

Bare Necessities

Week	Activity	Tools / Strategies / Technology	Hats	Blooms/MI		Pambula Quality Learning Model
	Students will listen to the song The Bare Necessities from The Jungle Book. Ask the children what they think are the bare necessities of life.		White, Red	Remember	Musical/ rhythmic	What do I already know?
	Reveal the Big Picture - Ask the Essential Questions.					
	Deserted Island. Show the students a picture of a deserted island. Explain that they are going to stay on this island for a week. Make a list of the things that they would take with them. Discuss these items and decide which ones are needs/wants. Students complete a chart listing needs and wants.	T Chart Graphic Organisers p.46	White, Yellow, Black	Analyse, Evaluate	Logical/ Mathematical	Immersion What do I want to know?
	Students will visit each cafe and find pictures in magazines to illustrate needs and wants for the headings: - food and drink - shelter - clothing - love & care	Global Cafe	White	Apply	Inter-personal Picture-spatial	Immersion How will I find out?
	Discuss groups that the students might belong to e.g sport, hobbies. For news the students can bring in an item for discussion (e.g uniform, trophy, photograph) and/or worksheet which will list items you need to be involved in this group or activity and why.	T-Chart	White, Yellow, Black	Remember Understand	Verbal/ Linguistic	Immersion How will I find out?
	Discuss what a shelter is. Why do we need shelters? Look at pictures of different types of shelters. How are they similar /different. What are the most important parts of the shelter e.g roof, somewhere to sleep, bathroom etc. Discuss a variety of 'what if' scenarios relating to shelters. e.g What if: -my house was made of cardboard. -there weren't any windows. -we didn't have a toilet.	Thinkers keys What if?	Blue	Evaluate,	Verbal/ linguistic	Immersion What do I already know? What do I want to know?
	Creative Art. Students will sketch from memory a picture of their house. They will need to imagine they are standing outside their house and put in as much detail as possible. Using a B-A-R the students will change their original drawing by: - B making a part of their house bigger. - A adding something to the house. - R replace something on the house.	B-A-R Thinkers keys	White, Green	Design	Picture-spatial	Create

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	Discuss clothing as a need. Why do we need to wear clothes? Do we always wear the same clothes? Using Kidspiration, children will match clothing to the appropriate activity.	Kidspiration.	White	Remember	Picture-spatial	Create
	Dress a spoon. Using a large plastic spoon for a face, the students will use paper shapes to dress themselves for a specific purpose.		White, Yellow, Black	Design	Picture-spatial	Create
	Read a story showing how people care for and show love for each other. The students will record names of people who love them on the front of the heart and on the back will draw a picture of what that person does to show that they love them.	1:2:4	Red	Remember Understand	Picture-spatial, Verbal-linguistic	Immersion Create
	Write a thank you card to one of the people on the heart. Jointly construct a message to go on the card. Students can decorate using a variety of materials.		Red	Design	Picture-spatial, Verbal-linguistic	Create

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	Needs of living things. Other living things have needs too. e.g animals/pets. Discuss the needs that a pet might have. How are these similar/different to humans? In groups discuss the needs of a given pet e.g. dog, cat, fish, bird, guinea pig, rabbit. List under headings food, shelter, clothing, love/care. Use students own experience and books from library.	Modified Expert Jigsaw	White	Apply, Understand	Verbal/linguistic Interpersonal	What Do I know? Immersion How will I find out? Create
	Visit to local pet shop to find out more information about pets and their care.		White	Remember Understand		Immersion How will I find out?
	Students will compare and contrast the needs of themselves and a pet.	Venn Diagram	White	Analyse	Picture-Spatial	Reflect

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	To determine the students prior knowledge of what healthy eating is, the students will cut out pictures (1 drink, 4 foods) to pack in a lunch box. This will be used to compare with the same activity which will be completed at a later date.	CAP Online module 'Lunchbox'	White, Yellow	Evaluate, Apply	Picture/spatial	What do I know?
	To introduce the concept of healthy eating and the food pyramid, students will visit the computer lab and view the program 'Lunchbox' where they will learn about the 'traffic light food groups'. Following this session the students will cut out pictures of each food group from magazines and place on a class diagram (body shape shaded in red, amber, green).	CAP Online module 'Lunchbox'	White	Understand, Apply	Picture/spatial	Immersion What do I want to know? Create
	Craft activity. Students will bring in a selection of cut up fruit/vegetable pieces which they will join together with tooth picks to create a sculpture of a person. Take photographs of each sculpture and display on a green background to reinforce the idea of healthy foods. Students will complete a written hat reflection on their sculpture.	Pair Share	Hats- White Black, Yellow, Red, Green	Design	Picture/spatial Intrapersonal	Create Reflect
	Students will participate in a variety of computer activities as part of the CAP 'Lunchbox' program. Students will complete assessment worksheets labelling foods as either red, amber or green.	CAP Online module 'Lunchbox'	White	Apply Analyse	Picture/spatial	Immersion How will I find out? Create Reflect
	Students will participate in the joint construction of a recipe to make either a healthy pizza or sandwich. This will include a title, a list of ingredients and the sequence of steps.		White	Remember Apply	Interpersonal	Create
	Treat Tree. Students will use shapes, colours and patterns of sweets in a mixed media design using crayons, chalk and paint. The Treat Tree will be put onto a red background to remind the students that sweets are a 'red' food.			Design	Picture/spatial	Create
	Assessment task. Students will complete the cause and effect worksheet drawing pictures of likely outcomes to a set of scenarios.	Cause and Effect Chart	Blue	Understand, Analyse	Verbal/linguistic	Reflect
	Assessment task. Students will again complete the pack the lunchbox task. The students will cut out pictures of (1 drink and 4 foods) to put in the lunchbox. This will be compared with the students first attempt.	Computer program- 'Lunchbox'	White, Yellow	Evaluate, Apply	Picture/spatial	Reflect