="list-style-type: none"> • Brainstorm with the children what they know about sand drawings. Ensure that they understand the traditional value of sand drawing and how it is recognized worldwide. • Show the children photos of sand drawings and speak to them about the use of sand, volcanic ash or clay in these art pieces. Ask the children to identify similarities between the pictures such as shapes, patterns or the fact that the sand drawings are created with continuous lines. <p>Activity</p> <ul style="list-style-type: none"> • Take the children outside and offer each child a pile of sand that they can use to experiment with making their own sand drawings. Encourage each child to experiment with developing images on their own but if they choose to work together, allow them the opportunity to do some may choose to work with a friend. <p>Follow-Up</p> <ul style="list-style-type: none"> • Once children have had an opportunity to experiment independently, it would be beneficial to contact the Vanuatu Cultural Centre and/or the Save Sand Drawings Action Committee to gather more information regarding sand drawings and to provide support with teaching the children about this cultural art practice.

Learning Area	Living In Our Community
Strand	Ways of Living
Sub-strand	Visual Arts
Learning outcome	To explore a variety of art materials and processes
Name of the learning experience	<i>Cozy Pillow</i>
Purpose	To provide an opportunity for children to work together to create a unique and comfortable item for the reading corner
Materials	<ol style="list-style-type: none"> 1. Fabric that will be sewn together to make a pillow 2. Paint in any colour, but primary colours work well 3. A wet cloth for cleaning children's hands
Description of the learning experience	<p>Cut the fabric into the shape of a pillow. Please note that the fabric must be large enough to fit the handprints of all of the children in the class. Two or more pillows can be made to accommodate a large class. Have a discussion with the children about the new learning experience, telling them that it will help them learn to recognize, write and read their name and other children's names in the class.</p> <p>Set up the materials on a table and call the children individually to the table to follow these steps:</p> <ol style="list-style-type: none"> 1. Dip the child's hand into the paint with the palm facing down 2. Hold the child's hand and firmly press it onto the fabric (you may choose to do it in a pattern or shape such as a circle) 3. Take the child's hand and clean it before they leave the table area 4. When all of the children have finished their handprint let the paint dry 5. Use a black marker to outline the hand shapes and to write the children's names on their hand prints <p>Place the pillow in the quiet reading area of the class.</p>

Learning Area	Living in Our Community
Strand	Ways of Living
Sub-strand	Performing Arts
Learning Outcome	Participate in and express enjoyment of dance, drama and music
Name of the learning experience	<i>Creative Dance</i>
Purpose	To provide a creative cultural experience for children
Materials	<ol style="list-style-type: none"> 1. A guest artist from the community 2. An open space in the classroom for movement activities
Description of the learning experience	<p>Invite a member of the community to come to school to play an interesting musical instrument for the children. Once they have listened to a few songs invite children to move into the open space and begin moving to the music. It is important for young children to feel what the music is suggesting to them before they learn specific steps to a cultural dance. This allows them to understand the dances in a different way. If the musician agrees, children may take turns playing the instrument and replicating the rhythm of the music they hear.</p> <p>Following the visit by an experienced musician, provide the same instrument or a replica of one in a music centre and encourage children to play the instrument and dance to the music of one another.</p>

