



Republic of Zambia

MINISTRY OF EDUCATION

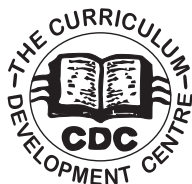
DIRECTORATE OF CURRICULUM DEVELOPMENT

CREATIVE AND TECHNOLOGY STUDIES TEACHING MODULE

EARLY CHILDHOOD EDUCATION

3-4 YEARS

TERM 2



Developed by the Curriculum Development Centre
LUSAKA
2025

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VISION

Quality, life-long education for all which is accessible, inclusive and relevant to individual, national and global needs.

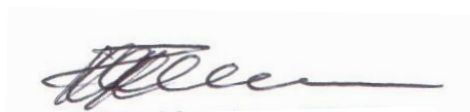
PREFACE

The **Creative and Technology Studies** Teaching Module for ECE Level 3-4 has been developed following the introduction of the **Competence Based Curriculum** (CBC) which marks a transformative step in improving education quality and relevance. This Teaching Module has been designed to support teachers navigate as they effectively deliver Creative and Technology Studies lessons under the new curriculum. The module aims to bridge the gap created by the absence of approved textbooks and to equip educators with practical tools, activities, and assessments tailored to the learners' level and needs.

As a ministry, we understand the challenges that come with transitioning to a new curriculum framework. This module reflects our commitment to making this journey as smooth as possible for teachers, by providing structured guidance, suggested activities, and formative assessments that align with the CBC's objectives. However, we also encourage educators to supplement this module with their own research and innovations to address any gaps that may arise during implementation.

The suggested activities and assessments provided in this module are designed to foster practical and critical thinking skills in learners while ensuring relevance and adaptability to different school contexts. Teachers are encouraged to tailor these suggestions to their unique classroom dynamics and to explore alternative, acceptable approaches when necessary.

We hope this module will serve as a valuable resource for teachers as they navigate the new competence-based curriculum, enhancing their ability to inspire and equip learners with essential competences, knowledge, skills and attitudes.



Kelvin Mambwe (PhD.)

Permanent Secretary- Educational Services

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ACKNOWLEDGEMENT

The **Creative and Technology Studies** Teaching Module for ECE Level 3-4 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 to be included in the 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

HOW TO USE THE MODULE

Read the Module Introduction to understand the learning activities, teaching and learning materials needed, and assessment guide;

1. **Prepare the teaching and learning materials:** Gather all necessary materials and resources before conducting the learning activity.
2. **Follow the learning activity:** Conduct the activity as outlined, using the suggested activities and tasks.
3. **Assess and Evaluate:** Use the assessment guides to evaluate learners' understanding, progress and attainment of the prescribed competences from the syllabus.
4. **Adapt and Modify:** Be flexible and willing to adapt the activity to meet the diverse needs of your learners.
5. **Since the Teaching Module is a guide, teachers should develop lesson plans that suit their specific teaching environment**
6. **Use of Simple language and Code switching:** When giving instructions to the learners, it is important to use simple English language or code switching in a familiar local language or language of play, that is easy for the learners to understand. Use simple words and phrases that learners can understand. By using simple language and code switching, you can help learners build a strong foundation in language and communication.

Tips for Successful Implementation

- ☐ Create a positive and supportive learning environment for learners
- ☐ Encourage active participation and engagement from the learners
- ☐ Use visual aids and real-life examples and hands on experiences to reinforce learning
- ☐ Provide opportunities for learners to practice and apply what they have learnt

INTRODUCTION

The **Creative and Technology Studies Teaching Module** for ECE Level 3-4 is the combination of Art and Design, Design and Technology, Home Economics, Information and Communications Technology, Music, and Physical Education. Therefore, teachers should ensure that each component is taught in a week to ensure holistic development of learners. Further, each component could be taught as an individual entity or integrated as they are interrelated and interdependent.

The Teaching Module has equally integrated some aspects of Social Studies and Cross Cutting issues such as financial education, entrepreneurship, environmental health and waste management.

The suggested learning activities are designed in such a way as to promote creativity, critical thinking, problem solving, and positive inter – relationships, health and wellbeing, self-expression, self-confidence, awareness of space and assertiveness. This will enable learners to explore their surroundings by making, dismantling, examining and experimenting things.

Suggested Teaching and Learning Materials

Early childhood education is crucial for cognitive, social-emotional, and physical growth. Effective teaching materials are essential for engaging, interactive, and play-based learning experiences. These materials foster a love for learning, promote academic readiness, and develop essential skills. These materials are flexible and adaptable to meet diverse needs and interests. The module provides guidance on suggested materials, but it is not conclusive and teachers should improvise based on the learning environment.

Learning Environment Setup

A well-designed learning environment is key for learners' cognitive, social-emotional, physical development, fostering curiosity, independence, self-confidence, and a desire for learning. The learning environment set-up aims to create a safe, inclusive, and engaging space which can either be indoor or outdoor environment.

- **Natural Environment:** A natural learning environment is a setting where learners explore and learn naturally, often without explicit instruction or formal teaching, such as in school surroundings. This type of environment encourages children to explore, discover, and learn through hands-on experiences and interactions with their surroundings.
- **Man-Made Environment:** Man-made learning environments are intentionally designed safe spaces, such as classrooms, learning corners, laboratories, and libraries, designed for formal instruction, hands-on activities, and games and songs
- **Technological Learning Environment:** Technological environments refer to digital spaces or platforms that are created and facilitated by technology. These environments can be used for various purposes, such as: Access educational apps, games, and software for learning, including game-based platforms, virtual platforms, and simulations, to engage learners and promote learning

Safety in the Learning Environment

Introducing clear safety rules and expectations in an engaging manner can help learners develop life skills for safety and responsibility in the learning environment, allowing them to focus on learning and having fun.

Suggested Teaching Methodology

The approach to teaching and learning is learner-centred. Therefore, in order to develop learners with understanding, skills and values that can contribute to the development of society, the starting point for teaching and learning is to recognise that learners come to school with a wealth of knowledge and experience gained from the family, community and through interaction with the environment. Thus, learning in school must build on the learner's prior knowledge and experience.

This is best achieved when learners are actively involved in the learning process. However, each learner has individual needs, pace of learning, experiences in life and abilities. To accommodate this, the teacher must determine the needs of the learners, and shape the learning experiences accordingly. Therefore, teaching methods must be varied but flexible within well-structured sequences of lessons and should include among others;

- ☐ Pair Work
- ☐ Group/Team Work
- ☐ Individual Work
- ☐ Field trip Method
- ☐ Project Method
- ☐ Discussion Method
- ☐ Guest Speaker
- ☐ Demonstration Method

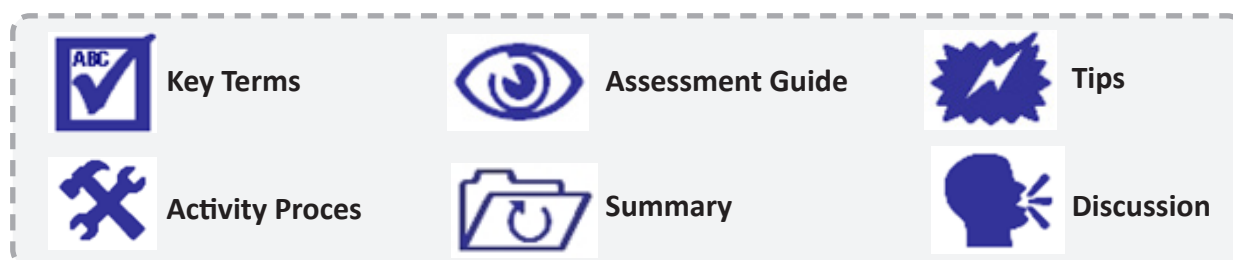
The teacher should have reasons for choosing a particular teaching method and must employ strategies and techniques to make the lesson interesting.

Learning Activities

Learning activities are intentional educational experiences aimed at promoting learning, engagement, and achievement among learners. Facilitated by teachers, they help acquire new knowledge, skills, attitudes, and behavior change. To create an inclusive environment, teachers should use a “hook” to introduce new learning activities in an interactive and interesting way.

Icons used in this Module

This module utilises icons as visual symbols or graphics to represent instructions, enhancing the learning experience for learners. Icons categorize and organise instructions, making navigation easier for teachers.



Assessment Methods

There are no formal assessments provided at ECE level, as children develop at different rates at this level. Observational assessment ought to be a fundamental part of the Program. Therefore, the goal of both formative and summative assessments is to identify the developmental areas in a child that need more focused care as soon as it is practical.

The suggested assessment methods in this module are specifically developed to enable you assess the developmental milestones of children in each topic. The module provides you with specific items for assessment through observation of children as they engage in various play activities with a focus on the knowledge, Cognitive and Skill based competence development. These assessments;

- ☐ Promote individualised instructions.
- ☐ Help identify developmental delays or advanced skills early.
- ☐ Build a strong foundation for children's learning
- ☐ Help the teacher to plan appropriate teaching activities to support each learner's learning towards achieving the expected outcomes.
- ☐ Assist the teacher to ascertain whether the learner is making progress.

Time Allocation

The standard period allocation for Creative and Technology Studies at Early Childhood Education level has been prescribed in the Zambia Education Curriculum Framework (ZECF) of 2023. The minimum learner-teacher contact time for Early Childhood Education is **5 hours**, translating into **ten (10) periods per week**. The duration for a single period is **30 minutes**.

0.1.1 TOPIC:**FOOD****Introduction**

Food is any substance that living things consume to obtain energy and essential nutrients necessary for survival, growth, and health. For humans, food can come from both plant and animal sources, providing vital components like carbohydrates, proteins, fats, vitamins, and minerals.

Food plays a crucial role in Early Childhood Care Development and Education (ECCDE), as it directly impacts children's growth, development, and overall well-being. Proper nutrition supports physical health, cognitive development, and emotional well-being, making it an essential part of an early learning environment. Teaching young children about food helps them develop an understanding of healthy eating habits, cultural diversity, and the importance of a balanced diet.

This topic covers one sub-topic titled Types of food. This includes identifying different types of food and grouping foods according to their characteristics. This sub-topic will enable learners to classify foods in different categories and appreciate the importance of balanced diet.

General Competences

Collaboration	Demonstrate ability to interact as they sort and group food items according to characteristic.
Communication	Share one's ideas with other
Creativity and Innovation	Demonstrate ability to colour and make different food items.
Critical Thinking	Demonstrate ability to classify food according to their characteristics.

Hook**The Market Visit**

You go with your mother to the local market. You see different foods for sale. You are excited because your mother is going to buy something special for dinner.

1. What food do you see at the market that you like?
2. Which food will help you grow strong and healthy?
3. What would you like your mother to buy for dinner and why?

**Key Terms**

Nutrition:	The study of how food helps our bodies grow and stay healthy.
Balanced diet:	Eating a mix of different types of food so that our bodies get everything they need.
Food:	The things we eat and drink to stay healthy and grow strong.
Healthy:	When our bodies feel good and work well because we eat good food.

