



Republic of Zambia

MINISTRY OF EDUCATION

DIRECTORATE OF CURRICULUM DEVELOPMENT

CREATIVE AND TECHNOLOGY STUDIES

TEACHING MODULE

EARLY CHILDHOOD EDUCATION

14-5 YEARS

TERM 3



Developed by the Curriculum Development Centre

LUSAKA

2026



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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) Level 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. It 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.

This module reflects the Ministry's commitment to making the implementation as smooth as possible for teachers by providing suggested activities and formative assessments that align with the CBC's objectives. However, teachers 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.)

Permanent Secretary- Educational Services
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ACKNOWLEDGEMENT

The **Creative and Technology Studies** Teaching Module for 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.



Petronella M. Samutete (Ms.)
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HOW TO USE THE MODULE

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

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

Tips for Successful Implementation

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

INTRODUCTION

The **Creative and Technology Studies Teaching Module** for ECE Level 4-5 years is a combination of Art and Design, Design and Technology, Home Economics, Information and Communications Technology, Music and Physical Education. Therefore, teachers should ensure that each component is taught. 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 and waste management.

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

Suggested Teaching and Learning Materials

ECE is crucial for cognitive, social-emotional, spiritual and moral and physical growth. Effective teaching materials are essential for engaging, interactive and play-based learning experiences. These materials foster a love for learning, promote academic readiness and develop essential skills. These materials are flexible and adaptable to meet diverse interests and needs of learners who are differently abled. The module provides guidance on suggested materials, but 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.

- **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 encourages learners to explore, discover and learn through hands-on experiences and interactions with their surroundings.
- **Man-Made Environment:** Man-made learning environments are intentionally designed safe spaces, such as classrooms, learning corners, laboratories and libraries, designed for formal instruction, hands-on activities, 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.

Safety in the Learning Environment: Safety education introduces learners to safety rules and expectations. Using play based learning helps learners to develop competences and adherence to best practices in the environment while they focus on learning and having fun.

Suggested Teaching Methodology

The approach to teaching and learning 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.

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

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

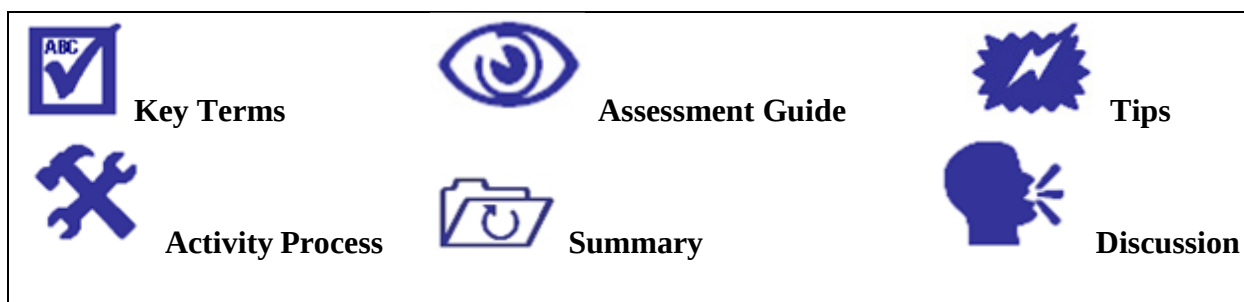
The teacher should have reasons for choosing a particular teaching method and must employ strategies and techniques to make the lesson interesting.

Learning Activities

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

Icons used in this Module

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



Assessment Methods

Assessment at this stage is not about ranking or grading the learners, but is for identification of the developmental milestones of the child and ensuring that learners receive support at the right time. Observation will be used on both formative and summative assessment.

The module provides specific items for 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: 0.2.7 MOTOR DEVELOPMENT

Introduction

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

Note: In all the activities, cater for the learners with special education needs and disabilities.

This topic covers subtopics on Eye-hand and Eye-foot coordination and Fine motor skills development.

General Competences

Analytical thinking

Apply analytical skills in navigating obstacle courses and experimenting with rolling techniques.

Collaboration

Participate in sharing responsibilities through various activities.

Communication

Learners to share information and express themselves through following instructions.

Problem solving

Use various skills to find solutions to challenging situations.

HOOK

“Ready, Aim and Move!”

The teacher shows learners a ball and asks: *“What happens if you try to throw a ball into a basket without looking at the basket?”* Learners make predictions and try it. The teacher explains that our **eyes guide our hands and feet** to perform movements accurately.



Key Terms

- **Motor development:** The growth and improvement of a child's ability to control body movements.
- **Coordination:** The ability to use different body parts together smoothly and accurately.

- **Eye-hand coordination:** The ability to use the eyes and hands together to perform a task, such as catching or lacing.
- **Eye-foot coordination:** The ability to use the eyes and feet together to perform a task, such as kicking a ball.
- **Throwing:** Moving an object from the hand towards a person or target.
- **Catching:** Using the hands to receive and control a moving object.
- **Kicking:** Using the foot to move an object, usually a ball, towards a target.
- **Lacing:** Passing a lace or string through holes using controlled hand and finger movements.
- **Fine motor skills:** Small movements involving the hands and fingers.
- **Gross motor skills:** Large movements involving the arms, legs and whole body.
- **Accuracy:** The ability to perform a movement correctly and towards the intended target.
- **Balance:** The ability to maintain control and stability while moving or standing.
- **Target:** An object or marked area that a child aims to reach or hit.

Sub-Topic: 0.2.7.1 Eye-hand and Eye-foot coordination

Specific Competence: 0.2.7.1.1 Develop eye-hand and eye-foot coordination



Learning Activity 1: Performing eye-hand and eye-foot activities (throwing, kicking, catching and lacing)

Suggested Learning Environment Set-Up

Indoor

- Arrange a safe, open space free from obstacles.
- Set up stations for lacing, throwing and catching.
- Place baskets/boxes at different distances for throwing activities.
- Provide chairs or tables for the lacing station.

Outdoor:

Mark a safe play area using cones, ropes or chalk.

Create separate areas for throwing, catching and kicking.

Place targets such as hoops, buckets or marked circles on the ground.

Suggested Teaching and Learning Materials

Visuals:

- Pictures showing children throwing, catching and kicking. Pictures showing correct lacing procedures. Posters illustrating hand and foot movements.

Real objects:

- Soft balls, Hoops, Beanbags, Baskets or boxes, Cones, Shoelaces, Lacing cards, Empty plastic bottles, Ropes.

Technological:

- Tablet, computer or projector
- Short video clips demonstrating coordination activities
- Interactive movement songs



Suggested Activity Process

- The teacher demonstrates each activity before learners begin.
- Learners practice **throwing** a soft ball or beanbag into a basket or at a target.
- Learners practice **catching** a ball thrown gently by a partner.
- Learners practice **kicking** a ball towards a marked target.
- Learners practice **lacing** cards by passing a shoelace through holes.
- Learners repeat the activities, gradually increasing the distance or difficulty.
- The teacher observes learners and provides encouragement and guidance.
- Learners discuss which activity was easy or difficult and why.



Content Tip

- Teacher should demonstrate each activity slowly and clearly before learners begin.
- Encourage learners to watch the object or target carefully while using their hands or feet. Start with simple activities and gradually increase the distance or difficulty according to the learners' abilities.
- Provide individual support to learners who experience difficulty with coordination, and use soft, safe materials to prevent injuries.



Assessment Strategies

- **Observation:** Observe learners as they perform throwing, catching, kicking and lacing activities to assess their coordination, accuracy and ability to follow instructions.
- **Checklist:** The teacher will use a checklist to record whether each learner can successfully perform the required eye-hand and eye-foot coordination activities.
- **Practical Demonstration:** The teacher will ask learners to individually demonstrate throwing, catching, kicking and lacing activities and assess their ability to coordinate their eyes, hands and feet correctly and safely..



Learning Activity 2: Coordination Challenge Circuit

Suggested Learning Environment Setup

Indoor

- Arrange the classroom into four safe activity stations.
- Provide enough space between stations for learners to move safely.
- Label each station with a picture or simple instruction.
- Keep the lacing station on a table and place throwing, catching and kicking activities in an open area.

Outdoor

- Mark four activity stations using cones, ropes or chalk.
- Provide sufficient space between the stations.
- Ensure the ground is level and free from dangerous objects.
- Organise learners into small groups for easy movement between stations.

Suggested Teaching and Learning Materials

- **Visuals:** Posters or flashcards showing safe and unsafe kitchen behaviours.
- **Real objects:** Soft balls, Beanbags, Hoops, Baskets or boxes, Cones, Empty plastic bottles, Lacing cards, Shoelaces or thick strings, Chalk or ropes for marking areas
- **Technological:** Tablet, computer or projector. Short video demonstrating coordination activities. Music for movement activities



Suggested Activity Process

- The teacher introduces the coordination circuit and explains the safety rules.
- The teacher demonstrates each activity before learners begin.
- Divide learners into small groups and assign each group to a station.
- Station 1 – Throw and Score: Learners throw beanbags or soft balls into a basket, hoop or marked target.
- Station 2 – Catch and Pass: Learners work in pairs, gently throwing and catching a soft ball.
- Station 3 – Kick the Target: Learners kick a ball towards cones, bottles, hoops or a marked circle.
- Station 4 – Lace and Create: Learners pass a lace through holes in a lacing card to develop hand and finger control.
- Allow groups to rotate from one station to another.
- Encourage learners to repeat activities to improve their accuracy and control.
- The teacher observes learners, provides support where needed and encourages participation.

