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Republic of Zambia

MINISTRY OF EDUCATION

CREATIVE AND TECHNOLOGY STUDIES
TEACHING MODULE

EARLY CHILDHOOD EDUCATION
(3-4 YEARS) TERM 1

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Developed by:
Curriculum Development Centre
Lusaka

Republic of Zambia

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CREATIVE AND TECHNOLOGY STUDIES TEACHING MODULE EARLY CHILDHOOD EDUCATION

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Developed by the Curriculum Development Centre
Lusaka
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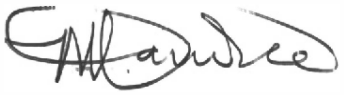
Preface

The Creative and Technology Studies Teaching Module for Early Childhood Education (ECE) Nursery Level (3-4) years has been developed following the introduction of the Competence Based Curriculum (CBC) which marks a transformative step in improving education quality and relevance.

The module aims to support ECE teachers in the implementation of the CBC in the absence of approved text books. It therefore reflects the Ministry's unwavering commitment to making this journey as smooth as possible for teachers. However, teachers are encouraged to supplement this module with their own research and innovations in order to address any gaps that may arise during implementation.

I hope teachers will make good use of this resource.



Joel Kamoko (Mr.)
Permanent Secretary- Educational Services
MINISTRY OF EDUCATION

Acknowledgment

The **Creative and Technology Studies** Teaching Module for Nursery Level (3-4 years) has been developed through a consultative and participatory process. Many individuals, institutions and organisations were consulted and accorded an opportunity to make proposals about the content of this teaching module. I would, therefore, like to express my profound gratitude to individuals, institutions and organisations that provided the financial and technical input to the successful development of this teaching module. These include; Teachers, Lecturers from Colleges of Education and Universities, Subject Associations, Civil Society Organisations, and Cooperating Partners.

Finally, I appreciate the commitment and hard work of the staff at the Directorate of Curriculum Development in ensuring the successful completion of the Teaching Module.

Charles Ndakala, (Dr.)
Director – Curriculum Development
MINISTRY OF EDUCATION

Introduction

The Creative and Technology Studies Teaching Module for ECE Nursery Level (3-4 years) combines Art and Design, Design and Technology, Home Economics and Hospitality (HEH), Information and Communications Technology, Music, and Physical Education. Teachers are expected to use an integrated and cohesive teaching approach to help learners benefit from a well-rounded education that promotes a holistic development. The integrated approach ensures that learning is engaging, comprehensive, and relevant to learners' daily lives. Hence teachers should create a dynamic and nurturing learning environment.

In this module, the teacher will delve into creative teaching methods that encourage curiosity, problem-solving, and critical thinking. By using integrated methods, teachers can provide a holistic education that nurtures each learner's unique potential.

The suggested learning activities are designed for learners to explore their surroundings by making, dismantling, examining, and engaging with others. Teachers will also gain insights into various teaching techniques, including play-based learning, and activity-based learning. The integration of Cross-Cutting issues such as Health and Nutrition, Environmental sustainability and Digital Literacy into the curriculum has been done in order to address various national concerns. Teachers will assess and support learners' development in a way that respects their learning styles and paces, mainly through observation.

TOPIC 1: SAFETY

Introduction

Safety involves keeping oneself from objects or situations that may cause harm to ones body and health. Objects that may cause harm include; broken glass, razor blades, needles, toxic chemicals, nails, and many others that are not disposed of properly.

Teaching about safety helps young learners develop awareness and confidence in navigating their world safely. It establishes habits and knowledge to prevent accidents and injuries, supports their ability to react in emergencies, and promotes a sense of security.

The topic covers the subtopic of **Safety in the Environment**. This includes safety inside and outside the workrooms, play parks, classrooms, and homes. The learners will learn tidying-up techniques, observe safety rules, and be aware of how to use protective clothing.

Note: when introducing the topic of 'safety', ensure that the term is simplified to the level of the learners

General Competences

Environmental sustainability	Dispose of trash in designated places. Adhere to best practices in environmental management.
Critical Thinking	Identify various Personal Protective Equipment (**PPE**s) in the environment
Communication	Expressing safety concerns or hazards to trusted adults

HOOK

One sunny afternoon, you and your friends are playing outside during the school holidays. Suddenly, you notice a classmate running too fast near the staircase, not watching where they are going. They trip and fall.

1. What caused this person to fall?
2. What should they have done to avoid falling?

Key Terms

Safety: Safety in the environment refers to the measures and practices put in place to prevent or minimise harm, injury, or danger to individuals, particularly children, within a specific environment, such as a school, childcare centre, or playground.

Environment: This refers surroundings in which we live, work, and play.

Harmful objects: These are objects that can pose a risk to children's physical and emotional well-being.

Waste: This refers to any unwanted or discarded materials, substances, or products that are no longer needed, used, or valuable, and it can come from various sources.

Personal Protective Equipment (PPEs): Personal Protective Equipment (PPE) is any type of clothing or accessory worn by a person to protect them from health, safety, and environmental hazards when on a worksite.

Subtopic: Safety in the Environment

Safety in the environment focuses on creating secure and healthy spaces for young children to learn, play, and grow safely. This includes physical, emotional, healthy, and environmental safety that contributes to the child's well-being.

Specific competence: Practise safety in the immediate environment

Learning Activity 1: Identifying harmful objects in the environment

Learning Environment set-up
This activity can be done indoors or outdoors

Indoor Learning environment:

Safety Corner: A display of pictures/Models of harmful objects

.

Visuals: Posters/charts showing different harmful objects

Library Corner: Display of picture books showing harmful objects

Technological: Videos (on a projector or screen) to show learners' environments like a home, a market, or a field, where they can identify harmful objects in these contexts.

Outdoor Learning environment:
Scavenger hunt: (Guided Safety Walk around school)

Play park/grounds with dangerous objects such as thorns and sharp stones

Teaching and Learning materials

Real objects: Models of dangerous objects (*knife, razor blade, nails, broken bottles, packet of matches*)

Visuals: charts/posters depicting different harmful objects found at home and school.

Activity process

- Display models, charts, or real objects of different harmful objects found at home and school for example; razor blades, steel nails, needles, knives
- Learners in groups or individuals to identify harmful objects from those displayed (seeking and searching games)
- Praise and thank all the learners for their participation.

Content Tips

Ensure that; Learners wear PPEs when identifying these harmful objects in the classroom or around the school, this will help learners to stay safe and healthy also ensure all harmful objects used in the lesson are removed from the classroom after this activity.

Assessment

Observe if learners are:

- identifying harmful objects in the environment
- identifying and search for harmful objects
- following the rules of the game when searching for the objects
- wearing PPEs when searching for harmful objects

Learning Activity 2: *Tidying up the environment (classroom, kitchen, bedrooms, playground…)*

Learning Environment set-up:
This activity can be done indoors or outdoors

Indoor Learning Environment

Organised and accessible spaces

Cleaning station: Create a designated "cleaning station" with child-sized cleaning tools like brooms, dustpans, and sponges made from locally available materials.

Pretend Corner: Set up pretend play areas like a small kitchen or bedroom corner where learners can practice tidying up. Include toys such as pretend dishes, plates, and cups, allowing children to clean up after their meals or pretend activities.

Outdoor Learning Environment

Playground: Ensure that the playground is divided into clear activity zones such as toy areas, sports corner, or gardening area so that learners know where toys or equipment belong. Include storage bins or shelves in the playground where learners can put away outdoor toys, sports equipment, and tools. These can be made from local materials like wood or metal to ensure they are practical and sustainable.

Gardening Area: Set up simple tools like small hoes or watering cans that are child-sized, and made from locally available materials. Involve learners in garden maintenance activities, such as planting, watering, and picking up litter.

Teaching and Learning materials

Real objects: Assorted classroom or kitchen utensils (*brooms, books, crayons, pencils, cups, bottles*), small hoes, watering cans and others.

Visuals: Charts/posters showing cleaning materials (*brooms, mops, cobweb remover)*

Activity process

- Divide learners into teams and assign them to clean classrooms or playgrounds
- Guide learners on correct procedures of tidying up.
- Set the timer and award points for tasks like collecting litter and organising items
- Provide bins for different types of waste (*plastic, paper, metal*). Have learners pick up items and sort them accordingly
- Emphasise the importance of tiding up their play areas
- Praise and thank all the learners for their participation.

Content Tips

Ensure that;

- bins are labeled with real pictures and words of type of waste for ease identification and correct disposal of waste.

Assessment

Observe if learners are:

- tiding-up their environment
- collaborating effectively with each other during tiding up
- using correct procedures of tiding-up
- appreciating the importance of tidying up

Learning Activity 3: Wearing personal protective attire during working/playing

Learning environment: This activity can be done indoors or outdoor
Dress-up Corner: Create a designated area with various personal protective attire items, such as Helmet (hard hats), safety goggles, gloves, aprons, masks, and many others
Themed Play Areas: Set up play areas that mimic real-life scenarios where personal protective attire is necessary, such as the construction zone *(with blocks, trucks, and hard hats),* Garden (*with toy tools, gloves, and aprons*), and Science lab (*with goggles, gloves, and lab coats)*

Teaching and Learning Materials

Real objects: Gumboots, rain coat, head soak, gloves, sun glasses, hard hats, safety goggles, aprons, Masks
Visuals: Charts/posters showing different Personal Protective Equipment (PPEs)
Technological: Videos and simulations of scenarios where PPEs are being used

Activity process

- Show learners a chart of protective gear; gumboots, rain coat, head soak, gloves, sun glasses
- Learners to identify and explain the use of each protective gear in groups or pairs
- Demonstrate how to properly wear personal protective attire
- Create different situations where learners will wear different protective personal equipment (PPEs)
- Make learners understand the importance of wearing personal protective equipment (PPEs)

Content Tips

Ensure that; Learners wear PPE fit for the type of work they are engaged in. Learners wear PPE appropriate to their age

Assessment

- As they wear protective gear
- demonstrate how to properly wear personal protective attire during play.
- How well are children engaged in role-playing activities that require wearing personal protective attire.
- express themselves in group discussions to explore why personal protective attire is necessary and how it helps keep them safe.

Summary

On the topic, you have learned that:

- You should always recognise and avoid potential dangers in different environments (for example., playgrounds, streets, home).
- You should always Know how to safely use playground equipment, bicycles, and other tools or equipment used in various environments.
- You always have to tidy up your environment
- Always remember to wear the correct protective attire during work/play.

Expected Standard - Safety in the environment practised accordingly

TOPIC 2: HYGIENE

Hygiene refers to the state of cleanliness. This may be the cleanliness of the surrounding or environment and that of the individual. Hygiene skills and values should be taught to learners as a way of understanding, exploring, and appreciating themselves and their immediate environment.
This topic is essential for promoting health, and well-being, and preventing the spread of diseases. It covers three main subtopics**: Food Hygiene, Personal Hygiene, and Environmental Hygiene,** each playing an important role in maintaining a healthy nevironment, particularly for young children.