0.1.1.1 Subtopic: Types of food

Food is very important because it helps us grow, gives us energy, and keeps us healthy. There are different types of food that we eat every day. Each type plays an important role by providing our bodies with different nutrients, and by eating a mix of them, we help our bodies stay strong, healthy, and full of energy.

Specific competence:

Sort different types of food according to the characteristics



Learning activity 1: Identifying different types of food (rice, nshima, beans, milk, cassava, maize, groundnuts, and fruits...)

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Food display setup:** Arrange different foods or pictures of foods for learners to see, touch, and name.
- ☐ **Food sorting station:** Create space for sorting foods by their characteristics, such as grains, fruits, proteins, dairy, and vegetables.
- ☐ **Library corner:** Setup a cozy reading and storytelling area with books and posters about food.
- ☐ **Pretend play area (food market/kitchen):** Set up a food market or kitchen corner

Outdoor Learning Environment

- ☐ **Food display setup:** A picnic-style area under a shade with different food items.
- ☐ **Outdoor food sorting station:** setup large labeled buckets or boxes placed on the ground for sorting food items in different categories

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Actual Food items like rice, nshima, beans, milk, cassava, maize, groundnuts, fruits, and other tangible food samples.
- ☐ **Visuals:** posters, charts, pictures and books related to food



Suggested activity process

- ☐ Learners to explore and identify food items displayed.
- ☐ Learners to play a sensory-based guessing game where they will feel different food items inside a covered bag and try to identify them by touch alone.
- ☐ Teacher to emphasis on how different food items feel then arrange different foods for learners to see and touch
- ☐ Provide learners with pictures or actual food items and ask them to identify each one.
- ☐ Learners to create simple stories that involves different types of food.



Discussion

- ☐ Discuss with the learners the importance of food
- ☐ Praise the learners for their participation and effort.



Content Tip

The teacher should note that:

Introducing young children to different types of food is essential for their overall development.

- ☐ **Nutritional awareness:** Helps learners understand which foods are good for their growth and development.
- ☐ **Cultural relevance:** Strengthens appreciation for local foods that are part of Zambia's traditional diet.
- ☐ **Cognitive development:** Improves vocabulary by learning food names and their uses and enhances classification skills as children group foods into different categories.
- ☐ **Social and practical skills:** Promotes interaction as learners share experiences about foods eaten at home. It also helps them recognize food sources such as maize comes from the farm and is used to make nshima.
- ☐ **Life Skills:** Learning about food types enables learners to make informed choices about what they eat, empowering them to develop lifelong healthy habits.
- ☐ **Hands-On Learning:** Engaging learners in activities like sorting, tasting, and cooking can make learning about food fun and interactive, enhancing memory retention.
- ☐ **Connection to Science:** Discussing food types can lead to lessons on where food comes from, including plants and animals, linking to early science education.



Assessment Strategies

- ☐ **Question and answer:** Ask questions to gauge learners understanding and prior knowledge on foods groups.
- ☐ **Observations:** Observe learners as they sort food items. Do they correctly identify and group similar foods? Noting their participation, engagement, involvement and understanding.
- ☐ **Worksheet:** Assess learners' ability to recognize and name different food items by observing their participation in matching and colouring activities.
- ☐ **Practical demonstration:** Assess learners' ability to individually sort food items into appropriate categories, evaluating their recognition, naming and classification skills.



Learning Activity 2: Grouping foods according to their characteristics

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ☐ **Sensory exploration area:** Arrange various fruits and vegetables with different textures, colours, and smells.
- ☐ **Food sorting station:** Set up pictures or real examples of different food groups

Outdoor Learning Environment:

- ☐ **Food group sorting station:** Set up tables and display Plastic food models, real fruits/vegetables, food, picture cards and many others

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Real/ play food models like rice, nshima, beans, milk, cassava, maize, groundnuts, fruits and many others.
- ☐ **Visuals:** Food group posters, pictures and flashcards
- ☐ **Technological:** Educational video showing the importance of each food group



Suggested Activity Process

- ☐ Learners to watch a video/pictures of food items or manipulate real different food items.



Discussion

Discuss characteristics of food such as fruits are sweet, vegetables can be leafy, grains are used for making porridge or nshima.

- ☐ Learners to group foods based on their characteristics.
- ☐ Teacher to explain how foods can be grouped based on their characteristics.
- ☐ Divide learners into small groups and give each group a mix of food items (or pictures).
- ☐ Learners to sort the food items into different categories based on their characteristics.
- ☐ Each group to explain how they sorted their food items.
- ☐ Encourage learners to identify food groups at home during meals.



Content Tip

Teaching young children how to group foods based on their characteristics is an essential part of early learning. It helps develop their understanding of nutrition, critical thinking, and classification skills while reinforcing healthy eating habits.



Assessment Strategies

- ☐ **Question and answer:** Ask questions to assess learners' understanding of food groupings, checking their knowledge of food characteristics.
- ☐ **Worksheets & Picture Identification:** Assess how learners sort and match food pictures, noting their ability to recognize, name, and categorize different types of food correctly.
- ☐ **Practical demonstration:** Observe learners' hands-on skills as they group similar foods correctly, demonstrating their ability to apply knowledge practically.

Expected standard: Different types of food grouped accordingly.



Summary

- ☐ **Identifying Foods:** Learning names and recognizing common foods like nshima, rice, beans, milk, cassava, maize, groundnuts, and fruits.
- ☐ **Grouping Foods:** Sorting foods based on type, colour, texture, or taste.
- ☐ **Hands-on Activities:** Engaging in sorting games, matching food pictures, and discussing food characteristics.

0.1.2 TOPIC:**DRAMA****Introduction**

Drama refers to the use of imaginative play, storytelling, and role-playing to encourage creativity, communication, and social interaction among young children. It involves activities such as acting out stories, pretending to be different characters and engaging in dramatic play scenarios.

Drama helps learners develop important skills such as language, problem-solving, emotional regulation and teamwork. By engaging in drama, children can better understand the world around them, express their feelings, and build confidence in a fun and interactive way.

This topic covers one subtopic titled Role play. This includes performing various roles.

General Competences

Collaboration	☐ Learners to develop empathy, cooperation and understanding through role-playing.
Communication	☐ Engaging in role play provides opportunities for children to expand their vocabulary, improve language comprehension, and practice effective communication.
Creativity and innovation	☐ Learners to apply imaginative thinking to envision different scenarios and characters
Critical Thinking	☐ By navigating diverse scenarios, children learn to think critically and adaptively, fostering cognitive flexibility.

Hook

Let's pretend to be firefighters. There is a big fire and we need to put it out. What do we need to use to help us save the day?

Hints to teachers: Prepare toy fire hoses, helmets and fire trucks.

Note to teacher: Encourage learners to step into different roles and think critically about real-life responsibilities.

**Key Terms**

Pretend Play: Acting like someone or something else, just for fun!

Character: The person or animal you pretend to be in a play.

Imagination: Using your mind to create new ideas, stories, and adventures.

Storytelling: Making up and telling stories using words, actions, and feelings.

Expression: Showing feelings with your face, voice, and body.

Scenario: The place or story we pretend to be in (like a school, shop, or jungle)

0.1.2.1 Subtopic: Role play

Role play is a vital learning strategy that allows learners to pretend, explore, and act out real-life situations in a fun and engaging way. It involves learners taking on different roles such as a teacher, doctor, chef, or parent and using imagination, creativity and storytelling to bring their characters to life.

Through pretend play, learners develop social, emotional, cognitive, and physical skills that prepare them for real-world experiences. By acting like someone else, they learn how to communicate, express emotions, solve problems, and understand different perspectives in a safe and playful environment.

Specific competence:

Perform various roles



Learning activity 1: Playing roles of (Cooking, washing, sweeping, and drawing water, teacher's roles...)

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ☐ **Pretend Play Stations:** Set up different role-play areas that reflect real-life scenarios where learners can pretend to take on various roles.
- ☐ **Sensory Area:** Set up a sensory play space where learners can explore materials that are related to the roles they're pretending to play

Outdoor Learning Environment:

- ☐ **Building and construction area:** Set up a construction area where learners can pretend to build, fix, or create something, simulating roles such as builders or repairmen.
- ☐ **Water drawing station:** Set up a water play area where learners can use buckets and watering cans to "draw water" from a pretend well or pour water into containers. You could also have a simple outdoor "garden" for them to water.
- ☐ **Cooking and market area:** Set up an outdoor kitchen where learners can pretend to cook and a pretend market stall for "selling" their food.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Toy cooking utensils, small brooms, plastic buckets and many others
- ☐ **Visual:** Flashcards/posters of people cooking, sweeping, washing, drawing water and many other chores.
- ☐ **Technological:** Short video projected showing real people doing different chores.



Suggested Activity Process

- ☐ Display pictures or props like a broom, pots, bucket.



Discussion

Learners to discuss the role of each item and choose their roles such as cook, teacher, water-drawer and many other.

- ☐ Learners act out their roles and interact with others in the scenario.
- ☐ Teacher demonstrates playing different roles played by learners correctly.
- ☐ Divide the learners into different role-play stations based on the scenarios.
- ☐ Gather learners in a circle and ask them to play different roles by taking turns.
- ☐ Applaud all the learners for their efforts in the role-play.



Content Tip

Teacher to note that Role play:

- ☐ **Encourages creativity and imagination:** Role play allows children to use their imagination and create their own scenarios.
- ☐ **Develops social and communication skills:** Children practice speaking, listening, and responding while interacting with peers.
- ☐ **Enhances emotional development and empathy:** Through role play, children explore different emotions by stepping into someone else's shoes.
- ☐ **Builds problem-solving and decision-making skills:** Role play presents children with real-life situations that require decision-making.
- ☐ **Develops fine and gross motor skills:** Using real objects in pretend play (e.g., stirring with a spoon, sweeping with a broom) enhances fine motor skills.
- ☐ **Promotes understanding of the real world:** Children learn about different jobs and responsibilities in their community.
- ☐ **Encourages independence and confidence:** Role play allows children to take control of their learning environment.
- ☐ **Supports language and literacy development:** Children expand their vocabulary by using words related to different roles.



Assessment Strategies

- ☐ **Question and Answer:** Show pictures or props such as broom, pots, bucket, chalk and ask learners to describe each role briefly in pretend play.
- ☐ **Observation:** Observe how learners are using their imagination and creativity while playing different roles.
- ☐ **Practical Demonstration:** Assess learners as they demonstrate their ability to play different roles and use materials in imaginative ways.

Expected standard: Various roles performed accordingly.



Summary

- ☐ Exploring real-life situations through pretend, act out roles and use imagination helps children to;
- ☐ Boosts creativity and imagination
- ☐ Develops communication and social skills
- ☐ Teaches empathy and emotional expression
- ☐ Improves problem-solving and decision-making
- ☐ Enhances motor skills and coordination
- ☐ Connects learning to real life
- ☐ Builds confidence and independence

0.1.3 TOPIC:**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, team work, 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, note: cater for the learners with special education needs and disabilities.

