



Republic of Zambia

MINISTRY OF EDUCATION
DIRECTORATE OF CURRICULUM DEVELOPMENT

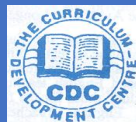
CREATIVE AND TECHNOLOGY STUDIES

TEACHING MODULE

EARLY CHILDHOOD EDUCATION

[4-5 YEARS]

TERM 1 & 2



Developed by the Curriculum Development Centre

LUSAKA

2026



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The Curriculum Development Center

P.O. Box 50092

Lusaka

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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 Early Childhood Education (ECE) 4-5 years has been developed following the introduction of the **Competence Based Curriculum** (CBC). 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.

The Ministry of Education understands the challenges that come with transitioning to a new curriculum framework. This module reflects the Ministry's commitment to making this journey as smooth as possible for teachers, by providing structured guidance, suggested activities, formative and summative assessments that align with the CBC's objectives. However, educators are encouraged 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.

It is hoped that this module will serve as a valuable resource for teachers in enhancing their ability to inspire and equip learners with essential competences.

Kelvin Mambwe (PhD.)
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ACKNOWLEDGEMENT

The **Creative and Technology Studies** Teaching Module for Early Childhood Education (ECE) 4-5 years has been developed through a consultative and participatory process. Many individuals, institutions and organisations were consulted and accorded an opportunity to develop 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. 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 (CTS) Teaching Module** for ECE 4-5 years is a combination of Art and Design, Design and Technology, Home Economics and Hospitality, Information and Communications Technology, Music and Physical Education. Therefore, teachers should ensure that each component is taught. Further, each component could be taught as an individual entity or integrated as they are interrelated and interdependent.

The Teaching Module has equally integrated aspects of Social Studies and Cross Cutting issues such as financial education, entrepreneurship, environmental health, Social and Emotional Learning 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, assembling, examining and experimenting things.

Suggested Teaching and Learning Materials

Teaching and Learning Materials are crucial in enhancing the cognitive, spiritual and moral, social-emotional and physical growth. Effective teaching materials are essential for engaging, interactive and play-based learning experiences. The materials foster a love for learning, promote academic readiness and develop essential skills. These materials are flexible and adaptable to meet diverse interests and needs of learners. The module provides guidance on suggested materials, however, it is not conclusive and teachers should improvise based on the learning environment and type of learners.

Learning Environment Setup

A well-designed learning environment is key for learner's 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.

- **Outdoor/Natural Environment:** A natural learning environment is a setting which has not been designed/tempered with by humans, where learners explore and learn naturally. This

type of environment is usually outdoor and encourages learners to explore, discover and learn through hands-on activities and interactions with their surroundings.

- **Indoor/Man-Made Environment:** Indoor/man-made learning environments are intentionally designed indoor safe spaces, such as classrooms, laboratories and libraries, designed for formal instruction, hands-on activities, 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 and simulations to engage learners and promote learning.

Suggested Teaching Methodology

The approach to teaching and learning at ECE is play based learning (learner-centered). In order to develop learners with competences the starting point 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.

Learners have different learning experiences and learn at different paces, therefore, teachers must vary the teaching methods and should include among others;

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

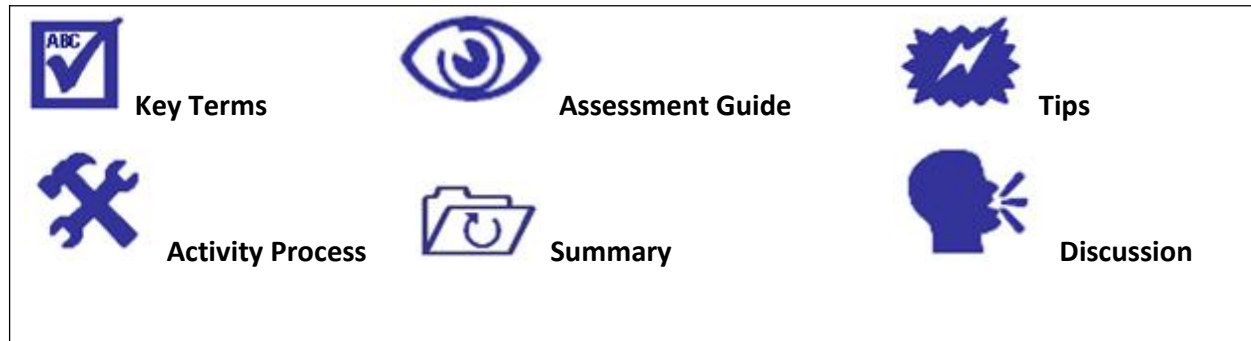
Learning Activities

Learning activities are intentional educational experiences aimed at promoting learning, engagement and achievement among learners. Facilitated by teachers, they help acquire

competences. 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 graphic representations, making navigation easier for teachers.



Assessment Methods

Assessment at ECE is not about ranking or grading the learners, but is about identifying developmental milestones. This will be helpful in ensuring that learners receive support at the right time. Observation is key and will be used in both formative and summative assessment.

Time Allocation

The standard period allocation for CTS at ECE is **5 hours**, translating into **ten (10) periods per week**.

The duration for a single period is **30 minutes**.

TOPIC: 0.2.1 SAFETY

Introduction

Safety education in early childhood involves teaching learners to recognise hazards, practice safe behaviours and apply precautions and build awareness.

In Early Childhood Education (ECE), learners actively practice safety in physical, social and environmental contexts. They use tools and equipment correctly, follow playground and road safety rules and interact responsibly with others to promote a safe environment.

This topic enables learners to demonstrate competences in the following areas: safety in school, road safety, proper storage of tools and personal safety.

General Competences

Communication: Learners discuss, describe, explain safety rules and share personal experiences related to safety.

Collaboration: Learners work together, participate in group activities, practice safety rules and organise materials responsibly.

Critical Thinking: Learners identify hazards, analyse risky situations, make informed decisions and solve safety-related problems.

Creativity and Innovation: Learners design, demonstrate and apply creative strategies to promote safety in different environments.

Digital Literacy: Learners use digital tools safely, access appropriate learning resources and demonstrate responsible online behaviour.

HOOK

Show a picture to the learners of a child touching a sharp object.

Ask learners:

“What is happening here?”

“Is it safe?”

“What should the child do instead?”



Key Terms

Safety: Keeping ourselves and others free from harm

Hazard: Something that can cause injury or danger.

Danger: A situation where you might get hurt.

Risk: The chance of getting hurt if rules are not followed.

Accident: Something that happens unexpectedly and causes harm.

Prevention: Actions taken to avoid accidents or harm.

Protection: Using tools or rules to stay safe.

Rules: Instructions we must follow to stay safe.

Tools: Objects we use to work or create.

Sub-Topic: 0.2.1.1 Safety in School

Specific Competence: 0.2.1.1.1 Practice safety in the school environment



Learning Activity 1: Observing safety rules in specialised rooms (Computer laboratory)

Suggested Learning Environment Set-Up

Indoor

- Computers arranged on strong tables.
- Chairs placed correctly.
- Safety rules chart displayed.

Suggested Teaching and Learning Materials

- **Visuals:** Safety rule posters, pictures showing correct and incorrect computer use.
- **Real objects:** Computers or tablets, chairs and tables.
- **Technological:** Projector or large screen (if available)



Suggested Activity Process

- The teacher takes learners to a computer lab or set a computer lab corner.
- Guides learners to observe the computer lab environment and identify safety signs and posters.
- Learners describe and explain computer lab safety rules using simple language.
- Learners move responsibly around the lab and observe peers using computers.
- Learners identify, demonstrate and report safe behaviours (such as, sitting properly, avoiding touching wires).
- Learners share observations, while the teacher facilitates discussion, records responses and provides feedback to reinforce correct safety practices.



Discussion

- What safe actions did you observe?
- Why is it important to be careful in the computer lab?
- Learners summarise key computer lab safety rules, demonstrate correct behaviours and commit to applying safe practices when using computers in school and at home.



Content Tip

- Guide learners (by taking a tour to a computer lab or setting up one) to practice and apply computer lab safety rules to prevent accidents and protect equipment. (such as; do not eat near the computer, do not touch computer wires, do not use water near the computer)
- Promote team building, responsibility and self-independence. Encourage the learners to use technology confidently, safely and evaluate safe/unsafe behaviours in order to make informed decisions.



Assessment Strategies

- **Observation:** Watch learners as they use computers to see if they follow safety rules (sitting properly, handling computer carefully, not touching wires).

- **Checklist:** Use a simple checklist to mark whether learners demonstrate safe behaviours (such as, uses mouse correctly, sits properly, asks for help when needed).
- **Oral responses:** Ask learners questions during or after activities.



Learning Activity 2: Observing safety rules in specialised rooms (Home Economics and Hospitality-Kitchen)

Suggested Learning Environment Setup

Indoor

- Set up a safe kitchen corner or tabletop area with toy utensils and appliances.

Outdoor

- Set up hand washing stations: Practice hand washing and food preparation hygiene in an open space.

Suggested Teaching and Learning Materials

- **Visuals:** Posters or flashcards showing safe and unsafe kitchen behaviours.
- **Real objects:** Plastic utensils, pots, pans, aprons, chef hats.
- **Technological:** Short video clips of kitchen safety rules (optional).



Suggested Activity Process

- The teacher introduces learners to the importance of kitchen safety and facilitates a discussion on potential hazards.
- Learners observe and compare visuals showing safe and unsafe kitchen behaviours.
- The teacher models key safety rules, while learners identify, describe and explain correct practices, including:
 - Washing hands before cooking
 - Handling utensils safely
 - Avoiding hot surfaces
 - Wearing aprons and tying back hair

- Learners work collaboratively in small groups to demonstrate and practice safe kitchen routines by:
 - Cook using different utensils
 - Washing hands before “cooking”
 - Wearing aprons and tying back hair
 - Identifying and reporting hazards in the play kitchen
- Learners share strategies they used to stay safe, evaluate each other’s actions and defend their choices.
- The teacher reinforces correct behaviours and gently corrects unsafe actions.
- **Optional Extension:** Learners create a simple “Kitchen Safety Poster” to illustrate and communicate safe practices.



Content tip

- Encourage learners to practice kitchen safety by talking about rules, cooperating and reminding peers.



Assessment Strategies

- **Observation:** Watch learners as they move safely in the kitchen, handle utensils correctly and follow routines.
- **Checklist:** Record demonstrated safe behaviours, such as washing hands, holding utensils properly, wearing aprons and asking for help when needed.
- **Practical Demonstration:** Ask learners to show and explain how to carry utensils safely, place tools on the table and clean surfaces.



Learning Activity 3: Observing safety rules in the Art room

Suggested Learning Environment Setup

Indoor

- Art room or a designated art corner with tables and chairs.

Outdoor

- Set up of messy art station for painting or clay activities that can be easily cleaned.

Suggested Teaching and Learning Materials

- **Visuals:** Posters or flashcards showing safe vs. unsafe art behaviours (such as, using scissors safely, not putting paint in the mouth).
- **Real objects:** Age appropriate scissors, glue, paint, brushes, aprons, smocks.
- **Technological:** Short video clips demonstrating safe art practices (optional).



Suggested Activity Process

- The teacher explains the importance of safety during art activities and facilitates a discussion on potential hazards.
- Learners observe visuals showing safe and unsafe behaviours (such as, holding scissors, using glue).
- The teacher demonstrates safe art practices, including:
 - *Holding scissors Properly*
 - *Wearing aprons or smocks*
 - *Cleaning spills immediately*
 - *Keeping materials organised*
- Learners identify and describe correct practices.
- Learners create a simple art project while applying safety rules:
 - *Cut paper using age appropriate scissors*
 - *Apply glue carefully*
 - *Use paintbrushes without spilling*
 - *Keep the work area tidy and free from hazards*
- Learners work collaboratively, observe each other and remind peers about safe practices.
- Learners discuss which safety rules they followed and explain their reasoning.
- The teacher reinforces correct behaviours, reminds learners of hazards, and provides feedback.
- Learners create a small “Art Safety Rules” poster to illustrate and communicate safe practices.



Content tip

- Encourage learners to follow safety rules consistently, work collaboratively and take responsibility for their materials and workspace while developing creativity and practical life skills.



Assessment strategies

- **Observation:** Watch learners handle materials safely and maintain a tidy workspace.
- **Checklist:** Record safe behaviours such as proper scissor use, careful application of glue, wearing aprons and cleaning spills.
- **Practical Demonstration:** Demonstrate safe handling of scissors, glue and brushes.



Learning Activity 4: Observing safety rules in the Technical Drawing (TD) or Drawing room

Suggested Learning Environment Setup

Indoor

- Technical drawing room or a quiet area with tables, drawing boards and stools.

Outdoor

- Set up an area of large-scale drawing or measuring activities

Suggested Teaching and Learning Materials

- **Visuals:** Posters or flashcards showing safe handling of drawing tools (such as, rulers, compasses, pencils, erasers and cutters).
- **Real objects:** Pencils, rulers, compasses, erasers, protractors, cutting mats and safety knives (age appropriate versions).
- **Technological:** Short video clips or slides demonstrating safe drawing practices (optional).



Suggested Activity Process

- The teacher explains the importance of safety while using sharp tools and drawing instruments.
- Learners observe visuals or examples of safe vs unsafe behaviours.
- The teacher demonstrates safe practices, including:
 - *Correct way to use a compass and associated rules*
 - *Using safety knives on cutting mats*
 - *Keeping pencils and other sharp tools away from the body*
 - *Organising the workspace to avoid accidents*
- Learners identify and describe correct procedures.
- Learners practice drawing exercises while applying safety rules:
 - *Measure and draw lines carefully using rulers*
 - *Use compasses correctly under supervision*
 - *Handle cutting tools safely on mats*
 - *Keep tables tidy and organised*
- Learners work collaboratively, observe peers and remind each other about safe behaviours.
- Learners discuss the safety rules they applied and explain why each rule is important.
- The teacher reinforces correct behaviours, corrects unsafe actions and provides feedback.



Content tip

- Ensure learners handle pencils, rulers and compasses safely, strengthening hand and finger control while taking care of their tools and maintaining an organised workspace.
- Go round and make sure the learners are holding and using drawing instruments properly, demonstrating carefully how to independently handle instruments and observe the safety rules.



Assessment Strategies

- **Observation:** Monitor learners as they handle tools safely and maintain an organised workspace.

- **Checklist:** Record safe behaviours such as proper use of compass, rulers, cutting tools and keeping materials organised.
- **Practical Demonstration:** Ask learners to show safe handling of compasses, rulers and knives.



Learning Activity 5: Practicing safety in the playground/space.

Suggested Learning Environment Setup

Outdoor

- Playground with swings, slides, climbing frames and open play areas.
- Ensure the area is free of hazards like broken equipment, sharp objects or slippery surfaces.

Suggested Teaching and Learning Materials

- **Visuals:** Posters or flashcards showing safe play behaviours (such as, taking turns, using equipment properly).
- **Real objects:** Playground equipment, cones or markers for organised games.
- **Technological:** Short video clips demonstrating safe play practices (optional).



Suggested Activity Process

- The Teacher briefly introduces the playground activity and encourages learners to start playing in small groups, observing the equipment and each other.
- Learners engage in free or organised play while noticing potential hazards (such as, falls, collisions, pushing).
- Learners share initial observations of safe and unsafe behaviours with peers.
- After initial play, the teacher highlights and models safe playground practices, including:
 - *Taking turns on swings and slides*
 - *Walking, not running, in crowded areas*
 - *Using equipment correctly*
 - *Staying within designated play areas*

- Learners compare their actions with the teacher’s demonstration and identify improvements.
- Learners participate in structured play, applying safety rules:
 - *Take turns on swings, slides, and climbing frames*
 - *Play organised games with clear boundaries*
 - *Follow safety rules while interacting with peers*
 - *Identify hazards and practice avoiding them*
- Learners collaborate, remind each other of rules and practice self-control.
- Learners discuss which safety rules they followed, explain why they are important and reflect on how the teacher’s model improved their behaviour.
- The Teacher reinforces correct behaviours and provides constructive feedback.
- Learners create a “Playground Safety Rules” poster to illustrate and communicate safe behaviours.



Content tip

- Guide learners to follow playground rules to reduce falls, collisions and misuse of equipment.
- Encourage activities that develop gross motor skills safely, foster independence and teach learners to take care of equipment while creating a positive and inclusive play environment.



Assessment Strategies

- **Observation:** Watch learners as they play and interact, noting if they use equipment correctly, follow rules, wait their turn, avoid pushing and climb safely.
- **Checklist:** Record demonstrated safe behaviours, such as waiting turns, using slides and swings properly and playing cooperatively.
- **Practical Demonstration:** Ask learners to show how to climb, swing or slide safely.

Expected Standard: Safety in the school environment practiced correctly.

Sub-Topic: 0.2.1.2 Road Safety

Specific Competence: 0.2.1.2.1 Practice road safety



Learning Activity 1: Interpreting road signs

Suggested Learning Environment Setup

Indoor or Outdoor

Mini Road Layout: Use chalk, tape or cones to create paths, lanes and pedestrian crossings for learners to move safely.

Road Sign Stations: Place pictures or cardboard cut-outs of common road signs along the paths for learners to observe and match.

Vehicle and Pedestrian Props: Provide toy cars, tricycles or scooters and assign some learners as pedestrians to practice crossing and following rules.

Suggested Teaching and Learning Materials

- **Visuals:** Flashcards of basic road signs (stop, pedestrian crossing, traffic light).
- **Real objects:** Toy cars, small traffic cones.
- **Technological:** Short video clips showing road signs in real-life contexts (optional).



Suggested Activity Process

- The teacher shows learners pictures of common road signs.
- Learners observe and discuss what they see, noting differences in colours, shapes and symbols.
- The teacher explains the meaning of each sign in simple and clear language.
- Learners identify and describe the colours and shapes of each road sign.
- Learners ask questions and share examples of where they have seen the road signs.
- Learners match toy cars or drawings of vehicles to the appropriate road signs.
- Learners work collaboratively, take turns and discuss their choices.
- Learners explain why each road sign is important for road safety.
- The Teacher reinforces correct identifications and clarifies misconceptions.



Content Tip

- Guide learners to name, describe and explain road signs and building vocabulary.
- Encourage learners to understand and apply basic road rules (stopping, waiting, looking before crossing).



Assessment Strategies

- **Observation:** Watch learners as they identify signs, match vehicles correctly and explain meanings.
- **Checklist:** Record learners' ability to recognise colours, shapes, meanings of signs and match cars correctly.
- **Practical Demonstration:** Demonstrate correct road behaviour associated with road signs.



Learning Activity 2: Recognising road sign shapes and colours

Suggested Learning Environment Setup

Indoor or Outdoor

Classroom with table space for hands-on sorting.

Sorting Station: Set up mats or tables with cut-out signs where learners sort and classify signs by shape and colour.

Shape and Colour Ground Game: Draw large coloured shapes on the ground using chalk for learner movements.

Sign Hunt Area: Place different signs around the playground.

Suggested Teaching and Learning Materials

- **Visuals:** Flashcards of road signs with different shapes and colours.
- **Real objects:** Cut-out cardboard signs in triangles, circles and rectangles.
- **Technological:** Slides showing signs in real street scenarios (optional).



Suggested Activity Process

- Learners observe different road signs and identify shapes and colours (such as, circles, triangles and rectangles; red, yellow, blue).
- Learners share ideas about what the signs might mean based on their appearance.
- The teacher demonstrates how shapes and colors relate to meaning (such as, red = stop/danger, triangle = caution).
- Learners compare their ideas with the explanations and refine their understanding.
- Learners sort and classify cut-out signs by shape and colour.
- Learners work in groups to discuss their choices.
- Learners explain why certain shapes and colours are used for specific signs.
- The teacher facilitates discussion, reinforces correct responses and clarifies misconceptions.



Content Tip

- Guide learners to recognise and respect safety symbols, helping them develop positive attitudes and lifelong safety habits, while strengthening memory and recall of meanings (such as, red = stop).
- Encourage learners to identify, compare and classify shapes and colours, building visual discrimination, reinforcing early mathematics concepts, and supporting overall cognitive development.



Assessment Strategies

- **Observation:** Monitor learners as they identify, sort and explain shapes and colours.
- **Checklist:** Record learners' ability to classify signs correctly and explain meanings.
- **Practical Demonstration:** Sort and group road signs.



Learning Activity 3: Matching road signs with actions.

Suggested Learning Environment Setup

Indoor

- Classroom with floor space for movement activities.

Outdoor

- School yard to simulate streets.

Suggested Teaching and Learning Materials

- **Visuals:** Flashcards of road signs and corresponding actions.
- **Real objects:** Toy cars, cones, traffic light props.



Suggested Activity Process

- The teacher shows a road sign and asks learners to predict the action it indicates (such as, stop, go, slow down).
- Learners share ideas and justify their responses based on prior knowledge.
- Learners demonstrate the meaning by show of gestures/signs (such as, raise hand to stop, walk for pedestrian crossing).
- Learners observe peers, compare responses and refine their actions.
- Learners participate in a game where different signs are shown and they must respond quickly and correctly with actions.
- Learners take turns leading the activity, showing signs and guiding peers.
- Learners role-play road situations using toy cars or by acting as drivers and pedestrians in the school yard.
- Learners apply road rules, follow signs and interact responsibly.
- Learners explain the actions they demonstrated and why they are important for safety.
- The teacher reinforces correct responses and clarifies misunderstandings.



Content Tip

- Encourage learners to name, describe and explain road signs and actions, building safety-related vocabulary and confidence in expressing ideas.
- Guide learners to compare, match and reason when interpreting signs, strengthening critical thinking and decision-making skills.
- Engage learners in active practice to respond correctly to signs, helping them remember meanings, actions and make fast as well as safe decisions in real-life situations.



Assessment Strategies

- **Observation:** Monitor learners as they interpret road signs and demonstrate correct actions.
- **Checklist:** Record learners' ability to respond accurately and participate actively.
- **Practical Demonstration:** Show the correct action for a given road sign.



Learning Activity 4: Road sign storytelling / scenario practice

Suggested Learning Environment Setup

Indoor

- Classroom with table or floor space for group work.

Outdoor

- Playground or safe open space for scenario play.

Suggested Teaching and Learning Materials

- **Visuals:** Picture cards showing road signs in context (crosswalk, intersection).
- **Real objects:** Toy cars, cones, traffic light props.



Suggested Activity Process

- The teacher presents a simple scenario using visuals (such as, “A car is coming and there’s a stop sign”).

- Learners observe, interpret the situation and predict what action should be taken.
- Learners describe and explain what to do in the scenario.
- Learners justify their responses and compare ideas with peers.
- Learners act out the scenario using toy cars or by moving physically as drivers and pedestrians.
- Learners demonstrate correct actions, follow rules and interact responsibly.
- The teacher presents additional scenarios and learners interpret and respond appropriately.
- Learners identify mistakes, correct actions and improve their responses.
- Learners discuss what they learned, explain correct actions and reflect on how to stay safe in real-life situations.
- The teacher reinforces correct behaviours and provides feedback.



Content Tip

- Engage learners in discussions and role-play to explore feelings, retell scenarios and explain actions, building empathy, vocabulary and speaking skills.
- Guide learners to analyse situations, make decisions and solve problems, while using imagination to visualise and respond to road safety scenarios.



Assessment Strategies

- **Observation:** Monitor learners as they interpret scenarios and act out correct responses.
- **Checklist:** Record learners' ability to identify signs, explain actions and respond appropriately.
- **Practical Demonstration:** Act out a given scenario and explain their decisions.



Learning Activity 5: Mini road safety simulation / Game

Suggested Learning Environment Setup

Indoor

- Floor markings to simulate roads.

Outdoor

- School yard or playground set up as a “mini street.”

Suggested Teaching and Learning Materials

- **Visuals:** Road sign posters around the mini street.
- **Real objects:** Toy cars, cones, ropes for lanes, traffic lights.



Suggested Activity Process

- Set up a mini street with different road signs.
- Assign roles to learners: drivers, pedestrians, traffic controllers.
- Learners navigate the mini street, following the road signs.
- Teacher observes and corrects unsafe actions, reinforcing proper interpretation.



Content Tip

- Use the mini street to let learners practice following signs and rules, reinforcing road safety understanding.
- Assign roles like drivers and pedestrians to help learners work together, communicate and take responsibility.
- Encourage learners to interpret signs and respond safely, building problem-solving and quick-thinking skills.



Assessment Strategies

- **Observation:** Watch learners as they participate in the simulation. Note if they stop, look and cross correctly and respond to signs.
- **Checklist:** Record learners who follow rules, wait turns and choose safe actions.
- **Practical Demonstration:** Demonstrate how to cross the road safely.

Expected Standard: Road safety practiced correctly.

Sub-Topic: 0.2.1.3 Storage of Tools

Specific Competence: 0.2.1.3.1 Store tools in designated places.



Learning Activity 1: Parking tools in right places

Suggested Learning Environment Setup

Indoor

- Classroom with table space for sorting activities.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures of common tools in various rooms (kitchen utensils, art supplies, drawing tools).
- **Real objects:** Plastic or age appropriate versions of tools.
- **Technological:** Short video clips showing organised rooms (if available).



Suggested Activity Process

- Show learners pictures or real tools and discuss where each belongs.
- Learners observe and share ideas about correct storage locations.
- Teacher models placing a few tools in their proper locations.
- Learners watch and discuss why each tool is stored in that way.
- Learners sort a few sample tools with the teacher's guidance, placing them in the correct spots.
- Learners work collaboratively, remind each other and practice safe handling.

- Learners explain why proper tool storage is important.
- Teacher reinforces safe handling, organisation and corrects any mistakes.



Content Tip

- Guide learners to match tools with their correct storage spaces.
- Encourage learners to sort, arrange and store tools correctly, foster neatness, order and personal responsibility.
- Support learners as they work together to organise shared tools, reinforce collaboration, help others and develop social skills.



