





**DEPARTMENT OF EDUCATION  
CURRICULUM AND INSTRUCTION DIVISION  
SCIENCES SECTION  
JUNKANOO INTEGRATION 2024 -2025**



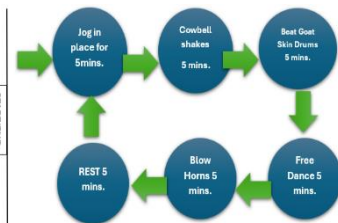
**SUBJECT:** Physical Education

**GRADE LEVEL:** Lower Primary (1-3)

<b>Pacing Guide Week #</b>	<b>Topic: Physical Fitness</b>	<b>Objectives: <i>At the end of the lesson, students will be able to</i></b>	<b>Integration Activities</b>	<b>Resources</b>
<p>Week <u>1</u> January 6-9, <b>2025</b></p> <p>Junkanoo is a high-impact rhythmic activity where participants must be physically healthy and in good condition to rush as they perform. Therefore, physical education will</p>	<p>Subtopic: Bahamian Sports History/Conditioning</p>	<ol style="list-style-type: none"> <li>1. Recall who are Bahamian Athletes.</li> <li>2. Name at least one sport that Bahamian athletes participated in professionally.</li> <li>3. Demonstrate at least two physical fitness activities that would benefit the athlete participating in that sport.</li> <li>4. Identify the part of the body that is beneficial for the activity and w</li> <li>5. Take part in a fitness routine.</li> </ol>	<p><b>Week One Activity:</b></p> <p>History/Junkanoo highlights The teacher will highlight one significant historical aspect of Junkanoo in the country and find a sporting event in the same year. The teacher will emphasize the importance of Bahamian sports history, athletes, and Junkanoo to Bahamian culture. Teachers must also have handouts and activity</p>	<p>Videos, Visual Aids, Bahamian Sports History, Worksheets</p>

<p>focus on physical fitness/sports history in the curriculum.</p>		<ol style="list-style-type: none"> <li>6. Choose which exercise works for the best sport.</li> <li>7. Combine physical fitness activity to build a routine.</li> <li>8. Adapt to new physical fitness routines.</li> </ol>	<p>sheets to reinforce the lesson.</p> 	
<p>Week <u>  2  </u> January 13-17, <b>2025</b></p>	<p>Subtopic: Conditioning (Rush Out)</p>	<ol style="list-style-type: none"> <li>1. Define what is physical fitness.</li> <li>2. Explain why physical fitness is vital to daily activity.</li> <li>3. Identify the parts of the body that are used in activity.</li> <li>4. Model the exact movements of the junkanoo fitness routine.</li> <li>5. Distinguish the difference between a junkanoo movement and the instruments.</li> </ol>	<p><b>Week Two Activity:</b></p> <p>Fitness Routine (Using only Junkanoo Music) The teacher will lead and demonstrate a 5–10-minute full fitness Junkanoo dance routine. Students will follow the teacher's lead and participate in the routine. By the end of the month, students should be able to independently demonstrate the fitness routine guided by the teacher.</p> 	<p>Videos, Visual Aids, Junkanoo Music, Whistles, horns, drums, cowbells, etc., speakers, laptops, video</p>

<p>Week <u>  3  </u> January 20-24, <b>2025</b></p>	<p>Subtopic: Circuit Training</p>	<ol style="list-style-type: none"> <li>1. Define what is physical fitness</li> <li>2. Apply all the physical fitness to the assigned station.</li> <li>3. Take part in circuit training to junkanoo music.</li> <li>4. Explain the importance of circuit training for conditioning.</li> </ol>	<p><b>Week Three Activity:</b></p> <p>Circuit Training The teacher will set up various stations where students must demonstrate the Junkanoo moment. Junkanoo music will be playing for the entirety of the lesson. Students will be divided into groups of four or five, depending on the class size. The teacher will place a group at a station and then demonstrate the section that the student must perform. Then, the teacher will blow their whistle to start the activity, ensuring that it is timed so students know when to transition to the next station. The teacher can decide how many sets they want the students to demonstrate. The students can participate in the activity</p>	<p>Videos, Visual Aids, Cones of various sizes, junkanoo music (instruments optional), speakers,</p>
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			<p>with or without instruments.</p> 	
<p>Week <u>4</u> January 27-31, <b>2025</b></p>	<p>Subtopic: Interval Training</p>	<ol style="list-style-type: none"> <li>1. Define the interval training.</li> <li>2. Explain why interval training is vital in fitness development.</li> <li>3. Demonstrate a fitness development activity.</li> <li>4. Identify the parts of the body that you are strengthening.</li> <li>5. Take part in the circuit training activity.</li> <li>6. Adapt to various speeds, activities, and distances between stations.</li> </ol>	<p><b>Week Four Activity:</b></p> <p>Interval Training Students will learn how to measure and define what is (50m, 75m, 100m), which will be used as an area where they will practice when they rush. The teacher will determine the final distance that students will rush. The teacher will divide the class into sections as they would as a junkanoo group (e.g., Lead dancers, horns, drums, etc.). The teacher will explain to the class that they will pretend they</p>	<p>Videos, Visual Aids, Playing Area, Cones (various sizes), junkanoo music (instruments optional), speakers</p>

are a junkanoo on Bay Street performing for the judges. They will have three (3) opportunities to perform at a different measurement, first at 100m, second at 75m, and finally at 50m (the teacher can determine the order and formation). The teacher will give a whistle blast to start with junkanoo music playing. If the school has Junkanoo instruments, the students can use real instruments in the activity.