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

General Competences

Analytical thinking	Apply analytical skills in navigating obstacle courses and experimenting with rolling techniques.
Collaboration	Participate in sharing responsibilities through various activities.
Communication	Learners to share information and express themselves through following instructions.
Problem solving	Use various skills to find solutions to challenging situations.

Hook

You are a zookeeper, and it's time to feed the animals. However, the following animals (cat, tortoise, cheetah, kalulu, hedgehog...) are having trouble moving around their enclosures. Help them by imitating their different movements.

**Key Terms**

Running: Moving quickly on foot by pushing off the ground with alternating legs.

Direction: The path or way in which a person moves such as left, right, forward, backwards.

Coordination: The ability to control body movements.

Balance: The skill of staying steady and upright while moving or stopping suddenly.

Posture: The way one holds their body while sitting, standing, or moving.

Jump: Pushing off the ground with both feet.

Manipulation: The act of moving objects with the hands.

Imitation: Copying what someone else does.

Grasping: Holding something tightly with your hand.

0.1.3.1 Subtopic: Locomotor Skills

Locomotor skills are movement patterns that enable individuals to move from one place to another, they are essential for physical activities, play and everyday life. Mastering locomotor skills can enhance overall physical fitness, confidence and enjoyment of physical activities. This subtopic looks at body movements and tidying up activities.

Specific competence:

Develop various locomotor skills.



Learning activity 1: Performing running activities (run changing directions)

Suggested learning environment set up

This activity can be done outdoors

Outdoor Learning Environment

- ☐ **Warm-up corner:** Set up mats or old sacks as a soft surface
- ☐ **Running track and direction change zone:** Mark running lanes on the ground using various materials (chalk, sticks, stones, lime, ashes...). Place buckets, maize sacks or old tyres as markers for direction changes.
- ☐ **Hydration and resting corner:** Place water bottles or bucket with a cup for drinking water.

Suggested Teaching and Learning Materials

- ☐ **Real Objects:** Cones, markers (chalk, sticks, stones, lime, ashes...), ropes, small hurdles.
- ☐ **Visual Aids:** Flashcards or posters showing different running techniques.
- ☐ **Technology:** Short videos of children running or sports activities



Suggested activity process

- ☐ Learners to perform simple stretches and movements such as touch toes, arm circles, jumping jacks.
- ☐ Learners to start running in a straight line.
- ☐ Call out directions like “Turn left!”, “Turn right!”, “Stop!”, or “Run faster!”.
- ☐ Observe as learners are doing the activity and correct misconception.
- ☐ Task learners to perform simple stretching exercises to relax muscles.
- ☐ Praise the learners for their effort.



Content Tip

Teacher should note that:

- ☐ Performing running activities with directional changes is not just about fun, it is essential for physical fitness, brain development and social skills in early childhood.
- ☐ By incorporating structured running games, children grow stronger, think faster and interact better with their peers, setting a foundation for lifelong learning and health.



Assessment Strategies

- ☐ **Observation:** Observe if learners are following directions such as turning, stopping and running faster.
- ☐ **Question and answer:** Ask questions to find out if they are following basic safety rules while running.
- ☐ **Checklists:** Record learners' mastery of the skills to turning, stopping and running faster.
- ☐ **Practical Demonstration:** Assess learners as they demonstrate their running and turning skills by changing directions.
- ☐ **Rubric:** Create a rubric to assess their ability to follow directions, gross motor skills and teamwork.



Learning activity 2: Participating in rolling activities (Roll their bodies forward and backwards, ball rolling)

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ☐ **Body rolling station:** Place mats on the floor in a straight line or circular pattern for controlled rolling.
- ☐ **Ball rolling station:** Place balls in a basket or box. Mark rolling lanes with materials such as tape or small cones.
- ☐ **Visual learning station:** Arrange obstacles in a zigzag pattern.

Outdoor Learning Environment:

- ☐ **Natural rolling station:** Select a clear, soft surface and mark lanes using chalk or sticks.
- ☐ **Obstacle course station:** Arrange obstacles in a zigzag pattern (Logs, banana leaves, bricks, sacks filled with materials).

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Balls (plastic, rubber, homemade paper/plastic bag balls), Mats, chitenge fabric, or sacks for rolling on. Cones or small markers for rolling paths. Ropes for boundary marking
- ☐ **Natural obstacles:** Grass, sand or soft soil for safe rolling. Logs or leaves for obstacle courses. Small mounds or slopes for rolling experiments. Stones or maize husks for marking paths
- ☐ **Visuals:** Flashcards with rolling movements and rolling Charts with step-by-step rolling instructions.
- ☐ **Technological:** Videos showing rolling techniques.



Suggested activity process

- ☐ Start with simple stretching exercises.
- ☐ Let learners imitate rolling movements with their hands before using their whole body.
- ☐ Demonstrate/show learners a video/visual on how to roll forward and backward on a mat.
- ☐ Guide learners to practice rolling on their backs and sides.
- ☐ Encourage them to explore different rolling styles such as log rolling or curled-up rolling.
- ☐ Give each learner a ball and ask them to roll it to a partner. Introduce challenges such as rolling a ball along a straight path or between cones.
- ☐ Learners to experiment with different speeds and directions.
- ☐ Organize a simple relay race where learners roll a ball to a target and run back.
- ☐ Praise the learners for their effort.



Content Tip

Teacher should note that:

- ☐ Rolling activities play a crucial role in early childhood development by enhancing physical, cognitive, social-emotional and sensory skills.
- ☐ They improve muscle strength, balance, coordination and spatial awareness, preparing children for more complex movements. Rolling also supports brain development, problem-solving, teamwork and self-confidence. Additionally, it stimulates the vestibular system, helping children with body awareness and motor control. Most importantly, rolling is fun and engaging, making learning an enjoyable experience for young learners.



Assessment Strategies

- ☐ **Question and answer:** Ask learners questions on different rolling styles such as log rolling or curled-up rolling.
- ☐ **Observation:** Observe learners roll their bodies forward and backward with ease.
- ☐ **Practical Demonstration:** Assess learners as they demonstrate specific skills, such as rolling, turning, or following directions and evaluate their ability to perform the task accurately and confidently.
- ☐ **Checklist:** Take note of their ability to follow directions, observe if they're rolling a ball in a controlled direction. Look for teamwork and communication: If they're rolling in teams, observe how they work together, communicate, and support each other.
- ☐ **Conduct a brief interview:** After the activity, ask the learners to describe their experience, what they learned and what challenges they faced.



Learning activity 3: Performing tidying up activities (packing, lifting...)

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ☐ **Packing station:** Setup a space with toys, blocks or books that need to be packed into baskets or boxes.
- ☐ **Lifting station:** Place light objects (soft toys or small pillows) that learners can practice lifting and moving to another area.
- ☐ **Role-play station:** Set up a pretend cleaning area with brooms, dustpans and sponges for children to role-play cleaning.

Outdoor Learning Environment:

- ☐ **Playground:** Utilise playground equipment, such as benches and tables to create a tidying station.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Toys, books, blocks, bins, baskets, boxes, bags, pillows, lightweight objects and many others.
- ☐ **Natural obstacles:** Leaves, sticks, small brooms, dustpans and sponges.
- ☐ **Visuals:** Picture cards.



Suggested activity process

- ☐ Tell a story/song about a character who made tidying up part of their daily routine.
- ☐ Explain to the learners that just like the character, they will help tidy up their space.
- ☐ Provide/display various materials for packing and lifting such as toys, blocks, clothes and many others.
- ☐ Learners to perform tidying up tasks on their own by packing and lifting each item into a designated container, providing assistance where needed.
- ☐ Model the activity by packing a few objects into containers, explaining each step.
- ☐ Learners to participate in a mini “race” to see who can pack or clean up a space the fastest.
- ☐ Praise learners for their participation and effort.



Content Tip

Tidying activities are incredibly beneficial for young children, as they help foster various developmental skills and promote positive habits. Here’s why these activities are so important:

- ☐ **Develops responsibility:** Children learn to take ownership of their environment and develop a sense of responsibility.

- ☐ **Enhances motor skills:** Tidying up helps improve fine and gross motor skills, like hand-eye coordination and physical strength.
- ☐ **Teaches organization:** Learners practice sorting and planning as they organize items, strengthening their cognitive skills.
- ☐ **Builds social skills:** Group tidying fosters teamwork, cooperation, and sharing responsibilities.
- ☐ **Promotes independence:** Tidying encourages children to complete tasks on their own, boosting confidence and independence.



Assessment Strategies

- ☐ **Question and Answer:** Ask questions to check if learners are following instructions.
- ☐ **Observation:** Observe how learners take on classroom tasks, reflecting on their responsibilities and accomplishments and assess their creativity in how they pack and organize objects into designated containers.
- ☐ **Checklist:** Note learners' ability to follow instructions, observe if they are lifting objects safely and look for teamwork and communication when collaborating in teams, assessing how they support each other.
- ☐ **Practical Demonstration:** Assess learners as they engage in hands-on activities, such as practical tidying-up tasks and their ability to lift and pack items.



Learning activity 4: Imitating movements of familiar animals: (cat, dog, cow, goat, lion, snake...)

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment:

- ☐ **Animal movement station:** Arrange an open space with animal pictures on the walls or dice boxes, toy animals and soft mats for safe movement.
- ☐ **Animal sound corner:** Setup an area with a radio, speakers or phone for listening and mimicking.
- ☐ **Creative movement corner:** Setup a corner with play dough where learners can sit and create animals.

Outdoor Learning Environment:

- ☐ **Animal movement zone:** Create a specific area for animal movement activities, such as grassy area or a paved playground.

Suggested Teaching and Learning Materials

- ☐ **Real Objects:** Toy or models of animals, ropes (for snakes) and play dough.
- ☐ **Natural objects:** Sand, grass, stones, sticks, leaves and many other.
- ☐ **Visuals:** Pictures or flashcards of animals (cat, dog, lion...)
- ☐ **Technological:** Tablet or speaker to play animal sounds.

**Suggested activity process**

- ☐ different media (audio player, teacher making sounds)
- ☐ After listening to each sound learners to guess which animal it is.
- ☐ Learners to demonstrate how to move like that animal.
- ☐ Show learners how to move like an animal. For example, hopping like a frog or moving like an elephant.
- ☐ Call out the name or show visuals of an animal and invite learners to imitate the movement of that animal.
- ☐ Learners to choose any animal they like from pictures/flashcards and shape it using the play dough.
- ☐ Learners to imitate the movement of the animals they create.
- ☐ Praise the learners for their effort.