General Competences

Environmental sustainability Adhere to best practices in environmental management Understand the role of hygiene in preventing the spread of infectious diseases

Communication Communicate one's ideas to others on proper food handling and storage,

Collaboration Skills to collaborate with parents to reinforce hygiene practices at home

HOOK

"The Little Cat"

"Once upon a time, there was a little cat who did not like to wash his paws. One day, he got a tummy ache because he ate his honey with dirty paws. His mother taught him how to stay clean, and he never got sick again.

NOTE:

You can use puppets to make the story more engaging.

Interactive Questions:

Ask learners to answer the following questions:

1. What do you think happens if you do not wash your hands?
2. Explain how germs can make you sick.

Key terms

Hygiene: The practice and habits that help maintain cleanness and prevent the spread of illness.

Germs: Tiny organisms that can make us sick.

Food: Any nutritious substance that people eat or drink to maintain life and growth.

Meal: The food eaten at a specific time.

Sick: Affected with disease or ill health.

Toilet: A fixture or device for depositing human waste.

Sub-topic 1: Food hygiene

Food hygiene is all about keeping our food safe and healthy to eat. It involves practices that prevent food from getting contaminated by harmful germs, bacteria, or dirt. By following good food hygiene such as washing our hands, cleaning utensils, storing food properly, and cooking it thoroughly, we can protect ourselves and others from illnesses.

Specific competence: Practice food hygiene

Learning activity 1: Washing of hands before and after touching food

Learning environment:

Indoor Learning Environment

Hygiene corner: Dedicate a corner of a classroom with hygiene supplies like soap, water, sanitizer, brushes**,** Wall Posters/charts with hygiene materials and tools.

Outdoor Learning Environment

Handwashing stations with soap, running water and towel

Teaching and Learning materials:

Real Objects: soap, brushes, buckets, tap, basin

Visuals: charts/posters showing hygiene materials and equipment (*brooms, sanitizers, soap, tap, towel*)

Technological: Videos, computers, projectors and hygiene simulation apps

Activity process

- Use a story/song about washing hands to introduce the lesson to learners
- Set up a role-play activity where learners pretend to prepare food.
- Observe if learners can wash their hands during the role-play activity
- Learners to discuss their expected hygiene practices to be observed before and after touching food
- Provide constructive feedback and acknowledge each learner's work.
- Demonstrate the correct way of washing hands
- Learners to wash their hands the correct way
- Learners to show understanding of the importance of washing hands before and after touching food
- Praise learners for their participation.

Content Tips

Maintaining proper food hygiene practices is essential for preventing illness and malnutrition, which can significantly affect a learner's growth, development, and overall well-being. It is therefore important for learners to know how they can practice food hygiene and prevent diseases in their day-to-day lives. Furthermore, the importance of washing hands with soap and water which may include key times to wash hands (for example., before eating, after using the toilet, or after playing outside).

Assessment: Observe if the learners:

- Are performing proper hand washing steps?
- Can use soap and water effectively and drying hands properly?
- Can identify times when handwashing is necessary?

Learning Activity 2: Washing of food (*fruits, vegetables*…) before eating

Learning environment:

Indoor Learning Environment:

Washing stations, sorting area, Child-Friendly sink, basin, soap, brushes, fruits and vegetables

Outdoor Learning Environment:

Water play area with buckets/taps for hands-on practise

Garden or Market Simulation: Have a small area with pretend or real fruits, vegetables, and cooked food for children to practice selecting safe food

Teaching and Learning materials:

Real objects: buckets, brushes, bowls, fruits and vegetables

Visuals: charts/posters showing images of step-by-step washing and healthy food

Technological: Demonstration videos showing proper food washing techniques, computer and projectors

Activity process

- Set up a pretend market where learners can buy fruits/vegetables etc.
- Learners to group fruits and vegetables based on size, type, or texture before washing
- Divide learners into small groups to wash fruits/vegetables, taking turns.
- Learners to practice washing vegetables/fruits using a basin or pretend sink.
- Sing a simple song about washing food while performing the activity to make it fun

Content Tips

Washing food before eating or preparing it is an important practice to ensure safety and promote hygiene in young children. Teaching learners how to wash fruits, vegetables, and other foods introduces them to personal responsibility for their health. Some of the benefits of washing food include:

Promoting Health and Safety: Washing food helps remove dirt, bacteria, and harmful pesticides, reducing the risk of foodborne illnesses. Children, whose immune systems are still developing, are especially vulnerable to germs.

Developing Good Hygiene Habits: Encouraging children to wash their hands and food instils good hygiene habits that they can carry into adulthood. It's also a great opportunity to talk about the importance of handwashing before meals.

Encouraging Healthy Eating Choices: Teaching children how to handle and prepare food properly helps them appreciate healthy eating. They may be more likely to eat fruits and vegetables if they are involved in the washing and preparing process.

Assessment

- How effectively can they clean the food?
- Ensuring no visible dirt remains
- Did they clean thoroughly
- Scrubbing with hands or a brush where appropriate

Summary

- Eat a variety of foods: Include fruits, vegetables, grains, proteins, and dairy in your meals.
- Drink water: Drink plenty of water to stay hydrated instead of sugary drinks.
- Eat balanced meals**:** Try to have a mix of foods on your plate to keep your body strong and healthy
- **Wash your hands:** Always wash your hands before eating and after using the toilet.
- Washing food helps remove dirt, bacteria, and harmful pesticides, reducing the risk of foodborne illnesses

Learning Activity 3: Warming leftover food before eating

Learning Environment setup

This activity can be done indoors or outdoors.

Indoor Learning Environment

Play Kitchen Area: Create a corner with toy stoves, plastic food items, pots, and plates where children can role-play warming food.

Visual Aids: Display of posters with images showing safe food warming steps (e.g., washing hands, placing food on fire, stirring, testing temperature).

Handwashing Station: Have a bucket with clean water and soap to teach children about hygiene before handling food

Outdoor Learning Environment

Traditional Cooking Area: Use a small fire with a pot stand or charcoal brazier for real demonstrations.

Outdoor Hand washing Station: Provide a tippy tap with soap and a basin.

Food Storage Corner: Display different types of food containers and discuss proper storage.

Teaching and Learning Materials:

Real objects: Storybook/picture cards about food safety, simple food items *(bread, soup, nshima*)

Visual: - chart depicting steps on warming leftover foods, warming tools, water, bucket

Activity process

- Create or read a story about a character who gets sick because of eating cold leftover food
- Discuss what the character could have done differently.
- Set up a pretend play kitchen. Learners to "warm" leftover food using play stoves, braziers, fire wood or microwaves
- Learners to role-play warming food before eating.
- Teach a simple song or rhyme about food hygiene and the importance of warming food before eating.
- Show pictures of food and ask learners to sort them in to two groups; “needs warming” and “Doesn't need warming”

Content Tips

Many people store leftover food for convenience, but it's essential to reheat it properly before consumption. Warming up leftovers ensures safety, enhances taste, and improves texture. Here's why reheating is crucial

Kills Harmful Bacteria: Leftover food can still harbor bacteria like Salmonella and Listeria. Proper reheating ensures that harmful pathogens are eliminated, reducing the risk of foodborne illnesses.

Enhances Flavor and Texture: Cold food often loses its original texture and taste. Warming leftovers helps restore moisture, enhances flavors, and makes the dish more enjoyable, especially for items like rice, pasta, and meats

Improves Digestion: Warm food is easier to digest than cold food. The body doesn't need to work as hard to bring it to a suitable temperature for digestion, making it more comfortable for the stomach.

Prevents Food Poisoning: Improperly reheated food can lead to food poisoning, causing symptoms like nausea, vomiting, and diarrhea. Heating leftovers thoroughly reduces this risk by destroying bacteria that may have multiplied while stored.

Better Nutrient Absorption: Certain nutrients, like those in proteins and carbohydrates, are better absorbed when food is warmed.

: Assessment: Observe if learners can:

- Explain why leftover food should be warmed.
- Wash hands before handling food.
- Identify safe warming methods.
- Role-play warming food correctly.
- Check food temperature before eating.

Learning activity 4: Washing of utensils after eating

Learning Environment set-up

Indoor Learning Environment

Create a kitchen area with**:**

Wash area: Ensure there is a sink or a designated space for washing utensils with easy access to soap and water.

Drying rack or towels: After washing, the utensils should be placed on a drying rack or laid out on a clean towel.

Outdoor Learning Environment

Create washing stations with:

Portable Sink or Tub: If you don't have an outdoor sink, a large tub can serve as an alternative. Ensure it has water access for rinsing.

Basin for Washing: A big plastic basin can be used for soaking, washing, and rinsing utensils.

Drying Area: A clothe line, drying rack, or a clean towel can be used to dry the washed utensils.

Teaching and Learning materials:

Real objects: Puppets, plastic utensils, sponges, soap, water, cloth towels, basins or small tubs
Visuals: Posters showing steps to be followed when washing hands
Technological: Educational videos or animation (*short, simple animated clips showing how to wash utensils)*

Activity process

- Set up stations where each learner will wash their plate, spoon, or cup.
- Divide the learners into small groups, ensuring each group has access to the materials: soapy water, clean water for rinsing, and towels for drying.
- Ask learners to clean different utensils in their stations,
- Monitor learner participation and provide constructive feedback
- Using a chart/poster that outlines the steps of cleaning utensils, demonstrate how to; rinse off food scraps**,** apply soap scrub**,** rinse off soap**,** dry with a towel, or place the utensil in the drying rack
- Fill one basin with soapy water and another with clean water for rinsing
- Learners in pairs to practice washing utensils.
- Allow learners to work in pairs, where one can explain the process to another.
- Reward participation, offer stickers or a reward to all students who participated
- Learners to talk about what was challenging and what they enjoyed in the activity
- Praise learners for their participation.

Content Tips

Teaching young learners, the importance of washing utensils after eating is crucial for several reasons:

Preventing Illness: Properly washing utensils helps remove food particles, bacteria, and germs, reducing the risk of foodborne illnesses.

Promoting Cleanliness: Instilling the habit of washing utensils encourages overall cleanliness and hygiene, which is essential for a healthy lifestyle.

Independence: Learning to wash utensils properly gives children a sense of independence and responsibility.

Motor Skills: The act of washing utensils helps develop fine motor skills as children handle and clean different items.

Teamwork: Washing utensils together can teach children about teamwork and cooperation.

Responsibility: Children learn to take responsibility for their own cleanliness and the cleanliness of their environment.

