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| Stage ES1, S1, S2 (Syllabus) | Duration: 10 weeks |
| UNIT TITLE: Healthy Habits  | Scope and sequence |
| **Unit Description**: Children will learn about the importance of maintaining good health through developing some healthy habits. They will learn about oral and hand hygiene, doing exercise, eating a healthy diet and taking required amount of sleep needed by the body. **Unit Outcomes**: For details please check [Languages K-10 Framework](https://educationstandards.nsw.edu.au/wps/wcm/connect/d4d35a4b-3647-4bb2-bcfa-ac2b5c0818fc/languages-k-10-framework-2017.pdf?MOD=AJPERES&CVID=) LXX1 1C-Interacts and participates in activities, shares information with Teachers and peers. LXX1 4C- Composes texts in Urdu using rehearsed language.LXX1 6U- recognises basic Urdu writing conventions  | **Key concepts**: Healthy habits, personal hygiene e.g., hand washing, oral hygiene consuming nutritious foods and drinks, food consumption e.g., everyday foods and sometimes foods, importance of exercise, sleep, and rest. **Learning Intention**: After completing this unit, children are expected to interact and communicate about healthy habits in Urdu. They will be interested in developing some healthy habits and share their learning experience in a variety of settings, with their teacher, peers and family using correct Urdu vocabulary and grammar structure. |

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| Learning sequence | Resources and Teaching Strategies |
| Week 1 Lesson 1- Healthy HabitsChildren learn about some healthy habits. A teacher facilitated whole class discussion about activities that they do on a regular basis and are good for them.صحت مند عا داتمکمل نیند اور آرام ،صحت بخش غذا، کھيل کود اور ورزش ،پانی پينا ،دانتوں کی صفائ ،ھاتھ دھونا ،اچھی عاداتشروع،بعد'پہلے | Healthy habits: Children watch a video titled “good habits” in Urdu.YouTube: <https://www.youtube.com/watch?v=MUv4OiiKvFg&ab_channel=Kahaniclub-kidslearning>Whole class discussion of healthy habits: Children view the video and come up with some healthy habits shown in the video and discuss if there is anything similar that they practice every day They discuss ways to develop a heathy habit. For example, waking up on time by setting up an alarm, washing hands using soap and water, brushing teeth , having some nutritious meals by choosing fresh fruits and vegeatbles, playing some sports, and doing a fitness activity with class.Vocabulary addressed: Healthy habits, personal hygiene, exercise, nutritious meals, sleep, rest, and exercise. Teaching/Assessment opportunity: Group work; Children draw and write about their favourite healthy habits shown in the video. Use key Vocabulary words in simple sentences. Children at beginner level can identify the letters in the new and interesting vocabulary. Children at a higher literacy Level can build one or more sentences using appropriate Urdu vocabulary and read them to class.  |

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| Learning Sequence | Resources and Teaching Strategies |
| Week2 Lesson 2- Oral HygieneChildren learn about personal hygiene; how can they ensure their personal hygiene and about some everyday habits that can help. For example, brushing their teeth twice a day. Any other methods they use to clean teeth, e.g., using Sewak (a plant twig for cleaning teeth) دانتوں کی صفاءی،مسواکبرش کرنا،خلال کرنا،کلی کرنا،دو بار | Resources: <https://www.tes.com/teaching-resource/i-brush-my-teeth-chart-with-self-assessment-12606402>Children write /say/ draw / mime basic steps in brushing their teeth.Assessment Opportunity: Children Play a game in pairs. where one child does the actions involved in cleaning, brushing, flossing, rinsing the mouth and the other child guesses the action, says complete sentences, and uses appropriate Urdu vocabulary.  |