- At the end of the circuit, ask learners to share which activity they found easy or difficult.



Content tip

- Ensure that activities are appropriate for the learners' age and ability.
- Demonstrate each activity before learners begin and start with simple movements before introducing more challenging ones.
- Encourage learners to look carefully at the object or target while coordinating their hands or feet. Give extra support to learners experiencing difficulties and allow them enough time to practice.
- Avoid comparing learners because coordination develops at different rates. Always ensure that the play area and materials are safe.



Assessment Strategies

- **Observation:** Observe learners as they rotate through the stations to assess their ability to coordinate their eyes with their hands and feet, follow instructions and perform the activities safely.
- **Checklist:** Record each learner's ability to throw, catch, kick and lace with increasing control and accuracy.
- **Practical Demonstration:** Ask each learner to demonstrate throwing, catching, kicking and lacing activities and assess their ability to coordinate their eyes, hands and feet accurately and safely.



Learning Activity 3: Performing throwing and catching activities (practice throwing objects towards targets and catching objects using both hands).

Suggested Learning Environment Setup

Indoor

- Clear an open area free from furniture and dangerous objects.
- Arrange learners in pairs with enough space between them.
- Place baskets, boxes or hoops at safe distances as targets.

Outdoor

- Mark a safe playing area using cones or chalk.
- Arrange learners in pairs or small groups.
- Place targets at different distances.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures showing correct throwing and catching positions. Pictures of children aiming at targets.
- **Real objects:** Soft balls, Beanbags, Hoops, Baskets or boxes, Cones
- **Technological:** Short video demonstrating throwing and catching. Tablet, computer or projector.



Suggested Activity Process

- The teacher demonstrates how to hold and throw a soft ball.
- Learners practise throwing beanbags or soft balls towards a nearby target.
- The teacher demonstrates how to position both hands when preparing to catch.
- Learners work in pairs and gently throw a ball to each other.
- Learners practise catching the ball using both hands.
- Gradually increase the throwing distance according to learners' abilities.
- Learners repeat the activities to improve their accuracy and control.
- The teacher provides individual support where necessary.



Content tip

- Teacher should begin with large, soft and lightweight objects that are easy for learners to handle.
- Demonstrate the correct throwing and catching technique before learners practise. Encourage learners to keep their eyes on the object and use both hands when catching.
- Start at a short distance and gradually increase the distance as learners gain confidence. Ensure that learners have enough space to avoid hitting one another.



Assessment strategies

- **Observation:** Observe learners as they throw and catch objects to assess their coordination, control, accuracy and safety.
- **Checklist:** Record learners' ability to throw towards a target and catch objects using both hands.
- **Practical Demonstration:** Ask individual learners to demonstrate throwing towards a target and catching a ball with both hands.



Learning Activity 4: Performing timed throwing and catching activities (practise timing their throws towards targets, catching objects with both hands, and throwing a ball using underarm and overarm movements).

Suggested Learning Environment Setup

Indoor

- Clear a large open space.
- Arrange learners in pairs facing each other.
- Place targets such as baskets or hoops at safe distances.
- Ensure there are clear pathways between groups.

Outdoor

- Mark throwing and catching areas using cones or chalk.
- Set targets at different distances.
- Organise learners into small groups to allow adequate practice space.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures showing underarm and overarm throwing. Pictures showing correct catching positions. Target pictures or cards.
- **Real objects:** Soft balls, Beanbags, Hoops, Baskets, Cones, Lightweight balls.
- **Technological:** Short demonstration video. Tablet, computer or projector. Timer or simple audio signal.



Suggested Activity Process

- The teacher demonstrates underarm and overarm throwing.
- Learners practice the throwing movements without holding an object.
- Learners throw soft balls underarm towards a target.
- Learners practice throwing the ball overarm towards a target.
- The teacher demonstrates how to watch and time a ball before catching it.
- Learners work in pairs and gently throw the ball to each other.
- Learners practice catching the ball with both hands.
- The teacher varies the distance according to learners' abilities.
- Learners practice throwing the ball when a signal is given and catching when it reaches them.
- Learners repeat the activities to improve timing, accuracy and control.
- The teacher provides encouragement and support throughout the activity.



Content tip

- Teacher should demonstrate underarm and overarm throwing separately and allow learners to practice each movement before combining them with catching.
- Emphasise watching the object carefully and moving the hands into position before catching.
- Use soft and lightweight balls, begin with short distances and gradually increase the difficulty.
- Do not force learners who are not yet confident; provide additional practice and support.



Assessment Strategies

- **Observation:** observe learners' ability to time their movements, throw accurately and catch objects using both hands.
- **Checklist:** Record whether each learner can perform underarm and overarm throws and catch a ball with both hands.
- **Practical Demonstration:** Ask individual learners to demonstrate a timed throw towards a target, catch a ball with both hands, and perform both underarm and overarm throws.



Learning Activity 5: Demonstrating kicking and rolling

Suggested Learning Environment Setup

Indoor

- Clear a safe, open space free from furniture and obstacles.
- Mark a starting line and target area using tape or chalk.
- Place lightweight balls at the starting line.
- Arrange targets such as hoops, boxes or plastic bottles at safe distances.

Outdoor

- Select a level and safe area for the activity.
- Mark starting points and target areas using cones or chalk.
- Place targets at different distances according to learners' abilities.
- Organise learners into small groups to allow everyone to participate.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures showing correct kicking and rolling positions. Pictures of children aiming at targets. Target cards or signs.
- **Real objects:** Soft/lightweight balls, Hoops, Cones, Empty plastic bottles, Boxes or baskets, Chalk or ropes for marking

- **Technological:** Tablet, computer or projector. Short video demonstrating kicking and rolling. Music for movement activities.



Suggested Activity Process

- The teacher introduces the activity and explains the safety rules.
- The teacher demonstrates how to stand behind a stationary ball and kick it towards a target.
- Learners observe the target before kicking the ball.
- Learners take turns kicking a stationary ball towards a hoop, cone, bottle or other target.
- The teacher demonstrates how to time the movement by looking at the target and kicking the ball with controlled force.
- Learners repeat the kicking activity, gradually increasing the distance from the target.
- The teacher demonstrates how to roll a ball along the ground using both hands.
- Learners practise rolling the ball towards a target such as a hoop, box or marked circle.
- Learners repeat the rolling activity from different distances.
- Encourage learners to watch the target carefully and adjust the strength and direction of their kick or roll.
- The teacher provides guidance and encouragement to learners who need additional support.
- Learners discuss which activity they found easier and why.



Content tip

- Teacher should demonstrate kicking and rolling slowly before learners begin. Emphasise that learners should look at the target before and during the movement.
- Begin with a stationary ball and a nearby, large target before increasing the distance or reducing the target size.
- Encourage learners to use controlled force rather than kicking or rolling the ball too hard. Provide extra support to learners who have difficulty with balance, timing or direction.
- Ensure that learners take turns and maintain enough space between each other for safety.



Assessment Strategies

- **Observation:** observe learners as they kick and roll the ball to assess their eye-foot coordination, timing, direction, control and accuracy.
- **Checklist:** record learners' ability to kick a stationary ball towards a target and roll a ball accurately towards a target.
- **Practical Demonstration:** ask individual learners to demonstrate kicking a stationary ball towards a target and rolling a ball towards a target while assessing their timing, coordination, control and accuracy.

Expected Standard: Eye-hand and eye-foot coordination skills developed accordingly.

Sub-Topic: 0.2.7.2 Fine Motor Skills

Specific Competence: 0.2.7.2.1 Develop various Fine motor skills.



Learning Activity 1: Manipulating different objects to build a tower up to 10 pieces (building blocks, plastics lids)

Suggested Learning Environment Setup

Indoor

- Arrange learners around tables or on a clean floor space.
- Provide each learner or small group with a collection of building materials.
- Ensure there is enough space for learners to build without disturbing others.
- Display a picture of a simple tower as a guide.

Outdoor

- Select a clean, flat and shaded area.
- Provide mats or suitable surfaces on which learners can build.
- Arrange learners in small groups.
- Ensure that the materials are clean, safe and free from sharp edges.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures of towers made from different objects, Number cards from 1–10, Simple pictures showing how to stack objects.
- **Real objects:** Building blocks, Plastic lids, Plastic cups, Small boxes, Wooden blocks, Bottle tops, Containers of different sizes
- **Technological:** Tablet or computer showing pictures or a short video of children building towers. Projector for displaying examples of towers.



Suggested Activity Process

- The teacher shows learners different objects that can be stacked.
- The teacher demonstrates how to pick up, hold and carefully place one object on top of another.
- Learners first practise manipulating and stacking a few objects.
- Learners work individually or in small groups to build a tower.
- Learners count the objects as they add them to the tower.
- Encourage learners to build the tower gradually, starting with fewer pieces.
- Learners continue adding pieces until they reach 10 pieces, where possible.
- If the tower falls, learners try again and identify how they can make it more stable.