Sustainability: Teaching children to wash and reuse utensils promotes environmental sustainability by reducing waste.

Resource Conservation: Children learn the importance of conserving resources like water and soap while washing utensils.

Assessment: Observe if the learners are:

- Picking up dirty utensils correctly
- Use soap or a sponge to scrub
- Rinsing utensils thoroughly with clean water
- Follow the correct steps
- Taking responsibility for washing their utensils?

Learning activity 5: Covering of food

Learning Environment set-up

Indoor Learning environment

Kitchen Corner: set up a "home kitchen" with toy food, plates, cups, and various food covers (cloth, lids, foil, plastic wrap).

Demonstration Table: For displaying covers and how to use them (cloth, mesh covers, banana leaves, plastic lids).

Where learners will practice covering food on their own.

Outdoor Learning environment

Picnic Setup: A table with uncovered and covered food.

Market Scene: A pretend outdoor food stall/stand.

Traditional food covers: Display of natural materials like banana leaves and reeds to cover food.

Teaching and Learning Materials

Real objects: Model /real food, cover cards or real covers, natural covering materials
Visual: Posters or printed pictures,

Activity process

- Introduce the lesson engagingly (using a simple song or rhyme…) about covering food
- Give each learner a small plate of real or pretend food (*toys or real fruits*).
- Learners to practice covering food in the kitchen corner by choosing the correct cover and placing it over their food.
- Learners to use different items **(**lids, natural materials, foil, cling warp) to cover food
- Learners pretend they are at a picnic. Some "serve" food while others ensure it is covered. Have children/learners play as "chefs" or "parents" covering food after preparing it.
- Learners to role-play/act as vendors and customers, practicing covering food while "selling" it.
- Monitor leaners' participation and allow for creativity and innovativeness in covering food
- Learners to discuss the dangers of eating uncovered food.
- Praise the learners for their participation.

Content Tips

Covering food is a simple but essential practice under food hygiene. It helps to:

Prevent Contamination: Protects food from dust, dirt, insects, and germs that can make us sick.

Keep Food Fresh: Helps maintain moisture and flavor, preventing food from drying out or spoiling quickly.

Stop Bugs & Pests: Flies, ants, and other pests carry bacteria; covering food keeps them away.

Maintain Hygiene: Reduces the risk of foodborne illnesses and promotes healthy eating habits.

Encourages Responsibility: Teaching children to cover food helps them develop good hygiene habits from an early age.

Assessment

Observe if learners:

- understand when and why food should be covered.
- recognise the importance of covering food
- choose the correct cover for food
- can cover food properly
- show responsibility by covering food without being reminded

Expected standard: Food Hygiene practiced accordingly

Subtopic 2: Personal Hygiene

Personal hygiene refers to the practices and habits that individuals follow to maintain cleanliness and promote overall health. It helps prevent the spread of germs, infections, and diseases while improving personal appearance and well-being. Maintaining good personal hygiene is essential for physical health, social interactions, and self-confidence.

Specific competence: Practise personal hygiene

Learning activity 1: Washing of hands (soap, ash…)

Learning Environment set up

Indoor Learning environment

Hand washing: Corner: Set items like a small basin with water, Soap, and a container with ash near the classroom entrance or within the eating area.

Outdoor Learning environment

Hand washing Station: Set items like buckets with clean water, Soap, and a small container of ash, near the play.

Teaching and Learning materials

Real objects: Buckets, soap, ash, containers and others.

Natural materials: Water

Visuals: Posters with step-by-step visuals of proper hand washing techniques

Technological: Videos, Computer, projectors

Activity process

- Learners to watch a video clip on hand washing. For example, applying soap or ash, scrubbing, rinsing and drying.
- Put coloured powder on learners' hands to represent germs. Have them wash their hands to see how germs are removed.
- Learners to sing a hand washing song as they practice washing hands. e.g. *"This is the way we wash our hands*
- Create a Hand washing Station where learners pretend to be doctors, chefs, or nurses who must wash hands before doing their job.

Content Tips

Teaching learners about food covering is essential in promoting hygiene, food safety, and good eating habits. In this topic, learners will: learn the importance of covering food to keep it clean and safe; understand that covering food prevents germs, insects, and dust from contaminating it; see that covered food stays fresh and tastes better for longer; realise that food covering helps reduce waste and keeps food from spoiling; connect food hygiene with staying healthy; Practice simple ways to cover food using lids, wraps, or clean cloths and develop responsibility in handling and storing food properly.

Assessment

- Does the child recognize the importance of covering food?
- Can the child demonstrate how to cover food using a lid, cloth, or food cover?
- Does the child remember to cover food before leaving it unattended?
- Can the child explain why covering food is important (in simple terms like "to keep it clean")?

Learning activity 2: Practising using toilet facilities; (*Flashing and covering the toilet after use, opening and covering the drop hole)*

Learning Environment Setup

This activity can be done indoors or outdoors.

Outdoor Learning environment

Real Toilet Facility: Ensure access to a child-friendly toilet (flush or pit latrine).

Handwashing Station: Set up a tippy tap or basin with soap for hygiene education.

Indoor Learning environment

Toilet Corner: Display small plastic potties or buckets and a model of a drop hole with lids.

Health Corner: Provide toilet paper, small lids, and water containers to teach proper cleaning and flushing.

Teaching and Learning materials:

Real objects: plastic potties, buckets, real toilets, tissue, leaves, paper and others

Visual: Pictorial charts showing steps on proper toilet use.

Technological: Video clips showing steps on proper use of the toilet

Activity process

- Introduce a lesson in an engaging manner using songs, stories, rhymes, and many others.
- Learners to watch a video clip on the proper use of a toilet (opening the lid, sitting or squat, wiping, flashing, closing the lid, washing hands)

OR

- Display a visual chart with step-by-step images for using the toilet (e.g., opening the lid, sitting or squatting, wiping, flashing, closing the lid, washing hands)
- Using a doll or a stuffed animal that "needs to use the toilet," demonstrates the process of taking the doll to the potty, wiping, flushing, and washing hands.
- Learners to practice how to use the toilet using the doll.
- Set up a pretend potty station with a toy toilet and accessories. Let children role-play using the toilet, wiping, flushing, and washing hands.
- Learners in need of using the toilet to practise how to use the toilet, wipe, flush and wash their hands

Content Tips

Practicing proper toilet use such as flushing, covering the toilet after use, and opening/covering the drop hole is essential for young learners' health, hygiene, and overall development. By teaching these habits, children are better equipped to prevent the spread of diseases like diarrhoea, cholera, and intestinal worms. Proper toilet habits, such as flushing and covering the toilet, reduce bad odours and prevent the spread of bacteria through flies. Additionally, learning to wash hands after using the toilet reinforces personal hygiene, which is crucial for maintaining good health.

This practice also promotes independence, as children learn to manage their hygiene and develop self-care skills, which boosts their confidence and responsibility. It prepares them for primary school, where independent toilet use is expected, and ensures they maintain a clean and safe environment for themselves and others. By teaching young learners to use toilets properly, we also foster a sense of respect for shared spaces, helping them develop social responsibility. They become more comfortable with the process, reducing anxiety, and even working together to remind each other about good hygiene practices.

In Zambia, where many communities use pit latrines, teaching young learners how to properly cover the drop hole aligns with local cultural norms. It also instills pride in maintaining cleanliness at home and school, and reinforces values of community and respect. Overall, by teaching young learners the importance of proper toilet use, we ensure they grow into healthy, independent, responsible, and respectful individuals.

Assessment: Observe if the learner can;

- Flush and cover the toilet/drop hole correctly?
- Learner explain why it is important to keep the toilet clean.
- Remember to wash your hands after using the toilet.

Learning activity 3: Practicing using toiletries (*tissues, soap*…)

Learning Environment Setup

This activity can be done indoors or outdoors.

Indoor Learning Environment

Hygiene Station: Display of child-friendly area where children can practice using toiletries with. tissues, soap, child-sized sinks or wash stations, soap dispensers, nail cutters and others.

Visual Instructions: A display of large, clear, and simple visual cues on the walls to remind children of proper hygiene steps (such as "Wash, Rinse, Dry").

Outdoor Learning Environment

Hygiene Stations: A set up of a hand washing station outdoors with a portable sink or a large container with a spout to practice hand washing, soap, and towels.

Teaching and Learning materials

Real objects: toothbrush, toothpaste, soap, towel, toilet paper, nail cutter and many others

Visuals: Charts or posters showing different toiletries

Technological: video tutorials or animated series showing how to use toiletries

Activity process

- Use a story, games, songs, or show a video clip that introduces the importance of hygiene.
- Learners to explore the materials displayed in hygiene stations, such as tissues, soap, towels, and hand sanitizers, while discussing their purpose.
- Demonstrate the step-by-step process of using a tissue or washing hands with exaggerated movements and enthusiasm.
- Learners to take turns practicing the use of correct use of toiletries.
- Learners to discuss the experiences they had during the activity.
- Praise the learners for their efforts

Content Tips

Practising the use of toiletries is not only about hygiene but also plays a crucial role in promoting health, safety, and the development of key life skills.

Teaching learners to use toiletries like soap, water, and tissues helps reduce the spread of germs, bacteria, and viruses, it encourages healthy habits that prevent common illnesses, such as colds, flu, and stomach bugs, which are particularly important in group settings. Handwashing with soap and water is one of the most effective ways to prevent the spread of infections, when learners learn the proper technique of washing their hands, they are more likely to do so consistently, both at school and at home.

Teaching learners how to use toiletries (e.g., washing hands or using a tissue) helps them gain independence in managing their hygiene, these self-care skills foster a sense of accomplishment and pride in taking care of their bodies. By learning to use toiletries properly, learners can take more responsibility for their well-being. As they grow, they can independently manage hygiene tasks, promoting their sense of self-reliance.

Assessment: observe if learners can:

- They use the toiletry items correctly.
- They use the items with minimal assistance
- The learners complete the hygiene routine independently

Expected standard: Personal Hygiene practised accordingly

Summary

- In the above lesson, you focused on good personal hygiene.
- You learned that good personal hygiene not only keeps you feeling fresh but also shows respect for yourself and others.
- Taking care of your body helps you stay confident, healthy, and ready to take on the day

TOPIC 3: TOOLS

Introduction

Tools are objects, devices, or instruments used to perform specific tasks, achieve particular goals, or solve problems. They can be physical, digital, or cognitive, and are often designed to make tasks easier, faster, or more efficient. In the context of Early Childhood Education (ECE), tools can refer to materials or objects that support children's learning and development, such as blocks, puzzles, playdough, or art supplies.

Hand tools are essential in various aspects of life, and their importance cannot be overstated. Teaching young ones on the use of hand tools helps children develop their fine motor skills, hand-eye coordination, and dexterity as well as fostering problem-solving skills.
The topic covers one subtopic titled hand tools, writing tools in particular. The learners will learn gripping and holding techniques to develop their writing skills.