Assessment Strategies

- **Observation:** Monitor learners as they handle and store tools correctly.
- **Checklist:** Record learners' ability to identify tools and place them in the correct storage locations.
- **Practical Demonstration:** Demonstrate storing specific tools where they belong.



Learning Activity 2: Sorting tools by room.

Suggested Learning Environment Setup

Indoor

- Classroom with separate areas labeled for each room (*kitchen, art, drawing...*)

Outdoor

Tool Sorting Stations: Set up different stations labelled as “Kitchen,” “Art Room,” “Workshop,” or “Computer Lab.” Place sample tools on a central table and learners move around to place each tool in the correct station.

Suggested Teaching and Learning Materials

- **Visuals:** Room labels and tool pictures.
- **Real objects:** Toy or age appropriate tools.
- **Technological:** Slides showing tools in context (if available).



Suggested Activity Process

- Learners observe a variety of tools and discuss where they think each tool belongs (such as, kitchen, classroom, workshop).
- Learners share ideas and justify their responses.
- The teacher demonstrates sorting tools into their correct designated rooms.
- Learners work in small groups to sort a set of tools into the correct rooms.
- Learners work together to discuss their choices and support each other during the activity.
- Learners explain why each tool belongs in a specific room.
- The teacher guides the discussion, reinforces correct answers and corrects misconceptions.



Content Tip

- Guide learners to sort, classify and match tools to their correct locations.
- Encourage learners to work in groups to sort tools, foster cooperation, communication and shared responsibility.
- Support learners to categorise tools according to designated rooms (such as, kitchen, art room, work room).



Assessment Strategies

- **Observation:** Monitor learners as they sort tools and work collaboratively.
- **Checklist:** Record learners' ability to place tools correctly and explain their choices.
- **Practical Demonstration:** Sort tools accordingly.



Learning Activity 3: Matching tools to their storage places

Suggested Learning Environment Setup

Indoor

- Set up a tool display corner with real or picture tools and labeled storage spaces (*such as, shelves, boxes, racks...*).

- Create a matching table where learners pick tools and place them in the correct labelled areas.

Outdoor

- Create tool stations using boxes or marked areas labelled as different rooms (such as, kitchen, workshop and art area).

Suggested Teaching and Learning Materials

- **Visuals:** Storage areas labelled with pictures or words.
- **Real objects:** Tools, bins, trays, small containers.



Suggested Activity Process

- Learners explore different tools and storage areas (*such as, shelves, boxes, tool racks...*).
- Learners predict and discuss where each tool should be stored.
- The teacher demonstrates matching a few tools to their correct storage places.
- Learners observe and explain why each tool is placed there.
- Learners work individually or in groups to match tools to their correct storage places.
- Learners discuss, compare answers and support each other.
- The teacher reinforces correct matches and corrects misunderstandings.



Content Tip

- Guide learners to match, sort and classify tools.
- Encourage learners to work together to store tools correctly.
- Support learners to store tools safely and access them easily.



Assessment Strategies

- **Observation:** Observe learners as they match tools to storage places, noting their ability to handle tools safely, make correct matches and work collaboratively.
- **Checklist:** Record specific behaviours, such as correctly matching tools, explaining choices and maintaining organisation.

- **Practical Demonstration:** Instruct the learners to select a tool, place it in the correct storage area.



Learning Activity 4: Role-Play: Organising specialised rooms.

Suggested Learning Environment Setup

Indoor or Outdoor

- Arrange a corner as mini specialised room (kitchen, art room, drawing room).

Suggested Teaching and Learning Materials

- **Visuals:** Labels and pictures for storage areas.
- **Real objects:** Toy or age appropriate tools, aprons, trays...



Suggested Activity Process

- The teacher introduces different specialised rooms (*such as, kitchen, art room, workshop, computer lab...*).
- Learners discuss the purpose of each room and the tools used there.
- Learners are assigned roles (such as, kitchen helper, art assistant, computer lab assistant).
- Learners identify responsibilities related to organising each room.
- Learners act out organising the rooms by sorting and placing tools in their correct locations.
- Learners collaborate, communicate and make decisions on where items belong.
- The teacher observes and supports, giving feedback and correcting mistakes where necessary.
- Learners adjust and improve their actions based on feedback.
- Learners explain their actions and talk about why tools were placed in specific rooms.
- The teacher reinforces correct practices and highlights the importance of organisation and safety.



Content Tip

- Use role-play to help learners actively and creatively organise spaces, increase participation and interest in safety practices.
- Encourage learners to work together during role-play, build teamwork, communication and cooperation.
- Guide learners to take ownership of organising and maintaining tools, help to reduce loss, damage and misuse of materials.



Assessment Strategies

- **Observation:** Observe learners as they role-play and organise tools, noting their ability to place items correctly, follow roles and work collaboratively.
- **Checklist:** Record key behaviours, such as correct placement of tools, participation in roles, cooperation and safe handling of materials.
- **Practical Demonstration:** Ask learners to select a tool, place it in the correct room.



Learning Activity 5: Independent practice and clean-up game.

Suggested Learning Environment Setup

Indoor

- All specialised room corners set up for practice.

Suggested Teaching and Learning Materials

- **Visuals:** Labels for storage areas.
- **Real objects:** Tools scattered for learners to organise.
- **Technological:** Timer for game-based clean-up (optional).



Suggested Activity Process

- The teacher explains the importance of organising and cleaning up tools and materials safely after use.

- Learners recall proper storage and safety rules learned in previous activities. Each learner is given a set of tools or materials.
- Learners independently sort and place items in their correct storage areas, applying knowledge of designated rooms and proper organisation.
- Turn clean-up into a friendly game or challenge:
 - *Learners race (safely) to store tools correctly.*
 - *Points can be awarded for accuracy, speed and teamwork.*
- Encourage learners to check each other's work for correct placement.
- Learners share what they did well and discuss any challenges they faced during clean-up.
- The teacher reinforces proper storage, safety and organisational habits.



Content Tip

- Encourage learners to work together to clean up efficiently, build social skills, collaboration and shared responsibility.
- Turn clean-up into a fun, interactive game to make learners actively participate and enjoy practicing responsibility.
- Guide learners to sort, classify and sequence tasks during clean-up, strengthen planning, memory and problem-solving abilities.



Assessment Strategies

- **Observation:** Watch learners as they sort and store items independently, noting safety and accuracy.
- **Checklist:** Record whether learners place tools correctly, follow procedures and handle materials safely.
- **Practical Demonstration:** Ask learners to demonstrate correct sorting.

Expected Standard: Tools stored in designated places accordingly.

Sub-Topic: 0.2.1.4 Personal safety

Specific Competence: 0.2.1.4.1 Recognise dangers of interacting with strangers.



Learning Activity 1: Mentioning dangers of interacting with strangers

Suggested Learning Environment Setup

Indoor

- Classroom circle time or carpet area.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures showing strangers vs familiar people.
- **Real objects:** Dolls or puppets for role-play.
- **Technological:** Short video clips demonstrating safe interactions (if available).



Suggested Activity Process

- Begin with a short story or scenario: such as, “A stranger offers a child sweets outside the school gate.”
- Ask learners what they would do and how the child should respond.
- Encourage learners to share ideas about strangers and what makes a situation unsafe.
- Teacher guides discussion to highlight key dangers, such as being taken away, getting lost or receiving harmful items.
- In small groups, learners mention possible dangers of interacting with strangers.
- Each group shares their responses with the class.
- Learners act out safe responses when approached by a stranger (such as, saying “No,” walking away, telling a trusted adult).
- Teacher provides feedback, reinforcing correct behaviours and safety rules.
- Learners discuss what they learned and explain why it is important not to interact with strangers.
- Teacher emphasises key safety rules to remember at all times.



Content tip

- Help learners recognise their feelings, trust their instincts and feel confident, reduce fear through knowledge and preparedness.

- Guide learners to practice telling trusted adults when something feels wrong, build confidence and assertiveness.
- Teach learners to identify that not all strangers are safe, help them avoid risky situations and reduce the risk of harm.



Assessment Strategies

- **Observation:** Monitor learners as they participate in discussions and role-plays, noting understanding and correct safety responses.
- **Checklist:** Record learners' abilities to: Participate actively in discussions, identify safe vs unsafe interactions, demonstrate correct safety responses, explain reasoning clearly.
- **Practical Demonstration:** Demonstrate safe responses in role-play scenarios.



Learning Activity 2: Understanding safe vs unsafe interactions

Suggested Learning Environment Setup

Indoor

- Classroom space for discussion or small group work.

Suggested Teaching and Learning Materials

- **Visuals:** Flashcards or posters showing safe and unsafe interactions (such as, accepting gifts, following someone).
- **Real objects:** Puppets or dolls for role-play.



Suggested Activity Process

- Facilitate a class discussion where learners share ideas about safe and unsafe interactions.
- Teacher guides the conversation, highlighting key points:
 - *Never go with strangers*
 - *Don't accept gifts from strangers*
 - *Always tell a trusted adult*

- Use pictures or role-play to demonstrate examples of safe and unsafe interactions.
- Learners act out scenarios, practicing safe responses (such as, saying “No,” walking away, reporting to an adult).
- In small groups, learners mention situations that could be unsafe and discuss safe responses.
- Groups share their ideas with the class for further discussion and clarification.
- Learners explain what they learned and how they would respond if approached by a stranger.
- Teacher summarises the lesson, reinforcing safe behaviours and the importance of communication with trusted adults.



Content Tip

- Help learners understand how actions affect others, encourage caring and responsible behaviour.
- Guide learners to recognise their feelings and trust their instincts, foster self-awareness and confidence.
- Encourage learners to practice saying “No” and telling a trusted adult, build confidence in expressing concerns safely.



Assessment Strategies

- **Observation:** Monitor learners during discussions and role-plays for understanding and correct safety responses.
- **Checklist:** Record learners’ participation, identification of safe vs unsafe interactions, demonstration of safe behaviors and explanation of reasoning.
- **Practical Demonstration:** Demonstrate safe responses in role-play.

Learning Activity 3: Role-Play-responding to strangers

Suggested Learning Environment Setup

Indoor or Outdoor

- Space for movement and role-play.

Suggested Teaching and Learning Materials

- **Visuals:** Cards or signs indicating scenarios.
- **Real objects:** Puppets or props to simulate situations.



Suggested Activity Process

- Begin by reminding learners about safe vs unsafe interactions.
- Present a simple scenario: such as “A stranger asks you to follow them to get sweets.”
- Ask learners what they think the safe response should be.
- Assign learners roles: some act as strangers, others as learners.
- Ensure learners understand their role and the purpose of the activity: *practicing safe responses*.
- Learners act out the scenario, practicing appropriate responses:
 - *Saying “No” firmly*
 - *Walking away*
 - *Informing a trusted adult immediately*
 - *Rotate roles so all learners’ experience responding and observing.*
- After each role-play, learners reflect on the experience:
 - *What did they do well?*
 - *What could be done differently?*
 - *Teacher reinforces correct responses and clarifies misconceptions.*
- Learners share lessons learned and discuss real-life applications.
- Teacher summarises key points, emphasising the importance of trusting instincts and reporting to adults.



Content Tip

- Have learners practice using clear words to ask for help or report concerns and provide support to strengthen their language and expression.
- Model and supervise learners as they demonstrate what to say and do when approached by strangers, ensure they understand safe responses.

- Lead discussions and activities that help learners identify appropriate and inappropriate behaviours, build empathy and social awareness.
- Observe learners during role-play and check that they can verbalise and perform safe actions independently, giving feedback as needed.



Assessment Strategies

- **Observation:** Monitor learners during discussions and role-plays to see if they actively participate, respond appropriately and follow instructions.
- **Checklist:** Record whether learners respond safely to strangers by saying “No” or walking away, tell a trusted adult if approached, demonstrate confidence and assertiveness and explain the reasoning for their response
- **Practical Demonstration:** Demonstrate safe responses independently in role-play scenarios.



Learning Activity 4: Storytelling and discussion

Suggested Learning Environment Setup

Indoor

- Circle time or a storytelling corner.

Suggested Teaching and Learning Materials

- **Visuals:** Illustrated storybooks or picture cards.
- **Real objects:** Puppets or props related to the story.



Suggested Activity Process

- Teacher to read a short story relevant to safety, such as, a child encountering a stranger or facing a risky situation.
- Capture learners’ attention by asking predictive questions: “What do you think will happen next?” or “How should the character act?”
- Teacher reads or narrates the story clearly, using expressive voice, visuals or props to enhance understanding.

- Pause at key moments to highlight safe and unsafe behaviours.
- Engage learners in a guided discussion about the story:
 - *Identify safe vs unsafe actions*
 - *Talk about how the character could respond differently*
 - *Encourage learners to relate the story to real-life situations*
- Learners share their opinions, ideas or experiences related to the story.
- Teacher asks open-ended questions to develop critical thinking, reasoning and communication skills.
- Learners summarise the lesson by stating what they learned about safety, decision-making and appropriate responses.
- Teacher reinforces key safety rules and encourages learners to practice safe behaviours in real life.



Content Tip

- Guide learners to analyse characters' actions and consequences, ask questions that encourage reasoning and problem-solving.
- Support learners as they learn new words, express ideas and speak in full sentences during discussions.
- Lead learners to listen carefully to the story, understand messages and recall key details, improve attention and understanding.
- Help learners identify characters' feelings, discuss empathy and understand right and wrong through story-based reflection.



Assessment Strategies

- **Observation:** Monitor learners during discussion to see if they identify safe vs unsafe actions and participate actively.
- **Checklist:** Track learners' abilities to; describe safe vs unsafe actions, share ideas clearly, demonstrate safe responses in role-play.
- **Practical Demonstration:** Role-play a scene from the story showing safe responses.



Learning Activity 5: Mini simulation / safety game

Suggested Learning Environment Setup

Indoor

- Space for movement-based game.

Outdoor

- Safe play area with clear boundaries.

Suggested Teaching and Learning Materials

- **Visuals:** Signs or cards showing safe zones and stranger scenarios.
- **Real objects:** Cones or markers for designated “safe zones.”



Suggested Activity Process

- Teacher explains the purpose of the game: *to practice safe behaviours in real-life scenarios.*
- Introduce the rules of the simulation, emphasising safety, cooperation and following instructions.
- Teacher creates a mini simulated environment (such as, a mini street, classroom or playground) with props, signs or markers to represent hazards and safety cues.
- Explain roles: learners can act as pedestrians, drivers, children or safety monitors.
- Learners navigate the scenario, applying safety rules:
 - *Stop at signs, cross safely, avoid hazards*
 - *Use equipment or tools properly*
 - *Follow instructions and take turns*
- Teacher observes learners, giving guidance and reinforcing safe behaviours during play.
- After the game, learners reflect on their actions:
 - *What did they do well?*
 - *What could be improved?*
 - *How can they apply these safety rules in real life?*

- Teacher reinforces key safety lessons, highlighting correct responses and safe behaviours.



Content Tip

- Guide learners to decide on safe actions in simulated scenarios.
- Facilitate group play where learners take turns, follow rules and work together.
- Supervise learners as they physically enact safe behaviours; stopping, walking carefully and handling tools correctly.
- Create engaging, interactive activities where learners learn by doing, moving and practicing safety rules, make the learning experience fun and memorable.



Assessment Strategies

- **Observation:** Monitor learners during the simulation for safe decision-making, cooperation, and following rules.
- **Checklist:** Record learners' ability to; apply safety rules, avoid hazards and perform assigned roles correctly.
- **Practical Demonstration:** Demonstrate safe actions in a particular scenario after the game.

Expected Standard: Dangers of interacting with strangers recognised accordingly.



Topic Summary

This topic helps learners identify hazards and apply safety rules across classrooms, specialised rooms, playgrounds, roads and social situations. Learners practice safe behaviours through demonstrations, role-play, games and reflection, progressing from guided recognition to independent application. Teachers facilitate, supervise and reinforce safe practices, fostering awareness, responsibility, cooperation and practical life skills.

TOPIC: 0.2.5 HOSPITALITY

Hospitality is the ability to demonstrate warm, welcoming, respectful and inclusive behaviour in everyday interactions. In early childhood education, learners develop this competence by actively practicing kindness, empathy, cooperation and respectful communication with others.

Through structured and play-based activities, learners will observe, practice and apply good manners and appropriate eating habits in real-life and simulated situations. They will demonstrate the use of polite language, sharing, taking-turns and respectful behaviour during social interactions and mealtimes.

This topic focuses on two sub-topics, these are good manners and eating habits, where learners are expected to consistently demonstrate appropriate behaviour in both classroom and home environments.

GENERAL COMPETENCES

- **Analytical Thinking:** Apply analytical skills by identifying healthy vs. unhealthy habits.
- **Collaboration:** Demonstrate the ability to play and work together during mealtime.
- **Communication:** Express oneself clearly using “magic words” and polite gestures.
- **Problem Solving:** Exhibit basic skills in applying manners to resolve social misconceptions.
- **Entrepreneurship:** Role-play saving and simple hospitality services.

Hook (problem solving scenario)

Imagine you and your friend both want to colour a beautiful flower, but there is only one red crayon left in the whole bucket!

Both of you reach for it at the exact same time. Your friend looks sad because they really wanted it, and you really wanted it too."

1. "If you just grab it and pull, what might happen to the crayon? (Expected response: *It might break!*)"
2. "Which 'Magic word' can you use to ask for a turn without making our friend feel

sad?" (Expected response: please may I use the crayon first!)"



Key Terms

- **Good manners**-Being respectful and considerate towards others.
- **Please**-Magic word we use to ask something politely.
- **Thank you**-Showing appreciation for something someone did for us.
- **Sharing**- Giving someone else a turn or part of something you have.
- **Waiter**- Someone who serves food and drinks in a restaurant or hotel.
- **Customer**- Someone who buys things or services from a shop or restaurant.

Sub-Topic: 0.2.5.1 Good manners

- Good manners are essentially the social “glue” that helps people interact respectfully and harmoniously. They are not just about politeness, they signal empathy, consideration and awareness of others. Practicing them can strengthen relationships, build trust and make everyday interactions smoother.

Specific Competence: 0.2.5.1.1 Practice good manners



Learning Activity 1: Discuss ways of showing good manners to people (Manners story time)

Suggested Learning Environment Setup

Indoor

- Enough space in the classroom with cushions were possible.

Outdoor

- A quiet place, under a shade with a mat.

Suggested teaching and learning materials

- **Visuals:** Age-appropriate posters about manners
- **Real objects:** Cushions, Age-appropriate storybooks about manners.
- **Technological:** Short clips showing children discussing good manners (if available)



Suggested activity process

- Teacher introduces a story focusing on good manners
- Learners listen attentively and observe characters' actions
- Teacher pauses and asks learners to:
 - *Identify behaviours*
 - *State whether they are good or bad*
- Learners analyse situations and suggest better actions
- Learners role-play corrected behaviours
- Learners use polite expressions during classroom interaction



Content Tip

- Use simple and familiar stories that reflect learners' daily experiences.
- Pause regularly and ask guiding questions to promote thinking and participation.
- Always model polite language and reinforce correct responses.



Assessment Strategies

- **Observation:** Observe learners' participation, responses and behaviour during storytelling and role-play.
- **Checklist:** Record good and bad manners, appropriate responses, use of polite words and active participation.
- **Practical Demonstration:** Act out appropriate manners from the story.



Learning Activity 2: Showing good manners to people (role-playing scenarios)

Suggested Learning Environment Setup

Indoor

- A pretend restaurant with assorted materials.

Suggested teaching and learning materials

- **Real objects:** Puppets, plates, cups, costumes for role-playing.
- **Technological:** Clips showing learners role playing scenarios (good manners).



Suggested activity process

- Teacher introduces a real-life scenario (such as., sharing toys)
- Use puppets, dolls or learners to act out the scenario.
- Show the scenario with bad manners (such as., grabbing a toy without asking).
- Learners observe and identify mistakes, they suggest how to improve on the mistakes made (such as., “What should be done instead?”).
- Role-play the scenario with good manners (such as., asking “May I please play with the toy?”).
- Try different scenarios and encourage learners to take turns acting out roles.



Content Tip

- Use familiar situations that learners experience daily.
- Give all learners an opportunity to participate and practice.
- Allow learners to repeat the activity to improve their behaviour.



Assessment Strategies

- **Observation:** Observe learners’ ability to identify and correct behaviour
- **Checklist:** Record behaviours, actions, use of polite language and active participation.
- **Practical Demonstration:** Demonstrate correct manners through role-play



Learning activity 3: Performing music and songs that demonstrates good manners to people.

Suggested Learning Environment Setup

Indoor

- Set a music corner with different musical instruments.

Outdoor

- Arrange a quiet and friendly space to do the performances from.

Suggested teaching and learning materials

- **Visuals:** Posters showing musical instruments
- **Real objects:** Musical instruments for learners (*shakers, tambourines...*), puppets.
- **Technological:** Audio equipment for playing songs.



Suggested Activity Process

- Introduce songs that include themes of good manners, to the tune of "*If you're Happy and You Know It*" with added verses about being polite, such as (Thank you, sorry, excuse me...)
- Discuss the lyrics and what they mean.
- Sing and act out the song together, using gestures or movements.
- Use puppets or act out scenarios where learners can practice good manners, plan a mini-concert or assembly to perform the song for friends and family.
- Invite learners to create their own good manners songs or movements.
- Encourage learners to sing along and act out the verses to reinforce their learning.



Content tip

- Use songs with simple and repetitive lyrics.
- Include actions to support understanding and engagement.
- Encourage all learners to participate actively.



Assessment strategies

- **Observation:** Observe learners' participation and engagement
- **Checklist:** Record learners' ability to sing along correctly, perform actions and understanding the message.
- **Practical Demonstration:** Perform songs using correct actions.



Learning Activity 4: Applying good manners (Thank you card crafting)

Suggested Learning Environment Setup

Indoor and Outdoor

- Arrange an art corner with all the necessary art materials.

Suggested teaching and learning materials

- **Real objects:** Coloured paper, markers, crayons, stickers, glue and scissors (safe and age appropriate)



Suggested activity process

- Teacher demonstrates how to make a thank you card
- Learners select different materials to use.
- Learners individually design and create a thank you card
- Learners express gratitude through drawings/writings.
- Individual learners to present their thank you cards to the class.
- Learners explain their messages on the thank you card.



Content tip

- Provide clear step-by-step guidance during the activity.
- Encourage creativity and personal expression.
- Reinforce the importance of saying thank you.



Assessment strategies

- **Observation:** Observe participation and effort.
- **Checklist:** Check if learners follow instructions, complete tasks and express gratitude.
- **Practical Demonstration:** Present their individual thank you cards to the class.



Learning activity 5: Applying good manners (*Good manners Bingo game*)

Suggested Learning Environment Setup

Indoor

- Enough space for playing games or age appropriate tables and chairs.

Suggested teaching and learning materials

- **Visuals:** Bingo cards with pictures/actions (*such as, greeting, sharing, saying thank you, helping others*) Teacher's calling cards.
- **Real objects:** Markers for Bingo playing, Counters (*stones, bottle tops, beans...*)



Suggested Activity Process

- Distribute Bingo cards and counters to learners.
- Ensure learners understand the pictures on their cards.
- Teacher explains the rules of the game and models one example.
- Teacher calls out situations, for example:
 - “*You receive a gift.*”
 - “*You want to pass in front of someone.*”
 - “*You hurt your friend by mistake.*”
- Learners identify and cover the correct response:
 - *Thank you*
 - *Excuse me*
 - *Sorry*
- Learner who completes a line shouts “*Good Manners!*”
- Learner explains each action covered.

- Discuss when and why we use good manners in daily life.



Content Tip

- Keep instructions simple and clear.
- Encourage fairness and taking-turns during the game.
- Reinforce correct answers immediately.



Assessment Strategies

- **Observation:** Watch learners' participation, behaviour and interaction during the game.
- **Checklist:** Record if learners correctly use polite words, match situations, follow rules and show respect.
- **Practical Demonstration:** Act out good manners in real-life situations.

Expected Standard: Good manners practiced accordingly.

Sub-Topic: 0.2.5.2 Eating Habits

Eating habits refer to the ability of learners to demonstrate healthy food choices and appropriate eating behaviours in their daily lives. In early childhood education, learners develop this competence by actively identifying, selecting and practicing healthy eating patterns, including proper hygiene and balanced nutrition. Through practical and play-based activities, learners will consistently apply good eating habits, showing responsibility for their health and well-being.

Specific Competence: 0.2.5.2.1 Practice good eating habits.



Learning Activity 1: Demonstrate good eating habits (*sorting healthy and unhealthy foods*)

Suggested Learning Environment Setup

Indoor

- Arrange a circle-time area with space for sorting. Place baskets in the center so all learners can participate.

Suggested teaching and learning materials

- **Visuals:** Flashcards or pictures of various foods.
- **Real objects:** Sorting mats labelled "Healthy" and "Unhealthy".



Suggested activity process

- Begin with a short discussion about foods that help us grow strong and healthy.
- Show learners pictures or toy models of different foods (*fruits, vegetables, sweets...*)
- Ask them to sort the items into two baskets: “healthy foods” and “unhealthy foods.”
- Reinforce learning by asking learners why they placed each item in its basket.
- Learners to present the items they have sorted out to the class.



Content tip

- Use real or familiar food examples.
- Ask learners to explain their choices.
- Reinforce correct classification.



Assessment strategies

- **Observation:** Observe how learners are sorting healthy and unhealthy food.
- **Checklist:** Record learners’ ability to choose the healthy food.
- **Practical Demonstration:** Sorting healthy and unhealthy foods.



Learning Activity 2: Discussing good eating habits (*Taking what is enough*)

Suggested Learning Environment Setup

Indoor

Space Arrangement: Arrange desks, mats or a carpeted area where each learner has room to participate in role-play. Keep pathways clear for movement during the activity.

Visual Aids: Display pictures or posters showing healthy foods and portion sizes. Use a corner “Healthy Plate Station” with toy or real food models.

Outdoor

Open Space: Use a safe, flat area in the playground or school yard for active role-play.