- The teacher encourages learners to use their eyes to guide their hands when placing each object.
- Learners compare their towers and talk about what helped them keep the towers balanced.
- The teacher provides assistance to learners who experience difficulty manipulating or balancing the objects.



Content Tip

- Teacher should select objects that are safe, clean, lightweight and appropriate for the learners' age.
- Demonstrate how to hold and place objects carefully before learners begin. Start with larger and easier-to-handle objects before introducing smaller ones.
- Encourage learners to use both hands and their fingers carefully while keeping their eyes on the objects.



Assessment Strategies

- **Observation:** Observe learners as they manipulate and stack objects to assess their eye-hand coordination, finger control, accuracy and ability to balance the tower.
- **Checklist:** Record whether learners can safely manipulate objects, stack them correctly, count up to 10 pieces and maintain control of their movements.
- **Practical Demonstration:** Each learner to independently demonstrate how to manipulate and stack objects to build a tower of up to 10 pieces.



Learning Activity 2: Performing dressing up activities (dressing oneself, zipping, buttoning, tying shoe laces)

Suggested Learning Environment Setup

Indoor

- Set up a safe dressing-up corner with a variety of clothing.
- Arrange dressing materials on a table or in labelled baskets.
- Provide enough space for learners to practice comfortably.
- Arrange learners in small groups so that they can take turns using the materials.

Outdoor

- Set up the activity in a clean, shaded and safe area.
- Place dressing materials on mats or tables.
- Provide enough space for learners to dress and move safely.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures showing steps for dressing. Pictures showing how to zip, button and tie shoelaces. Sequencing cards showing dressing steps.
- **Real objects:** Shirts, Trousers, Jackets, Dresses, Shoes with shoelaces, Buttoning boards, Zipping boards or old jackets, Dolls with clothes, Dressing frames.
- **Technological:** Tablet, computer or projector, Short videos demonstrating dressing skills, Digital pictures showing the steps for fastening clothes.



Suggested Activity Process

- The teacher introduces the activity and discusses the importance of being able to dress oneself.
- The teacher demonstrates how to put on and remove a simple garment.
- Learners practice putting on and removing their own clothing where appropriate.
- The teacher demonstrates how to hold and pull a zip.
- Learners practice opening and closing zips using jackets, dressing frames or other suitable materials.
- The teacher demonstrates how to insert a button through a buttonhole.
- Learners practice buttoning and unbuttoning clothing or buttoning boards.
- The teacher demonstrates simple steps for tying shoelaces.
- Learners practice tying and untying shoelaces using shoes or lacing boards.
- Learners repeat the activities to improve their finger control and coordination.
- The teacher encourages learners to complete the tasks independently while providing support when necessary.
- Learners share which dressing skill they found easy or difficult.



Content Tip

- Teacher should demonstrate each dressing skill slowly, using clear step-by-step instructions.
- Begin with large buttons, large zips and thick shoelaces that are easy for learners to handle before progressing to smaller fasteners.
- Allow learners sufficient time to practice independently and provide assistance only when necessary.
- Avoid doing the task for the learner; instead, guide the learner to complete the task. Ensure that all clothing and materials are clean, safe and appropriate for the learners' age.



Assessment Strategies

- **Observation:** observe learners as they perform dressing activities to assess their finger control, eye-hand coordination, accuracy and level of independence.
- **Checklist:** Record whether learners can dress themselves, zip, button and tie shoelaces with increasing control.
- **Practical Demonstration:** Learner to demonstrate selected dressing skills, such as putting on a garment, zipping, buttoning and tying shoelaces, and assess their ability to perform the tasks independently and correctly.



Learning Activity 3: Practising scooping activities (measurement and size estimation)

Suggested Learning Environment Setup

Indoor

- Set up a scooping activity table with different-sized containers.
- Place the materials in shallow trays to reduce spillage.
- Arrange spoons and scoops where learners can easily reach them.
- Provide enough space for learners to work individually or in small groups.

Outdoor

- Set up the activity in a clean, shaded area.
- Place learners on mats or around low tables.
- Use larger containers and scoops where appropriate.
- Ensure the area is free from harmful objects.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures of different-sized containers. Number cards. Pictures showing full, half-full and empty containers. Size comparison cards such as big/small and more/less.
- **Real objects:** Spoons, Cups, Small scoops, Bowls, Containers of different sizes, Trays, Sand, Rice, Beans, Maize or other suitable dry materials.
- **Technological:** Tablet, computer or projector. Short video demonstrating scooping and measuring activities. Digital pictures of different-sized containers.



Suggested Activity Process

- The teacher displays containers of different sizes and allows learners to observe them.
- Ask learners to identify which container is big, small, wider or narrower.
- The teacher demonstrates how to hold a scoop or spoon correctly.

- The teacher demonstrates scooping a material and transferring it carefully into another container.
- Learners practice scooping materials from one container into another.
- Ask learners to estimate how many scoops will fill a small container.
- Learners count the number of scoops used to fill the container.
- Repeat the activity using a larger container.
- Learners compare the number of scoops needed for the different containers.
- Ask learners which container required more scoops and which required fewer scoops.
- Learners practice filling containers to different levels, such as empty, half-full and full.
- The teacher encourages learners to scoop carefully without spilling the materials.
- Learners clean up their work area after completing the activity.



Content Tip

- Teacher should choose safe, clean and age-appropriate materials for scooping.
- Encourage learners to make predictions before measuring and then count the scoops to check their estimates.
- Focus on developing hand control and understanding of size, quantity and capacity rather than expecting exact measurements.
- Supervise learners closely, especially when using small materials.



Assessment Strategies

- **Observation:** Observe learners as they scoop and transfer materials to assess their hand control, eye-hand coordination, accuracy and ability to handle materials safely.
- **Checklist:** Record learners' ability to hold the scoop correctly, transfer materials, estimate quantities and compare the sizes or capacities of containers.
- **Practical Demonstration:** learners to demonstrate scooping, transferring materials into a container and estimating the number of scoops needed to fill it.



Learning Activity 4: Performing clipping activities. (Holding, clipping)

Suggested Learning Environment Setup

Indoor

- Set up tables with different clipping stations.
- Place clips and objects in separate containers.
- Provide enough space for learners to work comfortably.
- Arrange learners individually or in small groups.

Outdoor

- Set up the activity on clean tables or mats in a shaded area.
- Provide trays containing clips and materials.
- Ensure the ground is clean and safe.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures showing how to hold and open a peg. Pictures showing objects being clipped together. Step-by-step clipping cards.
- **Real objects:** Clothes pegs, Plastic clips, Paper, Cardboard strips, Pictures, String or rope, Small containers
- **Technological:** Tablet or computer. Short video demonstrating clipping activities. Projector for displaying clipping steps.



Suggested Activity Process

- The teacher introduces the clipping activity and shows learners different types of clips.
- The teacher demonstrates how to hold a clip correctly.
- Learners practice holding the clips using their thumb and fingers.
- The teacher demonstrates how to open and close the clip.
- Learners practice opening and closing the clips several times.
- Learners clip pegs onto the edges of paper or cardboard.
- Learners practice clipping two pieces of paper or card together.
- Learners arrange several clips around a container or cardboard shape.
- Encourage learners to remove the clips and repeat the activity.
- The teacher observes learners and provides support where necessary.



Content Tip

- Teacher should begin with large, easy-to-hold clips that require little force to open.
- Demonstrate the correct finger position and allow learners to practice opening and closing the clip before attaching objects.

- Encourage learners to use controlled finger movements rather than forcing the clip.
- Provide assistance to learners who have difficulty with grip strength or coordination. Ensure that clips are safe, clean and appropriate for the learners' age.



Assessment Strategies

- **Observation:** Observe learners as they hold, open, close and use clips to assess their finger control and eye-hand coordination.
- **Checklist:** Record learners' ability to hold clips correctly, open and close them, and attach them to objects.
- **Practical Demonstration:** Individual learners to demonstrate how to hold, open, close and use a clip to attach an object.



Learning Activity 5: Using tongs and tweezers

Suggested Learning Environment Setup

Indoor

- Set up tables with trays containing different objects.
- Provide one pair of tongs or tweezers for each learner or small group.
- Place empty containers beside the trays for transferring objects.
- Ensure that learners have enough space to work.

Outdoor

- Set up tables or mats in a clean, shaded area.
- Use larger objects that are easy to see and handle.
- Organise learners into small groups.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures showing how to use tongs and tweezers. Sorting pictures. Colour and shape cards.
- **Real objects:** Child-safe tongs, Child-safe tweezers, Bowls and trays, Large beads, Pom-poms, Bottle tops, Small blocks, Cotton balls, Large buttons.
- **Technological:** Tablet or computer. Short demonstration video. Projector for showing correct use of tongs and tweezers.