General Competences	
Analytical thinking	Create mental images
Critical thinking	Identify tools found in the immediate environment
	Exhibit knowledge and ability to hold tools
Communication	Communicate one's ideas to others

HOOK

Teacher Maria's Mystery Toolbox

Teacher Maria, has a toolbox in the classroom with various hand tools. She also has a kitchen area where the children help with cooking and baking but mixed up the tools from the toolbox and the kitchen. Can you help her sort out the tools and put them back in their proper places?

1. What tools do you think belong in the kitchen?
2. What tools do you think belong in the toolbox?
3. How can you work together to sort out the tools?

Key Terms:

Tools: A tool is an object, device, or instrument used to perform a specific task or operation, often to achieve a particular goal or solve a problem

Hand tools: Hand tools are instruments or devices that are held and operated by hand to perform specific tasks, achieve particular goals, or solve problems.

Gripping: this is the act of holding or grasping an object firmly, typically with one's hands or fingers. In the context of hand tools, gripping refers to the way in which an individual holds a tool, such as a pencil.

Holding: This is the act of grasping or gripping an object, typically with one's hands or fingers, in order to support, manipulate, or control it.

Subtopic: Hand Tools

Hand tools are instruments or devices that are held and operated by hand to perform specific tasks or operations. This sub-topic focuses on kitchen and writing hand tools.
Specific competence: Use tools found in the immediate environment.

Learning activity 1: Identifying hand tools found in the immediate environment (*knives, spoon, folk, plates….).*

Learning Environment setup:
This activity can be done indoors or outdoors
Indoor/outdoor Environment

- **Workstation setup:** Organize workstations with a variety of hand tools. (kitchen and art corners)
- **Tool storage area:** Make Storage boxes for storing tools in a designated area, easily accessible to learners.
- **Demonstration area:** Designate an area for demonstrations and presentations or surfaces for sorting activities (*make sure they are large enough*).
- **Game:** Create a sorting game where children categorize tools into kitchen or toolbox.

Teaching and Learning materials:

- **Real objects**: Models of hand tools, assorted kitchen utensils and writing tools such as spoons, folks, knives, cups, crayons, pencils, brushes, plastic bottles with water
- **Visuals**: picture cards/posters showing kitchen utensils and writing tools

Activity Process

- Display different real and models of hand tools found in school and at home such as pencils, crayons, chalk, dancing ribbons, water bottles, spoons, folks, knives, cups…
- Learners in groups or individuals to identify hand tools found in school and home from those displayed (*you can use seeking and searching games)*
- Learners to sort the tools by putting them in the storage boxes provided through a game.
- Stimulate learners by asking questions to gauge their level of engagement.

Content Tips:

Teacher, please use simple language to emphasise the following.

- Hand tools enable us to complete various tasks, such as building, repairing, and maintaining objects.
- They allow individuals to work on different things, promoting self-sufficiency and creativity.
- Using hand tools helps learners to develop their fine motor skills, hand-eye coordination, and dexterity.
- Regular use of hand tools encourages problem-solving and critical thinking, as learners adapt to different situations and express their creativity and bring ideas to life.
- Proper holding techniques enable learners to control and manipulate objects with precision, develop fine motor skills and hand-eye coordination and reduce fatigue and improve efficiency when performing tasks

Assessment:

- Did the learners manage to identify common hand tools found in kitchens and classrooms?
- Did they develop problem-solving skills through critical thinking and collaboration when sorting the tools.
- How creative and resourcefulness is the learner in finding solutions?

Expected standard: Tools found in the immediate environment used accordingly**.**

Summary

In the topic tools learners identified hand tools in the environment found in the classroom and home. The tools included; kitchen utensils and writing tools

TOPIC 4: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) DEVICES

Introduction

Information and Communication Technology (ICT) refers to the integration of digital tools and resources into early learning environments to support the development of young children. This will help learners build essential skills while fostering creativity, communication and familiarization with digital tools. These ICT devices include Television (TV), remote control, computers, phones, tablets, radios and many more. This topic covers one subtopic titled **ICT devices.** This includes identifying ICT devices from the immediate environment, switching on and off ICT devices and Operating ICT devices

General Competences	
Digital Literacy	• Identify the main parts of the computer, open and close a computer. • Recognize and use basic digital tools. • Develop simple hand-eye coordination with digital devices. • Follow basic instructions in interactive educational software.Critical Thinking • Identify ICT devices found in their immediate environment. Exhibit knowledge and ability to manipulate ICT devices.
Communication	• Express oneself using different ICT devices. • Critical Thinking • Identify ICT devices found in their immediate environment. Exhibit knowledge and ability to manipulate ICT devices.
Communication	• Express oneself using different ICT devices.

HOOK

What if the television could show you a magical world, and you could jump right into the screen? What kind of adventure would you have?

Key Terms:

Computer: An electronic device used for processing and storing information. It can be used to run software, access the internet, and perform a variety of tasks such as learning games, creating documents, and browsing educational content.

Keyboard: A device used to input text, numbers, and commands into a computer or tablet. It consists of keys that represent letters, numbers, and other symbols, and it is used to type and navigate applications

Monitor: A screen that displays information from a computer, often used for showing images, videos, or interactive activities. It allows users to see and interact with content stored or created on the computer.

Mouse: A small handheld device used to control the movement of a cursor on a computer screen. It allows users to select, drag, and interact with items on the monitor by clicking or moving the cursor

Remote Control: A device used to control other electronic devices from a distance, such as changing channels on a TV or adjusting volume. It allows for easy navigation of technology without having to physically touch the devices

Tablet: A portable touchscreen device that combines the functions of a computer and a mobile phone. Tablets are used for accessing apps, browsing the internet, playing games, watching videos, and learning more interactively. They are lightweight and easy for young children to handle.

Television (TV): A device used to display visual and audio content such as shows, movies, and educational programs. It is often used in classrooms for educational videos and interactive learning experiences.

Subtopic: ICT Devices

ICT devices are essential tools that support and enhance learner's learning experiences. These devices offer opportunities for children to interact with educational content in fun, engaging, and meaningful ways, contributing to their overall cognitive, social, and emotional development.

Specific Competence: **Operate ICT devices in the locality**

Learning Activity 1: Naming ICT devices from immediate environment (*Television (TV), Remote Control, Computers, Phone, Tablet, Radio….)*

Learning Environment set-up

This activity can be done indoors or outdoors.

Indoor Learning Environment

Technological: Where various ICT devices are displayed (*computers, tablets, smart phones, key boards, mice, printers, head phones and many more*)

Visual area: Display posters/charts with pictures, ICT devices labelled with their names and instructive learning materials.

Exploration table: provide a table where learners can touch and explore real or toy versions of ICT devices

Teaching and Learning materials

Real objects: Radio, phone, tablets, Desktop or laptop, keyboard, mouse, crayons, colouring books and many more

Visuals: Pictures/printed cards for the ICT gadgets

Colouring sheets with pictures of the devices.

NOTE: Teachers are encouraged to choose different ICT devices and follow the steps given below to conduct any activity for naming ICT devices

Activity process

- Identify key devices you want the learners to learn (*Computer, Television, remote, phone*).
- Prepare visual aids, use colourful pictures or flashcards, real-life examples or toy models of the devices.
- Explain each device in simple terms (f*or example, a computer helps us work and play game*). This should be done through songs and rhymes.
- Let the learners touch and explore the devices as they name them
- Create fun activities like matching games, matching pictures of devices to their names, guess the device and describe a device. Let them guess and pretend to use a device such as making a call or typing on the key board.
- Use stories and examples where the characters use ICT devices and relate devices to their daily.
- Give leaners colouring sheets/books with the ICT devices you are teaching
- Revisit the names and functions of the devices regularly. Encourage them to use names in the sentences such as "I see a computer"
- Finally praise the learners for their effort to build confidence.

Content Tips

In a world where technology is part of daily life, early familiarity with ICT devices prepares learners:

- For future academic and professional environments.
- To adapt to technological advancements with confidence.
- To access a wide range of educational materials, including e-books, videos, and interactive lessons, which can cater for different learning styles and needs.
- Use ICT as a tool for collaboration between parents, teachers, and learners, fostering a shared learning experience.

Assessment:

- Can they correctly identify ICT devices among other devices?
- Can they identify accurately when shown on an image?
- Are they able to name clearly?
- Can they demonstrate how the remote control is used on a TV?
- Do they pronounce the names correctly?
- Can they colour and recognize what they have coloured?
- Are they confident and consistent in their responses?
- Can they use the devices appropriately in context?

Expected Standard- ICT devices manipulated accordingly

Summary

In the topic above learners were able to identify various ICT devices, such as computers, smartphones, tablets, and peripherals, and understand their functions, uses, and importance in their daily lives.

TOPIC 5: MOTOR DEVELOPMENT

Introduction

Motor development refers to the growth and refinement of movement skills in learners, from basic reflexes to complex physical abilities. it encompasses both gross motor and fine motor skills. This process is crucial in a child's development as it enables them to interact with the environment, perform daily tasks, and develop coordination, balance, and overall physical fitness. These skills are essential to the learners as they help develop body awareness, stability, and core strength. Under this topic learners will attain skills of jumping, stretching, throwing and catching, teamwork, self-awareness, balancing, calculating, pulling, pushing and movements. By so doing the learners will attain the values of cooperation, appreciation, self-confidence, independence, endurance, discipline, responsibility and care of equipment. In all the activities, please remember to cater for the learners with special education needs and disabilities.

This topic covers subtopics on Gross Motor Skills development (Locomotor), Non-Locomotor skills, Fine motor Skills Development

General Competences

Collaboration:	Demonstrate ability to physically interact at play
Analytical thinking:	Apply analytical skills in various activities
Problem solving	Exhibit basic skills in drawing, colouring and pattern
Communication	making. Express oneself using different materials

HOOK

The Treasure Box

Grandma Della has a treasure box filled with various toys and materials kept under her bed. But the box is too heavy for the children to move, and the toys are stuck inside. How can you help Grandma to retrieve the toys from the treasure box without moving the box itself?

1. How could you bend or stretch your body to reach the toys inside the box?
2. If you had a stretchy rope, how could you use it to pull out the toys?
3. What would happen if you bent a stick or a tool to fit into the box and grab the toys?

Key Terms:

Bending - flexing and folding the body parts

Stretching- lengthening and extending the body parts,

Jumping - is the propelling the body upwards from the ground using the legs and feet

Balancing - the ability to maintain stability

Twist - the rotation of parts of the body

Sub-topic 1: Gross motor skills developments (Loco-motor)

Gross Motor Skills development refers to refers to the progression of larger muscles in everyday activities such as jumping, hooping, balancing, running and walking which is a very essential aspect of human growth and development particularly during childhood. This subtopic looks at simple body movements and walking activities.