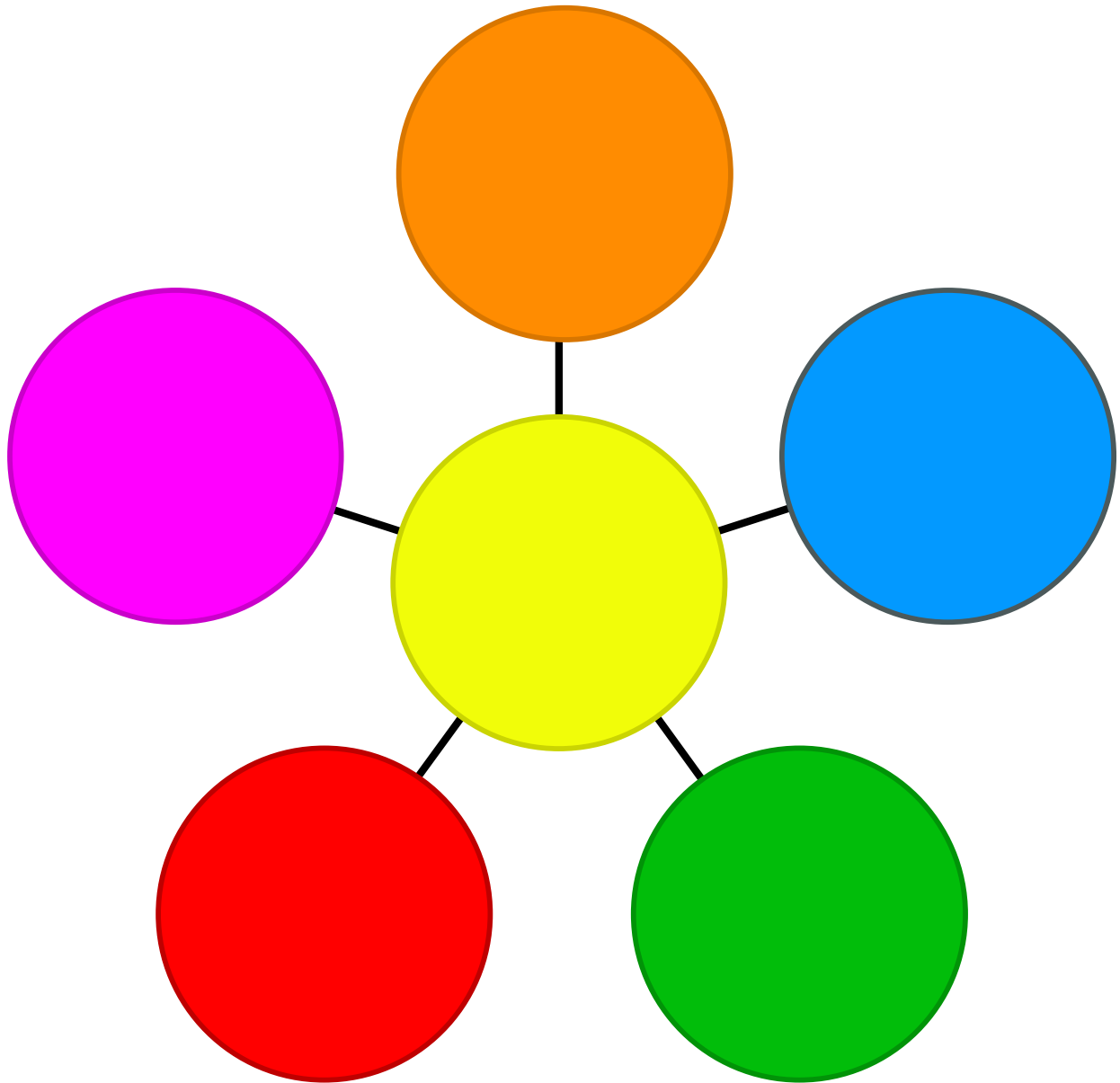
Appendix

Learning Scaffolds

Educational Lures	Big Idea Topics	Project Ideas
Items that can help start a conversation with children to learn about their interests and experiences	Big topics that can be discussed with the children to develop learning experiences or to develop a project	Projects can be developed based on the interests of the children, and can include a large number of learning experiences that are connected to create one larger picture
Sand Seashells Plants Pictures of nature Pictures of the community Bird feathers Snail shells Hardened animal footprints (in mud) Vanuatu stamps Coins Vanuatu Flag Fruits/vegetables	How things move People in our community Music/Instruments Fish and Fishing Cattle Ranches Native Reptiles Bat Species Land and water birds Poisonous Creatures: Cone shell, Stonefish Crocodiles Sports Sand drawing	Sea Life Ocean Life Beach Adventure City Life Town/Village Life Our Country: Republic of Vanuatu Island Life Volcanoes Rain forests Mountains Cyclones, Earthquakes

Sample Web

Web Template



Planning for Learning Experiences

Name of the learning experience: Date of Implementation: # of children participating:
Materials Needed:
Description of the learning experience: (Explain the experience thoroughly, as if another teacher may be implementing it)
Goals (related to the Vanuatu Curriculum)

Reflective Practice Journal Template

<p>Describe a situation in the classroom: (This can be a challenge you are facing, interactions between children etc.)</p>	<p>List 3 Goals that will help strengthen your teaching practice:</p>

Sample Reflective Practice Journal

<p>Describe a situation in the classroom that you would like to give more thought:</p> <p>(This can be a challenge you are facing, interactions between children etc.)</p>	<p>List 3 Goals that will help strengthen your teaching practice:</p>
<p>I have been having difficulties with finding free or very low cost materials to be used for the learning experiences I plan for the children.</p>	<ol style="list-style-type: none"><li data-bbox="831 611 1398 695">1. <i>I can ask other teachers if they can help me locate materials.</i><li data-bbox="831 716 1414 936">2. <i>I can ask family members, friends, parents or guardians of my students to collect recyclable materials to be used for the learning experiences I plan.</i><li data-bbox="831 957 1430 1083">3. <i>I can ask the children to help think of places that we could collect free materials</i>