**Content Tip**

Teacher to note:

Teaching young learners to imitate the movements of familiar animals is an important and beneficial activity for several key reasons. It contributes to their physical, cognitive, social, and emotional development in a variety of ways:

- ☐ **Physical development:** improves coordination: Moving like animals helps children improve their balance and control of their body.
- ☐ **Cognitive development:** Learners remember animals and how they move, which helps develop their memory.
- ☐ **Language skills:** Learners learn animal names and words that describe movements (like “hop” or “slither”).
- ☐ **Listening skills:** They practice listening to instructions or animal sounds and following them.
- ☐ **Social and emotional skills:** Moving like different animals helps children explore feelings like strength or calmness. When done in groups, children learn to take turns, share space, and work together.
- ☐ **Creativity:** Pretending to be animals encourages children to use their imagination and creativity.
- ☐ **Understanding nature:** Learners become curious about animals and nature, helping them understand the world around them.
- ☐ **Pre-literacy skills:** Learners practice listening and following instructions, which helps with reading and understanding stories later.



Assessment Strategies

- ☐ **Question and Answer:** Ask questions to assess learners' understanding of animal movements, such as describing how a lion moves compared to a snake.
- ☐ **Observation:** Observe learners' performance and their ability to work together, engaging in physical activity and cooperating with peers in mimicking animal movements.
- ☐ **Practical demonstration:** Assess how learners demonstrate their ability to use their bodies effectively and safely while performing animal movements, showcasing their physical skills.

Expected standard:

Various locomotor skills developed accordingly.

0.1.3.2 Subtopic: **Non-Locomotor**

Non-locomotor movements are movements that occur without traveling from one place to another. These movements involve using different parts of the body while staying in one position. Unlike locomotor movements (such as running or jumping), non-locomotor movements focus on balance, flexibility and coordination.

Specific competence:

Develop various non-locomotor kills



Learning activity 5: Performing posture balancing activities. (Sitting, standing, squatting...)

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Balance beam corner:** Use a low balance beam or a taped line on the floor for learners to walk across while maintaining balance.
- ☐ **Chair and stool corner:** Arrange chairs and stools for learners to practice proper sitting posture.
- ☐ **Soft mat corner:** Use soft mats where learners can practice squatting and sitting cross-legged.

Outdoor Learning Environment

- ☐ **Log balance station:** Use logs, tree stumps or sacks filled with materials for learners to practice balancing while standing or sitting.
- ☐ **Hoop and cone station:** Place hoops on the ground for hopping and cones for learners to squat and touch as they balance.
- ☐ **Grass squat and sit station:** Use a grassy area where children can squat like a frog or sit comfortably to compare different postures.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Chairs, stools, balance beams, soft mats, cones and hoops.
- ☐ **Natural objects:** Grass, tree stumps (for sitting or balancing), logs and many others.
- ☐ **Visuals:** Charts or pictures of different posture positions such as, sitting, standing, squatting.



Suggested activity process

- ☐ Begin with an engaging activity like a short song or stretching exercise.
- ☐ Show pictures or real-life examples of sitting, standing, and squatting positions.
- ☐ Learners to demonstrate each posture (sitting, standing, squatting)
- ☐ Teacher to demonstrate sitting, standing and squatting while emphasizing balance and body alignment, using fun actions like “Squat like a frog”
- ☐ Learners to imitate and practice each posture one by one using props like chairs, mats and balance beams.
- ☐ Learners to try balancing on their own by standing on one foot.
- ☐ Praise their efforts and remind them to practice good posture.
- ☐ End with a fun movement song or a short relaxation exercise.



Content Tip

Teacher should note that:

Teaching posture balancing activities to young learners is essential for their overall development. Here’s why:

- ☐ **Improves physical development:** Strengthens core muscles needed for sitting, standing, and walking. This enhances fine and gross motor skills, which are important for daily activities.
- ☐ **Develops coordination and balance:** Helps children gain better body control and stability. This prepares them for more complex movements like running, jumping and climbing.
- ☐ **Supports cognitive and focus skills:** Encourages concentration as learners focus on maintaining balance. It improves body awareness, helping them understand movement and space.
- ☐ **Builds confidence and independence:** Gives learners a sense of accomplishment when they balance correctly. This encourages self-reliance in movement and everyday tasks.
- ☐ **Prepares for school readiness:** Good posture and balance help learners sit properly during learning activities. They improve their ability to participate in physical education and structured play.
- ☐ **Prevents future posture problems:** It helps learners to develop healthy posture habits from a young age. It also reduces the risk of back pain and poor sitting habits later in life.



Assessment Strategies

- ☐ **Question and Answer:** Ask questions to check learners' understanding of balance and posture, such as how they can sit down and stand up without support, or how to maintain a straight back.
- ☐ **Observation:** Observe how learners sit down and stand up without support, ensuring they maintain a straight back while sitting and standing.
- ☐ **Practical Demonstration:** Assess learners as they demonstrate how to squat down and return to a standing position with balance, ensuring their feet stay flat and their body remains centered during the squat.
- ☐ **Use of a Rubric:** Use a rubric to assess learners' ability to balance while standing or walking on a beam or a flat surface, noting stability in their posture and overall balance.



Learning activity 6: Performing Jumping up and down on one spot activities.

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Jumping Practice Corner:** Mark spots on the floor using tape, mats and other marking materials.
- ☐ **Visual Learning Corner:** Display flashcards, posters or a small screen/phone showing proper jumping techniques.
- ☐ **Music & Rhythm Corner:** Set up a radio and play music to encourage jumping to a beat.

Outdoor Learning Environment

- ☐ **Designated Jumping Area (Playground):** Use jumping pads, mini/large trampolines, jumping (thick) mats, sand or heaped grass.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Cones or markers for positioning, skipping rope, jumping pads, mini/large trampolines, jumping (thick) mats, for cushioning.
- ☐ **Natural objects:** Soft heaped grass as a safe landing surface. Sand or soil for balance training.
- ☐ **Visuals:** Picture charts showing correct jumping techniques and Flashcards with step-by-step jumping instructions.
- ☐ **Technological Materials:** Videos demonstrating proper jumping techniques and a radio



Suggested activity process

- ☐ Engage learners in a short warm-up, such as stretching or jogging in place.
- ☐ Show pictures or videos of people jumping such as skipping, hopping and many others.
- ☐ Learners to demonstrate jumping up and down on one spot.
- ☐ Teacher to demonstrate and emphasize on putting feet together, knees slightly bent, arms swinging naturally for balance and landing softly with bent knees.

- ☐ Learner's practice jumping on soft mats or grass for safety, while the teacher provides feedback.
- ☐ Encourage counting jumps to build endurance and rhythm using a game-like approach such as jumping to the beat of music, rhythm sticks or clapping.
- ☐ Learners to take turns demonstrating their jumps in pairs or groups

NOTE: Games such as "Simon says" jumping or "Red Light, Green Light" jumping can be used to encourage participation and engagement.



Content Tip

Teacher should note that:

Teaching young learners to jump up and down on one spot is important for their overall development. Here's why:

- ☐ **Strengthens Muscles:** Helps make legs strong.
- ☐ **Improves Balance:** Helps children stay steady.
- ☐ **Builds Coordination:** Teaches body control.
- ☐ **Boosts Focus:** Helps children follow instructions.
- ☐ **Encourages Social Skills:** Teaches turn-taking and confidence.
- ☐ **Promotes Fitness:** Keeps children active and healthy.



Assessment Strategies

- ☐ **Question and answers:** Ask questions to assess learners' understanding of different jumping technique.
- ☐ **Observation:** Observe how learners perform jumps with, ability to land softly with control, endurance and rhythm.
- ☐ **Checklist:** Use a checklist to assess jumping technique like foot placement, arm movement, posture, balance and control like landing properly without falling.
- ☐ **Practical demonstration skills:** Assess learners as they demonstrate proper posture, feet together, knees slightly bent and arms swinging naturally.

Expected standard:

Various non-locomotor skills developed accordingly.

0.1.3.3 Subtopic: 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: Manipulating objects in the immediate environment
Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Work station:** Setup a safe and accessible space. Select a flat, stable surface such as a table, countertop or mat. Ensure the area is clear of any hazards, such as sharp objects or fragile items. Consider using a child-sized table or work surface to promote independence and accessibility.
- ☐ **Play station:** Organize materials and objects, that are suitable for object manipulation, such as: blocks and stacking toys, puzzles and shape sorters, play dough and tools, sensory materials, like rice, beans or sand. Organise the materials in a way that makes them easy for the learners to access and use.

Outdoor Learning Environmet

- ☐ **Sand and water play area:** Setup a section with sandbox or water play tables that learners can freely interact with.
- ☐ **Play station:** Organize materials and objects, that are suitable for object manipulation, such as: blocks and stacking toys, puzzles and shape sorters, play dough and tools, sensory materials, like rice, beans or sand. Organize the materials in a way that makes them easy for the learners to access and use.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** A large, shallow bin or container, various small objects such as (beads, pom-poms, small toys, blocks, small balls...), different textures, such as: (rice, beans, sand, small foam shapes...), small scoops, spoons or tongs.
- ☐ **Natural objects:** Sand, water, clay, small stones, leaves, seeds and many others.
- ☐ **Visuals:** Pictures or charts showing step by step formation of different materials (puzzles, building worksheets, tangrams and many others).


Suggested activity process

- ☐ Learners to manipulate different objects and describe how they can be used.
- ☐ Learners to fill the bins with a variety of objects with different textures.
- ☐ Teacher to provide small scoops, spoons, or tongs for the learners to use.
- ☐ Learners to explore the bin and manipulate the objects using the scoops, spoons or tongs.
- ☐ Add a timer to challenge the learners to sort a certain number of objects within a set time.
- ☐ Hide small toys or other objects within the bin for the learners to find and sort.
- ☐ Use different shapes and sizes of containers to change the level of difficulty.
- ☐ Encourage the learners to create their own sorting categories, such as by shape, colour, or texture.



Content Tip

Teacher to note that:

Manipulating objects in the immediate environment:

- ☐ Develops fine motor skills through object manipulation
- ☐ Enhances hand-eye coordination through scooping and pouring
- ☐ Encourages problem-solving and critical thinking
- ☐ Fosters creativity and imagination through exploration and discovery



Assessment Strategies

- ☐ **Observation:** Observe learners as they engage in manipulative activities, noting their problem-solving strategies, fine motor skills, and eye-hand coordination. Record observations using, checklists, or rubrics.
- ☐ **Question and answer:** Ask learners questions on how to scoop different items.
- ☐ **Practical demonstration:**
 - Assess learners' ability to sort the objects by shape, colour, or texture using small scoops, spoons or tongs.
 - Assess learners as they apply manipulative skills in meaningful contexts and evaluate their ability to solve problems, think critically and demonstrate creativity



Learning activity 2: Arranging objects: (dominos up to 5, numbers, fixing puzzles, templates...)

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Fine motor activity station:** Arrange a table with different small manipulative like dominos, number tiles, and puzzles.
- ☐ **Puzzle corner:** A designated space with age-appropriate puzzles and templates for learners to fit pieces together.
- ☐ **Sorting and arranging area:** Provide containers with objects like beads, buttons, or blocks that learners can sort and arrange.
- ☐ **Soft play mat:** A safe, comfortable area for learners to sit and engage in the activity.