Visual and Physical Materials: Use portable boards, large pictures or mats showing healthy foods and portion sizes.

Suggested teaching and learning materials

- **Visuals:** Storybooks or pictures showing children sharing or overeating
Flashcards with phrases like: “Enough for me,” “One serving,” “I am full”
- **Real objects:** Plates and cups (real or toy), Food models or pictures of meals.



Suggested Activity Process

- Teacher asks learners:
 - “*How much food do you take at mealtimes?*”
 - “*What happens when we take too much food?*”
- Learners share experiences.
- Teacher introduces the idea of taking only enough for oneself.
- Show pictures or food models with different portion sizes.
- Learners identify portions that are enough versus too much.
- Teacher facilitates discussion:
 - *Why is it important not to take more than we can eat?*
 - *How does sharing or taking enough help others?*
- Teacher models a meal situation:
- Takes a reasonable portion of food on a plate. Says aloud: “*This is enough for me.*”
- Teacher explains why taking only enough is healthy and prevents waste.
- Learners role-play a mealtime scenario:
 - *Each learner takes food on a plate (real or toy).*
 - *Says whether it is enough for them and explains why.*
- Teacher observes and guides learners to correct over-portioning or under-portioning.

- Teacher asks learners:
 - *How did you know this portion was enough?*
 - *What happens if you take too much or too little?*
- Learners discuss benefits of taking only what is enough.
- Praise the learners for their work.



Content tip

- Show plates or pictures with different portion sizes to help learners identify what is enough.
- Let learners practice serving themselves appropriate portions and explain their choices.
- Encourage learners to share their mealtime experiences and discuss the importance of taking only what they can eat.



Assessment Strategies

- **Observation:** Monitors participation, decision-making and cooperation with peers.
- **Checklist:** Record how learners are: getting appropriate portions, explaining their choices, participating in role play and understanding “enough” versus “too much.”
- **Practical Demonstration:** Role-play serving themselves healthy portions.



Learning Activity 3: Discussing good eating habits (*chewing with the mouth closed*)

Suggested Learning Environment Setup

Indoor

Space Arrangement: Arrange desks, mats or a carpeted area with enough space for each learner to sit or stand during role-play. Keep pathways clear for safe movement.

Visual Aids: Display posters or pictures showing children eating politely and chewing with the mouth closed. Use a small table or “Dining Station” with plates, cups and toy food for practice.

Outdoor

Open Space: Use a safe, flat area in the playground or school yard where learners can role-play eating without crowding. Ensure the area is free from obstacles to prevent accidents.

Interactive Stations: Set up small portable tables, mats or cones to create “Dining Areas” for role-play. Use large pictures or boards showing proper eating manners for visual guidance.

Suggested teaching and learning materials

- **Visuals:** Pictures/posters of food
- **Real objects:** Plates and cups (real or toy), Napkins, small table setup for role-play, Toy food.



Suggested Activity Process

- Teacher asks: *“How should we chew our food when we eat?”*
- Discuss why chewing with the mouth closed is polite and healthy.
- Teacher models proper chewing with mouth closed.
- Say aloud: *“I chew with my mouth closed so I eat neatly and politely.”*
- Set up a small table area with plates and toy or real food.
- Learners take turns pretending to eat:
 - *Pick up food, chew with mouth closed and use polite expressions.*
- Teacher observes and gently corrects learners who chew with their mouths open.
- Ask learners:
 - *Why should we chew with our mouths closed?*
 - *How does this make mealtime nicer for everyone?*
- Discuss with the class the importance of table manners.



Content tip

- Demonstrate chewing with your mouth closed and encourage learners to imitate. Praise learners who practice proper chewing.
- Show pictures of children eating politely and set up toy food for role-play to make the habit clear and engaging.
- Ask learners to practice chewing properly during snack or lunch time and discuss how it makes mealtimes pleasant for everyone.



Assessment strategies

- **Observation:** Monitors participation, decision-making and cooperation with peers.
- **Checklist:** Record learners' ability to; Chew food with mouth closed, sit properly at the table and participate in role play
- **Practical Demonstration:** Act out proper chewing.



Learning Activity 4: Discussing good eating habits (*considering others when sharing*).

Suggested Learning Environment Setup

Indoor

Space Arrangement: Arrange desks, mats or a carpeted area so learners can sit or stand comfortably in small groups for role-play. Keep pathways clear to allow safe movement.

Visual Aids: Display posters or pictures showing children sharing food politely. Set up a “Sharing Station” with plates, cups and toy or real food for practice.

Outdoor

Open Space: Use a safe, flat area in the playground or school yard where learners can move freely in groups. Ensure the area is free from obstacles to prevent accidents.

Interactive Stations: Set up small portable tables, mats or cones to create “Sharing Areas” for role-play. Use large pictures or boards showing polite sharing for visual guidance.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures or flashcards showing sharing and polite behaviour
- **Real objects:** Plates or trays (*real or toy*), toy or real foods (*fruits, snacks, or healthy food items*), small table setup for role-play.



Suggested Activity Process

- Teacher asks learners:

- *“What do we do when there is not enough food for everyone?”*
- *“Why is it important to share?”*
- Discuss why considering others is part of good eating habit.
- Teacher shows a scenario:
 - *Serving a plate and leaving enough for others*
 - *Saying: “I will take some and leave some for my friends.”*
- Explain why sharing is polite and fair.
- Set up small groups or “Dining Stations.”
- Learners practice:
 - *Serving themselves a portion*
 - *Sharing with peers politely*
 - *Using phrases like: “Here, you can have some too” or “This is enough for both of us.”*
- Teacher observes and gives gentle guidance.
- Ask learners:
 - *How did you decide how much to share?*
 - *How do others feel when we share politely?*
- Discuss the benefits of considering others during meals.
- Appreciate learners for their participation.



Content tip

- Demonstrate polite sharing during mealtimes and encourage learners to imitate.
- Allow learners to practice serving and sharing food in small groups, using courteous words like *“You can have some too.”*
- Ask learners to reflect on how it feels when someone shares with them and discuss the importance of fairness and consideration at home and school.



Assessment strategies

- **Observation:** Monitor learners’ engagement and participation during role-play.
- **Checklist:** Record learners’ ability to appropriately divide and share food with others.

- **Practical Demonstration:** Perform polite food serving and sharing during role-play.



Learning activity 5: Practicing good eating habits.

Suggested Learning Environment Setup

Indoor and Outdoor

Space Arrangement: Arrange desks, mats or a carpeted area so learners have enough space to sit or stand comfortably in small groups for role-play. Keep pathways clear to allow safe movement during activities.

Visual Aids: Display posters or pictures showing good eating behaviours, such as chewing with the mouth closed, taking appropriate portions and sharing politely. Set up a “Healthy Eating Station” with plates, cups and toy or real food for hands-on practice.

Suggested teaching and learning materials

- **Visuals:** Plates and cups (*real or toy*), Toy or real food items (*fruits, snacks or healthy foods*).
- **Real objects:** Pictures or flashcards showing polite eating behaviours, Small table or mats for role-play.



Suggested Activity Process

- Teacher asks learners: “*What are some good habits we should have when eating?*”
- Discuss why good eating habits are important for health, politeness and sharing.
- Show pictures or food models illustrating different eating behaviours: chewing with mouth closed, taking enough portions and sharing politely.
- Learners identify which behaviours are good and which ones are not.
- Teacher guides discussion on why each habit is important.
- Teacher demonstrates proper eating habits:
 - *Taking a reasonable portion of food*
 - *Chewing with the mouth closed*
 - *Sharing politely with others*
- Explain aloud why each behaviour matters.

- Learners work in small groups to role-play mealtime scenarios:
 - *Serving themselves appropriate portions*
 - *Chewing food with the mouth closed*
 - *Sharing food politely with peers*
- Encourage learners to use polite phrases and explain their choices.
- Ask learners:
 - *Which eating habits did you practice today?*
 - *Why is it important to chew properly, take only what you need and share politely?*
- Discuss how these habits help everyone enjoy mealtime.
- Appreciate learners for their participation.



Content tip

- Demonstrate good eating habits, including taking appropriate portions, chewing with the mouth closed and sharing politely, so learners can imitate.
- Show pictures, toy foods, or real food during role-play to make the habits concrete and easy to understand.
- Encourage learners to practice these habits during snack or lunch times at home and discuss how it helps them stay polite and avoid unhealthy eating habits.



Assessment Strategies

- **Observation:** Observes participation, engagement and respectful interaction with peers.
- **Checklist:** Record learners' abilities to take appropriate portions, chew properly, share politely and use of courteous phrases during role-play.
- **Practical Demonstration:** Demonstrate proper eating habits in role-play.

Expected Standard: Good eating habits practiced accordingly.



Topic Summary

Teaching learners about good manners and eating habits involves guiding them to use polite words such as “please,” “thank you” and “excuse me” while encouraging sharing, taking turns and greeting others with a smile or handshake. It also includes modeling healthy eating behaviours, motivating learners to try new foods and reinforcing proper table manners, such as not talking with a full mouth and keeping the mouth closed while chewing. By combining social etiquette with practical eating habits, learners develop respect, consideration for others and a foundation for healthy lifestyle choices.

TOPIC: 0.2.3 HEAT

Introduction

Heat is a form of energy that moves from a warmer object to a cooler one. In Early childhood learning about heat is based on real-life experiences that are familiar to learners, such as sunlight, warm food, fire and bath water. Through observation, play and simple activities, learners explore how heat feels and how it affects objects around them.

This approach helps learners develop skills such as observation, communication and problem-solving. Learners are guided to identify sources of heat, differentiate between hot and cold objects and understand basic safety measures when handling hot items. By connecting learning to everyday life, learners gain practical knowledge and skills that they can apply in their environment.

General Competences

- **Analytical thinking:** Apply analytical skills as learners distinguish different sources of heat.
- **Communication Skills:** Express oneself as they mention different sources of heat.
- **Problem-Solving Skills:** Exhibit basic skills in identifying and exploring different heat sources
- **Collaboration:** Demonstrate ability to play with others as they engage in hands on activities.

HOOK

Imagine it is hot today and you are having sports outside. The sun is beating down, you and your friends are thirsty and hot.

Questions:

1. What can you and your friends do to stay cool and safe in the heat?
2. Why is it important to take breaks in the shade?
3. What should you do to stay hydrated?



Key Terms

- **Heat:** A form of energy that makes things warm or hot.
- **Heat energy:** This is the warmth or hotness we feel from the sun, fire or a warm cup of tea.
- **Temperature:** How hot or cold something is.
- **Sun:** Big star that gives us natural heat and light.
- **Solar energy:** This is energy from the sun.
- **Fire:** A hot, bright light that comes from something burning.
- **Combustion:** When something burns and gives off light and heat.
- **Electricity:** A kind of energy that powers things like lights, computers and televisions.
- **Friction:** Is when two things rub together and slow each other down.
- **Fuel:** Something that helps fire burn, like wood or gas.

Sub-Topic: 0.2.3.1 Sources of heat

Sources of heat are objects or processes that produce thermal energy and transfers it to surrounding, causing a rise in temperature.

Teaching learners about heat sources is not just about science, it also helps them stay safe, develop their senses and understand how the world works. By exploring heat from natural sources (such as, the sun or body warmth) and man-made sources (such as, stoves or heaters), learners gain knowledge about how to keep warm, stay safe and care for themselves and others.

Specific Competence: 0.2.3.1.1 Explore the various sources of heat



Learning Activity 1. Identifying sources of heat (*sun, fire, stove, pressing iron, heater...*)

- **Suggested learning environment setup**

Indoor

- **Heat investigation corner:** Use a classroom corner or table.

- Create a display table labelled: “*Sources of Heat*”.
- Arrange items neatly where all learners can see.

Outdoor

- **Heat investigation station:** Choose a safe open space (school yard) and Create stations for each heat source: Use one large table or mat.
- **Place all items together in sections:** Sun (natural sunlight on objects) fire (small, controlled teacher only) stove (real or toy), brazier, pressing iron (switched off) heater (for display/demonstration).

Suggested teaching and learning materials

- **Visual Aids:** Pictures, flashcards, charts, posters of sun, fire, stove, brazier, iron and heater.
- **Real Objects:** Unplugged iron, heater, stove, toy stove, brazier, cooking utensils.
- **Technological:** Videos, projector/TV, tablets showing heat sources.



Suggested Activity Process

- Teacher Display real objects or plays a short video to explain different sources of heat.
- Teacher to facilitate a discussion about where warmth comes from focusing on sources like the sun (natural) combustion (fire) electricity (stoves /heaters) friction (rubbing hands).
- Learners point out and name heat sources: discuss natural vs. man-made.
- Learners sort pictures or toys into natural (*sun*) and man-made (*stove, heater, iron, fire...*).
- Ask learners to identify and explain heat sources.
- Teacher review all sources and emphasise safety rules.
- Teacher praise learners for their participation.



Content tip

- Engage learners in identifying and discussing safe and unsafe sources of heat (*such as, stove, heater, sun...*) through guided questions.
- Encourage learners in hands-on exploration and discussion of temperature differences (hot vs. cold) using safe materials.



Assessment Strategies

- **Observation:** Watch learners identify heat sources and follow safety rules.
- **Checklist:** Mark correct identification, language use, safety and participation.
- **Practical Demonstration:** Role-play safe use of heat sources.



Learning Activity 2: Discuss the dangers of heat.

Suggested Learning Environment Setup

Indoor or Outdoor

- **Heat safety station:** Use a safe, well lit corner or table in the classroom or safe open space like a school yard/playground with labelled sections: hot objects, safe practices, do's and don'ts.



Suggested Activity Process

- Teacher to ask learners “*What can happen if we touch something very hot?*”
- Show pictures of hot objects and discuss possible dangers (*burns, injuries...*).
- Display real objects safely (unplugged or toy) and explain why each is dangerous.
- Show videos of heat hazards (if available).
- Give learners pictures or toy objects to sort into “Dangerous” and “Safe”.
- Learners act out safe behaviours:
 - *Standing back from hot objects*
 - *Using mitts or tools*
 - *Asking an adult before touching heat sources*

- Ask learners to identify hazards and explain one safety rule.
- Sum up by reviewing key points “Heat can burn; always handle hot objects safely.”
- Praise learners efforts for participating



Content tip

- Engages learners in recognising early signs of overheating (thirst, dizziness, red face, tiredness) and practicing prevention strategies (drink water, wear hats, find shade, tell an adult).
- Encourages learners to talk about heat safety at home and in the community, helping them build healthy habits and stay safe while playing.



Assessment Strategies

- **Observation:** Observe learners exploring and identifying different sources of heat, noting how they describe sensations and recognise dangers.
- **Checklist:** Record participation, correct identification and safe behaviour.
- **Practical Demonstration:** Point out dangers and show safe actions.



Learning Activity 3: Role playing how to stay safe from various dangers of heat

Suggested learning environment

Indoor

- Heat safety Role play area -Arrange a classroom corner
- Divide into small sections representing real-life situations
- Laundry area (pressing iron) Home area (*heater, brazier...*)

Outdoor

- Heat safety role play area: Use an open space with a demonstration area.
- Show safe distance from fire or sun exposure (teacher-controlled).

Suggested learning and teaching materials

- **Visual Aids:** Pictures, charts and safety signs showing heat dangers and safe practices.
- **Real Objects:** Unplugged iron, stove, heater, kitchen utensils and protective items (mitts, aprons).
- **Technological Materials:** Videos and devices (*TV, tablet, projector...*).



Suggested Activity Process

- Ask learners about dangers of heat and show pictures (*fire, stove, iron, sun...*).
- Show safe use of objects (unplugged) and explain safety rules.
- Learners act out safe behaviours (standing back, using mitts, asking for help).
- Teacher supports and corrects actions during role play.
- Learners identify dangers and demonstrate how to stay safe.
- Review key safety rules and reinforce careful behaviour around heat.



Content tip:

- Guide learners to identify and describe natural and man-made sources of heat (*sun, fire, stove...*).
- Encourages learners to share ideas and experiences about heat source.



Assessment Strategies

- **Observation:** Watch learners demonstrate safe behaviours (such as, using mitts, standing back from hot objects).
- **Checklist:** Record correct identification of heat dangers and safe handling.
- **Practical Demonstration:** Show safe practices using props or toy objects.



Learning Activity 4: Exploring the uses of different sources of heat.

Suggested Learning Environment

Indoor

Heat Exploration corner: Set up of safe objects that are sources of heat (*iron, stove, heater, brazier...*)

Outdoor

Natural heat source station: A cloth line.

Suggested learning and teaching materials

- **Visual Aids:** Pictures, flashcards, and charts of heat sources (sun, fire, stove, iron, heater).
- **Real Objects:** Unplugged iron, heater, stove and utensils.
- **Technological Materials:** Videos and devices (TV, tablet, projector)



Suggested Activity Process

- Show pictures or real examples of heat sources: sun, fire, stove, iron, heater...
- Display real objects safely (unplugged iron, heater, toy stove).
- Explain how each source produces heat:
 - *Sun, stove, iron, heater, fire*
- Learners observe each source and describe what it does.
- Ask questions: “Which heat source comes from nature?”, “Which heat sources do we use at home?”
- Learners role-play safe use of man-made heat sources (cooking, ironing, using heater...)
- Encourage learners to point out natural vs. man-made sources.
- Ask learners to:
 - *Name different heat sources*
 - *Classify them as natural or man-made*
 - *Explain one use for each source*
- Review all heat sources together.
- Reinforce key idea: “Heat comes from the sun and from things we use at home and we must use them safely.”
- Appreciate learners performance.



Content Tip:

- Guide learners to identify, classify and explain sources of heat (natural and man-made) through hands-on activities, real-life examples.
- Encourage learners to apply knowledge in real-life situations, demonstrate safe handling of heat sources and communicate their ideas clearly.



Assessment strategies

- **Observation:** Watch learners identify heat sources and follow safety rules.
- **Checklist:** Record correct naming, classification (natural/man-made), uses and participation.
- **Practical Demonstration:** Act out heat sources safely.



Learning Activity 5: Heat as a catalyst for change

Suggested Learning Environment

Indoor

- **Heat melting station:** A classroom workstation for controlled experiments (melting /wax)

Outdoor

- A sunny spot on the playground to observe the sun natural heat in action



Suggested Activity Process

- Show the learners the test objects (ice or wax). Ask, "What will happen if we leave these in the sun or put them near heat?"
- Divide the class into two groups. Group A places objects in the Sun (Outdoor): Group B places objects in the Shade (Indoor)

- Every 10 minutes, have learners check the objects.
- Use a hair dryer or warm water to show how intense heat speeds up the process compared to sunlight.



Assessment Strategies

- **Observation:** Monitor the learners during the experiment to see if they use words like "melting" or "drying" and notice the difference between objects in the sun versus the shade.
- **Checklist:** Mark if learners identify the heat sources and predict which items will change when heated.
- **Practical Demonstration:** Perform the heating process using ice cube.



Content tip

- Remind learners that while heat is useful for changing things (like cooking an egg), some changes are permanent (the egg), while others can be reversed (frozen water).

Expected Standard: Various sources of heat explored accordingly.



Topic Summary

In this learners develop the competence to identify and differentiate sources of heat, recognise dangerous hot objects, and apply safety measures to prevent burns. They demonstrate critical thinking and observation skills by exploring and comparing temperatures, while also applying knowledge in real-life situations, such as seeking adult assistance before handling hot items.

Through interaction and discussion, learners build communication and collaboration skills and gain a foundational understanding of heat and its effects, enabling them to make safe and responsible decisions in their environment.

TOPIC: 0.2.6 MOTOR DEVELOPMENT

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.

This topic covers sub-topics on Gross Motor Skills (Loco motor), Non-loco motor and Fine motor Skills, under these learners will attain skills of how to play different games. By so doing the learners will attain the values of cooperation, appreciation, self-confidence, independence, endurance, discipline, responsibility and care of equipment.

General Competences

- **Collaboration:** Working together during group physical activities.
- **Analytical Thinking:** Evaluating the best way to navigate an obstacle or movement.
- **Critical Thinking:** Assessing personal physical limits and safety during movement.
- **Communication:** Following verbal instructions and giving feedback to peers.
- **Creativity and Innovation:** Finding new ways to move the body within the activity parameters.
- **Problem Solving:** Adjusting body balance and speed to complete a specific motor task.

HOOK

Imagine you are a traveler who must cross a narrow bridge over a running river, climb a steep mountain and jump across stones to reach a hidden treasure.

- How will you move your body to stay safe and reach the goal?



Key Terms

- **Motor development:** Progressive improvement of muscle control and coordination.

- **Fine motor skills:** Precise movements of small muscles, especially in the hands and fingers.
- **Manipulation:** Handling and shaping objects with dexterity.
- **Non-locomotor skills:** Movements performed in one place (such as, bending, stretching, twisting...).
- **Balance:** Ability to maintain body stability.
- **Coordination:** Integration of body parts to perform smooth actions.
- **Bending:** Flexing and folding the body parts.
- **Stretching:** Lengthening and extending the body parts.

Sub-Topic: 0.2.6.1 Gross Motor (Locomotor)

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

Specific Competence: 0.2.6.1.1 Develop various locomotor skills.



Learning Activity 1: Performing various body control and movements (Walking on straight lines)

Suggested Learning Environment Setup

Indoor

- A clear hall with lines taped to the floor.

Outdoor

- A flat playground with lines drawn using chalk or flour.

Suggested teaching and learning materials

- **Visuals:** Pictures of tightrope walkers.
- **Real objects:** Masking tape, chalk or long ropes.



Suggested Activity Process

- Begin with a brief warm-up involving light stretching of the legs and ankles.
- Demonstrate walking "heel-to-toe" directly on the line without stepping off.
- Have learners walk slowly forward along a 3-meter line while keeping their arms out for balance.
- Introduce a challenge by asking learners to walk backward along the same line.
- Organise learners into pairs to observe each other's foot placement and provide encouragement.
- Conclude by asking learners to describe which part of their body helped them stay on the line.



Content Tip

- Emphasise the importance of "looking ahead" rather than just at the feet to maintain better posture.
- Encourage learners to move slowly to build core stability rather than rushing.
- Remind the learners that keeping arms horizontal act like a stabiliser, similar to an airplane's wings.
- Remember to cater for the learners with special education needs and disabilities.



Assessment strategies

- **Observation:** Monitor the learner's ability to maintain a steady walk.
- **Checklist:** Mark if the learner can stay on the line for the full duration.
- **Practical Demonstration:** Ask the learner to demonstrate the "heel-to-toe" technique individually.



Learning Activity 2: Performing jumping and balancing activities (Frog jumping)

Suggested Learning Environment Setup

Indoor

- Padded mats or a carpeted area.

Outdoor

- A grassy area or soft sandpit.

Suggested teaching and learning materials

- **Visuals:** Images or videos of frogs jumping.
- **Technological:** A short video clip showing the mechanics of a deep squat jump.



Suggested Activity Process

- Ask learners to mimic the sound and crouched posture of a frog.
- Demonstrate the "squat-and-launch" movement, placing hands on the floor between the knees.
- Have learners' jump forward, landing softly on the balls of their feet.
- Set up a pad course using hoops or circles drawn on the ground for targeted jumping.
- Encourage learners to work in small groups to see who can make the quietest "soft landing."
- Discuss how the leg muscles feel after five consecutive jumps to build body awareness.



Content tip

- Ensure learners are landing with "soft knees" to absorb the impact and protect their joints.
- Watch for learners who land flat-footed and guide them to use their toes and mid-foot more effectively



Assessment Strategies

- **Observation:** Note the height and distance of the jumps.
- **Checklist:** Record if the learner uses their hands correctly for balance during the crouch.
- **Practical Demonstration:** Perform a sequence of three consecutive frog jumps.



Learning Activity 3: Performing jumping and balancing activities (Hop on one leg and alternating feet)

Suggested Learning Environment Setup

Indoor

- Non-slip floor surface.

Outdoor

- Smooth pavement or firm soil.

Suggested teaching and learning materials

- **Visuals:** A hopscotch grid diagram.
- **Real objects:** Beanbags to use as markers for hopping targets.



Suggested Activity Process

- Instruct learners to lift one leg and hold the position for 5 seconds to test static balance.
- Demonstrate hopping forward on the right foot three times, then switching to the left foot.
- Create a "Switch Lane" where learners must change feet every time they hear a whistle blow.
- Incorporate a simple game of Hopscotch to make the alternating feet movement purposeful.
- Challenge learners to hop in a circle or around a cone to practice directional control.
- Reflect on which leg feels "stronger" or easier to balance on.



Content tip

- Understand that hopping is a more advanced locomotor skill than jumping because it requires superior unilateral (one-sided) strength.
- Encourage them to keep their floating leg tucked slightly behind them rather than swinging it wildly.



Assessment strategies

- **Observation:** Observe if the learner can maintain balance without falling over.
- **Checklist:** Track the ability to switch from the left leg to the right leg frequently.
- **Practical Demonstration:** Demonstrate hopping over a distance of 2 meters on a single leg.



Learning Activity 4: Performing jumping and balancing activities (Jump from a height of 30cm - 40cm steps)

Suggested Learning Environment Setup

Indoor

- Low, sturdy gym benches or aerobic steps.

Outdoor

- Natural landscape steps or low brick ledges.

Suggested teaching and learning materials

- **Real objects:** Measuring tape (to ensure height safety), soft landing mats.
- **Visuals:** Safety posters showing the "ready, set, jump" sequence.



Suggested Activity Process

- Measure the height of the step to ensure it is between 30cm and 40cm.
- Demonstrate the "launch" position: knees slightly bent and arms pulled back.
- Supervise each learner as they jump off the step, ensuring they land with two feet simultaneously.
- Encourage learners to stick the landing (hold the landing position for 2 seconds without moving).
- Have learners analyse their landing: "Did I land quietly or loudly?"
- Pair learners to check if their partner's knees are bending correctly upon impact.