Suggested Activity Process

- The teacher introduces tongs and tweezers and explains their purpose.
- The teacher demonstrates how to hold and squeeze the tongs.
- Learners practice opening and closing the tongs.

- Learners use the tongs to pick up objects from a tray.
- Learners transfer the objects into another container.
- The teacher demonstrates how to hold and squeeze tweezers safely.
- Learners practice picking up suitable small objects using tweezers.
- Learners sort the objects according to colour, shape or size.
- Learners repeat the activity using different objects.
- The teacher encourages learners to work slowly and accurately.
- Learners return the materials to their places after completing the activity.



Content Tip

- Teacher should select child-safe tongs and tweezers that are suitable for the learners' hand size. Begin with larger, lightweight objects that are easy to grip before introducing smaller objects.
- Demonstrate how to squeeze and release the tools gently and correctly. Allow learners plenty of practice and avoid rushing them.
- Closely supervise the activity and avoid very small objects that may present a choking risk.



Assessment Strategies

- **Observation:** Observe learners as they use tongs and tweezers to pick up, transfer and sort objects, focusing on grip, control and coordination.
- **Checklist:** Record learners' ability to hold the tools correctly, pick up objects, transfer them and sort them accurately.
- **Practical Demonstration:** Learners to demonstrate using tongs and tweezers to pick up and transfer objects from one container to another.

Expected Standard: Various fine motor skills developed accordingly.



Topic Summary

This topic helps learners develop eye-hand, eye-foot and fine motor coordination through activities such as throwing, catching, kicking, rolling, building, dressing, scooping, clipping and using tongs and tweezers. Learners practice control, timing, accuracy and manipulation through practical activities, progressing from guided practice to independent performance. Teachers demonstrate, facilitate, supervise and provide support, promoting coordination, confidence, independence and practical life skills.

TOPIC: 0.2.11 MATERIALS

Materials are substances or objects that are used to make, create, build, repair or perform different activities. In early childhood education, learners develop the ability to identify, explore, select and use different materials safely and appropriately in their everyday activities.

Through structured, practical and play-based activities, learners will observe, handle, manipulate and experiment with different materials found in their homes, schools and communities. They will develop an understanding of the properties, uses and differences of materials while practicing skills such as sorting, matching, combining, constructing and creating.

This topic focuses on different types and uses of materials, where learners are expected to identify and appropriately use common materials in classroom, home and community environments, while demonstrating creativity, care, responsibility and safety.

GENERAL COMPETENCES

- **Analytical Thinking:** Learners observe, compare, classify and identify similarities and differences in materials based on their properties, uses, size, shape, colour and texture.
- **Collaboration:** Learners work together, share materials, take turns and cooperate with others when exploring, sorting, constructing and creating.
- **Communication:** Learners describe, name and discuss different materials, their properties and uses, and share their ideas and observations with others.
- **Problem Solving:** Exhibit basic skills in applying manners to resolve social misconceptions.
- **Creativity and Innovation:** Learners use different materials in imaginative ways to design, construct, create and find new solutions to simple problems.

Hook (problem solving scenario)

The teacher brings different everyday objects, such as a plastic bottle, wooden spoon, metal cup and piece of cloth. Learners observe and touch the objects and are asked: “What is this made of?” and “Can you find something around you that is made of the same material?” The teacher explains that objects are made from different types of materials which have different properties and uses.



Key Terms

- **Material:** A substance or matter used to make or create something.
- **Types of materials:** Different kinds of substances from which objects are made.
- **Natural materials:** Materials obtained directly from nature, such as wood, clay, cotton and leaves.
- **Man-made materials:** Materials produced or changed by people, such as plastic, glass, paper and some metals.
- **Wood:** A natural material obtained from trees and used to make furniture, tools and other objects.
- **Metal:** A strong material used to make objects such as cooking utensils, tools and containers.
- **Plastic:** A lightweight man-made material used to make many everyday objects.
- **Glass:** A hard, smooth and often transparent material used to make items such as bottles and windows.
- **Paper:** A thin material commonly used for writing, drawing, wrapping and making objects.
- **Cloth/Fabric:** A flexible material used to make clothing and other items.
- **Clay:** A soft natural material that can be shaped when wet and used to make pots and other objects.
- **Identification:** Recognising and naming something correctly.
- **Properties:** The qualities or characteristics of a material, such as colour, texture, strength and flexibility.
- **Locality:** The area around where people live, learn or work.

Sub-Topic: 0.2.11.1 Types of Materials

- Types of materials are the different substances used to make objects. Learners explore materials found in their homes, school and community, identifying, sorting and describing them according to their properties and uses while developing observation, classification and practical skills.

Specific Competence: 0.2.11.1.1 Utilise different materials



Learning Activity 1: Identifying different types of materials in their locality

Suggested Learning Environment Setup

Indoor

- Arrange different objects made from various materials on tables.
- Create material stations for wood, plastic, metal, paper, glass, cloth and clay.
- Provide labelled containers or baskets for sorting objects.
- Ensure that all materials are safe for learners to handle.

Outdoor

- Organise a supervised walk around the school or nearby safe environment.
- Identify objects made from different materials.
- Provide baskets or bags for collecting safe sample materials such as leaves, small pieces of wood and paper.
- Mark a safe area where learners can sort and discuss the materials they find.

Suggested teaching and learning materials

- **Visuals:** Pictures of different types of materials. Picture cards showing objects and the materials they are made from. Charts showing natural and man-made materials
- **Real objects:** Wooden objects, Plastic bottles and containers, Metal spoons or cups, Pieces of paper and cardboard, Cloth or fabric, Glass objects or pictures of glass objects, Clay, Leaves, sticks and other safe natural materials
- **Technological:** Tablet, computer or projector. Short video showing different materials and their uses. Digital pictures of materials found in the local environment.



Suggested activity process

- The teacher introduces different materials using real objects.
- Learners observe and touch the objects and describe what they notice.
- The teacher names each material and explains its common uses.
- Learners identify materials found in the classroom.
- Take learners on a short, supervised walk around the school environment.
- Learners identify different materials they see in their locality.
- Learners collect only safe materials, where appropriate.
- Learners group or sort the materials according to type.
- The teacher asks learners to compare the materials based on characteristics such as hard/soft, smooth/rough, heavy/light and flexible/rigid.
- Learners identify which materials are natural and which are man-made.
- Learners share their findings with the class.
- The teacher reinforces correct identification and explains the safe and appropriate use of materials.



Content Tip

- Teacher should use familiar materials and objects from the learners' local environment to make the lesson meaningful.
- Allow learners to see, touch and explore safe materials rather than relying only on pictures. Introduce a few materials at a time and gradually add more as learners become familiar with them.

- Encourage learners to describe what they observe and explain their thinking instead of simply memorising names. Carefully supervise the handling of materials and avoid sharp, broken or hazardous objects.



Assessment Strategies

- **Observation:** Observe learners as they identify, handle and group different materials to assess their ability to recognise and describe materials correctly.
- **Checklist:** Record learners' ability to identify, name, classify and appropriately handle different types of materials.
- **Practical Demonstration:** Learners to select different objects, identify the materials from which they are made and demonstrate how the materials can be appropriately used.



Learning Activity 2: Sorting objects according to their materials

Suggested Learning Environment Setup

Indoor

- Arrange different safe objects on a table or floor.
- Provide labelled baskets or containers for each material.
- Create separate sorting stations for different types of materials.
- Ensure that all objects are clean and safe to handle.

Outdoor:

- Set up the activity in a safe, open area.
- Allow learners to identify suitable materials in the environment.
- Provide baskets or trays for collecting safe samples.
- Mark a sorting area where learners can group their collected materials.

Suggested teaching and learning materials

- **Visuals:** Pictures of soil, mud, grass, glass, bricks/blocks, trees/wood, plastic and metal. Material sorting cards. Charts showing different types of materials.
- **Real objects:** Soil, Mud, Grass, Small pieces of glass or safe glass samples handled by the teacher only, Bricks or blocks, Small pieces of wood, Plastic bottles and containers, Metal spoons, tins or other safe metal objects, Sorting baskets or trays
- **Technological:** Tablet, computer or projector, Short video showing different materials and their uses, Digital pictures of materials found in the local environment.



Suggested activity process

- The teacher displays different objects and materials and allows learners to observe them.
- The teacher introduces and names each material.
- Learners describe what they see, such as colour, texture, hardness and size.
- The teacher demonstrates how to sort objects according to the material they are made from.
- Learners work in small groups to sort the objects into the correct categories.
- Learners identify objects made from soil, mud, grass, glass, bricks/blocks, wood, plastic and metal.
- Learners compare materials and discuss how they are different.
- The teacher asks learners to identify materials found in their local environment.
- Learners collect safe samples where appropriate and add them to the correct groups.
- Each group presents its sorted materials to the class.
- The teacher corrects misconceptions and reinforces correct identification.
- Learners return the materials to their appropriate places after the activity.



Content Tip

- Teacher should use familiar materials that learners commonly see in their local environment.
- Encourage learners to observe, touch and compare safe materials before sorting them. Emphasise that some objects may be made from more than one material. Do not allow learners to handle broken glass or other dangerous materials; use pictures or teacher-handled samples instead.
- Focus on helping learners explain why an object belongs to a particular group rather than simply memorising material names.