Outdoor Learning Environment

- ☐ **Nature-based arrangement area:** Create a small designated area with natural materials. Provide flat surfaces or trays where children can arrange patterns, sort items, or create simple shapes and letters.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Domino sets (up to 5 pieces), number blocks, number cards, large puzzle pieces, tweezers or tongs, threading materials, small baskets and containers
- ☐ **Natural objects:** Leaves, stones, sticks, water with cups/spoons and clay.
- ☐ **Visuals:** Posters/flashcards, pattern/shape templates and animal or nature pictures.



Suggested activity process

- ☐ Introduce the activity by performing finger exercises like wiggling fingers, clapping or making a fist.
- ☐ Display real objects and ask learners to manipulate them.
- ☐ Learners to demonstrate how to arrange the different objects such as (dominos, puzzles and numbers).
- ☐ Learners arrange dominos in a line or specific pattern.
- ☐ Learners place number tiles in order from 1 to 5.
- ☐ Learners complete simple puzzles with large pieces.
- ☐ Teachers demonstrates the correct way of arranging different objects.
- ☐ Learners match objects to corresponding templates such as placing a round stone on a circle outline.
- ☐ Collect natural objects like leaves or stones and arrange them into patterns or numbers.
- ☐ Encourage learners to share what they enjoyed most about the activity.

NOTE: *The activities should be taught on different days, to make sure each skill is developed independently.*



Content Tip

Teacher should note that:

Teaching young learners to arrange objects such as dominos, numbers, puzzles, and templates is crucial for their developmental journey. This activity not only enhances fine motor skills but also lays the foundation for various cognitive and academic abilities such as:

- ☐ **Cognitive Skills:** Encouraging problem-solving, logical thinking and spatial awareness.
- ☐ **Academic Readiness:** Preparing for writing and other school tasks requiring hand control.
- ☐ **Independence:** Boosting confidence in handling tasks autonomously.
- ☐ **Social-Emotional Development:** Encouraging teamwork, communication, and patience.



Assessment Strategies

- ☐ **Question and answer:** Ask questions to assess if learners recognise the puzzles and understand how to use them.
- ☐ **Worksheet:** Assess how learners match objects to the correct groups or sequences, noting their ability to recognize, sort, and organize items logically.
- ☐ **Observation:** Observe learners' ability to place puzzle pieces correctly, control their movements, and work collaboratively by taking turns and supporting each other.

- ☐ **Practical demonstration:** Assess learners as they complete jigsaw puzzles, arrange objects or patterns in order, and observe as they use fingers to pick up and place objects with control.



Learning activity 3: Opening and closing: (opening bottles, taps...)

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Opening and Closing Station:** Arrange a low table with these containers filled with small toys or treats.

Outdoor Learning Environment

- ☐ **Water Play Station:** Designate an area near accessible taps with various containers.
- ☐ **Nature Exploration Station:** Create a safe area where children can collect and interact with natural items.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Twist-top bottles, lunchboxes with different types of closures, jars with screw-on lids and containers with snap-on lids.
- ☐ **Natural objects:** Large shells or nuts that can be opened and closed.



Suggested activity process

- ☐ Introduce the concept by filling containers with small toys or treats and challenge learners to open those using different techniques.
- ☐ Display containers by their opening mechanisms.
- ☐ Learners to match objects with different opening mechanism such as: twist, pull and snap.
- ☐ Show the learners how to hold a bottle steady with one hand while twisting the lid with the other.
- ☐ Learners to practice with supervision, encouraging multiple attempts.
- ☐ Learners to work in pairs, sharing techniques and offering help.
- ☐ Introduce activities involving turning taps on and off to strengthen hand muscles and understand water flow control.
- ☐ Praise the learners for their effort.



Content Tip

Teacher should note that:

The teacher should note that teaching young children activities such as opening and closing bottles, taps, and similar objects fosters the development of several key competences:

- **Fine Motor Skills:** Manipulating small objects enhances the coordination and strength of the small muscles in the hands and fingers, which are essential for tasks like writing, buttoning clothes and using utensils.

- ☐ **Hand-Eye Coordination:** These activities require learners to synchronize their hand movements with visual input, improving their ability to perform tasks that involve precise movements.
- ☐ **Problem-Solving Abilities:** Figuring out how to open or close various containers encourages critical thinking and strategy development as children determine the appropriate actions to achieve their goals.
- ☐ **Independence and Self-Care:** Mastering these skills enables children to perform daily self-care tasks, such as dressing and feeding themselves, fostering a sense of autonomy and confidence.
- ☐ **Cognitive Development:** Engaging in these activities supports cognitive growth by promoting understanding



Assessment Strategies

- ☐ **Question and answer:** Ask questions to gauge if learners are able to explain how to open and close different items.
- ☐ **Observation:** Assess learners' problem solving and reasoning skills by observing how they respond to scenarios of opening and closing different objects.
- ☐ **Practical skills demonstration:** Assess learners as they practice opening and closing different objects.



Learning activity 4: Practicing grasping and releasing activities (swinging, sorting, hanging)

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Grasping and releasing station:** Provide a variety of objects to pick up and transfer using pegs, tongs and many other.
- ☐ **Sorting and hanging station:** Set up a clothesline at child height with baskets or buckets of items nearby.

Outdoor Learning Environment

- ☐ **Grasping and releasing station:** Arrange natural objects like leaves, stones and sticks for children to pick up and transfer using tongs or pegs.
- ☐ **Sorting and hanging station:** Set up a low-hanging line outdoors with baskets or buckets of natural items nearby for sorting and hanging activities.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Pegs, tongs, small balls, building blocks, sorting trays, clothes, paper and many others.
- ☐ **Natural objects:** Leaves, stones, and sticks for sorting and hanging activities.



Suggested activity process

- ☐ Provide a mix of objects like leaves, clothes, stones and sticks.
- ☐ Learners to sort the items into groups based on size, colour, or type, using their fingers or tongs to pick up and place the items.
- ☐ Provide small balls or bean bags for the learners to swing back and forth between their hands.
- ☐ Set up a low-hanging line and give the learners pegs and lightweight objects to hang such as small cloths or paper cutouts.
- ☐ Learners to hang the objects on the line using pegs.
- ☐ Teacher to demonstrate how to pinch the pegs to open it and attach the object to the line.
- ☐ Learners to rotate through the different activities, practicing grasping and releasing with different objects and tools.
- ☐ Learners to work together, share materials, and assist each other in the tasks.
- ☐ Praise learners for their effort to motivate continued practice



Content Tip

Teacher should note that:

The teacher should note that engaging early childhood education (ECE) learners in grasping and releasing activities such as swinging, sorting, and hanging fosters a range of essential competencies:

- ☐ **Fine Motor Skills Development:** These activities enhance hand and finger strength, dexterity, and coordination. For instance, manipulating clothespins or sorting small objects improves the pincer grasp, crucial for tasks like writing and buttoning clothes.
- ☐ **Hand-Eye Coordination:** Tasks that require precise placement, such as hanging items or sorting objects, promote synchronization between visual input and hand movements, aiding in activities like drawing and assembling puzzles.
- ☐ **Cognitive Skills:** Sorting exercises encourage children to recognize patterns, categorize items, and develop problem-solving abilities. These foundational cognitive skills support mathematical thinking and logical reasoning.
- ☐ **Social and Emotional Development:** Participating in group activities involving grasping and releasing fosters cooperation, turn-taking, and communication. Successfully completing tasks builds self-esteem and resilience.
- ☐ **Sensory Integration:** Handling various textures and weights during these activities aids children in processing sensory information effectively, contributing to better focus and adaptive responses to their environment.
- ☐ **Cognitive Development:** Engaging in these activities supports cognitive growth by promoting understanding



Assessment Strategies

- ☐ **Question and answer:** Ask questions to assess if learners can recognize and name objects used in activities and say how these activities help them in their daily lives.
- ☐ **Observation:** Observe learners as they work together, share materials, and assist each other in the tasks.
- ☐ **Practical skills demonstration:** Assess learners' ability to grasp and release objects effectively, noting their dexterity and control.

Expected standard:

Fine motor skills developed accordingly



Summary

- ☐ **Fine Motor Skills:** Activities like scooping, pouring, and arranging objects require precise hand and finger movements. Practicing these tasks improves hand-eye coordination, problem-solving abilities, and prepares children for academic tasks such as writing.
- ☐ **Non-Locomotor Skills:** These skills involve movements performed without changing location, focusing on balance and posture through actions like sitting, standing, and squatting. Developing non-locomotor skills enhances core strength, coordination, and physical readiness for everyday activities.
- ☐ **Locomotor Skills:** Locomotor skills are fundamental movements that enable individuals to travel from one place to another. Key locomotor skills include walking, running, jumping, hopping, skipping, galloping, sliding, leaping, crawling, and marching. Mastery of these skills is crucial for daily activities and forms the foundation for participation in various physical activities and sports.

0.1.4 TOPIC:**MUSIC AND DANCE****Introduction**

Music involves sound organised in time and is typically made up of elements like melody, rhythm, harmony, and dynamics. It can be created using a wide range of instruments (such as guitars, drums or violins) or through the human voice (singing). Dance is the movement of the body, often in time with music and serves as an expression of emotion, culture and identity. Music sets the tone and rhythm for the movement of dance, while dance can bring music to life through the physical representation of its beats, melodies, and emotions.

Music and dances provide a range of cognitive, physical, social, and emotional benefits that are crucial during the early years of life. These activities not only help learners grow physically and cognitively, but they also enhance their social, emotional, and creative abilities.

This topic covers one subtopic titled Music and Dance. Activities covered include; imitating different musical sounds, singing familiar songs, singing and responding to rhythm, melody and sound and performing different dancing styles.

General Competences

Collaboration	Participate in sharing responsibilities through various activities.
Communication	Express themselves through singing different song.
Creativity and innovation	Show ability to sing, dance, and play music games.

Hook

Auntie Mwape brings out small drums and hands them to the children. Everyone starts tapping and smiling except for little Chola. He holds his drum but doesn't play it. Can we help Chola to beat the drum?

- ☐ Let's try together to beat the drums.
- ☐ What other things can we use to make music?

**Key Terms**

Imitation: Copying sounds or movements.

Rhythm: The beat or pattern of music.

Melody: A tune made of different musical notes.

Movement: How we move our bodies to music.

Music: Sounds made using instruments or voices.

Instrument: A tool used to make music, like a drum or a shaker.

Lyrics: The words in a song.

Pitch: How high or low a sound is.

Tempo: How fast or slow music is played.

0.1.4.1 Subtopic: **Music and Dance**

Music and dance play a vital role in supporting children's overall development. These activities help enhance cognitive, physical, social, communication and emotional skills while making learning fun and engaging.