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JUNKANOO INTEGRATION 2024 -2025**



**SUBJECT:** Physical Education


**GRADE LEVEL:** Upper Primary (4-6)

<b>Pacing Guide Week #</b>	<b>Topic: Physical Fitness</b>	<b>Objectives: <i>At the end of the lesson, students will be able to</i></b>	<b>Integration (Activities)</b>	<b>Resources</b>
<p>Week <u>1</u> January 6-9, <b>2025</b></p> <p>Junkanoo is a high-impact rhythmic activity where participants must be physically healthy and in good condition to rush as they perform. Therefore, physical education will</p>	<p>Subtopic: Bahamian Sports History/Conditioning</p>	<ol style="list-style-type: none"> <li>1. Recall who are Bahamian Athletes.</li> <li>2. Name at least one sport that Bahamian athletes participated in professionally.</li> <li>3. Demonstrate at least two physical fitness activities that would benefit the athlete participating in that sport.</li> <li>4. Identify the part of the body that is beneficial for the activity and w</li> <li>5. Take part in a fitness routine.</li> </ol>	<p><b>Week One Activity:</b></p> <p>History/Junkanoo highlights</p> <p>The teacher will highlight one significant historical aspect of Junkanoo in the country and find a sporting event in the same year. The teacher will emphasize the importance of Bahamian sports history, athletes, and Junkanoo to Bahamian culture. Teachers must also have handouts and activity</p>	<p>Videos, Visual Aids, Bahamian Sports History, Worksheets</p>

<p>focus on physical fitness/sports history in the curriculum.</p>		<ol style="list-style-type: none"> <li>6. Choose which exercise works for the best sport.</li> <li>7. Combine physical fitness activity to build a routine.</li> <li>8. Adapt to new physical fitness routines.</li> </ol>	<p>sheets to reinforce the lesson.</p> 	
<p>Week <u>  2  </u> January 13-17, <b>2025</b></p>	<p>Subtopic: Conditioning (Rush Out)</p>	<ol style="list-style-type: none"> <li>1. Define what is physical fitness.</li> <li>2. Explain why physical fitness is vital to daily activity.</li> <li>3. Identify the parts of the body that are used in activity.</li> <li>4. Model the exact movements of the junkanoo fitness routine.</li> <li>5. Distinguish the difference between a junkanoo movement and the instruments.</li> </ol>	<p><b>Week Two Activity:</b></p> <p>Fitness Routine (Using only Junkanoo Music) The teacher will lead and demonstrate a 5–10-minute full fitness Junkanoo dance routine. Students will follow the teacher's lead and participate in the routine. By the end of the month, students should be able to independently demonstrate the fitness routine guided by the teacher.</p> 	<p>Videos, Visual Aids, Junkanoo Music, Whistles, horns, drums, cowbells, etc., speakers, laptops, video, Worksheets</p>

<p>Week <u>  3  </u> January 20-24, <b>2025</b></p>	<p>Subtopic: Circuit Training</p>	<ol style="list-style-type: none"> <li>1. Define what is physical fitness</li> <li>2. Apply all the physical fitness to the assigned station.</li> <li>3. Take part in circuit training to junkanoo music.</li> <li>4. Explain the importance of circuit training for conditioning.</li> </ol>	<p><b>Week Three Activity:</b></p> <p>Circuit Training The teacher will set up various stations where students must demonstrate the Junkanoo moment. Junkanoo music will be playing for the entirety of the lesson. Students will be divided into groups of four or five, depending on the class size. The teacher will place a group at a station and then demonstrate the section that the student must perform. Then, the teacher will blow their whistle to start the activity, ensuring that it is timed so students know when to transition to the next station. The teacher can decide how many sets they want the students to demonstrate. The students can participate in the activity</p>	<p>Videos, Visual Aids, Cones of various sizes, junkanoo music (instruments optional), speakers, Worksheets</p>
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			<p>with or without instruments.</p> 	
<p>Week <u>4</u> January 27-31, <b>2025</b></p>	<p>Subtopic: Interval Training</p>	<ol style="list-style-type: none"> <li>1. Define the interval training.</li> <li>2. Explain why interval trying is vital in fitness development.</li> <li>3. Demonstrate a fitness development activity.</li> <li>4. Identify the parts of the body that you are strengthening.</li> <li>5. Take part in the circuit training activity.</li> <li>6. Adapt to various speeds, activities, and distances between stations.</li> </ol>	<p><b>Week Four Activity:</b></p> <p>Interval Training Students will learn how to measure and define what is (50m, 75m, 100m), which will be used as an area where they will practice when they rush. The teacher will determine the final distance that students will rush. The teacher will divide the class into sections as they would as a junkanoo group (e.g., Lead dancers, horns, drums, etc.). The teacher will explain to the class that they will pretend they</p>	<p>Videos, Visual Aids, Playing Area, Cones (various sizes), junkanoo music (instruments optional), speakers, Worksheets</p>

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