Assessment Strategies

- **Observation:** Observe learners as they identify, compare and sort objects according to their materials.
- **Checklist:** record learners' ability to correctly identify and classify objects according to the materials from which they are made.
- **Practical Demonstration:** learners to select objects and demonstrate how to sort them into the correct material groups.



Learning activity 3: Using different materials to make objects.

Suggested Learning Environment Setup

Indoor

- Arrange different materials on tables in clearly labelled groups.
- Provide learners with enough workspace for creating objects.
- Set up a display area where learners can place their finished products.
- Ensure all materials are clean and safe to handle.

Outdoor

- Select a clean, flat and safe working area.
- Provide tables, mats or suitable surfaces for the activity.
- Arrange materials in separate containers.
- Provide enough space for learners to work in small groups.

Suggested teaching and learning materials

- **Visuals:** Pictures of objects made from different materials. Simple examples or diagrams showing what can be created. Pictures showing safe use of materials.
- **Real objects:** Soil or mud, Grass, Sticks, Leaves, Paper and cardboard, Plastic containers, Bottle tops, Blocks, Clay, String or rope, Safe recycled materials.
- **Technological:** Tablet, computer or projector. Pictures or short videos showing creative activities using locally available materials.



Suggested Activity Process

- The teacher displays different materials and asks learners to name them.
- Learners discuss objects that can be made or constructed from the materials.
- The teacher demonstrates how to select suitable materials for a simple creation.
- Learners work individually or in small groups.
- Each group selects suitable materials for the object they want to make.
- Learners use the materials to construct or create a simple object, such as a small model house, toy, container or decorative item.
- Learners discuss why they selected particular materials.
- The teacher moves around the groups, guiding and supporting learners.
- Learners display their completed creations.
- Each group briefly explains what they made, the materials they used and their purpose.
- The teacher reinforces the appropriate and safe use of materials.
- Learners clean and organise the materials after the activity..



Content tip

- Teacher should encourage learners to use materials that are readily available in their local environment.
- Allow learners to choose and combine materials creatively rather than giving them only one correct way of completing the task.
- Guide learners to think about the properties and purpose of each material when making their choices.
- Encourage reuse of safe waste materials and always supervise learners to ensure that materials are handled safely.



Assessment strategies

- **Observation:** observe learners as they select, manipulate and combine materials to assess their ability to use materials appropriately and safely.
- **Checklist:** Record learners' ability to identify suitable materials, use them appropriately, cooperate with others and complete a simple creation.
- **Practical Demonstration:** learners to demonstrate how they select and use different materials to make a simple object for a given purpose.



Learning Activity 4: Making toys from different materials

Suggested Learning Environment Setup

Indoor

- Arrange different materials on tables.
- Set up a safe toy-making area.
- Place materials in labelled containers.
- Provide enough space for individual or group work.

Outdoor

- Select a clean, shaded and open working area.
- Arrange materials on tables or mats.
- Create separate work areas for small groups.
- Keep potentially unsafe materials away from learners.

Suggested teaching and learning materials

- **Visuals:** Pictures of toys made from different materials. Simple diagrams showing how to make toys. Pictures showing safe use of materials.
- **Real objects:** Cardboard boxes, Plastic bottles and containers, Bottle tops, Paper, String, Sticks, Leaves, Cloth pieces, Clay, Blocks, Wool or yarn, Other safe recycled materials.

- **Technological:** Tablet, computer or projector. Short videos demonstrating how simple toys can be made from recycled or locally available materials.



Suggested activity process

- The teacher displays different handmade toys and allows learners to observe them.
- Learners identify the materials used to make each toy.
- The teacher demonstrates how to make a simple toy using safe materials.
- Learners select materials they would like to use.
- Learners work individually or in small groups to make a simple toy.
- Learners combine different materials where appropriate.
- The teacher moves around the groups and provides guidance.
- Learners test their toys to see whether they work as intended.
- Learners make simple improvements where necessary.
- Each learner or group displays their completed toy.
- Learners explain what materials they used and how the toy can be used.
- Learners clean the working area and safely store the remaining materials.



Content tip

- Teacher should encourage learners to use safe, locally available and recycled materials. Allow learners to be creative rather than requiring identical finished products.
- Demonstrate how materials can be combined while emphasising safe handling. Avoid sharp tools and small loose parts that may pose a risk to young children.
- Focus on the process of selecting, manipulating and using materials rather than the appearance of the final toy.



Assessment strategies

- **Observation:** Observe learners as they select, manipulate and combine materials to make a toy and assess their creativity, cooperation and safe use of materials.
- **Checklist:** Record learners' ability to select appropriate materials, follow instructions, construct a simple toy and use materials safely.
- **Practical Demonstration:** Learners to demonstrate how they selected and used different materials to make their toy.



Learning activity 5: Designing and creating a toy

Suggested Learning Environment Setup

Indoor

- Set up a Toy-Making Corner with a variety of safe materials.
- Arrange materials in clearly labelled containers.
- Provide tables for designing and constructing.
- Create a display area for completed toys.

Outdoor

- Provide a clean and spacious area for construction.
- Arrange materials on tables or mats.
- Allow learners to test their toys safely after construction.

Suggested teaching and learning materials

- **Visuals:** Pictures of handmade and recycled toys. Simple toy design drawings. Pictures showing different ways materials can be combined.
- **Real objects:** Cardboard, Plastic bottles, Bottle tops, Sticks, Paper, String, Cloth, Wool, Clay, Blocks, Boxes, Safe recycled materials.
- **Technological:** Tablet, computer or projector. Short videos showing children designing and making simple toys.



Suggested Activity Process

- The teacher presents different materials and discusses their possible uses.
- Learners brainstorm different toys they could make.
- Each learner or group chooses a toy to create.
- Learners draw or describe a simple plan of their toy.
- Learners identify and select the materials needed.
- Learners construct their toys using the selected materials.
- The teacher guides learners without taking over their work.
- Learners test their toys and identify areas that need improvement.
- Learners make adjustments to improve the toy.
- Each learner or group presents the finished toy to the class.
- Learners explain the materials used, how the toy works and what it can be used for.
- The teacher encourages learners to appreciate different ideas and creative solutions.



Content Tip

- Teacher should give learners opportunities to make their own choices and develop original ideas.
- Avoid providing a model that learners must copy exactly. Guide learners to consider the properties, availability and purpose of materials when selecting them.

- Encourage learners to test, modify and improve their toys.
- Emphasise creativity and problem-solving while ensuring that all materials and finished toys are safe for children to use.



Assessment Strategies

- **Observation:** Watch learners as they plan, select, combine and use materials to assess creativity, problem-solving, cooperation and safe handling.
- **Checklist:** Record learners' ability to select appropriate materials, follow their design, construct a toy and improve their creation.
- **Practical Demonstration:** Learners to demonstrate how their toy was made, how different materials were used and how the finished toy works.

Expected Standard: Different types of materials utilized accordingly.



Topic Summary

Teaching learners about materials involves helping them identify, sort and utilise different materials found in their homes, school and local environment. It includes exploring natural and man-made materials such as soil, mud, grass, wood, glass, bricks, plastic and metal, while encouraging learners to observe their properties and uses. Learners also use different materials to create simple objects and toys, promoting creativity, innovation, problem-solving and practical skills. Through hands-on activities, learners develop the ability to select and use materials appropriately, safely and responsibly.

0.2.13 TOPIC: CRAFT

Introduction

Craft refers to hands-on creative activities where learners engage in making something with their hands, using basic materials like paper, scissors, glue, crayons, fabric or clay.

Craft activities are designed to stimulate imagination and creativity while also supporting the development of various skills like problem solving, eye-hand coordination, confidence and self-esteem.

This topic covers three subtopics titled patterns, weaving as well as modeling and moulding, this consists of identifying materials used to print patterns, sorting materials used for printing patterns, printing simple patterns using different media and weaving threads and paper strips.

General Competences

Communication: Express oneself using different craft materials.

Collaboration: Demonstrate ability to share different materials as they create different artifacts.

Critical thinking: Identifying and sorting different types of materials for printing patterns and weaving.

Creativity and innovation: Demonstrate ability to create different artifacts by using different patterns and weaves.

Digital literacy: Learners interact safely with technology and use digital resources for learning.

Entrepreneurship: Demonstrate the ability to participate in simple entrepreneurial activities by selling artifacts made and saving money.

Environmental sustainability: Demonstrate skills to use different waste to form different weaved materials and different patterns.

HOOK

Your friends love playing with beads! They want to make a bracelet, but they need your help. They have beads of different colours: red, blue, and red, blue. They want to keep making the bracelet, but are not sure what colour comes next.

Can you help them?

- What colour of a bead comes next?
- Why do you think that colour comes next?
- Can you help them make the bracelet?



Key Terms

Pattern – A repeated design or sequence of elements that follow a specific order, like colors, shapes or numbers.

Sequence – The order in which things occur, often used when talking about repeating patterns.

Thread– The individual strands of material used to create a woven fabric.