Content tip

- Ensure safety is the absolute priority here; ensure the landing surface is clear of debris and sufficiently cushioned.
- Explain to learners that bending their knees on landing acts like the "shocks" on a car. Only progress to the 40cm height once the learner is confident and stable at lower heights.



Assessment strategies

- **Observation:** Check for simultaneous two-foot landings.
- **Checklist:** Track if the learners bend knees upon landing to absorb shock.
- **Practical Demonstration:** Jump from the designated height and hold the landing.



Learning Activity 5: Climbing up-stairs using alternating feet

Suggested Learning Environment Setup

Indoor

- A staircase within the school building with handrails.

Outdoor

- Concrete stairs or a playground climbing structure with steps.

Suggested teaching and learning materials

- **Real objects:** Handrails for safety support.
- **Visuals:** Footprint stickers placed on steps to indicate which foot goes where.



Suggested Activity Process

- Walk the learners to the staircase and explain the importance of holding the handrail.
- Demonstrate the "one foot per step" rhythm (alternating) rather than "step-to-join" (two feet on one step).
- Have learners climb five steps slowly while calling out "Left, Right, Left" as they move.



- Encourage learners to try climbing without holding the rail (if they are balanced enough) while a teacher stays close.
- Ask learners to carry a small object (like a beanbag) up the stairs to test their coordination.
- Discuss the difference in effort between walking on flat ground versus climbing stairs.



Content tip

- Note that many children initially use a "mark-time" step where they bring both feet to the same step before moving up; your goal is to transition them to a reciprocal (alternating) pattern.
- Use rhythmic cues or songs to help them find a steady pace. Ensure the steps are dry and not slippery before starting the activity.



Assessment strategies

- **Observation:** Note if the learner uses a fluid alternating foot pattern.
- **Checklist:** Mark the level of independence (such as, used rail vs. didn't use rail).
- **Practical Demonstration:** Demonstrate climbing a flight of 10 steps using alternating feet.

Expected Standard: Various locomotor skills developed.

Sub-Topic: 0.2.6.2 Non-Locomotor Skills

Non-locomotor skills are physical actions performed without moving from one place to another. Unlike locomotor skills, which involve travelling (like running or hopping), non-locomotor skills are stationary movements where the body remains anchored in one spot. Examples include bending, stretching, twisting, pushing, pulling, swaying and balancing.

Specific Competence: 0.2.6.2.1 Develop various non-locomotor skills



Learning Activity 1: Performing static body movements.

Suggested Learning Environment Setup

Indoor

- A clear hall with mats or a non-slip floor.

Outdoor

- A flat, shaded grassy area or a paved court.

Suggested teaching and learning materials

- **Visuals:** Posters showing athletes stretching or strongman poses.
- **Real objects:** Resistance bands or a wall for pushing exercises.



Suggested Activity Process

- Stand with feet shoulder-width apart to establish a firm base.
- Extend arms forward and mimic "pushing" an invisible heavy car.

- Mimic "pulling" a heavy rope toward the chest.
- Slowly twist the chest from side to side.
- Extend arms toward the sky for a full-body stretch, holding for 10 seconds.
- Rotate the neck in slow, controlled circles to increase range of motion.



Content Tip

- Emphasise that the power in pulling and pushing comes from the core, not just the arms.
- Remind learners to breathe deeply during stretches rather than holding their breath.
- Ensure they keep their feet firmly planted to differentiate these from locomotor movements.



Assessment Strategies

- **Observation:** Monitor if learners keep their feet stationary during the movements.
- **Checklist:** Record which learners can successfully perform all four movements (push, pull, twist, stretch).
- **Practical Demonstration:** Perform static movement correctly.



Learning Activity 2: Demonstrating throwing overhead.

Suggested Learning Environment Setup

Indoor

- High-ceiling gym with marked "throwing lines."

Outdoor

- Open field with clear safety boundaries.

Suggested teaching and learning materials

- **Real objects:** Beanbags, soft foam balls or light gym balls.
- **Visuals:** Diagram of the arc a ball should follow.



Suggested Activity Process

- Hold the ball or beanbag with both hands behind the head.
- Stand with one foot slightly ahead for better balance.
- Prepare for the forward motion.
- Move the arms forward quickly, releasing the object at the highest point of the arc.
- Follow through with the arms pointing toward the target after release.



- Repeat the motion without moving the feet from their starting position.
- Appreciate learners' participation



Content Tip

- Encourage learners to use their whole upper body rather than just their wrists.
- Watch for "fouls" where they might accidentally step forward; remind them this is a test of upper body power and stability.
- Use soft objects initially to build confidence and ensure safety.



Assessment Strategies

- **Observation:** Check for proper starting position (hands behind the head).
- **Checklist:** Mark if the learner maintains a "non-locomotor" status by keeping feet grounded.
- **Practical Demonstration:** Throw three consecutive times into a designated zone.



Learning Activity 3: Performing various body movements (rolling and turning)

Suggested Learning Environment Setup

Indoor

- Soft padded mats arranged in a circle.

Outdoor

- Soft sandpit or thick clean grass.

Suggested teaching and learning materials

- **Visuals:** Illustrations of a "log roll" and a seated pivot.
- **Technological:** Short video clip of a gymnast performing controlled rolls.



Suggested Activity Process

- Lie flat on the back with arms extended overhead (the "pencil" position).
- Use the core muscles to roll onto the stomach and back to the starting position.
- Transition to a seated position with knees tucked toward the chest.
- Use the arms to "spin" or turn the body 360 degrees while remaining seated in one spot.
- Perform a "neck turn" by looking over each shoulder while the rest of the body stays still.
- Execute a "waist turn" by rotating the upper body while sitting cross-legged.



Content tip

- Focus on "smoothness" rather than speed to prevent dizziness.
- Explain that rolling is a total-body non-locomotor skill because it rotates around an axis rather than traveling from point A to B.
- Ensure the surface is soft enough to protect the spine.



Assessment strategies

- **Observation:** Look for controlled, fluid rotations without jerky movements.
- **Checklist:** Mark successful completion of both the log roll and the seated pivot.
- **Practical Demonstration:** Demonstrate a 360-degree seated turn in both directions.



Learning Activity 4: Performing posture and balancing activities.

Suggested Learning Environment Setup

Indoor

- Quiet room with lines taped on the floor.

Outdoor

- A flat area with low-level balance beams or curbs.

Suggested teaching and learning materials

- **Real objects:** Small beanbags to balance on the head.
- **Visuals:** Images of different body postures.



Suggested Activity Process

- Stand tall with "mountain pose" posture, feet together and eyes looking forward.
- Place a beanbag on the head and maintain balance for 20 seconds.
- Slowly transition from a standing position to a seated position without dropping the beanbag.

- While seated, lift one foot off the ground and hold for 10 seconds.
- Practice "statue" poses where the teacher calls out a shape to hold.
- Maintain a "tall spine" while sitting cross-legged, avoiding any slouching.



Content Tip

- Remind learners that balance starts with the eyes; picking a fixed point to look at helps stability.
- Correct "slouching" immediately by telling them to imagine a string pulling the top of their head toward the ceiling.



Assessment Strategies

- **Observation:** Note any shaking or loss of posture during transitions.
- **Checklist:** Evaluate if the learners can hold the standing balance for the full 20 seconds.
- **Practical Demonstration:** Demonstrate the transition from standing to sitting while maintaining perfect posture.



Learning Activity 5: Demonstrating jumping in one place.

Suggested Learning Environment Setup

Indoor

- Use a "spot" marker or a hula hoop on the floor.

Outdoor

- A firm surface like a rubber track or grass.

Suggested teaching and learning materials

- **Real objects:** Hula hoops or chalk to draw circles.
- **Visuals:** Pictures of a spring or a kangaroo.



Suggested Activity Process

- Stand inside a small circle or hula hoop.
- Bend the knees slightly (the "loading" phase) and swing arms back.
- Jump upward, extending the legs fully in the air.
- Land softly on the balls of the feet with knees bent to absorb shock.
- Perform 5 to 10 consecutive jumps without the feet leaving the circle.
- Keep the head up and eyes forward to maintain vertical alignment.



Content Tip

- Focus heavily on the "soft landing" to protect the learners' joints. If they are drifting out of their circle, it means their jump isn't vertical; encourage them to jump "up" rather than "forward."
- Use a rhythmic count (1, 2, 3...) to help them find a steady jumping pace.



Assessment Strategies

- **Observation:** Monitor the landing technique, ensure they aren't landing "flat-footed."
- **Checklist:** Count if the learner completes at least 5 jumps without stepping out of bounds.
- **Practical Demonstration:** Perform exactly 8 jumps with a focus on height and verticality.

Expected Standard: Various non-locomotor skills developed accordingly.

Sub-Topic: 0.2.6.3 Fine Motor Skills

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 a foundation for academic and daily life activities.

Specific Competence: 0.2.6.3.1 Manipulate different materials in the immediate environment.



Learning Activity 1: Arranging Dominos up to 10 pieces (Domino rally)

Suggested Learning Environment Setup

Indoor

- Smooth, flat floor or large low-level tables to prevent premature falling.

Outdoor

- A shaded patio or concrete area where wind won't interfere with the setup.

Suggested teaching and learning materials

- **Visuals:** Pictures of complex domino patterns.
- **Real objects:** Standard domino sets (at least 10 pieces per learner).



Suggested Activity Process

- Learners sit in a circle to observe a demonstration of vertical spacing.
- Each learner is given exactly 10 domino pieces to manage.
- Learners must place dominoes upright, one by one, leaving a specific gap (approximately. 2cm) between them.
- Learners experiment with creating straight lines and curved paths.
- Once the 10 pieces are set, learners use one finger to trigger the "chain reaction."
- Learners reset the line, focusing on stabilising their "dominant" hand with the other hand if needed.



Content Tip

- Encourage learners to breathe calmly while placing the pieces to reduce hand tremors. If a learner struggles, suggest they place the dominoes further apart initially to build confidence.
- Remind them that the goal is "steady hands," not just speed.



Assessment Strategies

- **Observation:** Note if the learner uses a gripper or the whole hand to move pieces.
- **Checklist:** Mark whether the learner successfully stands 10 pieces without knocking them over during setup.
- **Practical Demonstration:** Create a domino pattern of 10 pieces.



Learning Activity 2: Stringing using 1 cm bead (precision beading)

Suggested Learning Environment Setup

Indoor

- Seated at desks with high-rimmed trays to catch runaway beads.

Outdoor

- Picnic blankets in a wind-free area

Suggested teaching and learning materials

- **Visuals:** Colour-coded patterns for learners to follow.
- **Real objects:** 1 cm beads, tipped laces or stiff nylon string.



Suggested Activity Process

- Learners select a string and tie a large anchor knot at one end.
- Learners pick up a single 1 cm bead using their thumb and forefinger.
- The learner must guide the tip of the string through the center hole of the bead.
- Learners pull the bead all the way down to the knot.
- The process is repeated until a specific pattern (such as, Red-Blue-Red) is completed.
- Learners finish by helping a peer tie their final knot to secure the beads.



Content tip

- Monitor the learners for "fisted" grips and encourage them to use only the tips of their fingers. If the string is fraying, use a bit of tape on the end to make it easier for them to aim.
- Praise the learners who manage to keep their beads on the tray rather than the floor.



Assessment Strategies

- **Observation:** Watch for the coordination between the hand holding the string and the hand holding the bead.
- **Checklist:** Record if the learner can complete a string of 5 beads independently.
- **Practical Demonstration:** Demonstrate threading the beads without looking away from the task.



Learning Activity 3: Tweezers and Seeds

Suggested Learning Environment Setup

Indoor or Outdoor

- Small group stations with bowls of mixed seeds/grains.

Suggested teaching and learning materials

- **Real objects:** Plastic tweezers, dried beans, corn kernels and egg tray.



Suggested Activity Process

- Learners are presented with a bowl containing a mixture of large beans and small corn.
- Learners are shown how to squeeze the tweezers to open and close the "jaws."
- The task is to transfer all beans into one section of an egg tray and corn into another.
- Learners must use the tweezers for the entire transfer; no hands allowed.
- Increase the challenge by asking learners to move the seeds across a "bridge" (a ruler).
- Learners race to see who can sort 10 seeds with the most precision.



Content Tip

- Explain to the learners that the tweezers act like an extension of their fingers.
- Watch for learners who get frustrated and try to use their "helper hand" to push seeds into the tweezers.
- Remind them that squeezing too hard or too soft is part of the learning process for muscle control.



Assessment Strategies

- **Observation:** Check for the "tripod" grip on the tweezers.
- **Checklist:** Record if learners can sort the seeds into the correct containers using only the tools.
- **Practical Demonstration:** Demonstrate the "open-close" motion of the tweezers before starting.



Learning Activity 4: Paper tearing and pasting

Suggested Learning Environment Setup

Indoor

- Tables covered in newspaper or plastic for easy glue cleanup.

Outdoor

- Tables under a shade.

Suggested teaching and learning materials

- **Visuals:** A large outline of a fruit or shape on paper.
- **Real objects:** Old magazines, coloured paper, glue sticks.



Suggested Activity Process

- Learners are given strips of coloured paper and told to tear them into "bite-sized" pieces.
- Tearing must be done using the pincer grasp (thumb and index finger) of both hands.
- Learners apply glue only to a small section of their outline at a time.
- Learners pick up the tiny torn pieces and place them within the lines of the drawing.
- They must overlap the pieces slightly to ensure no white space is showing.
- Learners press down firmly with one finger to ensure the paper sticks flat.



Content tip

- Understand that tearing is often harder than cutting for some learners; ensure they are pulling the paper in opposite directions.
- Encourage them to make the pieces very small to improve their "fine" manipulation. If the glue becomes too messy, show them how to use a "dot" of glue rather than a "lake."



Assessment Strategies

- **Observation:** Look for the "pinch and pull" motion during the tearing phase.
- **Checklist:** Note if the learner stays within the boundaries of the provided shape.
- **Practical Demonstration:** Tear a strip into three equal squares to show controlled tearing.



Learning Activity 5: Clothes peg colour match

Suggested Learning Environment Setup

Indoor

- Activity mats or desk surfaces.

Outdoor

- A low-hanging clothesline or a fence.

Suggested teaching and learning materials

- **Real objects:** Wooden or plastic clothes pegs, coloured cardboard circles or a clothes hanger.

Suggested Activity Process

- Learners are given a handful of coloured clothes pegs and a matching coloured cardboard base.
- Demonstrate how to apply pressure to the end of the peg to make the "mouth" open.
- Learners must clip the peg onto the edge of the cardboard that matches its colour.
- Learners repeat the process until all 10 pegs are clipped around the circle.
- Challenge learners to remove the pegs using only one hand.
- Learners can then create "peg towers" by clipping pegs onto other pegs.



Content Tip

- Note that this activity is excellent for building the strength needed for pencil grip. If a learner finds the peg too stiff, provide a "softer" plastic peg first.
- Encourage learners to use their dominant hand for the squeezing action while the other hand holds the cardboard steady.



Assessment Strategies

- **Observation:** Assess the strength and steadiness of the learner's hand while opening the peg.
- **Checklist:** Mark if the learner correctly matched the colours while manipulating the pegs.
- **Practical Demonstration:** Clip three pegs in a row onto the side of a plastic cup.

Expected Standard: Different materials in the immediate environment manipulated accordingly.



Topic Summary

Motor development is a progressive journey in which learners move from simple actions to more complex and coordinated movements. Through activities like walking, jumping, hopping and climbing, they build physical strength, confidence and the ability to plan and perform movements safely. At the same time, non-locomotor skills such as stretching, balancing and pushing help develop body awareness, stability and core strength. Fine motor activities, including using beads, tweezers, paper and pegs to strengthen hand-eye coordination and grip control. Together, these skills support overall physical development and prepare learners for everyday tasks, sports and creative activities.

TOPIC: 0.2.9 MUSIC AND DANCES

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 which is Drama. Activities covered focus on dramatising different scenarios and role playing adult life.

General Competences

Collaboration: Learners to develop empathy, cooperation and understanding through role-playing.

Communication: Engaging in role play provides opportunities for learners 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, learners learn to think critically and adaptively, fostering cognitive flexibility.

HOOK

“Let’s play a quick pretend game!

You are a farmer on your farm and your friend is your cow. Suddenly, oh no! the cow runs away very fast!

What will you do?

Will you run after it? Call it? Make funny sounds?

Let’s act it out and see what happens!”



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)

Sub-Topic: 0.2.9.1 Drama

Drama allows learners to explore emotions, actions and social interactions in a creative way. Through drama, learners develop imagination, communication skills, confidence and the ability to work collaboratively. Music and dance can be integrated with drama to make learning engaging and fun.

Specific Competence: 0.2.9.1.1 Dramatise different scenarios.



Learning Activity 1: Acting out a story with music and dance

Suggested learning environment set up

Indoor

Clear space in the classroom or hall for safe movement.

Outdoor

Open playground or garden area with room to run, move and interact safely.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures of everyday situations (crossing the road, classroom scene, playground).
- **Real objects:** Props like balls, toys or books.
- **Technological:** Short video clip demonstrating freeze-frame drama.



Suggested Activity Process

- Tell a short story or scenario (such as, a day at the farm, a visit to the market).
- Ask learners to imagine themselves in the story and identify possible roles.
- Assign roles to learners (or let them choose) and distribute props.
- Learners act out the story using voice, body movements and facial expressions.
- Add simple music or rhythms to enhance the performance; learners can dance or move in time with music to show emotions or actions.
- Ask learners how they felt during the activity, what was fun? and what they learned.



Content Tip

- Guide learners in drama activities by giving simple instructions, demonstrations and opportunities to explore.
- Support learners to imagine, create characters and express their own ideas freely.
- Praise effort, creates a safe environment and encourages all learners to participate without fear.
- Encourage learners to speak, respond and use simple dialogue during role-play.



Assessment Strategies

- **Observation:** Monitor learners' participation, cooperation and use of voice and body in drama.
- **Checklist:** Record learners' active participation in drama activities, use of imagination to create roles and stories, how they express ideas through voice, actions and emotions.
- **Practical Demonstration:** Perform actions safely and use props appropriately.



Learning Activity 2: Freeze-Frame Drama

Suggested Learning Environment Set Up

Indoor

- Clear space in the classroom.

Outdoor

- Open area with room for safe movement.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures of animals, people or daily life scenes for story inspiration.
- **Real objects:** Props like hats, sticks, scarves or toys to represent characters or tools.
- **Technological:** Short audio clips or songs to inspire movement and rhythm during the drama.



Suggested Activity Process

- Teacher narrates a simple story or scenario.
- Learners act out different moments from the story.
- At certain points, teacher shouts “Freeze!” and learners hold their position like a picture.
- Learners discuss what each frozen pose represents.
- Teacher to appreciate learners for their participation.



Content Tip

- Strengthen focus and concentration as learners hold their pose.
- Enhance observation skills by noticing details in their own and peers’ poses.
- Build creativity, as learners interpret stories visually.
- Improve teamwork when creating group freeze-frames.
- Encourage expression of emotions and ideas non-verbally, supporting emotional development.



Assessment Strategies

- **Observation:** Engagement and ability to hold poses.
- **Checklist:** Record participation, cooperation, clarity of expression and creativity.

- **Practical Demonstration:** Expressing story moments and dramatising.



Learning Activity 3: Imitating animals with music

Suggested Learning Environment Set Up

Indoor

- Open space with enough room to move freely.

Outdoor

- Playground or garden with safe space.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures of animals.
- **Real objects:** Scarves or soft toys as animal props.
- **Technological:** Animal sounds or songs to guide movement, radio.



Suggested Activity Process

- Teacher plays animal sounds or sings a song.
- Learners act like the animals, moving and making sounds.
- Teacher encourages learners to create a short story using the animals.
- Learners perform the story in small groups.
- Appreciate learner participation.



Content Tip

- Encourage learners to explore ideas, create characters and express themselves freely through drama and play.
- Guide learners to listen carefully to music, sounds and instructions and respond through actions and movement.
- Provide activities that allow learners to use their bodies, helping them move with control and balance.

- Support learners to perform individually and in groups and praise their efforts to boost confidence.



Assessment Strategies

- **Observation:** Monitor learners' engagement and creativity as they use movements and sounds.
- **Checklist:** Focus on participation, creativity, coordination and response to music.
- **Practical Demonstration:** Imitate animal behaviours accurately.



Learning Activity 4: Role-play everyday situations

Suggested Learning Environment Set Up

Indoor

- Classroom corners set up for different scenarios.

Outdoor

- Open area with props for dramatisation.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures showing different daily activities.
- **Real objects:** Toys, classroom materials or utensils.
- **Technological:** Audio prompts for scenarios (Optional).



Suggested Activity Process

- Teacher introduces a situation (such as, helping a friend or cleaning up).
- Learners act out the scenario in small groups.
- Discuss what was done well and what could be improved.
- Teacher praises learners for their participation.



Content Tip

- Encourage learners to think, make choices and find solutions during activities.
- Guide learners to understand others' feelings, share and work together.
- Support learners to use both words and actions to express ideas and feelings.
- Help learners feel comfortable and brave when sharing their thoughts and performing.



Assessment Strategies

- **Observation:** Watch learners' participation and how well they follow social rules.
- **Checklist:** Evaluate participation, teamwork, creativity and appropriateness of actions.
- **Practical Demonstration:** Act out scenarios correctly.



Learning Activity 5: Storytelling with puppets

Suggested Learning Environment Set Up

Indoor

- Quiet classroom corner for puppet performance.

Outdoor

- Small area with a shade where learners can perform comfortably.

Suggested Teaching and Learning Materials

- **Visuals:** Storybooks or pictures for inspiration.
- **Real objects:** Puppets, socks, or handmade puppets.
- **Technological:** Recorded stories or songs to accompany puppetry.(Optional)



Suggested Activity Process

- Teacher tells a short story or reads a picture book.
- Learners choose puppets and act out the story in pairs or small groups.
- Learners perform the story for the class, adding voices and movements.
- Appreciate the learners for their efforts.



Content Tip

- Encourage learners to invent stories, characters and scenarios using puppets.
- Support learners to narrate, describe and express ideas clearly while performing.
- Provide opportunities for learners to manipulate puppets, developing hand-eye coordination and control.
- Guide learners to work together, share ideas and coordinate puppet activities.



Assessment Strategies

- **Observation:** Watch learners' participation and how creatively they use puppets.
- **Checklist:** Evaluate participation, teamwork, creativity and communication skills.
- **Practical Demonstration:** Perform using puppets accurately.

Expected Standard: Different scenarios dramatised accordingly.



Topic Summary

Drama allows learners to express ideas and emotions through acting, movement and voice, making learning fun and interactive. Activities like role-play, storytelling, puppetry and animal imitation help develop creativity, communication, confidence, social skills and coordination. Using props, music and visuals a teacher will guide and assess learners through observation, demonstrations and questioning. Overall, drama promotes the holistic development of pre-school learners through expressive play.

APPENDIX (I). LESSON PLAN FORMAT

SAMPLE LESSON PLAN

TEACHER'S NAME: MR B

DATE: 23/03/2026

CLASS: Reception

DAY: Monday

TIME: 09:00-10:00 hrs.

DURATION: 1 hour

TOTAL NO OF PUPILS: 20 **BOYS:** 10 **GIRLS:** 10
Girls: 8

ATTENDANCE: 18 **Boys:** 10

LEARNING AREA: Creative and Technology Studies

TOPIC: 0.2.1 SAFETY

SUB TOPIC: 0.2.1.2 Road Safety

GENERAL COMPETENCES: Communication, Critical thinking, Collaboration, Creativity and Innovation.

SPECIFIC COMPETENCE: 0.2.1.2.1 Practice road safety.

LESSON GOAL: Help learners to interpret at least three road signs, that is, stop, pedestrian crossing and no parking.

RATIONALE:

The lesson will focus on practicing road safety, this will help learners develop, communication, critical thinking and creativity and innovation and these will help them in their daily lives. Discussion, demonstration, group work and play-based learning will be the strategies used. This is lesson 1 in a series of 5 for this week.

PRIOR KNOWLEDGE: Learners basic knowledge on traffic rules, such as stopping before crossing the road.

REFERENCES:

- ECE 2024 syllabus page 80
- CTS teaching module page
- Zambian Road Safety for Kids - Chapter 1: Understanding Road Signs, Pages: 1-5

LEARNING ENVIRONMENT:

Natural: Vehicle and pedestrian props: Provide toy cars, tricycles or scooters.

Artificial: Classroom with a visual corner.

Technological: Short video clips showing road signs in real-life contexts

TEACHING AND LEARNING MATERIALS / RESOURCES:

- **Visuals:** Flashcards of basic road signs (stop, pedestrian crossing, traffic light).
- **Real objects:** Toy cars, small traffic cones.
- **Technological:** Short video clips showing road signs in real-life contexts

Expected Standard: Road safety practised correctly

LESSON PROGRESSION

STAGES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	ASSESSMENT CRITERIA
INTRODUCTION	<p>-Use a "hook": Show flashcards of learners trying to cross the road.</p> <p>Ask learners:</p> <ol style="list-style-type: none">1. "What should you do before crossing the road?"2. "Are you supposed to cross the road anywhere?" <p>-Introduce local signs available in their locality.</p>	<p>-Respond to questions.</p> <p>Expected answers:</p> <ul style="list-style-type: none">- <i>Stop and check if the road is clear.</i>- <i>Check for areas which are marked for crossing.</i>- <i>It is not safe to cross anywhere.</i>	<p>Observation:</p> <p>Mention what they do before crossing the road correctly.</p> <p>Identify the road signs correctly.</p>
LESSON DEVELOPMENT	<p>- Show learners a short video clip of common road signs. (<i>'Stop', 'Pedestrian Crossing', and 'No Parking' signs</i>)</p> <p>- Use an identification song for learners to identify.</p> <p>- Use a visual corner to explain the meaning of</p>	<p>- Watch and discuss what they saw in video clip, noting differences in colours, shapes and symbols.</p> <p>-Respond to the song led by the teacher.</p> <p>- Play a game to explain different road signs.</p>	<p>Checklist:</p> <p>Recognise colours, shapes, meanings of road signs correctly.</p>

	different road signs.		
EXERCISE/ ASSESSMENT	- Demonstrate a "Road Safety Game" using a mat, toy cars, and "Stop/Go" prompts.	-In desirable groups role-play as drivers and pedestrians reacting to signs held by the traffic controller.	Practical demonstration: Demonstrate road behaviour associated with road signs accordingly .
HOMEWORK	-Draw your favourite road sign and Colour it. Tell a family member what the road sign drawn means.	-Play with a family member road safety games -Draw their favourite road sign and colour it. -Tell any family member what the road sign drawn means.	Checklist: Record learners' ability to colour and tell the meaning of road signs correctly.
CONCLUSION	- Collaboratively sing a song talking about the road signs ('Stop', 'Pedestrian Crossing', and 'No Parking' signs)	-Respond to the road sign song.	Checklist: Sing a road sign song correctly.