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| Learning Sequence | Resources and Teaching Strategies |
| Week 3 Lesson 3- washing HandsChildren continue learning about personal Hygiene. They learn about the importance of washing hands. Discuss about daily activities that require washing hands. Children also learn about the correct procedure for washing hands to prevent flu and other communicable diseases ھاتھ دھونےکاصحيح طريقہصابن،پانی،کھانا ،اندازہ لگانا،بیت الخلاء | Resources: Children view a Power point presentation on handwashing.A Class set of pictures/ images of handwashing procedure with key words written in Urdu. Children work in small groups and talk about a time in the last week when they were asked, reminded by someone or they thought it is necessary to wash their hands before or / and after an activity. Whole Class: Teacher writes the key words in Urdu, focusing before and after. Such as I had to wash my hands, after using toilet. I had to wash my hands before having my meal. Teaching/Assessment opportunity: Cut and paste activity. Children put the handwashing pictures/ images in the right order, label them with Urdu words. In pairs children play a miming game, where one child does the action involved in handwashing and the other child makes a guess and says it in a complete sentence. Using the right vocabulary and grammar. |

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| Learning sequence | Resources/ Teaching Strategies |
| Week 4 Lesson 4- Healthy FoodsKey concepts and vocabulary addressed:What are some of the foods we consume, are they healthy? What are considered “everyday” foods and “sometimes” foods.For example, bread, pasta, rice, fruits, and vegetables are everyday foods. Sometimes foods are ice-cream, toffee, cake.A concept of portion size is introduced as well. Food allergies are also addressed, as some children in class could have a food allergy.صحتمند غذا روزمرہ کی غذا،کبھی کبھار کھانے والے کھانےروٹی،چاول،پھل اور سبزياںميری مرغوب غذا | Resources: A poster of a healthy food plate ‎Video Clip of fruits and vegetables names in Urdu. [https://youtube.com/watch?v=1M2\_-PRC1JY&feature=share](%20https%3A/youtube.com/watch?v=1M2_-PRC1JY&feature=share)Children Look at different foods and with teacher’s assistance say their names in Urdu. Children say and draw their favourite foods categorised as every day and sometimes food. Craft activity: Children can use a disposable plate and glue pictures of their favourite foods in right proportion into the plate and share their learning experience with teacher and peers. |

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| Learning sequence  |  Resources/ Teaching Strategies |
| Week5 lesson 5 Healthy foods continuedKey concepts and Vocabulary addressed:Children learn about portion size, and how some people cannot have certain foods, food allergies or intolerance to foods. Some children can have food allergies.Anaphylactic, gluten free, nuts, sugar, fats. **کھانے کی مقدار،چکناءی****،ممنوع غذا اورغذا سے ھونے والی الرجی،بچاوء****شکر،مونگ پھلی،سمندری غذا،مچھلی،،نمک،غذا کےاثرات** | Resources: Picture of a healthy food plate, showing portions of foods from different categories.An Anaphylaxis management Chart can be used as a visual to create awareness of actions needed in case of an allergic reaction)A class discussion of some common adverse reactions caused by foods, or everyday foods that can harm someone If children are comfortable, check for children with anaphylaxis, diabetes. Teacher can ask children if they have seen, known, or have experienced reactions due to food allergy and importance of avoiding foods causing allergy. Assessment opportunity:Children use appropriate vocabulary to write and say foods that may cause allergy, adverse reaction to someone in class or family. Example, peanuts, shellfish, sugar.  |

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| Learning sequence | Resources and Teaching Strategies |
| Week 6 Lesson 6Key concepts and Vocabulary addressed:Exercise and Hydration: How can we stay fit and heathy why is exercise important for us. What are some opportunities including sports and venues available to children and adults to stay fit? what can we do to stay fit; at school, at home and at other places. How hydration helps our body?Importance of drinking water. How can we develop a habit of drinking water? What are some common drinks children can consume? پانی ھماری جسمانی ضرورت،کچھ عام مشروبات،شربت اور پھلوں کا رس، جسم ميں پانی اور نمکيات،پسينہ آنا، پارک،کھيل کا ميدان۔فٹ بال،کرکٹ،ہاکی،گيند،رقص  |  A set of labelled pictures/ images/ flesh cards displaying different places used by people for exercise and fitness. This could be a school playground, dance studio, gymnasium, exercise club, local park with bike tracks and skate park. Whole class (Direct instruction)Teacher displays flesh cards with exercise equipment and sports and children try to say the word in Urdu, this is an interesting lesson as many Urdu words for sports and exercise are borrowed from English.Teacher asks students about aftereffects of exercise like sweating, feeling thirsty and discusses how keeping hydrated by drinking water can help  |