Specific competence:

Explore different types of music and dance



Learning activity 1: Imitating different musical sounds

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Music exploration station:** Designate an area with various musical instruments such as drums, tambourines, shakers and others. Include visual aids like posters of musical notes and symbols.
- ☐ **Listening corner:** A quiet area where learners listen to music and learn to copy sounds.
- ☐ **Movement space:** Allocate a clear area for learners to move freely, allowing them to express musical sounds through dance and gestures.

Outdoor Learning Environment

- ☐ **Nature sound exploration:** Utilise outdoor spaces to listen to and imitate natural sounds, integrating elements like wind, birds, and rustling leaves into musical activities.
- ☐ **Instrument creation station:** Provide materials for learners to create simple outdoor instruments, such as shakers using seeds and containers, fostering creativity and understanding of sound production.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Drums, tambourines, shakers, bottles, tins, bottle tops, scarves, ribbons, soft balls and containers, guitar.
- ☐ **Natural objects:** Sticks, stones, seeds and leaves.
- ☐ **Visuals:** Display images of musical notes, instruments, and notable musicians to provide visual context and inspiration.



Suggested activity process

- ☐ Learners to talk about their favorite music, introducing the concept of imitating sounds.
- ☐ Learners to play with a variety of musical sounds and demonstrate how to imitate them using voice and movement.
- ☐ Learners to explore different instruments, experimenting with creating various sounds.
- ☐ Teacher to play short musical clips and learners to imitate the sounds using their bodies or instruments.
- ☐ Learners to move in response to different musical sounds, exploring tempo, rhythm and dynamics.

- ☐ Learners in small groups to create and perform their own sound.
- ☐ Learners to share their favorite sounds and movements from the activity.



Content Tip

Teacher should note that:

Engaging young learners in activities that involve imitating different musical sounds offers numerous developmental benefits:

- ☐ **Enhanced cognitive development:** Music education fosters memory skills, attention, and pattern recognition, which are foundational for learning.
- ☐ **Improved language skills:** Through musical play, children develop early communication abilities, learning to interpret and reproduce sounds, rhythms, and melodies.
- ☐ **Social and emotional growth:** Participating in group music activities encourages collaboration, turn-taking, and empathy, strengthening social bonds.
- ☐ **Physical development:** Engaging with music through movement and instrument play enhances fine and gross motor skills, promoting physical coordination.
- ☐ **Cultural awareness:** Exploring diverse musical styles introduces children to various cultures, fostering appreciation for global traditions.



Assessment Strategies

- ☐ **Question and answer:** Assess learners' understanding and creativity by asking questions on how they can use materials to make their own musical sounds.
- ☐ **Observation:** Observe how learners respond to fast or slow rhythms by adjusting their movement speed and adapting their actions accordingly.
- ☐ **Practical demonstration:** Assess learners as they demonstrate their artistic skills and coordination in following rhythms through dance or movement while performing a musical or dance piece.



Learning activity 2: Singing familiar songs

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Circle area:** Create a space free from distractions and has good acoustics to enhance vocal clarity.
- ☐ **Visual aids display:** Decorate the area with posters of musical notes and images. This visual stimulation can aid memory and engagement.
- ☐ **Instrument corner:** Provide simple percussion instruments like tambourines or shakers for learners to explore rhythm alongside singing.

Outdoor Learning Environment

- ☐ **Open singing space:** Select a safe, open area where learners can sing without external disturbances.

- ☐ **Movement-friendly zone:** Ensure there's ample space for incorporating movements or dance steps related to the songs, allowing learners to express themselves physically.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Tambourines, shakers, drums and many others.
- ☐ **Natural objects:** Sticks, leaves, seeds, stones and many other.
- ☐ **Technological:** Recording device.



Suggested activity process

- ☐ Begin with simple vocal exercises to prepare the learners' voices and build confidence.
- ☐ Learners to sing any familiar songs they know.
- ☐ Teacher to sing the song once, learners to listen to the lyrics and imitate.
- ☐ Learners to sing the song together with the teacher.
- ☐ Teacher to incorporate percussion instruments or body percussion to enhance rhythm and dynamics to the performance.
- ☐ Learners to perform the song in small groups or individually.
- ☐ Acknowledge learners' efforts with positive reinforcement.



Content Tip

Teacher should note that:

Teaching young learners to sing familiar songs offers several key benefits:

- ☐ **Language development:** Singing helps children learn new words and improve their pronunciation.
- ☐ **Memory improvement:** Remembering lyrics and melodies enhances memory skills.
- ☐ **Emotional expression:** Through singing, children can express their feelings and develop emotional understanding.
- ☐ **Social skills:** Group singing encourages cooperation and strengthens social bonds among children.
- ☐ **Physical development:** Singing involves breath control and can improve posture and respiratory health.



Assessment Strategies

- ☐ **Question and answer:** Ask questions to assess how learners express emotions and understand the song's dynamics.
- ☐ **Observation:** Observe how learners keep time with the beat and demonstrate their understanding of rhythm while singing or dancing.
- ☐ **Practical demonstrations:** Assess learners as they demonstrate their participation and performance, noting how enthusiastically they engage in both singing and the associated movements or dance.



Learning activity 3: Singing and responding to rhythm, melody and sound

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Music area:** Designate a corner with comfortable seating arrangements, such as cushions or mats, where learners can sit and engage in musical activities.
- ☐ **Instrument station:** Provide a variety of simple instruments like tambourines, drums and rhythm sticks to encourage hands-on exploration.
- ☐ **Visual displays:** Decorate the space with posters of musical notes, instruments, and culturally diverse dance forms to stimulate interest and discussion.

Outdoor Learning Environment

- ☐ **Open performance space:** Identify a safe, flat area where learners can move freely, dance, and engage in musical games.
- ☐ **Natural instrument zone:** Encourage the use of natural materials like sticks, stones, or leaves to create sounds, integrating nature into the musical experience.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Cushions, mats, musical instruments and many others.
- ☐ **Natural objects:** Sticks, stones, leaves and many others.
- ☐ **Visuals:** Flashcards, story books showing musical instruments or people playing music.



Suggested Activity Process

- ☐ Display various musical instruments
- ☐ Engage learners with any song of their choice
- ☐ Teacher to sing a song, breaking it down into manageable parts, and incorporate corresponding movements or dance steps.
- ☐ Learners to sing the song together with the teacher
- ☐ Learners to choose musical instruments and explore the sounds they make.
- ☐ Teacher to sing and play different types of music and learners to move in ways that match the rhythm and mood.
- ☐ Learners in small groups to perform the song and dance.
- ☐ Praise the learners for their effort.



Content Tip

Teacher should note that:

Engaging learners in singing and responding to rhythm, melody, and sound offers several key benefits:

- ☐ **Language development:** Music introduces new vocabulary and enhances communication skills.
- ☐ **Physical coordination:** Dancing and movement activities improve motor skills and body awareness.
- ☐ **Social skills:** Participating in group music activities fosters teamwork and cooperation.
- ☐ **Cognitive growth:** Music and movement enhance memory, attention, and problem-solving abilities.
- ☐ **Emotional expression:** Music provides a medium for children to express and manage their emotions.
- ☐ **Physical development:** Singing involves breath control and can improve posture and respiratory health.



Assessment Strategies

- ☐ **Question and answer:** Ask questions to assess if learners can recognize and name common musical instruments and the sounds they produce.
- ☐ **Observation:** Observe how learners engage positively in group musical activities, showing their ability to take turns and contribute ideas to the group.
- ☐ **Practical demonstrations:** Assess as learners demonstrate their ability to maintain a consistent rhythm through clapping, instrument playing or movement, and to replicate musical notes or simple melodies using their voice.
- ☐ **Competence Rubric:** Assess learners' participation and performance using body movements to interpret different rhythms, tempos, and moods in music.



Learning activity 4: Performing different dancing styles.

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Space arrangement:** Ensure a spacious area free from obstructions to allow free movement and safe dance practice.
- ☐ **Flooring:** Use non-slippery surfaces or provide mats to prevent injuries during dance movements.
- ☐ **Sound system:** Set up speakers/radio or other devices to play diverse music genres, facilitating various dance styles.
- ☐ **Musical instruments:** Set up drums, shakers, guitar and many others

Outdoor Learning Environment

- ☐ **Flat, open area:** Choose a level ground free from hazards, providing ample space for movement.
- ☐ **Natural boundaries:** Use natural elements like trees or markers to define the dance space.
- ☐ **Portable sound system:** Use battery-operated speakers to play music, ensuring clear sound amidst outdoor noises.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** scarves, hats, ribbons and many others.
- ☐ **Natural objects:** leaves, sticks, stones and many others.
- ☐ **Visuals:** Display images of various dance styles and cultural attire.
- ☐ **Technological:** Music players.



Suggested activity process

- ☐ Learners to perform simple stretching and movement exercises to prepare the body for dancing.
- ☐ Teacher to show videos, pictures or perform basic steps of different dance styles, highlighting unique movements and rhythm.
- ☐ Learners to imitate movements, focusing on body awareness and rhythm.



Discussion

Discuss how dance movements match the rhythm and mood of the music.

- ☐ Divide learners into small groups, assigning each a dance style to explore.
- ☐ Learners in groups to create simple routines, integrating learned movements and personal creativity.
- ☐ Each group presents their dance routine.



Content Tip

Teacher should note that:

- ☐ Teaching music and dance to preschoolers is essential for their overall development. Music and movement activities help children develop social skills by playing cooperative musical games, such as “ring a ring a rosy” or “musical statue,” and recognizing that music and dance can express moods and feelings in an appropriate social way.
- ☐ Incorporating music and movement into early childhood education fosters a joyful learning atmosphere where children can flourish, enhancing their cognitive, physical, emotional, and social development.



Assessment Strategies

- ☐ **Question and answer:** Ask questions to assess if learners can recognize and articulate the cultural origins and meanings of different dance styles.
- ☐ **Observation:** Observe learners as they perform fundamental steps from various dance styles, noting their technique and enthusiasm.
- ☐ **Practical demonstrations:** Assess learners as they demonstrate their ability to keep time with music, showing motor skills and body control, and how they use dance to convey feelings and narratives, showcasing creativity and emotional intelligence.

Expected standard:

Different types of music and dance explored accordingly.



Summary

- ☐ **Cognitive Development:** Enhances memory, language, and math skills.
- ☐ **Social-Emotional Development:** Fosters self-expression, self-confidence, and social skills.
- ☐ **Physical Development:** Develops gross motor skills, coordination, and balance.
- ☐ **Creativity and Imagination:** Encourages creative expression and imagination.
- ☐ **Cultural Awareness and Appreciation:** Introduces children to diverse musical and dance traditions.
- ☐ **Language Development:** Enhances phonological awareness, vocabulary, and communication skills.
- ☐ **Emotional Intelligence:** Helps children recognize, express, and manage emotions.
- ☐ **Bonding and Community Building:** Fosters a sense of community and social bonding among children, teachers, and families.