LESSON EVALUATION: *A teacher should write about the:*

- *Successes (competences achieved).*
- *Challenges (competences not achieved and why).*
- *Way forward (how to achieve competences not achieved and if applicable remedial work).*

APPENDIX (II): SAMPLE LESSON PLAN TEMPLATE

TEACHER'S NAME:.....

DATE:.....

CLASS:.....

DAY:.....

TIME:.....

DURATION:.....

TOTAL NO OF PUPILS:...BOYS:... GIRLS:... ATTENDANCE:...Boys:...Girls:...

LEARNING AREA: Creative and Technology Studies.

TOPIC:.....

SUB TOPIC:.....

GENERAL COMPETENCES: *(The General competences to be acquired in the lesson should be stated clearly and aligned to the learning activity)*

SPECIFIC COMPETENCE:.....

LESSON GOAL:

RATIONALE: *(Indicate content, skills, value, strategies and position)*

PRIOR KNOWLEDGE:

REFERENCES:.....

LEARNING ENVIRONMENT:

Natural:.....

Artificial:.....

Technological:.....

TEACHING AND LEARNING MATERIALS / RESOURCES:

- Visuals:.....
- Real objects:.....
- Technological:.....

Expected Standard: *(To be extracted from the syllabus as it appears)*

LESSON PROGRESSION

STAGES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	ASSESSMENT CRITERIA
INTRODUCTION			
LESSON DEVELOPMENT			
EXERCISE/ ASSESSMENT			
HOMEWORK			
CONCLUSION			

LESSON EVALUATION: *A teacher should write about the:*

- *Successes (competences achieved).*
- *Challenges (competences not achieved and why).*
- *Way forward (how to achieve competences not achieved and if applicable remedial work).*

TERM 2

0.2.1 TOPIC: HYGIENE

Introduction

Hygiene involves practices and conditions that help learners maintain health and prevent the spread of disease by keeping themselves, their surroundings and the things they use clean and sanitary. In Early Childhood Education (ECE), teaching hygiene is essential because young children are highly receptive to routines and can develop positive habits that last a lifetime. By practicing simple health behaviours, such as, hand washing, brushing teeth, eating fruits and vegetables, and covering coughs. Learners demonstrate responsibility for their own health, apply safe hygiene practices and participate actively in maintaining a healthy environment.

This topic focuses on Food Hygiene, Personal Hygiene and Environmental Hygiene, enabling learners to practice food preservation, maintain personal hygiene and care for their surroundings, building competence in self-care, health and safety from an early age.

General Competences

Analytical Thinking: learners will observe, compare and discuss the cause and effect of not washing hands, understanding that dirty hands can make us sick.

Collaboration: learners will work in small groups to complete a classroom hygiene task, such as cleaning a play area or organizing their desks. They will practice teamwork and share responsibilities to ensure the environment stays clean.

Communication: Learners will take turns explaining to the class what they did to keep their hands and surroundings clean.

Creativity and Innovation: Learners will create a hand washing or food safety poster or invent a short song about hand washing. They will use colours, drawings or rhymes to express ideas and remind others about good hygiene practices.

Problem Solving: Learners will suggest solutions and discuss why their ideas work, learning to identify problems and think of basic solutions.

Environmental Sustainability: Learners develop responsibility for maintaining a clean environment, practice proper waste management, recycling and food preservation and understand their role in protecting natural resources and promoting healthy living.

HOOK

This is the way we wash our hands, Wash our hands, and wash our hands. This is the way we wash our hands, so germs go far away!

(Add verses: brush our teeth... cover our nose and mouth... take a bath...)

- What do we do to keep our hands clean?
- Why is it good to brush our teeth?



Key Terms

Hygiene: Keeping hands, surfaces and food clean to prevent sickness.

Preserve Food: Methods to keep food safe and fresh longer.

Smoking: Using smoke to prevent bacterial growth in food.

Refrigeration: Storing food at low temperatures to slow spoilage.

Drying: Removing water from food to stop bacteria and mold.

Canning: Sealing and heating food in containers to keep it safe.

Fruits Preservation: Keeping fruits fresh using methods like drying, refrigeration, or canning.

Vegetables Preservation: Keeping vegetables fresh using methods like blanching, freezing, or canning.

Spoilage: Food going bad due to bacteria or mold.

Cross-Contamination: Germs spreading from one food or surface to another.

Shelf Life: How long food stays safe to eat.

Pasteurization: Heating food to kill harmful bacteria.

Blanching: Quickly boiling vegetables before freezing or canning to prevent spoilage.

Food Safety: Handling, storing and preparing food safely

Sub-Topic: 0.2.2.1 Food Hygiene

Food hygiene refers to the practices, conditions and measures taken to ensure that food is handled, prepared, stored and served in a way that prevents contamination and keeps it safe for consumption. In simple terms, it is all about keeping food clean and safe from harmful things (especially bacteria, viruses, parasites and germs) that can cause foodborne illnesses (also called food poisoning).

Specific Competence: 0.2.2.1.1 *Preserve food*



Learning Activity 1: Talking about ways of preserving food (canning of food)

Suggested Learning Environment Setup

Indoor

- **Food Preservation Station-** set up a food preservation station with sections: *Drying, Cooling, Covering*. With pictures of dried fish or dried fruits.

Outdoor

- **Canning Demonstration Station.**”-Set up of clean jars, lids and prepared food (*such as, fruits, vegetables...*).

Suggested Teaching and Learning Materials

- **Visual Aids:** Pictures/charts showing steps of canning (*washing, filling, sealing, storing*).
- **Real Objects:** Clean jars, lids, fruits/vegetables, containers.
- **Technological:** Short videos demonstrating the canning process



Suggested Activity Process

- Teacher to ask learners: “How can we keep food from going bad?”
- Show pictures of preserved foods
- Teacher demonstrates canning steps: washing, filling jars, sealing, storing (explain each step clearly).
- Learners observe and help with safe steps (such as, placing food in jars, closing lids).
- Learners to fill and seal jars using safe materials.
- Ask: “Why do we seal food in jars?”
- Discuss ways of preserving food (*canning*)
- Learners explain how canning helps food last longer.
- Learners name steps of canning and its importance.
- Teacher praises learners’ participation.



Content Tip

- Teach that canning preserves food by following steps (washing, filling, sealing, storing) and using real-life examples.
- Emphasise cleanliness and guide learners to explain and apply the process safely in everyday life.



Assessment Strategies

- **Observation:** Check if learners follow canning steps and hygiene practices.
- **Checklist:** Record identification of canning, steps and participation.
- **Practical Demonstration:** Role-play canning steps.



Learning Activity 2: *Preserve foods (drying)*

Suggested Learning Environment Setup

Indoor

- **Food Drying Station:** A set up of fresh and dried food, trays and visual aids.

Outdoor

- **Sun-Drying Station:** A sunny clean spot (on a low table or mat under partial shade to prevent overheating).

Suggested learning and teaching materials

- **Visual Aids:** Pictures/charts of drying food
- **Real Objects:** Fresh fruits/vegetables, dried food samples, trays, plates, clean cloths, containers.
- **Technological:** Videos showing drying process



Suggested Activity Process

- Teacher Ask: “How can we keep food from going bad?”
- Show how to slice and place food in the sun for drying
- Learners place food on trays and observe drying.
- Talk about how drying removes moisture and preserves food
- Learners explain the process and importance of drying
- Teacher praises learners for participating



Content Tip

- Teach that drying preserves food by removing moisture and guide learners through steps like washing, slicing, arranging and sun-drying.
- Use real examples and visual aids to reinforce hygiene, safe handling, purpose and benefits of drying food.



Assessment Strategies

- **Observation:** Watch learners participate and follow hygiene practices.
- **Checklist:** Record identification of drying, steps and safe handling.
- **Practical Demonstration:** Show how to arrange food for drying.



Learning Activity 3: *preserve food (refrigeration)*

Suggested Learning Environment Setup

Indoor

- **Refrigeration corner:** Set up a refrigeration corner in the classroom. Materials: pictures of refrigerators, perishable foods (milk, fruits, vegetables), toy or real fridge.

Outdoor

- Choose a **clean, shaded area in the school yard**.
- Place a **table or mat** where the learning materials will be arranged.
- Put a **cooler box**.

Suggested Learning and Teaching Materials

- **Visual Aids:** Pictures/charts showing refrigerators and perishable foods (milk, fruits, vegetables)
- **Real Objects:** Toy or real refrigerator, sample perishable foods.
- **Technological:** Short videos showing food being stored in a fridge.



Suggested Activity Process

- Learners wash their hands, clean tools and gather vegetables.
- Choose fresh, undamaged vegetables or fruits for storage.
- Wash the produce thoroughly and cut or trim as needed.
- Place the food in clean containers or airtight bags.
- Store the containers in the refrigerator at the correct temperature.
- Learners check daily for changes in freshness, colour or spoilage.
- Discuss which foods stayed fresh longest and how refrigeration works.
- Appreciate learner's participation.



Content Tip

- Emphasize keeping food clean, properly packed and at the correct temperature.
- Demonstrate how refrigeration slows bacterial growth, explain which foods can be stored and encourage learners to observe changes in freshness, colour and texture over time.



Assessment Strategies

- **Observation:** Observes learners as they sort food items and place the correct foods in the “refrigerator” basket.
- **Checklist:** Record if learners can: identify foods that need refrigeration, practice food hygiene, participate in the activity.
- **Practical Demonstration:** Demonstrate how to place food items in the refrigerator or a cooler box correctly.



Learning Activity 4: *Preserve food (smoking)*

Suggested Learning Environment Setup

Indoor

- **Food smoking corner:** Arrange a clean corner of the classroom with a small table or mat. Display pictures or charts showing how food (fish or meat) is preserved by smoking.

Outdoor

- **Food smoking station:** Choose a safe and open area in the school yard. Place a table or mat where learning materials will be arranged. Display pictures or charts showing how fish or meat is preserved by smoking.

Suggested Learning and Teaching Materials

- **Real objects:** Fresh fruits, vegetables or fish, knives, cutting boards, smoking rack, firewood, storage containers and cleaning cloths.
- **Visuals:** Posters, charts, diagrams of smoker setup and before-and-after samples of smoked food.
- **Technological:** Mobile phone or camera and instructional videos on safe smoking techniques.



Suggested Activity Process

- The teacher asks learners: *Have you seen fish or meat that lasts a long time without going bad? Do you know how people keep food fresh for many days?*
- Show learners pictures of smoked food and explain that smoking is a way to preserve food and keep it safe.
- Show learners a model smoking rack or box.
- Demonstrate how fish or meat is placed on the rack for smoking.
- Emphasise washing hands before touching food.
- Learners take turns placing food items on the model smoking rack.
- Learners sort items into “Fresh Food” and “Smoked Food” trays.
- Learners observe and discuss the differences between fresh and smoked food.
- Teacher guides discussion on why smoking helps food last longer.

- Teacher Ask learners: *Why do people preserve food by smoking? What happens if we don't preserve food properly?*
- Teacher to reinforce that smoking helps keep food safe and prevents germs.
- Summarise that smoking is one of the ways to preserve food and maintain hygiene.
- Learners repeat key idea: *"Smoking helps food last longer and stay safe."*
- Appreciate learners for participating.



Content Tip

- Emphasise the importance of cleanliness, proper fire control and smoke management.
- Demonstrate each step clearly, explain how smoking preserves food by removing moisture and preventing spoilage and encourage learners to observe changes in colour, texture and smell during the process.



Assessment Strategies

- **Observation:** Observe learners as they select, clean, cut and arrange food for smoking. Note proper hygiene, safety and correct handling of materials.
- **Checklist:** Use a checklist to mark each step: preparation, lighting the fire, controlling smoke, arranging food, monitoring and storing smoked food.
- **Practical Demonstration:** Have learners demonstrate the full smoking process from start to finish while you assess skill, technique and safety



Learning Activity 5: Preserve food (fruits and vegetables)

Suggested Learning Environment Setup

Indoor

Food Preservation table-Cool room (thick walls, shaded, ventilated)

- Evaporative cooler (sand + water system)
- Drying area (solar dryer for fruits/veggies)
- Shelves for fresh, dried an processed food

Outdoor

- Simple shade (trees, grass roof or shade cloth)
- Circle seating (logs or benches)
- Small garden for hands-on learning

Suggested Learning and Teaching Materials

- **Real objects:** Fruits and vegetables, knives, buckets, jars, a solar dryer or drying rack and ingredients like salt, sugar and vinegar for preservation.
- **Visuals:** Include posters and charts, a chalkboard, diagrams and samples showing the difference between fresh and preserved food.
- **Technological:** A solar dryer, mobile phones for learning, radios for lessons.



Suggested Activity Process

- Learners wash their hands, clean tools and gather materials.
- Choose fresh, ripe fruits and wash them properly.
- Slice the fruits into thin, even pieces.
- Place slices on a drying rack or solar dryer without overlapping.
- Leave in the sun and check daily until fully dry.
- Learners record changes in colour, texture and moisture.
- Encourage learners store dried fruits in clean, sealed containers.
- Discuss what worked well and how to improve.
- Appreciate learners' effort.



Content Tip

- Demonstrate first, use local foods and let learners actively participate.
- Emphasise cleanliness, ask questions and connect lessons to.



Assessment Strategies

- **Observation:** Observes learners as they wash, dry, store or handle fruits and vegetables, checking for correct hygiene and preservation practices.
- **Checklist:** Confirm if learners follow steps such as washing food, drying properly, storing correctly and identifying preservation methods like drying or refrigeration.
- **Practical Demonstration:** Demonstrate how to preserve fruits or vegetables (example, drying, refrigeration or storing in containers) while explaining the steps.

Expected Standard: Food preserved accordingly.

Sub-Topic: 0.2.2.2 Personal Hygiene

Personal hygiene is the consistent practice of keeping the body clean, groomed and free from germs and odours. In ECE settings, it is critical because young learners have developing immune systems and often put their hands or objects in their mouths. Educators and learners develop

competences in personal hygiene through activities (such as *bathing regularly, brushing teeth...*) which promote health, independence and positive hygiene habits.

Specific Competence: 0.2.2.2.1 Practice personal hygiene.



Learning Activity 1: Demonstrating good grooming activities (trimming nails)

Suggested Learning Environment Setup

Indoor

- **Germ Detective Station:** set up a station where learners use brushes or cloths to “find hidden germs” under nails.

Outdoor

- **Germ detective station:** Arrange a hygiene station under a shaded tree or shelter in the school yard.
- Place a small table with a mat or chairs for learners to sit around.
- On the table put a nail cutter (for teacher demonstration), a basin or bucket with clean water, soap and a towel.

Suggested Teaching and Learning Materials

- **Real objects:** Nail cutter or nail scissors (for teacher demonstration only) Basin or bucket with clean water, soap, towel or handkerchief, Hand washing station (bucket with tap or tippy tap).
- **Visuals:** Pictures or charts showing clean short nails vs. long dirty nails, illustrations of the steps of washing hands and trimming nails, posters emphasising hygiene and nail care
- **Technological materials:** digital microscopes, hand washing timer apps, videos, tablets or computers and projectors. (if available)



Suggested Activity Process

- Divide learners into small groups.
 - Each learners trims a nail on a model or paper cut-out carefully.
 - After trimming, they wash their hands properly.
 - Groups take turns completing the relay.
 - Discuss as a class why keeping nails short and clean is important.
 - Appreciate learners for participation.
-



Content Tip

- Always demonstrate safe nail trimming first, explain why short, clean nails prevent germs and supervise learners closely to ensure proper technique and hygiene.



Assessment Strategies

- **Observation:** Watch learners as they handle nail trimming to assess their safety, confidence and understanding of hygiene.
- **Checklist:** Record specific skills (such as, holding clippers, washing hands) and ticking what the learner can or cannot do.
- **Practical Assessment:** Demonstrate nail trimming steps to evaluate their ability to do the task correctly and safely.



Learning Activity 2: Demonstrating good grooming activities (washing face)

Suggested Learning Environment Setup

Indoor

- **Face wash station:** Arrange stations with mirrors, soap, water bowls and towels. Ensure each learner has enough space to practice washing their face safely.

Outdoor

- **Natural washing station:** Find a sheltered spot like under a tree. You can use a low, sturdy table or even a few tree stumps for learners to stand on. For water, consider a large basin or bucket filled with water and smaller jugs for pouring.

Suggested Learning and Teaching Materials

- **Real objects:** A basin, water, face towel, soap.
- **Visuals:** Charts, pictures, flashcards and posters show steps and remind learners about cleanliness.
- **Technological:** Videos, tablets, audio songs and digital images showing face-washing skills.



Suggested Activity Process

- Divide learners into small groups.
- At the washing station, provide each learner with a face towel, access to water and soap. If possible provide a mirror for each learner.
- Guide them through each step, referring to the visual chart.

- Offer gentle reminders and assistance as needed. "Remember to get your face towel wet first!"
- Encourage them to look in the mirror and see their clean, fresh faces. "Look how sparkly your face is now!"
- Praise the learners for their participation.



Content Tip

- When teaching learners how to wash their faces, demonstrate each step slowly and clearly, use songs or rhymes to make the process memorable and provide hands-on practice with real materials (water, soap, towel) while giving lots of positive reinforcement.
- Ensure the each group is supervise during the activity.



Assessment Strategies

- **Observation:** Watch learners as they wash their faces to see if they follow the correct steps.
- **Checklist:** Record skills such as wetting the face, applying soap, rinsing properly and drying with a clean towel.
- **Practical Demonstration:** Demonstrate washing their faces using real materials, showing each step correctly.



Learning activity 3: Demonstrating good grooming activities (*brushing teeth*)

Suggested Learning Environment Setup

Indoor

- **Smile Station:** Prepare small table or low shelf as the "dentist chair" (use an age appropriate chair or mat). Add a mirror (wall-mounted or handheld). Hang colourful posters or drawings of happy teeth, brushing steps and healthy vs. unhealthy foods on the wall.

Outdoor

- Hands-on brushing practice table with buckets, tooth brushes, toothpaste, cup, towel.

Suggested Teaching and Learning Materials

- **Real Objects:** Toothbrushes, toothpaste, cup, a teeth model, towel
- **Visuals:** Charts showing the steps of brushing teeth, flashcards showing dental care items.
- **Technological:** Videos, Songs, projector, tablets (if available).



Suggested Activity Process.

- Using flashcards, teacher tells a story about teeth and why brushing is important.
- The teacher demonstrates brushing using a toothbrush, toothpaste and a teeth model, explaining each step slowly.
- Learners practice brushing on the teeth model or their own toothbrush under the teacher's guidance.
- Learners practice brushing their own teeth while the teacher observes and gives encouragement.
- The teacher uses songs, rhymes or a short video to reinforce the steps of brushing.
- The teacher asks learners questions like “Why do we brush our teeth?” or “How often should we brush?”
- Appreciates learners for their participation.



Content Tip

- When teaching learners about brushing teeth, demonstrate the steps slowly and clearly, use a teeth model to show proper technique, encourage hands-on practice with their own toothbrush and reinforce learning with songs, rhymes or visual aids while praising effort to make hygiene fun and memorable.



Assessment Strategies

- **Observation:** Watch learners as they practice brushing to see if they follow the correct steps and use materials safely.
- **Checklist:** Record whether learners can perform specific skills or show understanding.
- **Practical demonstration:** Demonstrate brushing on a teeth model or with their own toothbrush, showing each step correctly.



Learners Activity 4: Demonstrate grooming activities (washing hands)

Suggested Learning Environment Setup

Indoor

- **Hand washing station corner:** Set up a small hygiene corner inside the classroom:

Outdoor

- An outdoor hand washing environment should have a simple station with a water container or tap, soap and a basin for drainage, placed in a clean and safe open space.

Suggested Learning and Teaching Materials

- **Real Objects:** Soap, basin or tap, towel.

- **Visuals:** Charts show the steps of washing hands, flashcards show items used for washing hands.
- **Technological:** Videos, digital images, radio, tablets.



Suggested Activity Process

- The teacher talks about the importance of washing hands and when to do it.
- The teacher shows how to wash hands step by step using water and soap.
- Learners wash their hands with the teacher's help, following each step.
- Learners practice washing their hands on their own while the teacher observes.
- Learners sing a hand washing song or repeat the steps aloud.
- The teacher asks simple questions about hand washing steps.
- Teacher appreciates learners for their participation.



Content Tip

- Hand washing helps remove germs and keeps the body healthy and learners should know when to wash hands such as before eating and after using the toilet
- Demonstrate correct hand washing steps and use songs practice and encouragement to help learners develop good hygiene habits



Assessment Strategies

- **Observation:** Watch learners wash their hands to see if they follow the correct steps, use soap and water properly.
- **Checklist:** Mark whether learners can gather materials, wash hands properly, dry hands and explain why hand washing is important.
- **Practical Demonstration:** Demonstrate hand washing using water and soap, performing each step correctly.



Learner's Activity 5: Demonstrating good grooming activities (*clean clothing and correct use of toilets*)

Suggested Learning Environment Setup

Indoor

- Toilet Practice Corner (Pretend Area) Setup of age appropriate potty or demonstration toilet.

Suggested Teaching and Learning Materials

- **Real Objects:** Clean underwear (for demonstration), towels, soap, a age appropriate toilet or model, mirror and baskets or hangers, doll or teddy bear, toilet paper roll,
- **Visuals:** Charts, pictures, flashcards and storybooks showing steps for dressing and toileting hygiene.
- **Technological:** Videos, audio songs, tablets and digital images demonstrating proper grooming and hygiene routines.



Suggested Activity Process

- Greet learners warmly, Sing a short hygiene song.
- Ask simple questions *where do we go when we want to pass urine? Is it good to use the bush or the toilet? Why* ,Briefly discuss how to use the toilet
- Demonstrate to learners on how to use the toilet by using a doll and model toilet show learners the correct steps.
- Assist leaners where they have challenges on toileting as they practice
- Let learners practice through role play.
- One learner demonstrates while others observe.
- Recite toileting rules together.
- Why is it important to use the toilet?
- Review the steps together.
- Sing a short “Wash your hands” song.
- Praise learners.



Content Tip:

- When teaching grooming, demonstrate each step slowly and clearly, use real materials like clean clothes, soap and a toilet model, encourage learners to practice hands-on and reinforce the lesson with visual aids, songs or stories, while praising effort to build independence and hygiene habits.



Assessment Strategies

- **Observation:** Observe learners as they use the toilet properly and follow hygiene steps such as flushing and washing hands.
- **Checklist:** Record to see if learners can: use the toilet properly, flush the toilet, wash hands after toileting and keep the toilet area clean.
- **Practical Demonstration:** Demonstrate the correct steps of toileting, such as going to the toilet, cleaning themselves, flushing and washing hands.

Expected Standard: Personal hygiene practiced accordingly.

Sub-Topic:0.2.2.3 Environmental Hygiene

Environmental hygiene is the practice of controlling the physical factors in our surroundings to prevent the spread of diseases and support overall health.

Specific Competence: 0.2.2.3.1 Care for the environment.



Learning Activity 1: Picking waste (*help collecting bottles for recycling*).

Suggested Learning Environment Setup

Indoor

- **Recycling sorting station:** trash bins/containers clearly labelled.

Outdoor

- **Waste sorting station:** trash bins/containers clearly labelled

Suggested Learning and Teaching Materials

- **Real Objects:** Gloves, bottle tops, Tongs help pick up items safely. Bins labelled for plastic bottles.
- **Technological:** Videos, digital images, radio, tablets.



Suggested Activity Process

- Show a video of learners picking bottles and placing them in a designated place.
- Learners to state different ways of using waste bottles.
- Gather learners in a circle (indoor mat or shaded outdoor spot).
- Learners to pick bottles and place them in the right bin.
- Introduce key idea: "We can be Bottle Heroes! We pick up litter safely, put it in the right place and recycle so it turns into new things!"
- Sing a short song (to the tune of "If you're happy and you know it")

"If you see some plastic bottles, pick them up! (pick pick!!)

"If you see some plastic bottles, pick them up! (pick pick!!

"If you see some plastic bottles, put them in recycle bin!

"If you see some plastic bottles, pick them up! (pick pick!!)

Put it in recycle bin, to help the Earth! (put put!!)

Put it in recycle bin, to help the Earth! (put put!!)

"If you see some plastic bottles, Put them in recycle bin!

"If you see some plastic bottles, pick them up! (pick pick!!)"

- Praise learners for their efforts



Content Tip

- When teaching recycling, demonstrate each step clearly using real items, gloves and bins, encourage learners to handle materials safely, use visual aids and songs to reinforce sorting rules and provide opportunities for hands-on practice and reflection to build responsibility and environmental awareness.



Assessment Strategies

- **Observation:** Watch learners pick and sort waste to see if they follow the correct steps and handle materials safely.
- **Checklist:** Mark whether learners can: pick up waste safely using gloves or tongs, sort items correctly into plastic, paper or general waste bins.
- **Practical Demonstration:** Demonstrate picking up waste and sorting it into the correct bins under teacher supervision.



Learning activity 2: Throwing litter in the right places.