Specific competence: Simple body movements performed accordingly

Learning Activity 1: Performing simple body movements (*Jumping. Crawling and walking...)*

Learning Environment set up

Indoor Learning environment

Jumping Zone: Incorporate low platforms or soft jump pads where children can practice jumping safely.

Crawling Area: Create tunnels or designated crawling paths using cushions or soft barriers.

Walking Path: Set up a straight path with markers (like cones or tape) for children to follow while practicing walking.

Equipment: Provide various equipment such as balls, hula hoops, and balance beams that encourage movement and physical interaction.

Outdoor Learning environment

Jumping Station: Use jump ropes or small trampolines.

Crawling Station: Create an obstacle course with logs or tires.

Walking Station: Include balance beams or stepping stones.

Teaching and Learning materials

Real objects: Soft mats or cushions, hula hoops, cones, tape, chalk

Natural obstacles: Purpose: logs, stumps, or rocks for children to jump over, step over, or walk along can add a fun.

Visuals: Step-by-step visual diagrams

Technological: Short clips showing different body movements, audio cues

Activity process

- Ensure the area is safe and clear of obstacles. Soft mats, cushions, or foam play areas can provide a safe landing for activities like jumping and crawling.
- Learners explore the movements on their own. Let them jump, crawl, or walk at their own pace, experimenting with their bodies.
- Demonstrate the correct movements, such as jumping**,** crawling**,** walking.
- Learners to perform different movement in the areas created
- Praise and Encourage

Content Tip

Teaching simple body movements like jumping, crawling, and walking is essential for developing gross motor skills in young learners as it enhances gross motor skills, which are fundamental for their physical development. Jumping strengthens their legs and coordination, crawling helps build core muscles and coordination, and walking is essential for balance and coordination. Mastering these movements is key to advancing in more complex physical skills later on. Regular movement like crawling and jumping builds strength, stamina, and muscle tone, which is important for a child's overall physical health.

Movement activities stimulate brain development. Crawling, for instance, helps in the development of spatial awareness, hand-eye coordination, and bilateral coordination (using both sides of the body). This helps learners with skills like problem-solving, focus, and memory. These movements help strengthen the connection between the brain and the body. For young children, the more they move, the more the brain forms neural pathways that will aid in learning other skills later on.

As learners gain control over their movements, they develop a sense of accomplishment and autonomy. Mastering crawling, walking, and jumping can boost their self-esteem and encourage independence. Active movement helps learners manage and express their emotions. Physical activities like jumping or crawling can be a way for learners to release pent-up energy and stress, which helps with emotional balance.

Assessment: Observe if learners are:

- Are they able to demonstrate each movement?
- following instructions and try to perform the activities with good form
- Interacting with their peers
- They take turns when playing

Learning Activity 2: Performing walking activities **(***backwards, sidewards, on tiptoes…***)**

Learning Environment Setup

This activity can be done indoors or outdoors.

Indoor Learning environment

Backward Walking Station: Setup of tape lines, cones, or soft mats to mark a straight line or create a path for children to follow when walking.

Sideways Walking Station: Create a zigzag path using cones, hula hoops, or floor markers for learners to walk sideways through the path, moving one step to the left (or right) for each cone or hoop

Tiptoe Walking Station: Set up a line of soft mats or carpet tiles, for learners to walk along the path on their tiptoes and balancing.

Outdoor Learning environment

Obstacle course walking station: Create an obstacle course with various tasks where learners walk backward, sideways, or on tiptoes to navigate around obstacles.

Walking with Props Station: A station setup for learners to walk backward, sideways, or on tiptoes while holding a prop like a bean bag or small ball.

Teaching and Learning materials:

Real objects: Tape lines, cones, or soft mats, Cones, hula hoops, floor markers, soft mats, carpet tiles, or a balance beam, tunnels, chairs, cushions, bean bags, scarves, small balls.

Technological: Video clips showing different walking activities

Activity process

- Start with a simple warm-up activity to get learners moving and ready for the walking activities, such as wiggle time or following the leader.
- In the environment created let learners practice each walking movement in a structured way backwards, sideways, tiptoe walking.
- After learners have practice, incorporate games to make the activities more fun and engaging, such as walking races or animal walks.
- Conclude with a cool-down activity to help learners relax after the movements such as gentle stretching or breathing exercises.
- Praise the learners for their participation.

Content Tip

Teaching learners to perform various walking activities like backwards walking, sideways walking, and walking on tiptoes is important for their physical, cognitive, and social development. These simple activities not only promote motor skill development but also have a significant impact on a learner's overall well-being.

Performing different types of walking helps learners develop coordination between their upper and lower bodies, walking backwards requires learners to control their movements without looking, which enhances their body coordination.

Walking on tiptoes strengthens the calves and ankles, while sideways walking improves lateral movement and balance. These activities help develop the muscles required for more complex movements as learners grow. These walking activities teach learners about their body's position in space. This awareness is essential as they develop the ability to control and adjust their posture, whether standing, sitting, or moving.

Moving in different directions, backward, sideways, or on tiptoes requires to think and plan their movements. They have to understand their surroundings and decide how to navigate the space effectively, such as walking sideways around an obstacle requires them to adjust their movements and anticipate how they will move in relation to objects or other children.

Successfully completing walking challenges, especially ones that are fun and playful (like tiptoe walking or walking like animals), can boost a learner's confidence and self-esteem. As they improve their physical abilities, they develop a sense of pride and accomplishment.

When walking activities are done in groups or pairs, they promote cooperation. Learners learn to take turns, cheer each other on, and sometimes help their peers, this builds social skills like patience, empathy, and teamwork.

Assessment: Observe if the learner can;

- Maintain their balance while walking in different directions (backward, sideways, on tiptoes)
- Stay upright and avoid falling or losing their footing during each activity
- Shift their weight properly to stay steady, especially when walking backward or sideways.
- Coordinate their arm and leg movements effectively while performing the walking activities
- Hold their bodies properly while walking backward, sideways, or on tiptoes

Specific competence: Practise balancing activities

Learning activity 3: Balancing feet: alternate balancing (*on left and right foot)*

Learning Environment set up

Indoor Learning environment

- **Foam Mat Balancing area: Setup:** Lay out mats, balance cushions, or pillows.
- **Hopscotch area:** set up the area using coloured tape or a hopscotch mat indoors.
-

Outdoor Learning environment

- **Balance Beam Walk area: Setup** a wooden beam, rope line, or chalk drawn path on the ground.
- **Stepping Stones Path:** Arrange flat stones, tires, or balance pods in a line.
- **Obstacle Course:** Setup cone using tunnels, mini hurdles, and logs to create a path.

Teaching and Learning materials:

Real objects: Foam mats, cushions, hula hoops, mats, foam stepping stones, pillows, balloons, soft balls, balance beams, tree stumps/logs, tyre tunnels, rope and others.
Technological: Videos, Computers, projectors**.**

Activity process

- Ensure children understand the goal: balancing on one foot and switching between the left and right foot.
- Model the correct balancing technique
- Learners to practice balancing on one foot, first on the left foot, then on the right foot.
- Learners to practice alternating balancing, encouraging them to switch feet after a few seconds of standing on each foot.
- Organize the learners for group interaction, such as a simple relay or movement-based activity that involves alternating balancing.

Content Tip

Teaching young learners to balance on both feet alternately (switching from left to right) offers a range of benefits that can enhance their physical, cognitive, and emotional development. Here's why it's so important:

- **Improves Physical Coordination**: Alternating between balancing on the left and right foot helps children develop better control over their bodies. It strengthens their ability to shift weight and control their posture, which is essential for many sports and physical activities.
- **Enhances Stability**: Learning to balance on each foot helps with overall stability. As children gain balance, they also develop better posture and body awareness, which supports activities like running, jumping, and other forms of movement
- **Boosts Brain Development**: Balancing requires both physical and cognitive effort, as it engages both hemispheres of the brain. Alternating between feet helps improve coordination between the left and right sides of the brain, which contributes to better problem-solving and motor planning.

- **Develops Core Strength**: Balancing exercises target the muscles of the core, which are crucial for overall strength and coordination. These muscles help children in their day-to-day movements and contribute to their growth and development.
- **Promotes Confidence**: Successfully balancing on each foot gives children a sense of accomplishment and boosts their self-esteem. This confidence can extend beyond physical activities into other aspects of their learning and social interactions.
- **Encourages Focus and Concentration**: Balancing exercises require children to focus on their body movements and the task at hand, which helps improve concentration. These moments of focus can carry over into other learning experiences.
- **Supports Later Skills Development**: Mastering balance early on lays a foundation for future motor skills. As they grow, children who have developed good balance are better prepared for more complex tasks, such as dancing, martial arts, gymnastics, and even academic skills like writing or drawing.

Assessment: Observe:

- learners' ability to balance and alternate between feet, paying attention to their posture, coordination, and stability.
- the group's coordination, providing feedback for improvement.

Specific competence: Perform jumping and climbing activities

Learning activity 4: Playing jumping and climbing activities: (Jump from a height of 20cm, step over the rope 10cm high, hopping; Climb up and walk downstairs)

Learning Environment set up

This activity can be done indoors or outdoors.

Indoor Learning environment

(Set up in a large classroom, gym, or hall with soft flooring or mats for safety)

Jumping Station: Setup a low, stable platform (20cm) with a soft landing mat.

Rope Step-Over Station: Tape a soft rope or pool noodle 10cm above the ground between two cones.

Hopping Station: Display rubber dots, foam mats, or colorful tape to create a hopping path.

Climbing Station {Stairs or Blocks): Setup small padded staircase or stackable soft play blocks.

Outdoor Learning environment

(Set up in a playground, open field, or school yard with grass or soft surfaces.)

Jumping Station {20cm Platform): Display a wooden or plastic box (20cm high) with a sand or grass landing area.

Rope Step-Over Station: Tie a rope or a small hurdle 10cm high between two stakes or cones.

Hopping Pathway: Setup stepping stones, painted circles, or chalk marks in a path.

Climbing & Descending Station {Stairs or Playground): Setup an outdoor playground staircase, small hill, or climbing structure.