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| Learning sequence | Resources and Teaching Strategies  |
| Week 7 lesson 7Key concepts and vocabulary addressed:My favourite exercise and play equipment: In this lesson children share their favourite play, sports, sporting venues. What do they enjoy most about their favourite sports/ fitness activity? For example, I like dancing, it feels good when I can spin. I like skipping rope, jumping is fun.ورزش،رقص،جھولا ، کھيل کود، لطف اندوز ھونا،محسوس کرنا مستقبل،جسمانی چستیتفريح گاہ ،پارک، | A set of Labelled pictures of some common sports and fitness activities. Teacher facilitates a discussion by demonstrating correct Urdu vocabulary and pronunciation for exercise and play equipment. Think pair share: children work in pairs to talk to each other about their favourite play and what they enjoy most about it. If they do not do any sports, they share something they would like to do/consider for future to stay fit. Children choose picture of an equipment, venue or sports/ fitness activity and label it with appropriate Urdu vocabulary, could be a word or a complete sentence depending upon their proficiency level. |

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| Learning Sequence | Resources and Teaching strategies |
| Week 8 Lesson 8Key concepts and vocabulary addressed:Sleep and rest: when we should take rest, do you remember a time when you were asked to take rest, or you heard someone talking about taking rest. For example, rest is recommended when you are sick with fever and flu.Developing a sleep pattern through setting a sleep time and a wakeup time. How a good sleeping habit can help us. ھماری نيند اور آرام،بیمار،نيند کا دورانيہبيماری کےدوران اور بعد آرام کی ضرورت  |  A Class discussion of:1-sleep and wakeup time.Children need at least 8 hours of sleep.Some habits that help in sleep, e.g., wearing comfy clothes, reading a book, listening to a story, taking a shower/bath in the evening. 2- A time when they were asked to take rest or heard about someone taking rest and recovering.3-Children can share their favourite bedtime routine and story.Assessment opportunity:Children record their approximate sleep time and wakeup time for a week, calculate sleep duration and depending on the age and level they can do a graph (days of the week and sleep duration) to illustrate their findings. |

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| Learning sequence | Resources/ Teaching Strategies |
| Week 9 and 10 Summative assessment: Differentiation: Three assessment tasks are set to cater for different language levels. Children can choose one task from below.1-Do a two-minute talk about a healthy habit.2-Children make a two-minute video/audio recording of a healthy habit which they are trying to develop. It can be brushing teeth, washing hands, exercise, sports or making a healthy lunch box for school. 3- Children can find a partner and do a two-minute dialogue / short skit. Example: their story of awareness about a healthy habit, a heathy habit they like and are developing or have developed e.g., making a healthy meal.گفتگو،مکالمہ،مختصر فلم،آگاھی حاصل کرنا | Some useful Resources:Handwashing<https://www.cdc.gov/healthyschools/bam/child-development/how-to-wash-hands.htm> [Languages K-10 Framework](https://educationstandards.nsw.edu.au/wps/wcm/connect/d4d35a4b-3647-4bb2-bcfa-ac2b5c0818fc/languages-k-10-framework-2017.pdf?MOD=AJPERES&CVID=) |

Reflection and Evaluation: This unit aims to promote importance of healthy habits, well-being, and self-care in children. A focus on Personal hygiene, with a visual of handwashing procedure reinforces the importance of preventative measures to keep safe from flu, Covid-19, and any other communicable diseases. Differentiation opportunities for this unit are available through assessment activities. An assessment rubric for each task will be required to achieve the required Language outcomes mentioned in the [Languages K-10 Framework](https://educationstandards.nsw.edu.au/wps/wcm/connect/d4d35a4b-3647-4bb2-bcfa-ac2b5c0818fc/languages-k-10-framework-2017.pdf?MOD=AJPERES&CVID=).