Suggested Learning Environment Setup

Indoor

- **Recycling station:** Bins/Containers clearly labelled as bin for plastic bottles, paper and general waste.

Outdoor

- **Litter collection area:** Set up a small section with clean, safe sample litter scattered on the ground: (paper pieces, plastic bottles, empty boxes)

Suggested Learning and Teaching Materials

- **Real Objects:** Bins for different waste, pieces of litter (bottles, paper), gloves or tongs, mat.
- **Visuals:** Posters showing correct disposal, flashcards of litter and bins, display boards showing clean vs dirty areas.
- **Technological:** Videos, digital images, radio, tablets.



Suggested Activity Process

- The teacher talks to learners about litter, its effects on the environment and why it's important to throw waste in the correct bins.
- The teacher shows how to identify different types of litter and which bin each belongs to, using real items and labelled bins.
- Learners practice picking up safe litter and placing it in the correct bin while the teacher provides guidance and encouragement.
- Learners' practice sorting and disposing of litter on their own, applying what they learned.
- The teacher uses a song, rhyme or story about keeping the environment clean to reinforce the habit.
- Learners discuss what they did, why proper disposal is important and share what they learned about keeping the environment clean.
- Appreciate the learners for their efforts.



Content Tip

- When teaching litter disposal, demonstrate sorting and throwing waste clearly, use real items and labelled bins, encourage hands-on practice, reinforce learning with songs, rhymes, or visual aids and praise learners for proper disposal to build responsibility and environmental awareness.



Assessment Strategies

- **Observation:** Watch learners pick up litter and place it in the correct bins to see if they follow the rules and handle items safely.
- **Checklist:** Record learners as they; pick up litter safely, identify the correct bin for each type of waste, throw litter in the correct place consistently.
- **Practical Demonstration:** Demonstrate sorting and disposing of litter correctly under teacher supervision.



Learning Activity 3: Showing ways of caring for the environment

Suggested Learning Environment Setup

Indoor

- **Sorting station (recycling corner) setup:** 3–4 clearly labelled bins: paper, plastic, metal, organic waste, provide clean sample waste items (paper scraps, plastic bottles, cans).

Outdoor

- **Garden Care Station:** Create a small garden area in the school yard.

Suggested Teaching and Learning Materials

- **Real objects:** Trash bins, empty plastic bottles, newspapers and paper scrap, tins or cans... Age appropriate brooms, dustpan, watering cans, hoes, seedlings or flowers, water container.
- **Visuals Aids:** Recycling symbol chart /posters or flashcards.
- **Technological:** Smart phones, tablets, computers and projectors.



Suggested Activity Process

- The teacher talks about the environment, its importance and why we should care for it, using simple language and pictures.
- The teacher shows ways to care for the environment, such as throwing litter in bins, picking up waste, planting a small plant or saving water.
- Learners participate in a hands-on activity, such as picking up safe litter, sorting recyclables or watering plants, with the teacher's guidance.
- Learners practice caring for the environment on their own, for example, disposing of litter correctly or watering a plant, while the teacher observes.
- The teacher uses songs, rhymes or stories about keeping the environment clean to reinforce the lesson
- Learners talk about what they did, why it matters and how they can care for the environment daily.
- Praise learners for their efforts.



Content Tip

- When teaching environmental care, demonstrate simple, hands-on activities like picking litter, sorting recyclables or watering plants, use visual aids and stories to explain why it matters, encourage learners to participate safely and praise their efforts to build responsibility and respect for the environment.



Assessment Strategies

- **Observation:** Watch learners participate in activities like picking litter, sorting recyclables, or watering plants to see if they follow instructions and handle materials safely.
- **Checklist:** Mark whether learners can: participate safely in environmental care activities, perform tasks like picking litter, sorting recyclables, watering plants correctly and explain the importance of caring for the environment.

- **Practical Demonstration:** Demonstrate ways to care for the environment while the teacher observes their actions and technique.



Learning activity 4: Making toys from bottle toys, skipping ropes to reducing waste

Suggested Learning Environment Setup

Indoor

- **Craft making station:** Setup: Tables with enough space for craft activities. Craft materials displayed.

Outdoor

- **Inspiration area:** Setup of a table for display of the crafted work.

Suggested Learning and Teaching Materials

- **Real objects:** Include plastic bottles, bottle caps, ropes, sticks and fillers like sand or beans, scissors, glue and sample toys.
- **Visuals:** Include charts, posters, picture cards and diagrams showing how to make the toys and environmental messages.
- **Technological:** Include videos, phones, tablets or projectors used to demonstrate toy-making.



Suggested Activity Process

- The teacher gathers materials such as plastic bottles, ropes, bottle caps and tools, ensure they are clean and safe to use.
- The teacher explains the importance of reusing waste materials and demonstrates examples of simple toys.
- The teacher shows step-by-step how to make one or two toys, such as a bottle shaker or skipping rope.
- Learners work in groups to create their own toys using the provided materials
- Learners decorate their toys using markers, paint or other available materials.
- Learners test and play with the toys they have made
- The teacher leads a short discussion on what was learned and the importance of reducing waste.
- Teacher praises learners performance



Content Tip

- Start by explaining the importance of reducing, reusing and recycling waste. Demonstrate each step of making the toys clearly and give simple, easy-to-follow instructions. Safety must be ensured when learners use scissors or other tools.

- Encourage learners to be creative, supported if they face difficulties and guided to work together as a team. Manage time effectively, highlight the environmental benefits of the activity and end by summarising the key points learned.



Assessment Strategies

- **Observation:** Watch learners while they make the toys to see if they follow instructions, use materials correctly and handle tools safely.
- **Checklist:** Grade learners on participation, creativity, safety, teamwork and environmental awareness.
- **Practical demonstration:** Assemble and decorate toys.



Learning Activity 5: Picking up waste to recycle

Suggested Learning Environment Setup

Indoor

- Scatter waste materials around the classroom.
- Place labelled recycling bins in different corners of the room.
- Arrange the space so learners can move safely without congestion.
- Display posters with messages about recycling.

Outdoor

- **Play & testing zone setup:** open space clear of obstacles, soft area for trying shakers or rolling toy cars, mark safe zones for skipping rope play

Suggested Learning and Teaching Materials

- **Real objects:** Plastic bottles, empty boxes, paper, cans, plastic bags, bottle tops, gloves, small bins or containers in different colours, large refuse bags
- **Visuals,** posters showing, clean environment vs dirty environment, flashcards with pictures of waste items, charts showing recycling symbols, pictures of children picking litter.
- **Technological:** Videos about recycling, radio.



Suggested Activity Process

- Gather learners in a circle.
- Read a short story or show pictures about litter recycling such as, “Why we don’t throw rubbish on the ground” or simple song like “Reduce, Reuse, Recycle”.
- Show and name the trash bins: “Blue bin for plastic bottles, green for paper...” (Use big pictures on bins.)
- Help learners put on gloves make it fun.

- Give each learner (or pair) a picker/tongs and small bag if needed.
- Go to the chosen area.
- Play upbeat music or turn it into a game: “Let’s find 5 pieces each!”(such as “Find something plastic! Find something paper!”).
- Learners pick up litter slowly and carefully.
 - *Call out: “Is this plastic? Yes – into the plastic bin!”*
 - *Encourage talking: “This bottle can be made into a new toy!”*
- Learners to sort accordingly and place the trash bins at a central point.
- Praise effort: “Great job helping the earth!” Avoid competition, focus on teamwork.
- If a learner finds something unsafe, stop and teacher handles it.
- “Look how much cleaner our playground is! Animals will be happy.”
- Take “after” photo to compare. (optional)
- Praise learners for participating.



Content Tip

- Begin by explaining the concept of recycling and proper waste sorting before the activity starts. Demonstrate how to safely pick and sort litter into the correct bins. Provide guidance throughout the activity, ensuring safety and hygiene while encouraging teamwork. Conclude by summarizing the importance of keeping the environment clean and recycling waste properly.
- Note: Learners should demonstrate how to use the things they have made.



Assessment Strategies

- **Observation:** Observe learners as they collect and sort litter to check participation, teamwork, and safe handling of materials.
- **Checklist:** Record if learners followed instructions, sorted waste correctly, worked well with others and maintained safety and hygiene.
- **Practical demonstration:** Place items in the correct recycling bins accurately.

Expected Standard: Environmental cared for appropriately.



Topic Summary

Hygiene in early childhood education covers food, personal and environmental cleanliness. It teaches safe food handling, proper body care and maintaining clean surroundings, helping learners stay healthy while developing independence, responsibility and positive habits.

TOPIC: 0.2.8 MUSIC AND DANCES

Introduction

Music and dance are universal languages that allow children to express emotions, tell stories and understand the world around them. For early learners, these art forms are not just about performance, they are fundamental tools for developing physical coordination, cognitive processing and social-emotional intelligence. By integrating sound and motion, children learn to synchronize their bodies with their auditory perceptions, building a foundation for both mathematical patterns and linguistic phrasing.

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 three subtopics which is Music and movement, Rhythm and movement as well as Musical instruments.

General Competences

Collaboration: Working together during group songs and synchronized dance.

Analytical Thinking: Breaking down a complex melody into its individual rhythmic beats and pulses.

Critical Thinking: Identifying when a rhythm is “off-beat” and determining how to correct it.

Communication: Using rhythmic clapping or stepping to “speak” back to a leader or peer.

Creativity and Innovation: Adding unique “skill” or modified movements within a guided rhythmic structure.

Problem Solving: Finding ways to stay on beat when the musical tempo increases or decreases.

Entrepreneurship: Developing the precision and timing necessary for professional musical production and performance.

HOOK

Imagine you are part of a community celebration where the music is playing, but the performers have lost their voices and can't remember how to move.

- How can we use our breath, voices and bodies to bring the energy back to the festival?



Key Terms

Rhythm: The pattern of long and short sounds and silences in music.

Tempo: The speed at which music is played or sung (fast or slow).

Pitch: How high or low a sound or note is.

Coordination: The ability to move different parts of the body together smoothly and efficiently.

Balance: The ability to maintain a controlled body position during a task.

Formation: The arrangement of people or dancers in a space during a performance or practice.

Melody: A sequence of notes that make up a song or tune. It's the part of the music you can often sing or hum.

Sub-Topic: 0.2.8.1 Music and Movement

Music is an art form and cultural activity that involves organised sound elements such as melody, harmony, rhythm and timbre. It is created by producing sound through vocalisation or instrumental performance, often serving as a means of expression, communication or entertainment. Music can evoke emotions, tell stories and reflect cultural identities across societies.

Dance is a performing art form that involves the movement of the body, often synchronized with music or rhythm. It is used for self-expression, storytelling, religious or cultural rituals, celebration and entertainment. Dance can range from structured, formal styles to spontaneous, free-form movements and it often reflects the cultural, social and emotional contexts of its environment.

Specific Competence: 0.2.8.1.1 Practice music and movement.



Learning Activity 1: Practicing music by singing familiar songs (*breath control*)

Suggested Learning Environment Setup

Indoor

- Clear floor space to allow for standing in a circle.

Outdoor

- A shaded, quiet area to minimise vocal strain.

Suggested Teaching and Learning Materials

- **Visuals:** Simple and age appropriate diagrams of the respiratory system.
- **Real Objects:** Balloons or feathers to demonstrate air pressure.
- **Technological:** Audio recordings of melodic warm-ups.



Suggested Activity Process

- Begin with a "balloon breathing" exercise where learners inhale deeply to "inflate" their bellies.
- Demonstrate holding a note while slowly exhaling to show air control.
- Select a familiar local song with long phrases to practice sustained breathing.
- Guide learners to identify logical "breathing spots" within the song's lyrics.
- Perform the song while standing tall to keep the airway open and clear.
- Lead a group discussion on how controlled breathing makes the song sound smoother.



Content Tip

- Emphasise that breath control starts at the diaphragm, not the shoulders.
- Encourage learners to "sip" air quickly between phrases rather than gasping.
- Remind them that consistent airflow is the "fuel" for a steady musical note.



Assessment Strategies

- **Observation:** Watch for relaxed posture and proper chest movement during inhalation.
- **Checklist:** Mark off learners who can sustain a phrase for at least four beats.
- **Practical Demonstration:** Sing a single long vowel sound to show steady air release.



Learning Activity 2: Practicing music by singing familiar songs (diction and voice projection)

Suggested Learning Environment Setup

Indoor

- A room with good audible sound.

Outdoor

- An open field to practice projecting voices to a "distant" audience.

Suggested Teaching and Learning Materials

- **Visuals:** Large posters with song lyrics in bold text.
- **Real Objects:** A "megaphone" made of cardstock to illustrate sound direction.



Suggested Activity Process

- Perform "tongue twister" warm-ups to loosen the lips and tongue for better diction.
- Practice stressing consonants (like 'P', 'T', 'K') in familiar lyrics.
- Demonstrate the difference between "shouting" and "projecting" from the diaphragm.
- Have learners stand at varying distances and try to make their lyrics heard clearly.
- Sing a familiar song while focusing on "throwing" the sound to the back of the room.
- Pair learners up to give feedback on whether the words were understandable.
- Appreciate learners for their performance.



Content Tip

- Remind learners that clear diction ensures the audience understands the story of the song.
- Encourage them to open their mouths wider to allow the sound to resonate fully.
- Explain that projection is about energy and focus, not just volume.



Assessment Strategies

- **Observation:** Check for clear mouth movements and confident facial expressions.
- **Checklist:** Note learners who can articulate the ending consonants of words.
- **Practical Demonstration:** "Speak-sing" a line to a peer ten feet away.



Learning Activity 3: Performing coordination of voice activities.

Suggested Learning Environment Setup

Indoor

- Semi-circle seating to allow learners to see the conductor.

Outdoor

- A flat surface suitable for light rhythmic stepping while singing.

Suggested Teaching and Learning Materials

- **Visuals:** Picture cards showing different clapping patterns.
- **Technological:** Rhythmic backing track.



Suggested Activity Process

- Start by clapping a steady beat while chanting a simple rhyme.
- Introduce "call and response" patterns where learners must mimic the pitch and rhythm.
- Add simple hand-clapping patterns that change with the verse and chorus.
- Practice singing while walking in place to the tempo of the music.
- Introduce "stop and go" cues where learners must stop singing and moving instantly.
- Split the class into two groups: one keeps the beat while the other sings.
- Appreciate learners for their performance.



Content Tip

- Guide the learners to feel the beat of the music in their feet before they start singing.
- Explain that coordination is the bridge between the music we hear and how our body reacts.
- Encourage them to stay relaxed, as tension makes coordination more difficult.



Assessment Strategies

- **Observation:** Monitor the synchronization between the hand claps and the vocal melody.
- **Checklist:** Track learners who can maintain the beat without speeding up.
- **Practical Demonstration:** Perform a simple 4-beat rhythm pattern while singing a scale.



Learning Activity 4: Responding to different music (rhythm and melody)

Suggested Learning Environment Setup

Indoor

- A space with enough room for learners to move in different directions.

Outdoor

- An open space where learners can gallop or jump safely.

Suggested Teaching and Learning Materials

- **Visuals:** Colour-coded cards representing "Fast/Slow" or "High/Low".
- **Technological:** A playlist featuring diverse genres (traditional, classical, pop).



Suggested Activity Process

- Play a fast-tempo song and ask learners to move their fingers or feet quickly.
- Switch to a slow, melodic song and encourage flowing, "wave-like" arm movements.
- Use high-pitched sounds to trigger "tall" movements and low sounds for "crouching" movements.
- Ask learners to identify if a song sounds "happy" or "sad" based on the melody.
- Have learners march to a strong drum beat (rhythm) and sway to a flute (melody).
- Reflect on how different types of music make their bodies want to move differently.
- Appreciate learners for their participation.



Content Tip

- Encourage learners to listen for the "hidden" instruments in the background.

- Explain that rhythm is the "heartbeat" of the music while melody is the "voice." Let them know there are no wrong movements as long as they follow the music's energy.



Assessment Strategies

- **Observation:** Look for immediate physical changes when the music tempo shifts.
- **Checklist:** Record learners who can differentiate between a march and a lullaby.
- **Practical Demonstration:** Play three different clips and ask learners to show the "mood" through a pose.



Learning Activity 5: Perform free dance

Suggested Learning Environment Setup

Indoor

- A large, open room with no obstacles or sharp corners.

Outdoor

- A grassy area that allows for safe jumping and rolling.

Suggested Teaching and Learning Materials

- **Real Objects:** Colourful scarves, ribbons or shakers to enhance movement.
- **Technological:** A good mixture of local and international music.



Suggested Activity Process

- Allow a "warm-up" period where learners shake out their limbs to a neutral beat.
- Introduce a "freeze dance" game to build awareness of sound and silence.
- Encourage learners to use the whole space, moving high, low and side-to-side.
- Prompt them to "dance like an animal" or "dance like the wind" to spark creativity.
- Group learners to create a short, 30-second improvised sequence together.
- End with a "cool down" where they move slowly to calm music and sit in a circle.



Content Tip:

- Note that this is the time to celebrate individual expression, so praise unique or "innovative" moves.
- Remind learners to be aware of their peers' personal space while dancing freely.
- Use this activity to build their confidence in physical storytelling.



Assessment Strategies

- **Observation:** Observe the variety and range of movement displayed by each learner.
- **Checklist:** Identify learners who actively engage with the rhythm for the duration of the song.
- **Practical Demonstration:** Show one "signature move" they created.

Expected Standard: Music and movement practised accordingly.

Sub-Topic: 0.2.8.2 Rhythm and Movement

This sub-topic emphasises the structural side of music. It focuses on precision, the mastery of physical balance and the ability to follow complex rhythmic patterns, which are essential for neurological development and motor control.

Specific Competence: 0.2.8.2.1 Practice full control to balance body.



Learning Activity 1: Practicing full control to balance body.

Suggested Learning Environment Setup

Indoor

- A smooth, non-slip floor with marked "balance stations."

Outdoor

- A flat, grassy area free of stones or hazards.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures of birds or athletes in balanced poses.

- **Real objects:** Small beanbags to place on the head.
- **Technological:** A slow-tempo drum track.



Suggested Activity Process

- Direct learners to stand on one leg while the drum plays a steady, slow beat.
- Instruct them to slowly extend their arms like "wings" to find their center of gravity.
- Guide them to switch legs every four beats without touching the ground.
- Introduce a beanbag on the head to encourage an upright, stable spine.
- Challenge learners to close their eyes for two beats to rely on internal balance.
- Have learners perform a slow-motion "statue" pose when the music stops suddenly.
- Appreciate learner effort.



Content Tip

- Advise the learners that "dancing high" requires strong ankles and calf muscles.
- Encourage them to imagine a string pulling them toward the sky to stay light on their feet.
- Remind them that silence in their movements is a sign of great physical control.



Assessment Strategies

- **Observation:** Watch for consistent heel-lift and controlled descents.
- **Checklist:** Record who can follow the fast/slow transitions without falling.
- **Practical Demonstration:** Walk in a straight line on tip-toes to a 4/4 beat.



Learning Activity 2: Rhythmic tip-toe transitions.

Suggested Learning Environment Setup

Indoor

- Clear paths marked with masking tape.

Outdoor

- A sandpit or soft earth to encourage careful foot placement.

Suggested Teaching and Learning Materials

- **Visuals:** Footprint patterns showing "toe-only" steps.
- **Real objects:** Hand bells or shakers.



Suggested Activity Process

- Demonstrate walking high on tip-toes to a fast, light rhythm.
- Ask learners to move forward four steps on toes and then freeze in a high-stretch pose.
- Incorporate shakers that the learners must keep silent while they move.
- Have learners navigate a curved line while maintaining their tip-toe height.
- Direct them to lower slowly to flat feet on a deep bass note and then rise back up.
- Pair learners to walk side-by-side, matching their "height" and rhythm.



Content Tip

- Advise the learners that "dancing high" requires strong ankles and calf muscles.
- Encourage them to imagine a string pulling them toward the sky to stay light on their feet.
- Remind them that silence in their movements is a sign of great physical control.



Assessment strategies

- **Observation:** Watch for consistent heel-lift and controlled descents.
- **Checklist:** Record who can follow the fast/slow transitions without falling.
- **Practical Demonstration:** Walk in a straight line on tip-toes to a 4/4 beat.

Learning Activity 3: The mirror balance challenge.

Suggested Learning Environment Setup

Indoor

- Space for learners to work in pairs facing each other.

Outdoor

- A circle formation on the playground.

Suggested Teaching and Learning Materials

- **Visuals:** "Mirror" diagrams showing symmetrical poses.
- **Technological:** Melodic, flowing music (such as, flute or radio).



Suggested Activity Process

- Assign learners into pairs, assigning one as the "Leader" and one as the "Mirror."
- The Leader moves slowly into a balanced pose to the music; the Mirror must copy it exactly.
- Instruct pairs to touch fingertips lightly to help each other maintain balance.
- Switch roles so each learner practices leading and following.
- Challenge pairs to lean slightly away from each other while holding hands to find a shared center of gravity.
- Perform a group "Mirror" where the teacher leads and the whole class balances together.
- Appreciate learners' efforts.



Content Tip

- Know that this activity builds trust and collaborative problem-solving.
- Remind learners that if their partner shakes, they can provide support through steady eye contact and firm (but gentle) hand placement.
- Explain that "shared balance" is a key part of group traditional dances



Assessment Strategies

- **Observation:** Look for synchronization and physical cooperation between partners.
- **Checklist:** Note pairs that can hold a leaning balance for five seconds.
- **Practical Demonstration:** Demonstrate one "Mirror" pose for the class.



Learning Activity 4: Rhythmic weight shifting

Suggested Learning Environment Setup

Indoor

- Mats or soft flooring.

Outdoor

- Wide open space for lateral movement.

Suggested Teaching and Learning Materials

- **Visuals:** A drawing of a swaying tree.
- **Real objects:** Hula hoops or floor markers.



Suggested Activity Process

- Have learners stand with feet wide apart in a "power stance."
- Play a swaying, rhythmic beat and ask learners to shift weight from the left leg to the right.
- Direct them to lift the "empty" leg off the ground momentarily during each shift.
- Introduce a "diagonal" shift, moving from front-left to back-right.
- Ask learners to analyse which leg feels "heavy" and which feels "light" during the movement.
- Perform the shifting while adding rhythmic arm swings to test balance.
- Appreciate learners for their participation.



Content Tip

- Help learners understand that shifting weight is the foundation of all dance steps.
- Encourage them to bend their knees slightly to act as "shock absorbers."
- Explain that the smoother the shift, the more "competent" and graceful the dancer looks.



Assessment Strategies

- **Observation:** Check for fluid movement without jerky transitions or stumbling.
- **Checklist:** Check that learners can correctly identify their “supporting” leg when asked.
- **Practical Demonstration:** Perform a "rhythmic sway" where one foot leaves the ground on every fourth beat.



Learning Activity 5: The tricky path rhythm walk.

Suggested Learning Environment Setup

Indoor

- A tricky path game created with cones or classroom chairs.

Outdoor

- A spiral or zig-zag path drawn in the dirt.

Suggested Teaching and Learning Materials

- **Real objects:** Obstacles like small blocks or sticks to step over.
- **Technological:** Music that changes tempo.



Suggested Activity Process

- Direct learners to enter the “tricky path” one by one following a drum beat.
- Include "high steps" over obstacles that require holding balance on one leg mid-stride.
- Change the music tempo; learners must speed up or slow down their balancing steps accordingly.
- Instruct learners to perform a 180-degree turn on one spot when a bell rings.
- Challenge them to walk the path backward while maintaining the rhythm.
- Ask learners to create a "victory pose" at the end of the tricky path without falling.



Content Tip

- Know that this activity combines spatial awareness with rhythmic control.
- Remind learners to look ahead at the path, not just at their feet.
- Encourage them to use their arms to "steer" their balance through the sharp turns.



Assessment Strategies

- **Observation:** Observe the learner's ability to navigate turns without losing the beat.
- **Checklist:** Track successful completion of the "backward" segment without stumbling.
- **Practical Demonstration:** Conduct the class through a turn using only body movements.

Expected Standard: Full control to body balance practiced accordingly.

Specific Competence: 0.2.8.2.2 Perform guided rhythm.



Learning Activity 1: Performing guided rhythmic activities (*rhythm and melody*)

Suggested Learning Environment Setup

Indoor

- Seated in a circle to ensure everyone can see the lead drummer or teacher.

Outdoor

- A space where learners can stomp loudly without disturbing other classes.

Suggested Teaching and Learning Materials

- **Visuals:** Rhythmic notation cards (such as, pictures of “long” and “short” beats).
- **Real objects:** Shakers, sticks, traditional Zambian drums.
- **Technological:** A recorded track featuring a strong, clear bass line.



Suggested activity process

- Listen to a short melody and clap the steady beat of the song.
- Use “echo clapping” where the teacher claps a 4-beat pattern and learners repeat it exactly.
- Introduce a simple melody and have learners stomp on the first beat of every bar.
- Gradually add hand-claps to the off-beats while the feet maintain the steady beat.
- Split the class: one side hums the melody while the other performs the guided rhythm.
- Speed up the melody slightly to test if learners can maintain rhythmic accuracy at higher speeds.
- Appreciate learner effort.



Content Tip

- Encourage learners to feel the rhythm in their whole bodies, not just their hands.
- Remind them that the melody is like the clothes, but the rhythm is the “skeleton” that holds it all up.



Assessment Strategies

- **Observation:** Watch for physical synchronization with the external beat.
- **Checklist:** Mark off learners who can complete an 8-beat “echo” without errors.
- **Practical Demonstration:** Perform the rhythm while you sing a familiar song.



Learning Activity 2: Rhythmic “call and response” movement

Suggested Learning Environment Setup

Indoor

- Clear space for two lines of learners to face each other.

Outdoor

- Large open field for “moving” responses.

Suggested Teaching and Learning Materials

- **Real objects:** Two different sounding instruments (such as, a bell and a drum).