Teaching and Learning materials:

Real objects: soft rope, wooden or plastic box, stepping stone, chalk, Bean bags
Visual Posters – Display images of children jumping, hopping, and climbing
Technological: Videos, Computer, projectors,

Activity process

- Establish rules for safety. Engage learners in a short discussion about the importance of physical activities and demonstrate each one to the children.
- Perform a simple warm-up routine with stretches, jumping jacks, or gentle running on the spot.
- Place sturdy platforms or mats that are 20cm in height for learners to take turns in jumping, encouraging bending of knees on landing.
- Lay ropes or flexible barriers on the ground for learners to carefully walk in a line, stepping over the rope one foot at a time.
- Designate a clear area for hopping. Encourage learners to hop on one foot, then switch to the other foot, or hop on both feet in a space.
- Using a safe staircase or a climber with steps, Supervise climbing and descending.
- Help relax muscles by Performing gentle stretches and deep breathing exercises. Discuss what each child enjoyed and learned.
- Offer individual attention, highlighting what each child did well, and encourage them to try other activities they found challenging.

Content Tips

When skills across different learning domains. Here's what they will learn:

Jumping Skills: Jump from a height of 20cm and land safely with control.

learners engage in jumping, climbing, and other movement activities**,** they develop essential

Stepping Over Obstacles: Step over a 10cm-high rope without losing balance.

Hopping Skills: Hop on one foot and switch feet while maintaining balance.

Climbing and Walking Down Stairs – Climb up and walk down stairs safely, using support if needed.

Understand Spatial Awareness: Know how to judge distance and height before jumping or stepping.

Problem-Solving: Decide how to move safely when faced with obstacles.

Follow Instructions: Listen to and follow teacher's directions for movement activities.

Patience and Resilience: Keep trying even if they struggle at first.

Turn-Taking and Cooperation: Participate in group activities while respecting others.

Assess Risks: Recognize when it is safe to jump, step, or climb.

Use Support When Needed: Understand when to hold a railing or ask for help.

Assessment: Observe learners:

- Jump from a height of not more than 20 cm.
- Step over a rope 10cm high
- Climb and walk down stairs.

Expected Standard: Jumping and climbing activities performed correctly

Sub-topic 2: Non-Locomotor

Non-loco motor skills are types of movement that involve changing the position of different body parts without actually moving from one place to the other. Non-loco motor skills are essential for physical development, improving flexibility and coordination in everyday activities. Non-locomotor activities are movements performed while staying in one position, emphasizing control, balance and coordination.

Specific competence: Demonstrate bending and stretching activities

Learning activity 1: Performing bending and stretching activities

Learning Environment set-up

This activity can be done both indoor and out door

Indoor Learning environment

Movement Zones: Create a clear movement area with enough room for learners to practice bending, stretching, and other body movements.

Picture Cues: Display colourful posters or cards that show children performing different stretches or bends. Include simple visual cues that demonstrate safe ways to stretch or bend.

Outdoor Learning environment

Play Park/Play Ground: Prepare the safe outdoor space for the activities (preferably in the play park).

Bend and Stretch Areas: Create an area with bend and stretch obstacles using, tunnels, cones, monkey bars and other materials that require children to bend and stretch to navigate.

Teaching and Learning Material

Real objects: A big box (treasure box with various toys and materials in it), assorted toys or objects, tyre tunnels, cones, monkey bars, Radio or any music player, Wooden blocks, Skipping ropes, Ribbons, Strings

Visual objects: Picture cards with stick pausing persons, Foot and hand templates, and Body twist cards.

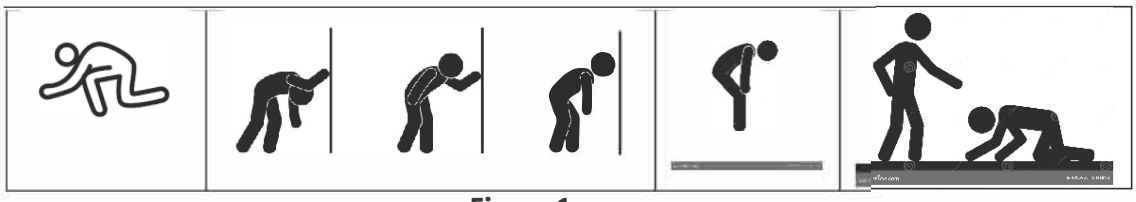


Figure 1

Activity process

- Engage learners in an activity that will require them bend and stretch such as animal movements "stretch like a giraffe, bend like a cat"
- Learners to perform various bending and stretching activities in the movement zones.
- Demonstrate the bending and stretching activities with. Make sure your modelling is engaging and lively so that learners are excited to imitate you.
- Learners to perform step by step stretch or bend as shown on the picture cues
- Praise the learners for their efforts throughout the lesson.

Content Tips

- Bending and stretching activities are essential for young learners' physical, mental, and emotional development. These movements not only support their overall health but also build foundational skills that will benefit them throughout their lives.
- Bending and stretching help improve flexibility, which is crucial for maintaining a healthy range of motion in the muscles and joints. These activities also strengthen muscles, improving posture and stability. These activities encourage children to use both sides of their body in a coordinated way, which enhances balance and motor control. This is important for later physical activities like running, jumping, and climbing.
- Regular stretching helps prevent muscle strain and joint injuries by keeping muscles limber and ready for activity. It also promotes better posture, which can reduce strain on the body.
- Bending and stretching exercises help learners develop awareness of their bodies, including where their arms, legs, and core are in space. This understanding of body position is key to developing coordination and self-regulation. These activities require learners to follow instructions, focus on their movements, and remember poses or stretches. This can help improve concentration and attention span, which are vital skills for learning
- Physical activities like bending and stretching can help learners manage their emotions, such as stress or frustration, by providing a calming effect. Deep breathing and movement are especially good for promoting relaxation When practiced in a group setting, bending and stretching activities encourage cooperation, turn-taking, and following group instructions. This helps foster a sense of teamwork and social interaction among young learners.

Assessment: can the learners:

- Imitate movements and follow instructions?
- Accurately respond to the prompts?
- Maintain balance while stretching and bending in various positions?
- Stretch and bend downward?

Expected standard: Bending and stretching activities demonstrated accordingly
Specific competence: Perform static body movements

Learning activity: Performing static body movements (*pushing, standing, pulling, kneeling*…)

This activity can be done both indoor and out door

Indoor Learning environment

Open space: A clear, open area with enough room to move around without obstacles or distractions.

Outdoor Learning environment
Pushing Station "Push Power Zone" with light weight push carts or soft form blocks for learners to push
Pulling Station (Tug and Stretch Corner) with scarf, light ropes, stretchy resistance bands or scarves tied to a post.
Soft landing surfaces: Mats, rugs, or soft flooring to provide a safe landing in case of loss of balance.

Teaching and Learning materials

Real object: Mats, cones, balance beam, Whistle, Timer, bean bags…

Visual objects: Poster/cards depicting bending steps.

Activity process

- Assess the learner's physical abilities, strengths, and limitations
- Conduct some warm up exercises to prepare the body (e.g. wiggling fingers and toes, gentle side-to-side bends)
- Select the static movements to be taught, considering the learners' abilities and goals.
- Introduce the activity(s) by explaining the static body movements you want them to perform considering the learners' abilities and goals.
- Conduct the main activity(s) (e.g., Statue freeze, Animal statue, Mirror game, shape statue*)* give clear instructions, one at a time
- Conduct cool down activities (relax and stretch, breathing exercise, gentle stretch…)
- Praise the learners for their efforts throughout the lesson.

Assessment: Observe if learners can:

- hold positions like standing on one foot or balancing on hands and knees for a few seconds
- smoothly enter and exit static poses, and whether they can correct their position if they lose balance
- maintain a pose or proper posture.
- avoid bouncing or jerking movements

Expected standard: Static body movements performed accordingly

Sub-Topic: Fine motor skills development

Fine motor skills refer to the ability to control small muscle movements, particularly in the hands and fingers that are essential for tasks like writing, drawing, cutting, and threading. Developing these skills is crucial as they lay the foundation for academic and daily life activities.

Specific Competence: Develop fine motor skills

Learning activity 1: Exploring different objects to build a tower (*plastic lids, wooden blocks , stones, sticks…*)

Learning Environment set up

This activity can be done Indoors or outdoors.

Indoor Environment

Construction Corner: Display plastic lids, wooden blocks, bottle tops, and other child-friendly materials.

Expressive Arts Corner: Include drawing or painting activities where children sketch or decorate their tower ideas.

Outdoor Environment

Nature Tower Station: display Rocks, sticks, pinecones, logs.

Sticky Towers Station: display Mud, sand, clay, stones to help stack and shape towers.

Teaching and Learning materials:

Real objects: blocks, recycled materials, natural materials or house hold items, table, mat, Mud, sand, clay, stones, sticks and others

Activity process

- Prepare locally available materials (blocks, recycled materials, natural materials or house hold items
- Set up the environment, by creating a safe, flat surface for building (e.g., tables or mats)
- Give clear instructions on the task at hand (Exploring different objects to build a tower)
- Learners to explore different objects used to build a tower
- Demonstrate how to stack a few objects, talking about balance and stability.
- Encourage learners to experiment with different objects
- Conduct a guided challenge (e.g., build the tallest tower, use one type of material to mix materials to see which combination works best).
- Discuss and reflect with the leaners and let them talk about the experience
- Finally praise their creativity regardless of the outcome.

Content Tips

Exploring different objects like plastic lids, wooden blocks, stones, and sticks to build a tower is important for several reasons. First, it encourages hands-on learning, allowing children to engage their senses and interact with materials directly, which helps deepen their understanding of the world around them. Working with various objects also supports the development of fine motor skills as learners manipulate the materials to stack, arrange, or balance them, improving hand-eye coordination and dexterity.

Additionally, this activity promotes creativity as children experiment with different shapes, sizes, and textures to solve the problem of building a stable structure. They can explore the concepts of balance and stability, experimenting with how certain materials work together to support each other, which introduces them to basic principles of engineering and physics in an intuitive, accessible way.

By using a mix of natural and recycled materials, learners also gain an understanding of sustainability and the importance of repurposing everyday objects. This activity further encourages collaboration and teamwork as children share ideas and work together to build and solve challenges. Overall, exploring various objects to build towers helps children develop important cognitive, social, and motor skills while fostering curiosity, problem-solving, and a deeper understanding of the physical world.

Assessment:

- How accurately do they complete a task?
- Do they use appropriate pressure or force?
- How long does it take for a learner to complete a task?

Expected standard: Fine motor skills developed accordingly

Summary

- In the topic Motor Development, young learners develop essential motor skills, coordination, and body awareness. Learners are expected to:
- understand and practice basic body movements like jumping, crawling, and walking by jumping forward, in place, and over small objects; crawling forward, backward, and through obstacles; and walking in a straight line while changing direction.
- develop coordination and control through walking activities, such as walking backward, sideways, and on tiptoes to strengthen muscles and improve balance.
- learn to balance on each foot, practicing stability by balancing on the left and right foot and switching balance smoothly between them.
- enhance strength, agility, and confidence through jumping and climbing activities, including jumping from a height of 20cm, stepping over a 10cm-high rope, hopping on one foot, and climbing up and walking down stairs using proper coordination and control.