Weaving – The process of interlacing threads or fibers to create fabric or textile patterns.

Modelling- The act of creating something by shaping soft materials like clay.

0.2.13.1 Sub-Topic: Patterns

Patterns refer to a repeated or regular arrangement of elements, shapes or events. It is a decorative arrangement of shapes, colors or motifs that repeat in a predictable manner, like a floral print on fabric or tiles arranged in a specific way. Patterns are foundational elements that support cognitive growth, creativity, problem-solving and even social-emotional development. By understanding and creating patterns, learners gain a deeper understanding of the world around them and develop essential skills that will benefit them throughout their education and beyond.

Specific Competence: 0.2.13.1.1 Pattern making



Learning Activity 1: String beads in ABAB sequence.

Suggested learning environment set up

This activity can be done indoors and outdoors

Indoor Learning Environment

- Classroom tables

Outdoor Learning Environment

- Playground mats

Suggested Teaching and Learning Materials

- **Visuals:** Necklace samples
- **Real objects:** Beads, thread
- **Technological:** Projector images of beadwork if available.



Suggested Activity Process

- Display bead samples.
- Demonstrate ABAB sequence.
- Learners select beads.

- String beads onto thread.
- Repeat sequence until necklace is complete.
- Learners explain their pattern.
- Display finished work.



Content Tip

The teacher should note that:

- Remind learners to check the sequence before adding each bead.
- Encourage them to verbalize the colour order to reinforce memory.
- Use beads of different sizes to challenge observation skills.
- Use locally available beads.



Assessment Strategies

- **Observation:** Watch if learners follow the sequence.
- **Checklist:** Note if learners alternate colors correctly.
- **Oral responses:** Ask learners to describe their pattern.



Learning activity 2: Arrange bottle tops in circle-square sequence.

Suggested Learning Environment Setup

This activity can be done indoors and outdoor

Indoor Learning Environment

- Classroom floor.

Outdoor Learning Environment

School yard

Suggested Teaching and Learning Materials

- **Visuals:** Pattern charts
- **Real objects:** Bottle tops
- **Technological:** Photos of recycled crafts.



Suggested Activity Process

- Provide bottle tops.
- Demonstrate circle-square sequence.
- Learners arrange tops.
- Extend sequence.
- Swap colors but keep pattern.
- Learners explain arrangement.

- Teacher checks consistency.



Content tip

The teacher should note that:

- Highlight recycling benefits to build environmental awareness.
- Ask learners to predict the next shape before placing it.
- Encourage neat spacing to improve visual presentation.



Assessment Strategies

Observation: Check if learners follow the sequence.

Checklist: Record if learners extend correctly.

Practical Demonstration: Learners explain their arrangement.



Learning Activity 3: Dip leaves in paint and print sequence.

Suggested Learning Environment Setup

This activity can be done indoors and outdoor

Indoor Learning Environment

- Art room

Outdoor Learning Environment

- Garden area

Suggested Teaching and Learning Materials

- **Visuals:** Printed cloth samples
- **Real objects:** Leaves, paint, paper.
- **Technological:** Videos of leaf printing (optional).



Suggested Activity Process

- Collect leaves.
- Dip in paint.
- Press onto paper.
- Alternate leaf shapes.
- Extend sequence.
- Learners describe pattern.
- Display work.



Discussion

- Learners discuss what safety rules they followed.
- Teacher reinforces correct behaviours and reminds learners of hazards.
- Optionally, create a small “Art Safety Rules” poster together.



Content tip

The teacher should note that:

- Use local tree leaves
- Guide learners to press leaves firmly for clear prints.
- Encourage mixing leaf types for variety in patterns.
- Reinforce safety rules when handling paint.



Assessment strategies

- **Checklist:** Record if learners extend sequence.
- **Practical Demonstration:** Ask learners to paint the leaves
- **Observation:** Watch if learners alternate correctly.



Learning Activity 4: Paint stones with dots and stripes.

Suggested Learning Environment Setup

This activity can be done indoors and outdoor

Indoor Learning Environment

- Classroom tables.

Outdoor Learning Environment

- Playground mats

Suggested Teaching and Learning Materials

- **Visuals:** Painted stone samples.
- **Real objects:** Stones, paint
- **Technological:** Photos of stone art (optional).



Suggested Activity Process

- Provide stones.
- Show painted examples.
- Learners paint stones.
- Arrange in sequence.

- Repeat designs.
- Learners explain sequence.
- Teacher observes accuracy.



Content tip

The teacher should note that:

- Remind learners to let stones dry before arranging.
- Encourage alternating colours and designs for creativity.
- Use smooth stones to avoid messy prints.



Assessment Strategies

- **Observation:** Watch if learners repeat correctly.
- **Checklist:** Record if learners alternate designs.
- **Practical Demonstration:** Ask learners to paint the stones.



Learning Activity 5: Arrange folded shapes in sequence.

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment

Classroom tables

Outdoor Learning Environment

School yard

Suggested Teaching and Learning Materials

- **Visuals:** Folded paper samples.
- **Real objects:** Coloured paper.
- **Technological:** Folded paper videos (optional).



Suggested Activity Process

- Provide paper.
- Demonstrate folding.
- Learners fold multiple papers.
- Arrange in sequence.
- Alternate colours.
- Learners describe sequence.
- Teacher checks neatness.



Content tip

The teacher should note that:

- Emphasize neat folding to maintain sequence clarity.
- Encourage learners to compare folded shapes.
- Use recycled paper to promote sustainability.



Assessment Strategies

- **Observation:** Watch if learners fold neatly.
- **Checklist:** Record if learners alternate colours.
- **Practical Demonstration:** Ask learners to demonstrate how to fold papers neatly.



Learning Activity 6: Okra Motif

Suggested Learning Environment Set Up

This activity can be done indoors or outdoors.

Indoor Learning Environment

- Classroom tables or art corners.

Outdoor Learning Environment

- Playground mats or shaded open space.

Suggested Teaching and Learning Materials

- **Visuals:** Samples of okra motif designs.
- **Real objects:** Fresh okra pods, paint, paper, cloth.
- **Technological:** Projector images of okra motif patterns if available.



Suggested Activity Process

- Display samples of okra motif designs.
- Demonstrate how to dip okra pods in paint and stamp onto paper or cloth.
- Learners select colors and okra pods.
- Stamp okra onto the surface to form repeated patterns.
- Continue stamping to create a complete motif design.
- Learners explain the sequence or arrangement of their motifs.
- Display finished work for peer observation.



Content Tip

The teacher should note that:

- Use locally available okra pods and paints.
- Encourage learners to explore different color combinations.



Assessment Strategies

- **Observation:** Watch if learners create consistent motifs.
- **Checklist:** Note if learners repeat the motif correctly.
- **Oral responses:** Ask learners to describe their motif pattern.



Learning activity 7: Weave paper strips over-under.

Suggested Learning Environment Setup

This activity can be done indoors and outdoor

Indoor Learning Environment

- Classroom tables

Outdoor Learning Environment

- School yard

Suggested Teaching and Learning Materials

- **Visuals:** Woven samples
- **Real objects:** Paper strips
- **Technological:** Weaving videos.



Suggested Activity Process

- Provide paper strips of different colours.
- Demonstrate weaving.
- Learners weave strips.
- Alternate colours.
- Extend weaving.
- Learners describe sequence.
- Teacher checks accuracy.



Content tip

The teacher should note that:

- Remind learners to keep strips tight for neatness.
- Encourage alternating colours for clear visual patterns.
- Use recycled strips to teach sustainability.



Assessment Strategies

Observation: Watch if learners weave correctly.

Checklist: Record if learners alternate colours.

Practical Demonstration: Learners explain their weaving sequence.



Learning Activity 8: Drawing shapes.

Suggested Learning Environment Setup

This activity can be done indoors and outdoor

Indoor Learning Environment

- Art room

Outdoor Learning Environment

- School yard

Suggested Teaching and Learning Materials

- **Visuals:** Shapes samples
- **Real objects:** Pencils, paper.
- **Technological:** Videos of drawing shapes (optional).



Suggested Activity Process

- Provide pencils and paper.
- Demonstrate circle-triangle-circle sequence.
- Learners draw shapes in order.
- Encourage alternating sizes.
- Learners extend the sequence.
- Ask them to explain their drawing.
- Teacher observes neatness.



Content tip

The teacher should note that:

- Encourage learners to draw shapes of different sizes.
- Reinforce pencil control for neatness.
- Ask learners to explain their sequence aloud.



Assessment strategies

- **Checklist:** Record if learners follow the sequence.
- **Practical Demonstration:** learners to draw the shape patterns.
- **Observation:** Watch if learners alternate correctly.



Learning Activity 9: Button patterns.

Suggested Learning Environment Setup

This activity can be done indoors and outdoor

Indoor Learning Environment

- Classroom tables.

Outdoor Learning Environment

- Playground mats

Suggested Teaching and Learning Materials

- **Visuals:** Pre-arranged button samples.
- **Real objects:** buttons, strings
- **Technological:** Photos of button art (optional).