0.1.5 TOPIC:**TOOLS****Introduction**

Tools are objects, devices, or instruments used to perform specific tasks, achieve particular goals, or solve problems. They can be physical or digital and are often designed to make tasks easier, faster or more efficient. In the context of Early Childhood Care Development and Education (ECCDE), tools can refer to materials or objects that support children's learning and development, such as blocks, puzzles, play dough 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, eye-hand 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
Communication	Communicate one's ideas to others
Creativity and innovation	☐ Identify tools found in the immediate environment ☐ Exhibit knowledge and ability to hold tools

Hook

Imagine you are playing in your favorite playground, but you notice the swings are broken and the slide is unstable.

What tools can you use to fix the swings and slide so everyone can play safely?

**Key Terms**

Tool: An instrument used to carry out a particular function.

Classify: To arrange or organize by categories based on shared qualities or characteristics.

Category: A class or division of people or things regarded as having particular shared characteristics.

0.1.5.1 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, writing tools and hand tools.

Specific competence:

Use tools found in the immediate environment



Learning activity 1: Classify tools in immediate environment

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environmen

- ☐ **Exploration corner:** Arrange a low table with a variety of safe, everyday items such as wooden spoons, paintbrushes, and measuring cups.
- ☐ **Sorting station:** Provide baskets or trays labeled with pictures like kitchen tools and art tools.
- ☐ **Matching area:** Display images of tools alongside the actual items.
- ☐ **Pretend play corner:** Create a mini kitchen or workshop with toy tools.

Outdoor Learning Environment

- ☐ **Nature tool station:** Setup child-safe gardening tools like small plastic shovels, watering cans, and rakes.
- ☐ **Construction zone:** Set up a sandbox with items like buckets and plastic shovels.
- ☐ **Art in nature area:** Setup natural materials like leaves and sticks with art supplies.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** scissors, glue sticks, rulers, pencils, plastic shovels, watering cans, rakes wooden spoons, paintbrushes, measuring cups and many others.
- ☐ **Natural objects:** Leaves, twigs, stones, and other natural materials found during outdoor exploration.
- ☐ **Visuals:** Pictures or charts depicting various tools and their use
- ☐ **Technological:** Tablets or computers with images and videos demonstrating different tools and their functions



Suggested activity process

- ☐ Display various tools.
- ☐ Learners handle and explore each item.
- ☐ Teacher to name and explain the use of various tools.
- ☐ Learners to sort the tools into categories, such as items used for eating, cleaning or building.
- ☐ Learners go on a nature walk around the school to collect natural items like sticks, leaves and stones.
- ☐ Learners sort the natural items into categories, such as things that can dig (sticks) and things that can hold (large leaves).
- ☐ Learners to think of creative ways to use the natural items they found.
- ☐ Learners to help return the tools to their original places, promoting responsibility and organization.



Content Tip

Teacher should note that:

Teaching learners to sort and classify tools found in their environment is important because it helps them develop essential skills:

- ☐ Cognitive development
- ☐ Enhances thinking skills: Sorting tools helps children understand similarities and differences, boosting their problem-solving abilities.
- ☐ Introduces basic math concepts: Classifying tools by attributes like size or shape lays the groundwork for understanding mathematical ideas.
- ☐ Language development
- ☐ Expands vocabulary: Discussing various tools and their uses introduces new words, enriching children's language skills.
- ☐ Social and emotional development
- ☐ Promotes cooperation: Working together to sort tools encourages teamwork and sharing among children.



Assessment Strategies

- ☐ **Question and answer:** Ask questions to assess if learners can recognize and name various hand tools and their uses.
- ☐ **Observation:** Observe learners as they sort objects in the classroom or playground, noting their ability to categorise items, use tools safely, and identify tools.
- ☐ **Practical demonstration:** Assess learners as they demonstrate their ability to find and classify tools during a sorting game or tool scavenger hunting activities.

Expected standard:

Tools found in the immediate environment used accordingly



Summary

- ☐ Hand tools are items we use with our hands to help us complete tasks, like cutting, measuring, or digging.
- ☐ There are different types of tools, including cutting tools like scissors, measuring tools like rulers, hitting tools like hammers, turning tools like screwdrivers and digging tools shovels.
- ☐ We can find these tools in our home, school, or outdoors, and each one is used for a specific job.
- ☐ Using hand tools helps learners develop problem-solving skills, critical thinking, and creativity and develop their gross, fine motor skills and hand-eye coordination.
- ☐ Hand tools help learners develop dexterity and coordination, essential for everyday activities as well as self Confidence, self-esteem, responsibility and safety awareness
- ☐ Working with hand tools often requires collaboration and communication with others, fostering social skills and teamwork. It promotes independence and self-sufficiency, essential life skills for children to develop.

0.1.6 TOPIC:

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, phone, tablet, radio and many more.

This topic covers one subtopic titled **ICT devices**. This will require identifying ICT devices from the immediate environment, switching on and off ICT devices and Operating ICT devices.

General Competences

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

Hook

Imagine you are playing with your favorite tablet/phone, suddenly the screen goes dark! You try to touch it, but nothing happens.

How can you make the tablet/phone come back to life?



Key Terms

- ICT:** Information and Communication Technology
- Device:** A tool or machine designed for a specific purpose, such as a phone or radio.
- Power Button:** A button on a device that turns it on or off.
- Switch On/Off:** The action of turning a device on to make it work and off to stop it from working.

0.1.6.1 Subtopic: **ICT Devices**

Information and Communication Technology (ICT) devices, such as televisions, phones, computers and radios, are essential tools used for communication, learning, and entertainment. Knowing how to switch these devices on and off properly is an important basic skill for young learners.

Specific competence:

Operate ICT devices in the locality



Learning activity: Switching on and off ICT devices (television, phone, computer and radio...)

Suggested learning environment set up

This activity can be done indoors

Indoor Learning Environment

- ☐ **Technological:** Arrange a safe space with access to ICT devices such as a TV, radio, computer, and phone.
- ☐ **Visual area:** Display posters/charts with pictures showing ICT devices labelled with their names.
- ☐ **Exploration table:** provide a table where learners can touch and explore real or models of ICT devices.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** television, mobile phone, radio and computer.
- ☐ **Visuals:** Posters or charts displaying different ICT devices and step-by-step pictorial guides on how to switch devices on and off.
- ☐ **Technological:** video instructions on ICT device operation.



Suggested activity process

- ☐ Display real/ models or pictures/videos of ICT devices.
- ☐ Learners to identify ICT devices they have seen or used at home or in the community.
- ☐ Teacher to correctly name and explain the uses of different ICT devices.
- ☐ Model how to properly switch on and off each device using the power button, explaining the importance of doing it correctly.



Discussion

Discuss safety rules, such as not touching plugs

- ☐ Learners to take turns switching devices on and off under supervision. Encourage them to name each device and describe its function.
- ☐ Learners to compare the devices, noting differences in how they are powered and operated.
- ☐ Encourage learners to practice at home with adult supervision.



Content Tip

Teacher should note that:

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

- ☐ Helps children become familiar with everyday technology in their environment.
- ☐ Encourages independence by teaching basic ICT skills at an early age.
- ☐ Develops fine motor skills as learners press buttons and handle devices carefully.

- ☐ Promotes safety awareness when handling electronic devices.
- ☐ Enhances listening and observation skills through hands-on interaction.
- ☐ Instills responsibility by teaching the importance of turning off devices to save energy.



Assessment Strategies

- ☐ **Question and answer:** Ask questions to assess if learners can explain the correct way of turning on and off ICT devices.
- ☐ **Observation:** Use simulations to assess learners' ability to apply ICT skills in a virtual environment. This could involve educational games that test ICT skills, such as following online safety rules while handling ICT devices.
- ☐ **Practical skills demonstration:** Assess if learners can correctly switch devices on and off



Summary:

- ☐ ICT helps ECE learners develop problem-solving skills, critical thinking, and creativity.
- ☐ Early exposure to ICT lays the foundation for digital literacy, essential for future academic and professional success.
- ☐ ICT activities, such as puzzles and games, enhance spatial awareness and visual processing skills.
- ☐ ICT encourages ECE learners to collaborate and communicate with peers, developing essential social skills.
- ☐ Mastering ICT skills boosts self-confidence and self-esteem, promoting a positive self-image.
- ☐ ICT-based activities, such as role-playing games, help ECE learners develop emotional intelligence and empathy.
- ☐ Using ICT devices, such as tablets or computers, helps ECE learners develop fine motor skills, hand-eye coordination, and dexterity.
- ☐ Some ICT activities, like coding robots or interactive games, promote gross motor skills development, including balance, coordination, and physical activity.

Expected standard:

ICT devices manipulated accordingly.

0.1.7 TOPIC:**CRAFTS****Introduction**

Craft refers to hands-on creative activities where learners 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 six subtopics titled colours, patterns, paper craft, weaving, 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	Learners to share materials, work together to achieve a common goal, and respect each other's ideas.
Creativity and innovations	Learners develop the ability to come up with new ideas, solutions, and discoveries and apply them in inventive ways.
Critical thinking	☐ Learners solve problems, evaluate their choices, and reflect on their work. ☐ Learners to develop ability to think logically and adjust their approach when faced with challenges.

Hook**"The Magic of Paper!"**

Auntie D walks into the class with a plain sheet of paper in her hand. She holds it up and asks.

1. What do you think we can make with this paper?
2. Have you ever made something using paper at home?
3. What can we do with paper besides drawing and tearing?

**Key Terms**

TFold: Bending or creasing paper without cutting it to create different shapes or designs.

Shape: The form or outline of an object, such as a square, rectangle, or triangle.

Tear: Pulling apart paper to create different shapes and textures.

Pattern: A repeated design made using shapes, colours, or lines.

Pasting: Sticking one material onto another using glue.

Craft: Creating objects using hands and materials.

Texture: How a surface feels (smooth, rough, soft).

0.1.7.1 Subtopic: **Paper Crafts**

Paper crafts involve creating artistic, decorative and functional items using paper. These activities are widely used in early childhood education (ECE) to enhance children's creativity, motor skills, and problem-solving abilities. Paper crafts help young learners develop essential skills while having fun with hands-on activities.

Specific competence:

Make paper craft.



Learning activity 1: Folding paper to make different shapes (rectangle, square,

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Craft station:** Setup a designated area with various types of paper, scissors, and other craft materials where learners can create their paper crafts.
- ☐ **Shape sorting corner:** Create a space where learners categorize their paper shapes under labeled sections to reinforce shape recognition.

Outdoor Learning Environment

- ☐ **Creative corner:** Setup display space for learners to showcase their completed crafts, fostering a sense of pride and achievement.
- ☐ **Exploration station:** Create a sensory-based area with different paper textures for learners to touch, feel, and compare, promoting curiosity and discovery.
- ☐ **Nature-inspired folding zone:** Create a space that integrates natural objects, such as leaves and flowers, to inspire learners to create paper versions of nature-related shapes.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Coloured/plain paper, age appropriate scissors, pre-made paper shapes for demonstration, crayons, stickers, water colours and many others.
- ☐ **Natural objects:** Leaves, stones and sticks for decorating paper crafts.
- ☐ **Visuals:** Step-by-step folding instructions in pictures, posters with different shapes and their real-world examples.