TOPIC 6: CRAFTS

Introduction

Craft refers to hands-on creative activities where children engage in making something with their hands, typically using basic materials like paper, scissors, glue, crayons, fabric, or clay. Craft activities are designed to stimulate imagination and creativity while also supporting the development of various skills like problem solving, eye-hand coordination, confidence and self- esteem.

This topic covers three Subtopics titled Colours, threading and modelling/moulding**.** This consists of identifying different colouring materials, Sorting colouring materials and use colouring materials to colour familiar objects.

General Competences:

Collaboration Children learn to share materials, work together to achieve a common goal, and respect each other's ideas.
This enhances their social skills and cooperative abilities.

Critical thinking Children solve problems, evaluate their choices, and reflect on their work. They develop the ability to think logically and adjust their approach when faced with challenges.

Creativity and innovations They develop the ability to come up with new ideas and apply them in inventive ways.

HOOK

Scenario: **"Design a Dream Toolbox"**

Meet Amara, a 4-year-old learner who loves building and creating things. Amara's school is organizing a "Craft Faire" where learners can showcase their handmade crafts. Amara wants to create a unique toolbox that showcases her creativity and skills.

1. What type of materials can she use to make the tools box?
2. What colours can she apply to the tools box to make it attractive?

Key Terms:

Artifacts: Objects made or shaped by humans, often representing cultural or historical significance.

Colouring Material: Tools or substances used to add colour to surfaces, such as crayons, markers, coloured pencils, watercolours, or paints.

Colours: Visual perceptions created by light reflecting off objects, represented in various hues such as red, blue, green, and yellow.

Molding: The process of shaping or forming materials like clay, dough, or other pliable substances into desired objects.

Sorting: The process of grouping or arranging objects based on specific attributes such as size, colour, shape, or type.

Threading: The activity of passing a string, thread, or shoelace through objects like beads, straws, or bottle tops.

Sub-topic 1: Colours

The subtopic focuses on introducing young learners to the world of colours through hands-on exploration and creative activities. It is an essential aspect of children's cognitive, sensory, and artistic development. At this stage, children begin to identify, name, and differentiate between a variety of colours, and they start to understand how colours can be used in different contexts such as in art, nature, and daily life.

Specific Competence: Colour objects

Learning Activity 1: Identifying different colouring materials *(crayons, water colours….)*

Learning Environment set up

This activity can be done indoors or outdoors, expressive arts corner

Indoor learning environment:

Organised Colouring Stations: Provide labeled containers for crayons, markers, and watercolours for easy access.

Expressive Arts Corner: Create a dedicated space where children can freely draw, paint, and explore different colouring materials in a relaxed and creative environment.

Outdoor learning environment:

Natural Setting: Set up shaded colouring areas with tables or mats.

Mud Kitchen area: Set up a mud kitchen where children can mix mud with natural dyes (e.g, from plants) to create their own "paints."

Water play station: Include a water play station where children can experiment with colour mixing using water-dissolvable paints or coloured water.

Teaching and Learning materials

Real objects: crayons, water colours, pencil crayons, coloured chalk, plain paper, leaves, mud, dye

Visuals: Use posters with images of colouring materials

Activity process

- Present various colouring materials to the learners
- Learners to pick a colouring material one at a time and name it.
- Show learners a chart with pictures of different colouring tools
- Let learners' match real colouring materials to the picture on the chart
- Then you ask questions like: "Which ones do we use for painting?"

Content Tips

Teacher to emphasis on the following points;

The topic on colour helps learners to develop a solid foundation for their cognitive, emotional, social, and practical development. Identification and naming of colours helps learners to recognise and differentiate between colours, shapes and patterns and provides therapeutic activity that helps relax and manage their emotions. Further, understanding colours is essential for to categorising, matching things and preforming everyday tasks, like sorting laundry or selecting ripe fruit

Assessment

- Can they identify and name the colouring materials?
- Can they correctly pair the colouring material with its corresponding colour and object?
- Do they use correct terms to talk about colouring materials?

Learning Activity 2: Sorting colouring materials

Learning Environment:

This activity can be done indoors or outdoors.

Indoor learning environment:

Art Corner: Designate a space for colouring and sorting with ample supplies (*crayons, paper*).

Ourdoor learning environment

Nature-Based Sorting area: Create sorting stations using mats or straw mats (*impasa*).

Teaching and Learning materials

Real objects: Colouring materials (crayons, markers, pencils) small containers or cups, small bag, thongs and others.

Activity process

- Set up a table or area with containers, bins, or trays, each labeled for different types of colouring materials (*e.g., crayons, markers, pencils, watercolours*).
- Provide a variety of materials and ask the children to sort them according to **colour, type, or size.** Learners to use their hands or small tongs to separate the Items into different piles based on type or colour.
- Provide learners with pictures or flashcards showing different types of colouring materials, like crayons, markers, and watercolours. Leaners to match the pictures to the real objects.

Content Tips

Teacher to should take note that, sorting items is a highly valuable activity at the preschool learning level, as it supports cognitive, mathematical, and developmental skills in young children. This simple yet effective activity helps children make sense of the world around them by categorizing and organizing objects based on specific attributes. Sorting encourages learners to observe, compare, and analyze objects based on their characteristics (colour, shape, size, texture, or function). Sorting lays the foundation for early math concepts such as classification, patterns, and sets. It helps children understand relationships between objects, which is essential for later learning in areas like counting, addition, and subtraction.

Assessment

- Do they correctly identify and sort the colouring materials?
- Do they show understanding of each tool's unique characteristics (e.g., crayons in one pile, markers in pack)?
- Are they able to correctly identify the materials by name?
- Can they describe the properties of the materials (e.g., makers are wet or crayons are hard)?

Learning Activity 3: Using colouring materials to colour familiar objects (*ball, pot, cups, flag of Zambia, traditional dress, fruits, food…)*

Learning Environment

This activity can be done Indoors or outdoors

Indoor learning environment

Art Center: Designate a vibrant art area with tables and easels where children can comfortably engage in colouring activities.

Familiar Objects Display: Create a display of familiar objects such as balls, pots, cups, the flag of Zambia, traditional dresses, fruits, and food items.

Colour Mixing Station: Set up a station with primary colours of paint or coloured water where children can mix colours to create new shades.

Creative Expression Area: Incorporate loose parts like fabric scraps or natural elements that children can use alongside their colouring materials to enhance their artwork.

Outdoor learning environment

Outdoor Art Station: Set up an outdoor art area with large sheets of paper or canvas where children can use chalk or washable outdoor paints to colour familiar objects they find in nature (e.g., rocks, leaves).

Teaching and Learning materials

Real objects: colouring materials (*crayons, markers, pencils*) small containers or cups, small bag, thongs and other.

Activity process

- Provide printed or hand-drawn outlines of familiar objects like a ball, cup, fruit, flag of Zambia, traditional dress, or common foods. Learners can freely choose which materials to use and experiment with different colours.
- Combine storytelling/role-play with colouring. For instance, tell a story about a fruit basket, a family gathering with traditional clothing, or a soccer match involving a brightly coloured ball. After the story, provide related coloring sheets/materials or set up a pretend play area with items like toy pots, cups, and traditional clothing. Then, provide colouring sheets of these items and encourage children to "design" their versions with colours.
- While colouring, learners to discuss the colours they are using and why those colours are appropriate for the object.

Content Tips

Colouring objects is a fundamental activity at the preschool learning level, offering a wide range of developmental and educational benefits.

It is not just a fun and creative pastime but also a crucial tool for fostering various skills in young children.

It helps to improve learners' hand-eye coordination and fine motor skills and helps develop creativity, fine motor skills and colour awareness while having fun.

Assessment:

- Can the learners identify and name the colours they are using?
- Do they choose colours that are appropriate for the objects they are colouring?
- Can they colour within the boundaries of the object?
- How well can they stay within the lines as the colour?

Expected Standard: Different objects coloured accordingly

Sub-topic 2: Threading

Threading involves stringing or threading objects such as beads, buttons, pasta, or other materials onto a string, shoelace, or similar item. It is a foundational activity that helps children develop essential skills through hands-on exploration and creativity.

Specific Competence: Thread different items

Learning Activity 1: Threading different items using (*straws, fruit reels, bottle tops, threading shoe laces, big beads, big cotton reels*…)

Learning Environment:

This activity can be done indoors or outdoors.

Indoor learning environment

Threading station: Set up threading station with materials like straws, bottle tops, beads, and laces.

Outdoor learning environment

Outdoor threading stations: Create shaded threading stations and demonstrate traditional craft techniques.

Organize interactive games and group projects.

Teaching and Learning materials

Real objects: straws, fruit reels, bottle tops, big cotton reels, large beads (suitable for small hands), a string or shoe laces, and scissors

NOTE: The threading lesson can be conducted using different items and below are the steps a teacher should follow when conducting a threading activity.

Activity process

- First the teacher should gather the materials to use (*large beads, strings, laces*)
- Set up the area, arrange a quiet and well-lit space.
- Demonstrate how to thread while emphasizing on safety.
- Distribute materials and ensure each child has enough space.
- Learners to start threading.
- Once learners are comfortable with the process, let them create their own designs or patterns.
- Wrap-up by allowing learners to show their work to the class.
- Give positive feedback.

Content Tips

Colouring activities are essential for learners' cognitive, emotional, and creative development.

Improves fine motor skills: Colouring helps children develop hand-eye coordination, dexterity, and control.
Enhances colour recognition: Colouring activities teach children to identify, name, and mix **colours.**
Develops problem-solving skills: Colouring requires critical thinking, decision-making, and creativity.
Boosts concentration and focus: Colouring helps children develop attention span, patience, and self-discipline.
Reduces stress and anxiety: Colouring can be calming, soothing, and meditative for children.
Fosters self-expression and creativity: Colouring allows children to express their thoughts, feelings, and imagination.
Builds confidence and self-esteem: Completing colouring activities gives children.

Assessment: observe if learners as able to:

- Hold and manipulate the treading tool.
- Exhibit control over their hand movements and maintain a steady grip while threading.
- Thread materials through small openings or holes
- Select correctly and use the materials needed for the activity? (e.g., choosing the right beads or string)

Expected standard: Different items threaded accordingly

SUB-TOPIC 3: Modelling/ Molding

Modelling is shaping or forming materials like clay, dough, or other soft substances to create objects, figures or designs and molding involves pressing materials into a shape or container to form specific patterns or designs. The two skills are important to the leaners as they will enhance creativity, fine motor skills, problem solving and sensory development.
Specific Competence: Mould/modelling different artifacts

Learning Activity 1: Moulding different artifacts (*people, cars, pots, dolls, cups, animals….*)

Learning Environment set-up

This activity can be done indoors or outdoors

Indoor Learning Environment

Organized Workspace: Set up child-sized tables and chairs for a comfortable working area. Use plastic mats or trays to keep the workspace clean and organized.