Suggested Activity Process

- Provide buttons of different colours.
- Demonstrate ABAB sequence.
- Learners arrange buttons on cloth.
- Encourage extension of sequence.
- Ask learners to swap colours.
- Learners explain their arrangement.
- Teacher checks accuracy.



Content tip

The teacher should note that:

- Use buttons of different colours.
- Encourage learners to sort buttons by colour first.
- Reinforce accuracy by checking each step.



Assessment Strategies

- **Observation:** Watch if learners repeat correctly.
- **Checklist:** Record if learners alternate designs.
- **Practical Demonstration:** Ask learners to arrange the buttons in the ABAB sequence.



Learning Activity 10: Stick Patterns

Suggested Learning Environment Setup

This activity can be done indoors or outdoors

Indoor Learning Environment

- Classroom tables

Outdoor Learning Environment

- School yard

Suggested Teaching and Learning Materials

- Visuals: Stick pattern drawing samples.
- Real objects: sticks.
- Technological: videos stick patterns (optional).



Suggested Activity Process

- Provide sticks of equal size.
- Demonstrate vertical-horizontal sequence.
- Learners arrange sticks on the ground.
- Encourage alternating directions.
- Learners extend the sequence.
- Ask them to explain their arrangement.
- Teacher observes consistency.



Content tip

The teacher should note that:

- Remind learners to align sticks neatly.
- Encourage alternating directions for clarity.
- Use natural sticks to connect with local environment.



Assessment Strategies

- **Observation:** Watch if learners demonstrate vertical-horizontal sequence.
- **Checklist:** Record if learners alternate directions.
- **Practical Demonstration:** Ask learners to demonstrate vertical-horizontal sequence neatly.

Expected standard: Patterns made using local materials accordingly.

Sub-Topic: 0.2.13.2 Weaving

Weaving is a creative and hands-on art form that involves interlacing threads, yarns, or other materials to create fabric, patterns, or textured designs. This process not only allows for artistic expression but also enhances fine motor skills, spatial awareness, and understanding of patterns. By exploring weaving, learners can learn about structure, rhythm, and symmetry while developing their creativity and problem-solving abilities.

Specific Competence: 0.2.13.2.1 making different weaved items



Learning Activity 1: Paper Strip Weaving- Weave strips in alternating colours.

Suggested Learning Environment Setup

This activity can be done indoors and outdoors

Indoor Learning Environment

- Classroom tables

Outdoor Learning Environment

- Playground mats.

Suggested Teaching and Learning Materials

- **Visuals:** Woven mat samples
- **Real objects:** Coloured paper strips
- **Technological:** Video of weaving process (optional).



Suggested Activity Process

- Provide strips of paper.
- Demonstrate over-under weaving.
- Learners weave strips into mats.
- Alternate colours for patterns.
- Extend weaving to larger mats.
- Learners explain their sequence.
- Teacher checks accuracy



Content Tip

The teacher should note that:

- **Supports Communication Skills:** Learners name weaving materials.
- Emphasize over-under technique for accuracy.
- Encourage learners to extend weaving beyond small mats.
- Reinforce colour alternation for pattern clarity.
- Encourages problem-solving and decision-making.
- **Develops weaving Skills:** Learners understand basic weaving rules.



Assessment Strategies

- **Observation:** Watch if learners follow the over-under sequence.
- **Checklist:** Note if learners alternate colors correctly.
- **Oral responses:** Ask learners to describe their weaving pattern.



Learning Activity 2: Grass Mat Weaving-Weave grass strips into mats.

Suggested Learning Environment Setup

This activity can be done indoors and outdoors

Indoor Learning Environment

- Craft room

Outdoor Learning Environment

- School yard

Suggested Teaching and Learning Materials

- **Visuals:** Grass mat samples
- **Real objects:** Grass strips.
- **Technological:** Photos of traditional mats (optional).



Suggested Activity Process

- Provide grass strips.
- Demonstrate weaving technique.
- Learners weave strips.
- Alternate thickness for patterns.
- Extend weaving to larger mats.
- Learners explain their sequence.
- Teacher observes neatness.



Content Tip

The teacher should note that:

- Encourage learners to keep strips tight for durability.
- Reinforce counting skills during weaving.
- Highlight cultural relevance of grass mats.



Assessment Strategies

- **Observation:** Check if learners weave tightly
- **Checklist:** Record if learners alternate thickness.
- **Oral responses:** Learners explain their weaving sequence.



Learning Activity 3: Palm Leaf Weaving- Weave palm leaves into baskets.

Suggested Learning Environment Setup

This activity can be done indoors and outdoor

Indoor Learning Environment

- Craft room

Outdoor Learning Environment

- Garden area

Suggested Teaching and Learning Materials

- **Visuals:** Palm basket samples
- **Real objects:** Palm leaves
- **Technological:** Videos of basket weaving



Suggested Activity Process

- Provide palm leaves.
- Demonstrate weaving technique.
- Learners weave leaves.
- Alternate directions for patterns.
- Extend weaving to basket shape.
- Learners explain their sequence.
- Teacher observes accuracy.



Content Tip

The teacher should note that:

- Remind learners to soften leaves before weaving.
- Encourage alternating directions for strong baskets.
- Connect weaving to traditional Zambian crafts.



Assessment Strategies

- **Observation:** Watch if learners weave evenly.
- **Checklist:** Note if learners alternate directions.
- **Oral responses:** Learners explain their basket design.



Learning Activity 4: Cloth Strip Weaving-weave cloth strips into mats.

Suggested Learning Environment Setup

This activity can be done indoors and outdoor

Indoor Learning Environment

- Classroom with table or floor space for group work.

Outdoor Learning Environment

- Playground or safe open space.

Suggested Teaching and Learning Materials

- **Visuals:** Pictures of Cloth mat samples, Cloth mat samples
- **Real objects:** Cloth strips
- **Technological:** Photos of recycled



Suggested Activity Process

- Provide cloth strips.
- Demonstrate weaving technique.
- Learners weave strips.
- Alternate colours for patterns.
- Extend weaving to larger mats.
- Learners explain their sequence.
- Teacher observes neatness.



Content Tip

The teacher should note that:

Weaving promote recycling of old clothes and offers numerous benefits to the young children

- Encourage recycling of old clothes.
- Reinforce neatness by checking tightness of weave.
- Ask learners to describe their colour choices.



Assessment Strategies

- **Observation:** Check if learners weave tightly.
- **Checklist:** Record if learners alternate colours.
- **Oral responses:** Learners explain their weaving sequence.



Learning Activity 5: Basket Weaving-weave reeds into baskets.

Suggested Learning Environment Setup

This activity can be done indoors and outdoor

Indoor Learning Environment

- Craft room

Outdoor Learning Environment

- Open space with enough shade.

Suggested Teaching and Learning Materials

- **Visuals:** Basket samples
- **Real objects:** Reeds
- **Technological:** Videos of basket weaving



Suggested Activity Process

- Provide reeds.
- Demonstrate weaving technique.
- Learners weave reeds.
- Alternate thickness for patterns.
- Extend weaving to basket shape.
- Learners explain their sequence.
- Teacher observes accuracy.



Content Tip

The teacher should note that:

- Encourage learners to start with a firm base.
- Reinforce teamwork by pairing learners.
- Highlight cultural importance of reed baskets.



Assessment Strategies

- **Observation:** Watch if learners weave evenly.
- **Checklist:** Note if learners alternate thickness.
- **Oral responses:** Learners explain their basket design would take.



Learning Activity 6: Thread Weaving- weave threads into cloth.

Suggested Learning Environment Setup

This activity can be done indoors and outdoors

Indoor Learning Environment

- Classroom tables

Outdoor Learning Environment

- Playground mats.

Suggested Teaching and Learning Materials

- **Visuals:** Cloth samples
- **Real objects:** Threads, needles (preferably dummy/plastic needles)
- **Technological:** Videos of thread weaving (optional).



Suggested Activity Process

- Provide threads.
- Demonstrate weaving technique.
- Learners weave threads.
- Alternate colours for patterns.
- Extend weaving to larger cloth.
- Learners explain their sequence.
- Teacher observes neatness.



Content Tip

The teacher should note that:

- Encourage learners to use contrasting colours.
- Reinforce fine motor skills by guiding needle use.
- Ask learners to explain their weaving sequence.



Assessment Strategies

- **Observation:** Check if learners weave tightly
- **Checklist:** Record if learners alternate colours.

- **Oral responses:** Oral responses: Learners explain their weaving sequence.



Learning Activity 7: Weave plastic strips into mats.

Suggested Learning Environment Setup

This activity can be done indoors and outdoors

Indoor Learning Environment

- Classroom tables

Outdoor Learning Environment

- School yard

Suggested Teaching and Learning Materials

- **Visuals:** Plastic mat samples
- **Real objects:** Plastic strips
- **Technological:** Photos of recycled crafts (optional).



Suggested Activity Process

- Provide plastic strips.
- Demonstrate weaving technique.
- Learners weave strips.
- Alternate colours for patterns.
- Extend weaving to larger mats.
- Learners explain their sequence.
- Teacher observes neatness.



Content Tip

The teacher should note that:

- Highlight recycling benefits of plastic waste.
- Encourage learners to alternate colours for clarity.
- Reinforce neatness by checking tightness.