Suggested Activity Process

- Teacher “calls” a rhythm using a drum; learners “respond” by jumping that rhythm.
- Change the instrument to a bell; learners must now “respond” by clapping the rhythm.
- Have learners move forward one step for every “call” they successfully replicate.
- Introduce “rhythmic silence”, if the teacher stops, the learners must freeze instantly on the beat.
- Let a learner take the role of the “caller” to lead their peers through a movement pattern.

- Discuss how the “response” must match the “call” in both speed and volume.
- Appreciate the efforts of all learners.



Content Tip

- Focus on active listening and immediate physical translation of sound.
- Ensure the “calls” start simple (two beats) before moving to complex patterns (six or eight beats).
- Remind the “leader” to keep a steady tempo so the responders can succeed.



Assessment Strategies

- **Observation:** Check for “lag time” between the call and the rhythmic response.
- **Checklist:** Note learners who can lead a call-and-response session independently.
- **Practical Demonstration:** Replicate a specific rhythmic “secret code” using their feet.



Learning Activity 3: Guided rhythmic “stick talk”

Suggested Learning Environment Setup

Indoor

- Desks or hard floor surfaces that resonate when tapped.

Outdoor

- Sitting in a circle on firm ground.

Suggested Teaching and Learning Materials

- **Real objects:** Two rhythm sticks or sturdy twigs per learner.



Suggested Activity Process

- Demonstrate how to hold sticks loosely to create a clear “click” sound.
- Lead the class in a “passing rhythm” where the beat moves clockwise around the circle.
- Provide a guided pattern of *click-click-floor-floor* and have the class perform it in unison.

- Let learners click sticks together and tap the floor using the rhythm sticks.
- Introduce a “rhythmic layers” exercise where half the class clicks while the other half taps the floor.
- Ask learners to tap out the rhythm of their own names (syllable counting) using the rhythm sticks.
- End with a “rhythmic wave” where the intensity of the tapping grows and fades based on teacher hand signals.
- Appreciate the learners’ efforts.



Content Tip

- Stick can be loud, so teach a “resting position” (sticks on shoulders) for when you are speaking.
- Explain that the sticks are extensions of their arms and should be used with control, not just for noise.
- Praise the groups that sound like a single, unified “click.”



Assessment Strategies

- **Observation:** Observe the grip and the precision of the stick strikes.
- **Checklist:** Record learners who can maintain a 4/4 rhythm for 30 seconds.
- **Practical Demonstration:** Perform a “rhythm solo” of four beats using only their sticks.



Learning Activity 4: Rhythmic shape-shifting

Suggested Learning Environment Setup

Indoor

- A space where learners can move freely without hitting furniture.

Outdoor

- Set up of marked basic shapes.

Suggested Teaching and Learning Materials

- **Visuals:** Large geometric shapes (circle, square, triangle) on the wall.
- **Real objects:** Chalk, strings, masking tape as markers.



Suggested Activity Process

- Draw the 3 basic shapes on the floor or mark them outside.
- Assign a specific rhythm to each shape triangle = 3 quick claps.
- Teacher points to a shape; learners must immediately perform the corresponding rhythm.
- Move between shapes quickly to force learners to shift their rhythmic “gear.”
- Have learners walk in the shape of a circle while clapping a “circular” continuous rhythm.
- Change to a square walk while performing rhythmic claps corresponding to its sides.
- Challenge learners to create their own “shape-rhythm” and teach it to a partner.
- Appreciate learners’ efforts in the lesson.



Content Tip

- Link visual cues with auditory responses, building analytical thinking.
- Encourage learners to think about why each shape has a different meaning.
- Remind them that their feet should “draw” the shape while their hands “play” the beat.



Assessment Strategies

- **Observation:** Look for correct rhythm-to-shape associations.
- **Checklist:** Record which learners can transition between three different rhythms without stopping.
- **Practical Demonstration:** Perform a corresponding rhythm to a given shape.



Learning Activity 5: The guided “body percussion” group.

Suggested Learning Environment Setup

Indoor

- Standing in sections (such as, the Clappers, the Stompers, the Patters).

Suggested Teaching and Learning Materials

- **Technological:** A metronome or a simple rhythmic loop playing in the background.



Suggested Activity Process

- Divide the class into three “instrument” groups: feet (bass), thighs (mid) and hands (high).
- Teacher to formulate 4 beats, and demonstrate how the rhythm will flow.
- Guide the “Feet” group to stomp on beat 1 and 3.
- Guide the “Thighs” group to pat their laps on beat 2 and 4.
- Guide the “Hands” group to clap on every beat.
- Lead the group by pointing to different sections to start and stop while the rhythm continues.
- Swap roles so every learner practices “low,” “middle,” and “high” rhythmic sounds.
- Appreciate learners’ effort.



Content Tip

- Note that this activity teaches polyrhythms and collaboration.
- Remind learners to listen to the other “sections” to ensure their own sound fits into the puzzle perfectly.
- Explain that a great group isn’t about being the loudest, but about being exactly on time.



Assessment Strategies

- **Observation:** Monitor if learners stay in their assigned “rhythmic lane” without being distracted.
- **Checklist:** Check groups that can successfully perform a “fade out” (getting quieter) together.
- **Practical Demonstration:** Perform the 3-layer rhythm together.

Expected Standard: Guided rhythmic activities performed correctly.

Sub-Topic: 0.2.8.3 Musical Instruments

Musical instruments are the specialized tools used to create, modify or amplify musical sounds. They serve as the bridge between a musician's creative intent and the audible art we hear. While instruments come in an endless variety of shapes and sizes, they all function by producing vibrations that reach our ears as distinct pitches and tones.

In a modern educational context, particularly when focusing on competence-based learning, understanding musical instruments involves exploring how they are made, how they are played and the cultural roles they fill.

To better understand the wide world of music, instruments are generally grouped into categories based on how they produce sound: percussion, wind, string, idiophones.

Specific Competence: 0.2.8.3.1 Play different musical instruments.



Learning Activity 1: Playing different instruments to explore music (Wood blocks)

Suggested Learning Environment Setup

Indoor

- A carpeted area where learners can sit in a circle to hear the sharp "click" of the wood.

Outdoor

- A shaded porch or hard ground area where the sound can echo clearly.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures of trees and various wooden tools.
- **Real Objects:** Pairs of polished wood blocks, various sizes of timber offcuts.
- **Technological:** Audio recording of a woodpecker.



Suggested Activity Process

- The teacher demonstrates how to hold the blocks loosely to allow for maximum vibration and sound.
- Learners practice striking the blocks together to mimic the "clip-clop" sound of a horse galloping.
- Learners are asked to play their blocks loudly (forte) and then very softly (piano) to understand volume.
- The class follows a "call and response" pattern where the teacher clicks a rhythm and learners repeat it.

- Learners pair up to create a "clock" sound, with one tapping the seconds and the other tapping the minutes.
- The activity concludes with a group "marching" song where everyone hits their blocks on the beat of their left foot.



Content tip

- Encourage the learners to experiment with hitting different parts of the wood block to see how the pitch changes.
- Remind them that the wood block is a "percussion" instrument, meaning it makes sound by being struck.
- Guide learners to keep their wrists relaxed to avoid a dull, muted sound.



Assessment Strategies

- **Observation:** Note if the learner can grip the blocks correctly without dropping them.
- **Checklist:** Mark learners as they mimic a three-beat rhythm.
- **Practical Demonstration:** Demonstrate the difference between a fast beat and a slow beat using only the blocks.



Learning activity 2: Playing different instruments to explore music (Shakers)

Suggested Learning Environment Setup

Indoor

- An open space for learners to move and shake their whole bodies.

Outdoor

- A grassy area where they can shake instruments in a wide parade formation.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures of different shakers.
- **Real Objects:** Shakers made with different materials.
- **Technological:** Audio recording of a shakers



Suggested Activity Process

- Distribute different types of shakers (beaded, seed-filled or sand-filled) to the learners.
- Learners explore making sound by shaking the instrument vertically versus horizontally.
- The teacher leads a "Freeze Dance" where learners shake vigorously while music plays and stop instantly when it stops.
- Learners close their eyes and practice to identify which peer is shaking a "loud" shaker versus a "soft" one.
- Create a "rainstorm" effect where learners start with one finger tapping the shaker, moving to a full-hand shake for "heavy rain."
- In small groups, learners create a rhythmic accompaniment for a familiar Zambian folk song.
- Praise the learners for their participation.



Content Tip

- Explain that the size of the beads or seeds inside the shaker determines how high or low the sound will be.
- Encourage learners to use their shakers to emphasise the "strong beats" in a song.
- Remind the learners that shakers are excellent for helping dancers stay on the correct rhythm.



Assessment Strategies

- **Observation:** Watch for learners who can maintain a steady shake throughout a full song.
- **Checklist:** Record which learners can successfully "stop" and "start" their playing on command.
- **Practical Demonstration:** Demonstrate how to make a "swish" sound versus a "sharp" rattle sound.



Learning Activity 3: Playing different instruments to explore music (Drums)

Suggested Learning Environment Set Up

Indoor

- A room with high ceilings to accommodate the deep resonance of the drum.

Outdoor

- The traditional school assembly point or under a large tree for a community-circle feel.

Suggested Teaching and Learning Materials

- **Real objects:** Drums
- **Visuals:** Pictures/charts of different drums.
- **Technological:** Drum beats recordings.



Suggested Activity Process

- Introduce the drum as the "heartbeat" of the music and demonstrate the center strike (bass) and edge strike (tone).
- Learners take turns sitting with the drum, practicing the correct posture to keep the drum base open for sound to escape.
- The group practices a "heartbeat" rhythm together: Thump-thump, pause, thump-thump.
- Learners use the drums to tell a story (such as, slow heavy beats for an elephant walking, fast light beats for a rabbit).
- Divide the class into two: one side plays a steady beat while the other side plays a "cross-rhythm."
- Each learner performs a "signature beat" that represents their own name to the rest of the class.



Content Tip

- Teach the learners that the drum is a primary instrument in many Zambian ceremonies and requires respect in how it is handled.
- Show them that using the palm of the hand creates a different sound than using just the fingertips.

- Emphasise that drummers must listen to each other to make sure no one is playing too fast for the group.



Assessment Strategies

- **Observation:** Assess the learner's hand-eye coordination when striking the center of the drumhead.
- **Checklist:** Record if the learner can distinguish between a "low" sound and a "high" sound.
- **Practical Demonstration:** Produce a four-beat rhythm using the drum.



Learner's Activity 4: Playing different instruments to explore music (Rhythm sticks)

Suggested Learning Environment Set Up

Indoor

- Arranged desks or a circle of chairs where learners can tap the floor or the chair legs.

Outdoor

- A flat area where sticks can be tapped against the ground or against each other.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures showing different taps using rhythm sticks.
- **Real Objects:** Rhythm sticks, floor, shoe, plastic bucket.



Suggested Activity Process

- Provide each learner with two smooth sticks and demonstrate how to tap them together without pinching fingers.
- Learners tap their sticks to the syllables of their own names (such as, Mu-te-mba = three taps).
- The teacher plays a song, and learners must find the "hidden beat" by tapping their sticks.
- Learners practice tapping their sticks on different surfaces (floor, shoe, plastic bucket) to compare the sounds.
- In pairs, learners "clink" their sticks with a partner's sticks in a coordinated pattern.

- The class performs a rhythmic chant using rhythm sticks to mark the beat at the end of each line, like musical full stops that bring a sentence to life.
- Appreciate learner participation.



Content Tip

- Show the learners that holding the sticks too tightly will "choke" the sound, so they should hold them like they are holding a little bird, firm but gentle.
- Explain that rhythm sticks are used to keep the "pulse" of the music steady for everyone else.
- Encourage them to see how many different sounds they can find using just two sticks.



Assessment Strategies

- **Observation:** Note if the learner is following the safety rules and not swinging the sticks.
- **Checklist:** Check if the learner can tap in synchronization with a partner.
- **Practical Demonstration:** Perform a "fast-slow-fast" sequence on the sticks.



Learner's Activity 5: Melodic instruments (piano, flute, mouth organ)

Suggested Learning Environment Set Up

Indoor

- A quiet corner of the classroom where learners can hear the soft notes of the flute or mouth organ.

Outdoor

- A calm area away from the wind so the delicate sounds of the flute are not lost.

Suggested Learning and Teaching Materials

- **Visuals:** Pictures or charts of a piano, Flashcards showing musical instruments, Charts showing piano keys (black and white keys)

- **Real objects:** Flute, mouth organ, piano, keyboard (if available)
- **Technological:** Keyboards or piano application



Suggested Activity Process

- The teacher introduces the concept of "melody" (the part you can sing) using the piano or mouth organ.
- Learners take turns pressing keys on the piano/swift piano to see how the notes move from "low" on the left to "high" on the right.
- For the flute or mouth organ, learners practice "gentle breathing" to produce a steady tone rather than a harsh blast.
- For the keyboard, learners practice to find a "happy" sounding note and a "sad" sounding note.
- The teacher plays a simple 3-note melody, and learners practice to find those same notes on the swift piano.
- The activity ends with a "mini-group" where melodic instruments play a simple tune while percussion instruments (from activities 1-4) provide the beat.



Content Tip

- Explain to the learners that these instruments are different from the others because they can play many different "pitches" or notes.
- Remind them that for wind instruments like the flute or mouth organ, their breath is the "power" that makes the music.
- Encourage them to listen to how the melody "travels" up and down like a person climbing stairs.



Assessment Strategies:

- **Observation:** Monitor the learner's ability to take turns and handle these more delicate instruments with care.
- **Checklist:** Observe if the learner can successfully produce a clear sound from a wind instrument.

- **Practical Demonstration:** Play a "high" note followed by a "low" note on the piano or mouth organ.

Expected standard: Different musical instruments played appropriately.



Topic Summary

In this topic, learners have moved from simple rhythmic tapping to complex melodic exploration. By playing wood blocks, shakers, drums, sticks and melodic instruments, they have developed the physical coordination and "musical ear". This foundation allows them to participate confidently in the rich musical traditions of Zambia and beyond.

TOPIC: 0.2.4 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) DEVICES

Introduction

Information and Communication Technology (ICT) equips learners with practical skills to confidently and responsibly use digital tools in their everyday lives. Through hands-on interaction with devices such as televisions, remote controls, computers, phones, tablets and radios, learners explore, discover and apply knowledge in meaningful ways. This approach promotes active participation, creativity, communication and problem-solving as learners engage with digital content and collaborate with others.

By using ICT, learners develop the ability to access information, communicate effectively and create simple digital products, preparing them for a rapidly evolving digital world. In this topic, learners focus on identifying and using ICT devices, building competence through guided practice, exploration and real-life application.

General Competences

Digital Literacy	Ability to use ICT devices to access, manage and evaluate digital information safely.
Communication	Using ICT devices to convey ideas, messages and information clearly.
Collaboration	Working with peers using ICT tools to complete tasks or projects.
Creativity & Innovation	Using ICT devices to create new ideas, digital content or solutions.

HOOK

“Magic Box Surprise”

Walk into class holding a covered box with a laptop or tablet inside.

Use a dramatic voice and say:

“Good morning, boys and girls! Today I have brought a MAGIC BOX! Do you want to see what’s inside?”

Expected responses: “Yesss!” “Yesss”

Slowly remove the cloth and show the computer/tablet.

Ask:

“Do you know what this is?”

“What can we do with it?”



Key Terms

Computer: An electronic device that processes and stores information, runs software and allows access to the internet for learning, games and creating documents.

Keyboard: A device with keys used to type letters, numbers and symbols into a computer or tablet.

Monitor: A screen that shows information, images, videos or interactive content from a computer.

Mouse: A small device used to move a cursor on a screen, click and interact with items.

Remote Control: A device that lets you operate electronics like a TV from a distance.

Tablet: A portable touchscreen device for accessing apps, browsing the internet, playing games, watching videos and learning interactively.

Television (TV): A device that displays visual and audio content, such as shows, movies or educational programs.

Game: Something fun to play on the computer

Picture: Images we see on the screen

Video: Moving pictures we can watch

Learning: Using the computer to learn new things

Sub-Topic: 0.2.4.1 ICT Devices

ICT devices are tools that help learners access, process and share information effectively. Understanding how to use these devices prepares learners to navigate digital environments safely and responsibly. Integrating ICT in learning enhances interaction, creativity and problem-solving skills.

Specific Competence: 0.2.4.1.1 Use ICT devices.



Learning Activity 1: Watch morally right educational cartoon movies and music

Suggested Learning Environment Set Up

Indoor Learning Environment

- A comfortable classroom where learners sit on a mat facing a screen or computer. The room should be quiet, safe and arranged so that all learners can see the screen clearly.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures or charts showing children greeting, sharing toys, helping friends and saying “please” and “thank you”.
- **Real objects:** Toys, books, balls or blocks that learners can share during the activity.
- **Technological:** Laptop, tablet, television, projector, speakers.



Suggested Activity Process

- The teacher greets learners and asks simple questions about good behavior.
- Learners watch a short educational cartoon that teaches good manners.
- The teacher pauses the video at certain points and asks learners what the characters are doing.
- Learners sing along to a short moral song from the video.
- Learners practice acting out behaviors such as greeting, sharing toys and helping a friend.
- Appreciate the learners for their participation.



Content Tip

- Use age-appropriate cartoons and songs to teach values like sharing, kindness and respect.
- Pause and talk about what learners see and hear to help them understand the message.
- Encourage learners to sing, act and role-play good behavior.
- Connect lessons to real-life situations at school and home.



Assessment Strategies

- **Observation:** Watch learners as they participate in songs, cartoons and discussions.
- **Checklist:** Track if each learner: can identify good behaviour in cartoons/music, participate in singing and activities.
- **Practical Demonstration:** Act out good behaviour (such as, sharing toys, saying “thank you”).



Learning Activity 2: Watch morally right educational cartoon movies and music that teach positive actions.

Suggested Learning Environment Set Up

Indoor

- An open classroom space where learners can move freely, sing and dance while watching the screen. The environment should be safe.

Suggested Teaching and Learning Materials:

- **Visuals:** Pictures showing children cleaning up toys, listening to the teacher and helping friends.

- **Real objects:** Toy boxes, toy brooms, classroom objects used for practicing cleaning up.
- **Technological:** Television, laptop, tablet, speakers, projector.



Suggested Activity Process

- The teacher introduces the lesson by discussing the importance of keeping the classroom clean and helping others.
- Learners watch a short music video that teaches good habits such as cleaning up and being kind.
- Learners sing and dance along with the music.
- After the video, learners practice putting toys in the correct place.
- The teacher asks learners what they learned from the video.
- Appreciate the learners for the effort made.



Content Tip

- Use morally appropriate cartoons and music to help learners understand positive values like sharing, kindness and respect in a simple and enjoyable way.
- Use cartoons and music to model good behavior.



Assessment Strategies

- **Observation:** Monitor learners as they watch cartoons and listen to music, noting their ability to recognise and talk about good behaviour such as sharing, kindness, and respect.
- **Checklist:** Record good behaviour, participation in singing songs and discussions.
- **Practical Demonstration:** Act out or role-play good behaviours learned from cartoons and songs, such as helping a friend or saying “thank you.”



Learning activity 3: Playing simple computer games (learning shapes and colours)

Suggested Learning Environment Set Up

Indoor

- A safe and quiet classroom or computer corner where learners can sit comfortably and see the computer screen clearly. The space should allow the teacher to guide learners easily while they play the games.

Suggested Teaching and Learning Materials:

- **Visuals:** Charts or pictures showing basic shapes and colours.
- **Real objects:** Blocks, coloured balls, toy shapes (circle, square, triangle).
- **Technological:** Laptop or desktop computer, tablet, mouse, projector or television screen.



Suggested Activity Process

- The teacher introduces basic shapes and colours using pictures and real objects.
- Learners are shown how to use the mouse or touch the screen.
- The teacher opens a simple educational computer game about shapes and colours.
- Learners take turns playing the game by selecting the correct shape or colour on the screen.
- The teacher guides learners and encourages them to identify shapes and colours correctly.
- Appreciate learners' effort.



Content Tip

- Integrate simple educational games to introduce learners to basic technology skills while keeping lessons fun and engaging.
- Use games to develop essential skills such as problem-solving, hand-eye coordination and early digital literacy.
- Reinforce classroom concepts like shapes, colours, counting and matching through interactive game-based activities.



Assessment Strategies

- **Observation:** Note if the learners can use the mouse, keyboard or touch screen correctly. Observe their problem-solving skills and ability to complete game tasks.
- **Checklist:** Record if a learner, completes simple game tasks, shows problem-solving skills, identifies shapes, colours or numbers in the game.
- **Practical Demonstration:** Match shapes, colours or numbers on a board or screen.



Learning Activity 4: Playing simple computer games (matching objects)

Suggested Learning Environment Set Up

Indoor

- A classroom technology corner where learners sit in small groups and can see the screen clearly. The environment should be safe and well organised.

Suggested Teaching and Learning Materials:

- **Visuals:** Flashcards showing animals, fruits or everyday objects.
- **Real objects:** Toy animals, plastic fruits, classroom objects.
- **Technological:** Computer, tablet, projector, mouse, speakers.



Suggested Activity Process

- The teacher shows learners pictures of common objects such as fruits or animals.
- Learners identify the objects together with the teacher.
- The teacher opens a simple matching computer game.
- Learners take turns matching similar pictures (such as, matching a fruit to the same fruit).
- The teacher guides learners and encourages them to name the objects they see.
- Appreciate all learners for their participation.



Content Tip

- Select age-appropriate games that are simple, safe and engaging to introduce learners to basic technology skills.
- Focus on skill development by observing how learners use the mouse, keyboard or touch screen.
- Use games to reinforce learning concepts such as shapes, colours, counting and matching, ensuring activities link to classroom lessons.



Assessment Strategies

- **Observation:** Take note of how learners interact with game content and relate it to classroom concepts (shapes, colours, counting).
- **Checklist:** Record if learners identify shapes, colours and numbers from the game, participate actively and engage with the activity, use the mouse, keyboard or touch screen correctly.
- **Practical Demonstration:** Match shapes, colours or numbers on the board or screen.



Learning Activity 5: Using a camera to capture pictures (objects in the classroom)

Suggested Learning Environment Set Up

Indoor or Outdoor

- A safe classroom or school environment where learners can move around with guidance from the teacher. The area should be well lit so that pictures can be seen clearly.

Suggested Teaching and Learning Materials:

- **Visuals:** Pictures showing people using a camera and examples of simple photographs.
- **Real objects:** Toys, books, balls, classroom furniture and other items learners can take pictures of.
- **Technological:** Digital camera, tablet or smartphone with a camera.



Suggested Activity Process

- The teacher introduces the camera and explains that it is used to take pictures.
- Learners observe how the teacher holds and uses the camera.
- The teacher demonstrates how to press the button to capture a picture.
- Learners take turns using the camera to take pictures of classroom objects such as toys or books.
- The teacher shows the pictures to the learners and discusses what they see.
- In groups learners can show the pictures they have captured.
- Appreciate learners' efforts in the activity.



Content Tip

- Guide learners in using the camera to explore their surroundings and develop their observation skills and creativity.
- Model responsible technology use by showing learners that cameras can be used for learning, communication and recording important moments, not just for fun.
- Plan hands-on activities where learners take pictures of objects, people or events to help them connect technology to real-life experiences.



Assessment Strategies

- **Observation:** Note if they can hold the camera correctly and focus on objects or people.

- **Checklist:** Record if a learner can hold and operate the camera safely, take clear pictures of objects or people, show creativity and observation in selecting subjects.
- **Practical Demonstration:** Take a picture of an object or person in the classroom or school environment.



Learning activity 6: Using a camera to capture pictures (people and activities)

Suggested Learning Environment Set Up

Indoor or Outdoor

- An open classroom space or school yard where learners can safely take pictures of their friends and simple activities.

Suggested Teaching and Learning Materials:

- **Visuals:** Sample photographs of people doing activities such as playing, reading or helping others.
- **Real objects:** Toys or materials used during classroom activities.
- **Technological:** Digital camera, tablet or smartphone with a camera.



Suggested Activity Process

- The teacher explains that cameras can also be used to take pictures of people and activities using a video camera.
- The teacher demonstrates how to take a video of a learner performing an activity such as reading or playing.
- Learners take turns using the camera to take videos of their friends doing simple activities.
- The teacher gathers the learners to showcase what they have captured.
- Learners describe what is happening in the video.
- Praise learners' efforts.



Content Tip

- Guide learners to use a camera to explore their surroundings.
- Model responsible technology use, emphasising that cameras can be used for learning, communication and recording important moments, not just for entertainment.
- Display learners' work after the activity and encourage them to talk about what they see.



Assessment Strategies

- **Observation:** Watch learners as they handle and use the camera.
- **Checklist:** Record if the learners can take clear pictures of people, objects or events, demonstrate responsible technology use and describe what is in their videos.
- **Practical Demonstration:** Take a Video of an object, person or event in the classroom or school environment.



Learning Activity 7: Using notepads to draw simple graphical designs (shapes)

Suggested Learning Environment Set Up

Indoor Learning Environment

- A well-arranged classroom with age appropriate chairs and tables where learners will sit, or on clean mats with enough space to draw comfortably.
- The environment should be calm and well lit so learners can see their work clearly.

Suggested Teaching and Learning Materials

- **Visuals:** Charts or pictures showing simple shapes such as circles, squares and triangles.
- **Real objects:** Shape blocks, balls, boxes and other objects that represent different shapes.
- **Technological:** Tablet or computer with a notepad or simple drawing application.



Suggested Activity Process

- The teacher introduces simple shapes using charts and real objects.
- The teacher demonstrates how to open a notepad or drawing application on the tablet or computer.
- Learners observe how the teacher draws simple shapes using the drawing tools.
- Learners take turns drawing simple shapes such as circles, squares and triangles on the notepad.
- The teacher encourages learners to talk about the shapes they have drawn.
- Praise the learners for their effort.



Content Tip

- Guide learners to draw simple designs on notepads to help them express ideas visually while developing creativity, imagination and early digital drawing skills.