Interactive Features: Set up a "Modeling Corner" where children can explore pre-made models of cars, cups, or animals

Outdoor Learning Environment

Natural Workspace: Arrange the activity in a shade, such as under a tree or in a covered outdoor area. Use mats, low tables, or benches to create a comfortable environment for moulding.

Artificial: Sand pit and water area

Display traditional clay pots, souvenirs, or other local crafts for observation

Teaching and Learning materials

Real objects: Play dough of different colours (*paper mash, clay, plasticine*), plastic tools such as rolling pin, cookie cutters, plastic, knives and traditional clay pots.

Eco-Friendly Materials: Encourage the use of natural materials like river clay, mud, or sand for molding. Incorporate locally available items like twigs, stones, and leaves to decorate models.

Activity Process

- Provide each learner with a piece of playdough
- Encourage learners to roll, pinch, and shape the play dough into different forms, such as balls, animals, or shapes (e.g., Circle, squares…)
- Use plastic tools to cut out shapes or create texture patterns in the play dough
- Ask learners to make objects like flowers, cars, or people, and encourage them to name or describe their creations.

Content Tips

Modeling and molding involve hands-on activities where learners use materials like clay, playdough, sand, or natural resources to shape and create objects. These activities help develop fine motor skills, creativity, and problem-solving abilities in young learners.

Assessment: Observe**:**

- How well can a learner manipulate moulding materials.
- Ability to use tools like rolling pins, cutters, or plastic knives to shape the materials.
- Ability to use their imagination to create unique designs and shapes.
- ability to carefully work on their project, paying attention to the smaller details.

Expected Standard: Different artifacts modelled/ molded correctly

Summary

This topic covers several concepts that help learners to develop fine motor skills, cognitive abilities, creativity, social interaction, and cultural awareness. The following concepts have been covered topic:

- **Identifying colouring materials**: recognising and exploring crayons, watercolours, markers, and coloured pencils.
- **Sorting colouring materials:** organising materials by colour, size, or type to develop categorization skills.
- **Colouring familiar objects:** using colouring tools to creatively colour everyday items like balls, pots, flags, and fruits, while enhancing cultural awareness.
- **Threading items:** practising threading objects (e.g., beads, straws, bottle tops) to improve fine motor skills, hand-eye coordination, and pattern-making abilities.
- **Modelling/moulding artifacts:** creating 3D objects like animals, cups, and people using clay or dough to encourage creativity, spatial awareness, and cultural expression.

TOPIC 7: GAMES

Introduction

Games are structured activities or forms of play, often undertaken for entertainment, learning and competition. They are governed by rules, involve specific goals or objectives. Playing conventional and traditional games with ECE learners is important for their social, emotional, cognitive, physical, and cultural development. It prepares young children for real-life experiences by developing practical skills such as teamwork, critical thinking, and rule comprehension, which are essential for future success and well-being.

The topic covers one subtopic titled games. This includes conventional games like poker, chess, tag, hide and seek, and traditional games like Nsolo, chiyato, chidunu and many more.

General Competence.	
Collaboration	• Demonstrate ability to physically interact at play during games • Play games with peers to build relationships • Participate in and express themselves through gaming various activities.
Creativity and innovation.	• Demonstrate ability to sing, dance and play music games.

HOOK

"What if your favorite toy came alive and wanted to play a game with you? What game would it be, and how would you play together?**"**

Key Terms:

Rules: Guidance or instruction that defines how the game is played

Traditional Game: A form of play or activity that has been passed down through generations within a culture or community

Conventional Game: This is a type of play or activity that has been played for many years across various cultures and are widely recognized.

Game: This is an activity that involves structured play, usually with specific rules and objectives.

Sub-topic: GAMES

Games are structured activities or forms of play, typically undertaken for enjoyment, entertainment, or educational purposes. These can be physical, mental, or a combination of both and they often require skill, strategy, and decision-making. These can be designed for entertainment, education, competition, or skill development.

Specific competences: Play traditional games

NOTE- Teachers are encouraged to select Traditional games familiar in their locality and follow the steps below for teaching the game.

Learning Activity 1: Playing different traditional games (*nsolo, ciyato, waida, cidunu…)*

Learning Environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

Activity Area: Designate a spacious area where children can move freely to play traditional games. Ensure the area is safe and free from obstacles.

Cultural Display: Create a display showcasing the traditional games and their cultural significance. Include pictures, descriptions, and any relevant artifacts to engage children's curiosity.

Game Demonstration Station: Set up a station where educators can demonstrate how to play each traditional game.

Outdoor Learning Environment

Game zones: Separate play stations for each game (e.g., one area for *Nsolo*, another for *Ciyato*).

Teaching and Learning materials

Real Objects: stones, ropes, seeds

Visuals: Charts/posters showing children playing traditional

Different materials that will be used for the selected game.

NOTE: The materials must be suitable for familiar games in your locality.

Activity process

- Select a traditional game that is age-appropriate and engaging for the children
- Prepare a place indoor or outdoor in order to conduct a game
- Clearly explain the rules of the game to learners
- Prepare the required materials necessary for that game
- Demonstrate the game to the children and help them understand the rules

- Divide the leaners into pairs or groups depending on the type of the game being conducted
- Start the game and let the children play
- Facilitate, supervise the game and ensure the learners are following the rules and having fun
- Encourage participation, team work and fair play among the learners.
- Declare the winner or winners
- Praise the learners for their participation and efforts
- Discuss the game with the learners highlighting the importance of team work, fair play, discuss the challenges they faced when playing the game, discuss what was the most interesting part and the saddest part if there was any.
- End the game on a positive note leaving the learners with excitement and laughter

Content Tips

Traditional games like Nsolo, Ciyato, Waida, Cidunu, and others play a vital role in the holistic development of learners. They offer more than just entertainment, they enhance physical, social, cognitive, and emotional skills while preserving cultural heritage. Playing traditional games;

Improves Coordination & Motor Skills–Many traditional games involve running, jumping, picking objects, or throwing, which strengthen fine and gross motor skills.

Enhances Balance & Agility – Games that require movement help children improve their body control and flexibility.

Encourages Physical Activity – Traditional games promote active play, reducing sedentary behavior and promoting healthy growth.

Enhances Problem-Solving Skills – Some games require strategic thinking, decision-making, and quick responses.

Develops Mathematical Skills – Counting, grouping, and sequencing are common in traditional games, reinforcing basic math concepts.

Boosts Memory & Concentration – Remembering game rules and strategies sharpens focus and cognitive abilities.

Encourages Teamwork & Cooperation – Many games require group participation, fostering teamwork, patience, and communication.

Teaches Fair Play & Discipline – Children learn to follow rules, take turns, and accept both winning and losing gracefully.

Builds Confidence & Resilience – Engaging in challenges helps boost self-esteem and perseverance

Preserves Cultural Heritage – Playing traditional games connects young learners to their history and community values.

Strengthens Intergenerational Bonds – Children can learn these games from elders, promoting family and community ties.

Encourages a Sense of Belonging – Understanding their cultural background fosters pride and identity.

Enhances Verbal Skills – Many traditional games involve singing, chanting, or storytelling, improving language development.

Promotes Social Interaction – Engaging in group games strengthens communication and negotiation skills.

Assessment

- Do the learners understand the game and follow the rules?
- Are they physically able to perform the actions?
- Do they take turns and share with others?
- Do they need encouragement to join or they are actively involved?

Expected standard: Traditional games played accordingly

NOTE- Teachers are encouraged to select familiar Conventional game and follow the steps for teaching the game.

Specific competence: Play Conventional games

Learning Activity 2: Playing Conventional games *(e.g., netball, football, hopscotch, tag, hide and seek, duck, duck, goose, snakes and ladders…)*

Learning Environment

Indoor Learning Environment

Play zone: Designated areas for different activities such as puzzles, pretend play and physical games

Outdoor Learning Environment

Outdoor space: Include an outdoor area for games that encourage gross motor skills such as hopscotch or ball games

Teaching and Learning materials

Organise different materials to use for the selected conventional game.

NOTE: The materials must be suitable for familiar games in your locality.

Activity process

- Select a conventional game that is age-appropriate and engaging for the children
- Prepare a place indoor or outdoor in order to conduct a game
- Clearly explain the game rules to the learners
- Prepare the required materials necessary for that game
- Demonstrate the game to the children and help them understand the rules
- Divide the leaners into pairs or groups depending on the type of the game being conducted
- Start the game and let the children play
- Facilitate, Supervise the game and ensure the learners are following the rules and having fun
- Encourage participation, team work and fair play among the learners.
- Declare the winner or winners
- Congratulate the learners for their participation and efforts
- Discuss the game with the learners highlighting the importance of team work, fair play, discuss the challenges they faced when playing the game, discuss what was the most interesting part and the saddest part if there was any.
- End the game on a positive note leaving the learners with excitement and laughter

Content Tips

Teaching traditional and conventional games to learners is essential for their overall development. These games enhance physical growth improving coordination, balance, and motor skills, helping children stay active and healthy. They also play a crucial role in developing social and emotional skills, as children learn teamwork, cooperation, patience, and how to handle winning or losing gracefully.

In addition, these games promote cognitive development by enhancing problem-solving, critical thinking, and decision-making abilities. Traditional games, in particular, help preserve culture and heritage by introducing children to their cultural roots and fostering respect for different traditions. They also encourage creativity and imagination, as many traditional games involve storytelling and imaginative play.

Furthermore, playing games supports language and communication skills by encouraging verbal expression, active listening, and the ability to follow instructions. Conventional games, with their structured rules, help children develop discipline, sportsmanship, and respect for others. Above all, these games provide a fun and engaging way for children to learn, relieving stress and promoting overall well-being.

By integrating both traditional and conventional games into early childhood education, educators create a holistic learning experience that nurtures physical, social, emotional, and cognitive development while making learning enjoyable and meaningful.

Assessment:

- Do the learners understand and follow the rules
- Are they physically able to perform the actions?
- Do they take turns and share with others?
- Do they need encouragement to join or they are actively involved?

Expected Standard- Conventional games played correctly

Summary

The topic on games helps learners to acquire the following:

Knowledge of Games: Understanding traditional and conventional games, their rules, and how they are played.

Cultural Awareness: Learning the importance of traditional games in different cultures.

Social Skills: Developing teamwork, communication, and fair play.

Physical and Mental Benefits: Improving coordination, problem-solving, and strategic thinking.

Comparison Skills: Recogniing the differences between traditional and conventional games.

This knowledge helps learners appreciate play, culture, and structured competition while developing important life skills. They Physical, social, emotional, and cognitive development.

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