Suggested activity process

- ☐ Teacher to display different types of paper with different texture.
- ☐ Learners to explore and feel the texture of different types of paper.
- ☐ Display different shapes and ask learners to name and describe them.
- ☐ Distribute sheets of paper and allow learners to experiment with folding.
- ☐ Learners to create their own paper designs using the folded shapes.
- ☐ Learners to decorate their paper crafts using crayons, stickers or natural objects.

- ☐ Ask learners to pair up and compare their folded shapes.
- ☐ Learners explain their creations to their peers and display their work in the creative corner.
- ☐ Sing a fun song about shapes to reinforce learning.
- ☐ Encourage learners to practice folding paper at home and share their creations next time.



Content Tip

Teacher should note that:

Engaging young learners in paper craft activities plays a vital role in their overall development. These activities not only provide fun and enjoyment but also help in building essential skills. Folding paper to form different shapes:

- ☐ **Enhances fine motor skills:** Folding paper helps strengthen hand-eye coordination and finger muscles.
- ☐ **Develops creativity and imagination:** Encourages learners to create different designs using paper.
- ☐ **Introduces basic geometry:** Helps learners recognize and differentiate between shapes in a fun, hands-on way.
- ☐ **Promotes problem-solving skills:** Encourages learners to experiment with folding techniques to create new shapes.
- ☐ **Boosts confidence and independence:** Learners feel a sense of achievement when they successfully create paper crafts.
- ☐ **Encourages collaboration and communication:** Learners share their creations and learn from one another.
- ☐ **Supports cognitive development:** Engaging in hands-on activities enhances memory, focus, and concentration.



Assessment Strategies

- ☐ **Question and answer:** Ask questions to assess their understanding of different shapes.
- ☐ **Observation checklist:** Observe how learners identify and name the shapes they've made, noting if they compare their paper shapes to real-life objects correctly and if they fold paper to create different shapes accurately.
- ☐ **Practical demonstration:** Assess how learners demonstrate their creativity and enthusiasm as they create and decorate their paper crafts using crayons, stickers, or natural object to form shapes.



Learning activity 2: Tearing paper into different shapes and sizes

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environmen

- ☐ **Tearing station:** Provide different types of paper (thin, thick, newspaper, tissue paper) to explore various textures.
- ☐ **Expressive arts corner:** Set up a corner where learners display their torn paper artwork.

Outdoor Learning Environment

- ☐ **Nature-inspired tearing zone:** Provide real leaves, flowers, or stones to form shapes inspired by nature.
- ☐ **Creative display area:** Set up a Creative Corner where learners display their torn paper artwork.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Coloured/plain paper, old newspapers/magazines and many others.
- ☐ **Natural objects:** leaves, sticks, stones, sand and many other.



Suggested activity process

- ☐ Learners to stretch and perform finger exercises.
- ☐ Distribute sheets of paper and ask learners tear.
- ☐ Learners to explore tearing paper freely.
- ☐ Teacher to demonstrate tearing paper into different pieces and shapes.
- ☐ Learners to tear paper into different shapes.
- ☐ Ask learners to share their torn paper creations with the class.
- ☐ Set up a display area where they can showcase their work.
- ☐ Sing a song, tell a story or play a game about shapes to reinforce learning.



Content Tip

Teacher should note that:

Paper tearing might seem like simple play, but it actually provides many developmental benefits for young children. Here is why it is important:

- ☐ **Fine Motor Development:** Tearing and pasting paper strengthens hand muscles.
- ☐ **Creativity Boost:** Encourages self-expression and imagination.
- ☐ **Pattern Recognition:** Helps with early math concepts.
- ☐ **Sensory Exploration:** Different textures engage the senses.
- ☐ **Confidence Building:** Completing a craft gives a sense of accomplishment.



Assessment Strategies

- ☐ **Question and answer:** Ask learners to identify and name the shapes they create, and encourage them to share and describe their paper crafts with peers.
- ☐ **Observation:** Observe how learners tear paper into different shapes, such as squares, triangles, and circles, and assess their ability to experiment with different tear patterns.
- ☐ **Practical demonstration skills:** Assess how learners demonstrate tearing paper into different pieces and shapes, noting their creativity as they arrange torn paper pieces into unique designs.



Learning activity 3: Pasting paper to make patterns

Suggested learning environment set up

This activity can be done indoors or outdoors

Indoor Learning Environment

- ☐ **Creative craft corner:** Set up a table with glue, coloured paper and appropriate scissors.
- ☐ **Display area:** Have a board or space where learners can showcase their finished crafts.
- ☐ **Collage creation spot:** Provide glue sticks, coloured paper backgrounds and crayons for decoration.

Outdoor Learning Environment

- ☐ **Nature-inspired art space:** Set up mats or low tables for learners to work on.

Suggested Teaching and Learning Materials

- ☐ **Real objects:** Coloured/white paper, glue, age appropriate scissors, cardboard for support and many others.
- ☐ **Natural objects:** Leaves, dry flowers, sand or small stones.
- ☐ **Visuals:** posters/ chats showing different pasting patterns.



Suggested activity process

- ☐ Learners stretch and perform finger exercises.
- ☐ Teacher to display different artifacts made from paper pasting.
- ☐ Learners to create patterns of artifacts displayed by pasting paper pieces.
- ☐ Teacher to demonstrate how to apply glue and paste paper to create patterns.
- ☐ Teacher to give each learner materials such as coloured/white paper, glue, crayons, surface such as cardboard or paper.
- ☐ Learners to paste torn paper to create patterns.
- ☐ Learners to show their work and describe their patterns.
- ☐ Praise creativity and effort.



Content Tip

Teaching young learners to paste paper to create patterns is an activity with rich, multifaceted benefits. Here is why it is an essential activity:

- ☐ **Fine Motor Skills:** Strengthens pincer grip, hand eye coordination, and bilateral hand use.
- ☐ **Cognitive & Mathematical Foundations:** Builds pattern recognition, sequencing skills, spatial awareness, and early geometry concepts.
- ☐ **Creativity & Artistic Expression:** Encourages exploration of colors, shapes, and original design choices.
- ☐ **Language & Communication:** Reinforces shape and position related vocabulary and descriptive sentence structures.

- ❑ **Attention & Persistence:** Promotes concentration, patience, problem solving, and resilience through hands on trial and error.
- ❑ **Social Emotional Development:** Boosts self esteem through accomplishment and fosters cooperation when done in pairs or groups.
- ❑ **Cross Curricular Connections:** Integrates sorting (science) and can be paired with rhythmic patterns (music/movement) for multi sensory learning



Assessment Strategies

- ❑ **Question and Answer:** Ask learners to describe how they plan to create patterns by pasting paper pieces, prompting them to think about design and arrangement.
- ❑ **Observation:** Observe learners' enthusiasm and creativity as they tear, arrange and paste paper and assessing if they are making simple patterns with different colours and shapes.
- ❑ **Practical demonstration:** Assess learners demonstrate how to apply glue and paste paper onto a surface to create patterns. The teacher observes if learners are tearing or cutting paper into small pieces and ensuring they follow guidance while demonstrating their pattern-making process.



Learning activity 4: Making different familiar items using paper (puppets, house, box...)

Suggested learning environment set up

This activity can be done indoors or outdoors.

Indoor Learning Environment

- ❑ **Cutting & Folding Station:** Set up a space where learners practice cutting paper into different shapes using age appropriate scissors.
- ❑ **Pasting & Decorating Station:** Set up a station where learners explore different ways to fold paper to create shapes and basic craft structures.
- ❑ **Exploration & Inspiration Station:** Set up a creative corner where learners personalize their crafts using colours, stickers, and natural materials.
- ❑ **Presentation & Display Corner:** Arrange a designated space where learners showcase their finished crafts and explain their creations.

Outdoor Learning Environment

- ❑ **Nature Collection Station:** Set up an exploration area where learners gather natural materials like leaves, twigs and seeds to use in their crafts.
- ❑ **Paper Play & Tearing Station:** Set up a sensory station where learners tear, crumple and manipulate paper into different shapes.
- ❑ **Showcase & Reflection Corner:** Sep up an outdoor display space where learners hang or arrange their crafts and share what they created.

Suggested Teaching and Learning Materials

- ❑ **Real objects:** Scissors, glue, crayons, coloured paper, newspapers, cardboard and many others.
- ❑ **Natural objects:** Leaves and sticks for decoration, dry grass for texture
- ❑ **Visuals:** Pictures of completed paper crafts and step-by-step charts for folding and cutting



Suggested activity process

- ☐ Begin the lesson with a song, story, game or finger exercise.
- ☐ Teacher to display different paper crafts.
- ☐ Learners to explore different types of paper crafts.
- ☐ Model how to fold, cut, and stick paper to make a simple item such as puppet, house or box.
- ☐ Learners to choose what they want to make, let them cut, fold and glue paper to create their own crafts.
- ☐ Each learner to present their craft and say what they made and how they did it.
- ☐ Encourage learners to make a paper craft at home with family.
- ☐ Praise each child for their effort.



Content Tip

Teacher should note that:

Teaching young children to create familiar items from paper offers a range of developmental, cognitive, and social benefits. Here's why it is an essential activity:

- ☐ **Boosts Creativity** – Encourages imagination and design thinking.
- ☐ **Develops Fine Motor Skills** – Improves hand coordination for writing.
- ☐ **Builds Problem-Solving Skills** – Learners think about how to fold, cut, and join.
- ☐ **Enhances Social Skills** – Promotes sharing and teamwork.



Assessment Strategies

- ☐ **Question and Answer:** Show learners different paper crafts and ask them what they see to assess if they can recognize and name different types of paper crafts.
- ☐ **Observation:** Observe learners as they explore different types of paper, showing creativity and adding decorations with crayons, leaves or stickers.
- ☐ **Practical demonstration:** Assess learners as they demonstrate how to fold, cut and stick paper to make a simple item such as puppet, house or box showing interest and creativity in decorating their crafts.

Expected standard:

Different paper crafts made accordingly.



Summary

- ☐ Fine motor skills development: Paper crafts help ECE children develop fine motor skills, hand-eye coordination, and dexterity. It also encourages children to think critically and develop problem-solving skills and enhance spatial awareness and visual processing skills, essential for math and reading.
- ☐ Paper crafts encourage ECE children to express their imagination and creativity while providing an outlet for children to convey their thoughts, feelings, and ideas.
- ☐ Paper crafts encourage ECE children to work together, share materials, and develop social skills, emotional intelligence by expressing and managing their emotions through creative expression.

- ☐ Activities such as cutting, folding, and gluing, strengthen fingers and improve dexterity help children develop hand-eye coordination and balance.

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