- Support learners' skill development by encouraging careful use of drawing tools, promoting fine motor skills, problem-solving and attention to detail.
- Relate drawing activities to future learning by explaining how these basic skills prepare learners for creative arts and technology, where digital tools are commonly used.



Assessment Strategies

- **Observation:** Note if they can create simple designs and express ideas visually.
- **Checklist:** Record if learners can hold and use drawing tools correctly, create simple graphical designs, explain their design and ideas.
- **Practical Demonstration:** Draw a simple design of an object, animal or idea



Learning Activity 8: Using notepads to draw simple graphical designs (*simple objects*)

Suggested Learning Environment Set Up

Indoor

- A quiet classroom technology corner where learners can sit comfortably and work individually or in small groups while drawing on the notepad.

Suggested Teaching and Learning Materials:

- **Visuals:** Pictures of simple objects such as houses, trees, flowers and the sun.
- **Real objects:** Leaves, flowers, small toys or classroom objects learners can observe and draw.
- **Technological:** Tablet, computer or digital device with a notepad or drawing program.



Suggested Activity Process

- The teacher shows learners pictures of simple objects like a house or a flower.
- The teacher demonstrates how to draw a simple object using shapes on the notepad.
- Learners observe and then practice to draw similar objects on the notepad.
- Learners take turns sharing their drawings with the class.
- The teacher encourages learners to explain what they have drawn.
- Appreciate learners' efforts.



Content Tip

- Guide learners to draw simple graphical designs on notepads to help them express their emotions.
- Support learners' use of drawing tools carefully to strengthen their fine motor skills, creativity and problem-solving abilities.
- Connect drawing activities to future learning by showing learners how these skills prepare them for creative arts and technology where digital tools are often used.



Assessment Strategies

- **Observation:** Note learners' creativity, imagination and problem-solving while drawing.
- **Checklist:** Record if the learner can; show creativity and imagination in their designs, hold and use drawing tools properly, demonstrate problem-solving while designing.
- **Practical Demonstration:** Share their drawings with the class and describe what they created.



Learning Activity 9: Sending and receiving phone calls (*Introduction to Phones*)

Suggested Learning Environment Set Up

Indoor or Outdoor

- A quiet classroom or outdoor space where learners sit in a circle or small groups so they can easily observe demonstrations.

Suggested Teaching and Learning Materials:

- **Visuals:** Pictures showing people using phones to communicate.
- **Real objects:** Mobile phones or models of phones.
- **Technological:** Mobile phone or smartphone.



Suggested Activity Process

- The teacher introduces the phone and explains that it is used to communicate with people who are far away.
- Learners observe the teacher demonstrating how to make a simple phone call.
- The teacher shows how to answer a phone call by pressing the correct button.
- Learners take turns using phones to practice making and receiving calls.
- Learners practice simple conversations such as greeting someone on the phone.
- Praise the learners for their effort.



Content Tip

- Guide learners to practice sending and receiving phone calls to help them understand how technology is used for communication and connecting with people far away.
- Emphasise basic communication skills such as greeting politely, listening carefully and responding appropriately during phone conversations.
- Encourage responsible use of communication tools to help learners build confidence and awareness in using phones safely and effectively.



Assessment Strategies

- **Observation:** Note if learners greet politely, listen carefully and respond appropriately.
- **Checklist:** Record if learners can greet politely when making or receiving a call, demonstrate confidence while using the phone, respond appropriately to questions or statements.
- **Practical Demonstration:** Role-play making a phone call to a teacher, peer or parent.



Learning Activity 10: Sending and receiving phone calls (simple conversations)

Suggested Learning Environment Set Up

Indoor or Outdoor

- A classroom or outdoor environment with enough space for learners to work in pairs or small groups while practicing phone conversations.

Suggested Teaching and Learning Materials:

- **Visuals:** Charts showing steps for making a phone call (dial, talk, end call).
- **Real objects:** Phones for learners to practice with.
- **Technological:** Mobile phone or smartphone.



Suggested Activity Process

- The teacher reviews how phones are used to make and receive calls.
- The teacher demonstrates a short phone conversation.
- Learners are placed in pairs and given phones.
- One learner to call while the other answers.

- Learners practice simple conversations such as greeting, asking how someone is and saying goodbye.
- Praise the learners for their efforts.



Content Tip

- Guide learners to practice sending and receiving phone calls to help them understand how technology connects people across different places and appreciate its role in daily life.
- Encourage learners to use language and social interaction skills by speaking clearly, listening carefully and responding appropriately.



Assessment Strategies

- **Observation:** Note if learners speak clearly, listen attentively and respond appropriately.
- **Checklist:** Record if learners can greet politely when making or receiving a call, listen carefully during the conversation, use the phone responsibly.
- **Practical demonstration:** Role-play making a phone call to a teacher, peer or family member.

Expected Standard: ICT devices used accordingly



Topic Summary

This topic develops learners' moral, social, cognitive, creative and digital skills through interactive activities. Learners practice values like kindness and sharing, build problem-solving skills with simple games, explore creativity through drawing and photography and develop communication skills through phone activities, while learning to use technology responsibly.

TOPIC: 0.2.12 ART

Introduction

Art is a fundamental pillar of early childhood development, serving as a non-verbal language for children to express their thoughts, observations and imagination. Through artistic engagement, learners develop fine motor skills, visual-spatial awareness and the ability to make creative decisions. This topic introduces learners to the joy of creation, encouraging them to explore textures, shapes and the vibrant world of visual representation.

This topic covers one subtopic which is drawing and colouring.

General Competences

Collaboration: Sharing materials and working together on large-scale painting or construction projects.

Analytical Thinking: Breaking down complex real-world objects into simple geometric shapes before drawing.

Critical Thinking: Evaluating the use of different colours and lines to convey specific emotions or messages.

Communication: Using visual symbols and drawings to express ideas that words may not fully capture.

Creativity and Innovation: Experimenting with unconventional materials to create unique textures and patterns.

Problem Solving: Identifying how to stabilise a physical structure or fix a drawing mistake using available tools.

Entrepreneurship: Understanding the value of finished art pieces as potential products for a community market.

Environmental Sustainability: Utilizing "found objects" and recycled materials to reduce waste while creating art.

HOOK

Our school needs a new way to show visitors what makes our community special, but we have no cameras!

- How can we use just lines, colours and shapes to "freeze" a moment in time and build a mini world?



Key Terms

Line: A continuous mark made on a surface by a moving point.

Primary Colours: The basic colors (Red, Blue, Yellow) that cannot be mixed from other colors.

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

Texture: The perceived surface quality of a work of art (such as, rough, smooth...).

Tracing: Copying an outline by following the edge of an object or an existing drawing.

Medium: The materials used to create art (crayons, charcoal, paint...).

Stroke: The mark made by a brush or drawing tool on a surface.

Outline: The line that forms the shape or edge of an object.

Shading: Adding darkness to a drawing to create depth or shadow.

Sub-Topic: 0.2.12.1 Drawing and Colouring

Drawing and colouring are the first steps toward literacy and symbolic thinking. In this sub-topic, learners move from random scribbling to intentional mark-making, learning how to control tools to represent the world around them. This process builds the muscle memory required for writing while allowing for personal emotional expression.

Specific Competence: 0.2.12.1.1 Drawing and colouring



Learning Activity 1: Drawing different lines (straight and zig-zag lines)

Suggested Learning Environment Setup

Indoor

- Desks arranged in rows to allow for sweeping arm movements.

Outdoor

- A flat, sandy area where large lines can be drawn using sticks.

Suggested teaching and learning materials

- **Visuals:** Posters showing lines found in nature (such as, lightning for zig-zags...).
- **Real objects:** Rulers, sticks and yarn (cotton).
- **Technological:** Projected images of different lines.



Suggested Activity Process

- Begin by "drawing" invisible lines in the air using the whole arm to build muscle memory.
- Provide learners with charcoal or thick crayons to draw bold, horizontal lines across the page.
- Transition to vertical lines, encouraging learners to keep them as parallel as possible.
- Introduce the "mountain and valley" concept to practice sharp, rhythmic zig-zag lines.
- Challenge learners to create a border for their page using a combination of both line types.
- Ask learners to find and trace straight and zig-zag lines found on their own clothing or in the classroom.
- Praise learners for their participation.



Content Tip

- Emphasise that lines are the backbone of every drawing.
- Encourage learners to control the pressure of their tool; a light touch for faint lines and a firm touch for bold ones.
- Remind them that straight lines require a steady hand, which they can practice by breathing out as they draw.



Assessment Strategies

- **Observation:** Watch for proper grip and flexible wrist movement.
- **Checklist:** Record if the learner can distinguish between and produce both line types accurately.
- **Practical Demonstration:** Draw a zig-zag road between two straight edges.



Learning Activity 2: Practicing colouring activities (shapes and patterns)

Suggested Learning Environment Setup

Indoor or Outdoor

- Set up a table with various colored pencils, crayons and other painting tools.

Suggested Teaching and Learning Materials

- **Visuals:** Examples of traditional Zambian chitenge patterns.
- **Real objects:** Leaves or stones with natural patterns.



Suggested Activity Process

- Provide a worksheet with basic shapes (circles, squares) for learners to fill with a solid color.
- Instruct learners to stay "inside the lines" to develop fine motor control.
- Introduce the concept of a "pattern" by alternating two colors within a row of shapes.
- Encourage learners to create their own patterns using dots, small lines or cross-hatching inside a larger shape.
- Discuss how different colors make them feel (such as, yellow for happy, blue for calm).
- Have learners color a "repetitive pattern" strip to be used as a classroom decoration.
- Appreciate learners' participation.



Content Tip

- Remind learners that colouring in one direction (such as, all horizontal strokes) creates a much neater finish.
- Encourage them to leave no "white gaps" unless it is part of their intentional pattern design.
- Explain that colours can tell a story even without words.



Assessment Strategies

- **Observation:** Check for consistency in stroke direction and boundary control.
- **Checklist:** Record learners who can successfully replicate a 2-colour alternating pattern.

- **Practical Demonstration:** Colour a triangle using "warm" colours and a square using "cool" colours.



Learning Activity 3: Drawing familiar objects (cup, ball, pot and flag of Zambia)

Suggested Learning Environment Setup

Indoor or Outdoor

- A central "still life" table where the objects are visible from all angles.
- Set up different art tools.

Suggested Teaching and Learning Materials

- **Real objects:** A plastic cup, a football, a clay pot and a small Zambian flag.



Suggested Activity Process

- Ask learners to look closely at a ball and identify it as a circle before they start drawing.
- Demonstrate how to draw a cup by combining a rectangle with an oval (ellipse) for the opening.
- Guide learners in drawing the Zambian flag, focusing on the correct placement of the four colors and the eagle.
- Encourage learners to add "texture" to their clay pot drawing using small curved lines.
- Conduct a "gallery walk" where learners look at how their peers represented the same objects.
- Appreciate learners efforts.



Content Tip

- Encourage "observational drawing" by asking learners to look at the object more than they look at their paper.
- Help them see that big objects are just collections of smaller, simpler shapes.
- Note that this activity builds the "analytical thinking" competence by breaking down the environment.



Assessment Strategies

- **Observation:** Assess if the learner's proportions roughly match the real-life object.
- **Checklist:** Verify that the Zambian flag drawing includes the correct color sequence (*green, red, black and orange*).
- **Practical Demonstration:** Draw items based on a verbal descriptions given.



Learning Activity 4: Using geometrical boards to make shapes and patterns

Suggested Learning Environment Setup

Indoor or Outdoor

- Sturdy tables to support the weight and pressure of using pegboards or geo-boards.
- A display of different art tools.

Suggested Teaching and Learning Materials

- **Real objects:** Geo-boards (wooden boards with pegs) and colorful elastic bands.



Suggested Activity Process

- Demonstrate how to hook an elastic band onto a peg and stretch it to another to create a line.
- Challenge learners to create a four-sided square and then transform it into a triangle.
- Encourage the creation of complex patterns by layering multiple colored bands over the same pegs.
- Ask learners to count the number of pegs inside their shape to integrate numeracy.
- Have learners work in pairs to create a "bridge" pattern that spans two boards.
- Reflect on how stretching the band requires finger strength and "problem solving" if a band snaps.
- Appreciate learners for their participation.



Content Tip

- Understand that this is a tactile way to teach geometry and spatial awareness. Safety is key, so ensure learners do not "snap" bands at each other.
- Explain that the patterns they make on the board are the same ones used in building fences or weaving mats.



Assessment Strategies

- **Observation:** Monitor finger dexterity and the ability to follow safety instructions.
- **Checklist:** Check if the learner can independently form a square, triangle and rectangle.
- **Practical Demonstration:** Make a different patterns using three bands.



Learning Activity 5: Constructing structures (shape building and saving box)

Suggested Learning Environment Setup

Indoor or Outdoor

- An area with plenty of floor space for "building zones."

Suggested Teaching and Learning Materials

- **Real objects:** Building blocks, empty milk cartons, cardboard scraps and glue/tape.



Suggested Activity Process

- Lead a discussion on what makes a building strong (such as, a wide base).
- Challenge learners to build the tallest tower possible using only ten blocks.
- Transition to the "Entrepreneurship" task: constructing a "Saving Box" from a recycled carton.
- Guide learners to cut a small slit in the top of their box (with teacher assistance) for "coins."
- Encourage learners to decorate their saving boxes with the lines and patterns learned in previous activities.
- Have learners present their structure and explain why they chose certain shapes for its design.

- Encourage learners to save their money in the box for future use.
- Appreciate learner effort.



Content Tip

- Note that this activity brings art into the 3D world, focusing on "Environmental Sustainability" through recycling.
- Encourage learners to think about the "utility" of their art, how a box can help them save money. Remind them that every great engineer started by playing with blocks.



Assessment Strategies

- **Observation:** Evaluate the structural stability of the towers and boxes.
- **Checklist:** Mark off learners who successfully incorporated recycled materials into their design.
- **Practical Demonstration:** Show how they reinforced the bottom of their saving box.



Learning Activity 6: Practicing tracing of objects

Suggested Learning Environment Setup

Indoor

- Flat, hard surfaces; using windows for "sun-tracing" if available.

Suggested Teaching and Learning Materials

- **Real objects:** Hands, leaves, spoons, and flat blocks.



Suggested Activity Process

- Start by having learners trace their own hands to see the "outline" of their body.
- Place a leaf under a thin sheet of paper and show how to trace its edges accurately.
- Use "stencil" objects (like hollow shapes) to practice tracing internal and external lines.
- Encourage learners to overlap their tracings to create a "collage" of shapes.

- Challenge them to trace an object and then "fill" the inside with a different texture (like dots).
- Discuss how tracing helps us understand the true size and "boundary" of an object.



Content Tip

- Understand that tracing is excellent for developing "hand-eye coordination."
- Remind learners to hold the object very still with one hand while the other hand "walks" the pencil around the edge.
- Explain that even professional artists use tracing to learn complex forms.



Assessment Strategies

- **Observation:** Look for a "closed" outline where the start and end points meet.
- **Checklist:** Record if the learner can trace a complex object (like a hand) without the object moving.
- **Practical Demonstration:** Trace a spoon and then draw the "reflection" they see in it.

Expected standard: Various items drawn and colored accordingly



Topic Summary

This topic has successfully transitioned learners from basic line work to the construction of 3D structures and the observation of familiar objects. By integrating drawing, colouring and building, learners have developed the specific competence of visual expression while practicing entrepreneurship and sustainability. These foundational art skills empower learners to analyze their world visually and communicate their ideas through creative innovation.

TOPIC: 0.2.10 GAMES

Introduction

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

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

General Competences

Collaboration

Demonstrate ability to physically interact at play during games

Play games with peers to build relationships

Participate in and express themselves through gaming various activities.

Creativity and Innovation.

Demonstrate ability to sing, dance and play music games.

HOOK

Boys and girls, imagine you are outside with your friends. Some children are playing a game their grandparents used to play with stones, and others are playing football with a ball.

- Do you think these games are the same or different?
- Today we are going to discover different types of games that we play at home.



Key Terms

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

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

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

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

Play: To take part in a game or activity for enjoyment.

Team: A group of players working together in a game.

Sub-Topic: 0.2.10.1 Traditional and Conventional games

Traditional games are games that people in a community have played for many years and passed down from one generation to another. They are usually played for fun, learning and social interaction and they often use simple materials found in the environment.

Conventional games are modern or organised games that follow specific written rules and are often played in schools, clubs or competitions. These games are usually standardised so that people everywhere play them in the same way.

Specific Competence: 0.2.10.1.1 Perform traditional and conventional games



Learning Activity 1: Performing Traditional games (*nsolo, chiyatho, waida, cidunu...*)

Suggested Learning Environment Setup

Indoor

- **Activity area:** Designate a spacious area where learners can move freely to play traditional games. Ensure the area is safe and free from obstacles.
- **Cultural display:** Create a display showcasing the traditional games and their cultural significance. Include pictures, descriptions and any relevant artifacts to engage learners' curiosity.
- **Game demonstration station:** Set up a station where learners can demonstrate how to play each traditional game.

Outdoor

- **Game Zones:** Separate play stations for each game (such as, an area for *Nsolo*...)

Suggested Teaching and Learning Materials

Real Objects: Stones, ropes, seeds.

Visuals: Charts/posters showing children playing traditional games.

NOTE: Different materials can be used for the selected game, the materials must be suitable for familiar games in your locality.



Suggested Activity Process

- Select a traditional game that is age-appropriate and engaging for the learners.
- Prepare a place indoor or outdoor in order to conduct a game.
- Clearly explain the rules of the game to learners.
- Prepare the required materials necessary for that game.
- Demonstrate the game to the learners and help them understand the rules.
- Divide the learners into pairs or groups depending on the type of the game being conducted.
- Start the game and let the learners play.
- Facilitate, supervise the game and ensure the learners are following the rules and having fun.
- Encourage participation, team work and fair play among the learners.
- Declare the winner or winners.
- End the game on a positive note leaving the learners with excitement and laughter.



Content Tip

- Use active, hands-on activities: Guide learners through play, role-play and practical demonstrations to help them understand concepts better.
- Encourage participation: Ask open-ended questions and allow learners to share ideas.
- Use simple and clear instructions: Break tasks into small steps so learners can easily follow and stay engaged.
- Provide positive reinforcement: Praise effort and good behaviour to motivate learners and build their confidence.



Assessment Strategies

- **Observation Assessment:** Observe learners during activities to assess participation, behaviour, skills and understanding in real-life situations.
- **Checklist:** Record specific skills or competencies demonstrated by learners (such as, following instructions, participating actively, completing tasks).
- **Practical Demonstration:** Perform a task or activity to show their understanding and ability to apply what they have learned.

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



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

Suggested Learning Environment Setup

Indoor

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

Outdoor

- **Outdoor space:** Set up an outdoor area for games that encourage gross motor skills such as hopscotch or ball games.

Suggested Teaching and Learning Materials

Organise different materials to use for the selected conventional game.

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



Suggested Activity Process

- Select a conventional game that is age-appropriate and engaging for the learners.
- Prepare a place indoor or outdoor in order to conduct a game.
- Clearly explain the game rules to the learners.
- Prepare the required materials necessary for that game.
- Demonstrate the game to the learners and help them understand the rules.
- Divide the learners into pairs or groups depending on the type of the game being conducted.
- Start the game and let the learners play.
- Facilitate, supervise the game and ensure the learners are following the rules and having fun.
- Encourage participation, team work and fair play among the learners.
- Declare the winner or winners.
- Congratulate the learners for their participation and efforts.
- End the game on a positive note leaving the learners with excitement and laughter



Content Tip

- Incorporate a variety of conventional games to support holistic development and expose learners to a variety of culture.
- Emphasise on rules and fair play: Clearly explain game rules and guide learners to practice teamwork, patience and good sportsmanship.
- Promote active participation: Ensure all learners are involved in the games to develop physical skills, confidence and social interaction.
- Link games to learning competences: Use games to develop specific skills such as problem-solving, communication and coordination while keeping learning fun.



Assessment Strategies

- **Observation:** Observe learners during games to assess participation, teamwork, coordination and understanding of rules.
- **Checklist:** Record skills such as following instructions, cooperating with others, showing sportsmanship and active involvement.
- **Practical Demonstration:** Play a game, explain its rules or lead peers to show understanding and application of skills learned.

Expected Standard- Traditional and conventional games performed appropriately.

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



Topic Summary

This topic equips learners with knowledge of traditional and conventional games, including their rules and how they are played. It promotes cultural awareness by helping learners appreciate the value of traditional games in different societies. Through participation, learners develop social skills such as teamwork, communication and fair play, while also enhancing physical coordination and cognitive abilities like problem-solving and strategic thinking. Learners are further guided to compare different types of games, deepening their understanding. Overall, this knowledge supports physical, social, emotional and cognitive development while fostering appreciation for play, culture and structured competition.

APPENDIX (I). LESSON PLAN FORMAT

SAMPLE LESSON PLAN

TEACHER'S NAME: MR B

DATE: 23/03/2026

CLASS: Reception

DAY: Monday

TIME: 09:00-10:00 hrs.

DURATION: 1 hour

TOTAL NO OF PUPILS: 20 **BOYS:** 10 **GIRLS:** 10 **ATTENDANCE:** 18 **Boys:** 10 **Girls:** 8

LEARNING AREA: Creative and Technology Studies

TOPIC: 0.2.1 HYGIENE

SUB TOPIC: 0.2.2.1 Food Hygiene

GENERAL COMPETENCES: Communication, Collaboration, Problem solving.

SPECIFIC COMPETENCE: 0.2.2.1.1 Preserve food.

LESSON GOAL: To help learners develop positive attitudes and skills related to food and health behaviours.

RATIONALE:

The lesson will focus on preserving food, this will help learners develop, communication, collaboration and problem solving and these will help them in their daily lives. Discussion, demonstration, group work and play-based learning will be the strategies used. This is lesson 1 in a series of 5 for this week.

PRIOR KNOWLEDGE: Learners know basic knowledge about simple storage practices.

REFERENCES:

- ECE 2024 syllabus page 81
- CTS teaching module page

LEARNING ENVIRONMENT:

Natural: Use outdoor space to create canning demonstration station.

Artificial: Classroom setup of food preservation station.

Technological: Short video clips showing road signs in real-life contexts.

TEACHING AND LEARNING MATERIALS / RESOURCES:

- **Visuals:** Pictures/charts showing steps of canning (*washing, filling, sealing, storing*).
- **Real objects:** Clean jars, lids, fruits/vegetables, containers.
- **Technological:** Short videos demonstrating the canning process.

Expected Standard: Food preserved accordingly.

LESSON PROGRESSION

STAGES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	ASSESSMENT CRITERIA
INTRODUCTION	-Use a "hook": Show a piece of fresh fruit vs. a piece of "bad" or wilted fruit. - Ask learners: 1. <i>"How can we keep food from going bad?"</i>	- Respond to questions. - Expected answer: <i>Put it in the fridge, cook it, or keep it clean, washing.</i>	Observation: Discuss how to keep food fresh accordingly.
LESSON DEVELOPMENT	-Show pictures of preserved foods (canning, drying). -Introduce a canning step song (<i>to the tune of "this is the way we..."</i>) -Show a short video clip showing canning steps and discuss canning as a way to make food last longer.	-Observe and discuss the pictures of preserved foods. -Sing a song on the canning steps. (<i>washing, filling jar, sealing and storing</i>) -Watch a video clip showing canning steps and discuss canning as a way to make food last longer.	Checklist: Discuss the sequence of canning steps correctly.
EXERCISE/ ASSESSMENT	- Using the canning demonstration station, Guide learners to role-play canning steps (washing, filling jar, sealing and storing).	- Role-play canning steps (washing, filling, sealing jars and storing).	Practical Demonstration: Canning steps role-played correctly.
HOMEWORK	-Tell learners to practice canning at home and bring the canned food. -Tell a family member the importance of canning.	-Practice canning activity at home. - Explain the importance of canning to a family member	Checklist: Canning practiced correctly.
CONCLUSION	- Collaboratively review the canning steps, using a canning steps song.	- Review the canning steps using a song.	Observation: Canning steps reviewed accordingly.

LESSON EVALUATION: *A teacher should write about the:*

- *Successes (competences achieved).*

- *Challenges (competences not achieved and why).*
- *Way forward (how to achieve competences not achieved and if applicable remedial work).*

APPENDIX (II): SAMPLE LESSON PLAN TEMPLATE

TEACHER'S NAME:.....

DATE:.....

CLASS:.....

DAY:.....

TIME:.....

DURATION:.....

TOTAL NO OF PUPILS:...BOYS:... GIRLS:... ATTENDANCE:...Boys:...Girls:...

LEARNING AREA: Creative and Technology Studies.

TOPIC:.....

SUB TOPIC:.....

GENERAL COMPETENCES: *(The General competences to be acquired in the lesson should be stated clearly and aligned to the learning activity)*

SPECIFIC COMPETENCE:.....

LESSON GOAL:

RATIONALE: *(Indicate content, skills, value, strategies and position)*

PRIOR KNOWLEDGE:

REFERENCES:.....

LEARNING ENVIRONMENT:

Natural:.....

Artificial:.....

Technological:.....

TEACHING AND LEARNING MATERIALS / RESOURCES:

- Visuals:.....
- Real objects:.....
- Technological:.....

Expected Standard: *(To be extracted from the syllabus as it appears)*

LESSON PROGRESSION

STAGES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	ASSESSMENT CRITERIA
INTRODUCTION			
LESSON DEVELOPMENT			
EXERCISE/ ASSESSMENT			
HOMEWORK			
CONCLUSION			

LESSON EVALUATION: *A teacher should write about the:*

- *Successes (competences achieved).*
- *Challenges (competences not achieved and why).*
- *Way forward (how to achieve competences not achieved and if applicable remedial work).*

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- Kaluba, C., & Kalimina, B. (2026). *Exploring early childhood education teachers' play-based learning pedagogical practices in Zambia*. *University of Zambia Journal of Law and Social Sciences*.
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