Assessment Strategies

- **Observation:** Check if learners weave tightly
- **Checklist:** Record if learners alternate colours.
- **Oral responses:** Learners explain their weaving sequence.



Learning Activity 8: Weave ropes into mats or bracelets.

Suggested Learning Environment Setup

This activity can be done indoors and outdoor

Indoor Learning Environment

- Classroom tables

Outdoor Learning Environment

- Playground mats

Suggested Teaching and Learning Materials

- **Visuals:** Rope mat samples or bracelets samples
- **Real objects:** Rings found in plastic bottles, Ropes or bracelets
- **Technological:** Videos of rope/bracelets weaving



Suggested Activity Process

- Provide weaving items such as rings found on plastic bottles or any other materials.
- Demonstrate weaving technique.
- Learners weave ropes or bracelets.
- Alternate directions for patterns.
- Extend weaving to mats or bracelets.
- Learners explain their sequence.
- Teacher observes neatness.



Content Tip

The teacher should note that:

- Encourage learners to alternate directions for strength.
- Reinforce neatness by checking knots.
- Highlight cultural uses of rope weaving.



Assessment Strategies

- **Observation:** Watch if learners weave evenly.
- **Checklist:** Note if learners alternate directions.
- **Oral responses:** Learners explain their rope or bracelet design.



Learning Activity 9: Weave wool into mats.

Suggested Learning Environment Setup

This activity can be done indoors and outdoor

Indoor Learning Environment

- Classroom with table or floor space for group work.

Outdoor Learning Environment

- Playground or safe open space.

Suggested Teaching and Learning Materials

- **Visuals:** Wool mat samples
- **Real objects:** Wool threads
- **Technological:** Videos of wool weaving



Suggested Activity Process

- Provide wool threads.
- Demonstrate weaving technique.
- Learners weave wool.
- Alternate colours for patterns.
- Extend weaving to larger mats.
- Learners explain their sequence.
- Teacher observes neatness.



Content Tip

The teacher should note that:

- Encourage learners to alternate colours for patterns.
- Reinforce neatness by checking tightness.
- Highlight recycling of wool scraps.



Assessment Strategies

- **Observation:** Check if learners weave tightly.
- **Checklist:** Record if learners alternate colours.
- **Oral responses:** Learners explain their wool design



Learning Activity 10: Banana Leaf Weaving

Suggested Learning Environment Setup

This activity can be done indoors and outdoor

Indoor Learning Environment

- Craft room tables

Outdoor Learning Environment

- Garden or shaded school yard

Suggested Teaching and Learning Materials

- **Visuals:** Banana leaf mat samples
- **Real objects:** Banana leaves, scissors (for cutting strips)
- **Technological:** Videos/photos of banana leaf weaving (optional)



Suggested Activity Process

- Provide banana leaves and demonstrate how to cut them into strips.
- Show the over-under weaving technique.
- Learners weave strips into small mats.
- Encourage alternating directions for stronger patterns.
- Extend weaving to larger mats or decorative items.
- Learners explain their sequence and design choices.
- Teacher observes neatness and accuracy.



Content Tip

The teacher should note that:

- Encourage learners to soften banana leaves before weaving for flexibility.
- Highlight the cultural connection of banana leaf crafts to local traditions.
- Reinforce teamwork by pairing learners for larger mats.



Assessment Strategies

- **Observation:** Watch if learners weave evenly and tightly.
- **Checklist:** Record if learners alternate directions correctly.
- **Oral responses:** Ask learners to explain their weaving sequence and design.

Expected standard: Different wove items made accordingly.

0.2.13.3 Subtopic: Modelling and Moulding

Modelling and moulding is a creative hands-on activity where children shape materials such as clay, dough or plasticine into objects from their imagination or daily environment. This process strengthens fine motor skills, enhances creativity and problem-solving and allows learners to express ideas in a tangible form. It also helps them explore the physical properties of materials while connecting learning to familiar cultural and environmental contexts, making education both practical and meaningful.

Specific Competence: 0.2.13.3.1 Making Familiar artifacts



Learning Activity 1: Clay Pot Modelling

Suggested Learning Environment Setup

This activity can be done indoors and outdoor

Indoor Learning Environment

- Art room tables

Outdoor Learning Environment

- School yard

Suggested Teaching and Learning Materials

- **Visuals:** Clay pot samples
- **Real objects:** Clay, water.
- **Technological:** Videos of clay modeling (optional).



Suggested Activity Process

- Provide clay.
- Demonstrate shaping into a pot.
- Learners roll clay into balls.
- Press and mould into hollow shapes.
- Smooth edges with water.
- Learners explain their design.
- Teacher observes neatness.



Content Tip

The teacher should note that:

- Encourage learners to smooth edges with water.
- Reinforce hollow shaping for proper pot design.
- Highlight cultural use of clay pots.



Assessment Strategies

- **Observation:** Watch if learners mould evenly.
- **Checklist:** Record if learners create hollow shapes.
- **Oral responses:** Learners explain their pot design.



Learning Activity 2: Animal Figurines- Shape clay into cows, goats, chickens.

Suggested Learning Environment Setup

This activity can be done indoors and outdoor

Indoor Learning Environment

- Classroom tables

Outdoor Learning Environment

- Playground mats

Suggested Teaching and Learning Materials

- **Visuals:** Animal figurine samples
- **Real objects:** Clay.
- **Technological:** Photos of clay animals.



Suggested Activity Process

- Provide clay.
- Demonstrate shaping into animals.
- Learners roll clay into body parts.
- Attach parts to form animals.
- Smooth surfaces with water.
- Learners explain their figure.
- Teacher observes accuracy.



Content Tip

- Encourage learners to attach parts firmly.
- Reinforce accuracy in shaping body parts.
- Highlight cultural significance of animals.



Assessment Strategies

- **Observation:** Watch if learners form correct shapes.
- **Checklist:** Record if learners attach parts properly.
- **Oral responses:** Learners explain their animal design.



Learning Activity 3: Fruit Models-Shape clay into fruits.

Suggested Learning Environment Setup

This activity can be done indoors and outdoor

Indoor Learning Environment

- Classroom tables

Outdoor Learning Environment

- School yard

Suggested Teaching and Learning Materials

- **Visuals:** Fruit model samples
- **Real objects:** Clay
- **Technological:** Photos of clay fruits



Suggested Activity Process

- Provide clay.
- Demonstrate shaping into fruits.
- Learners roll clay into fruit shapes.
- Add details (lines, dots).
- Smooth surfaces with water.
- Learners explain their fruit.
- Teacher observes neatness.



Content Tip

- Encourage learners to add details like lines or dots.
- Reinforce neatness by smoothing surfaces.
- Highlight connection to local fruits.



Assessment Strategies

- **Observation:** Watch if learners form correct fruit shapes.
- **Checklist:** Record if learners add details.
- **Oral responses:** Learners explain their fruit design.



Learning Activity 4: Toy Car Modelling

Suggested Learning Environment Setup

This activity can be done indoors and outdoor

Indoor or Outdoor Learning Environment

- Classroom tables

Suggested Teaching and Learning Materials

- **Visuals:** Toy car samples
- **Real objects:** Clay
- **Technological:** Photos of clay cars



Suggested Activity Process

- Provide clay.
- Demonstrate shaping into cars.
- Learners roll clay into car bodies.
- Attach wheels.
- Smooth surfaces with water.
- Learners explain their car.
- Teacher observes neatness



Content Tip

- Encourage learners to attach wheels firmly.
- Reinforce neatness by smoothing surfaces.
- Highlight creativity in designing cars.



Assessment Strategies

- **Observation:** Watch if learners form correct car shapes.
- **Checklist:** Record if learners attach wheels properly.
- **Oral responses:** Learners explain their car design.



Learning Activity 5: Cup Modelling

Suggested Learning Environment Setup

This activity can be done indoors

Indoor Learning Environment

- Art room tables

Outdoor Learning Environment

- School yard

Suggested Teaching and Learning Materials

- **Visuals:** Cup samples
- **Real objects:** Clay

- **Technological:** Videos of cup modeling



Suggested Activity Process

- Provide clay.
- Demonstrate shaping into cups.
- Learners roll clay into balls.
- Press and mould into hollow shapes.
- Smooth edges with water.
- Learners explain their cup.
- Teacher observes neatness.



Content Tip

- Encourage learners to shape hollow cups carefully.
- Reinforce neatness by smoothing edges.
- Highlight cultural use of clay cups.



Assessment Strategies

- **Observation:** Watch if learners mould evenly.
- **Checklist:** Record if learners create hollow shapes.
- **Time/Task Challenge:** Turn the clean-up into a timed or game-based activity to see how efficiently learners can organize and return items safely.

Expected standard: Familiar artifacts modeled accordingly.



Summary

- Patterns encourage children to recognize and create designs using lines, shapes, and colors, building creativity, observation, and mathematical thinking through repetition and symmetry.
- Weaving develops fine motor coordination and patience by interlacing materials like paper strips or yarn, while also teaching cultural appreciation and practical skill.
- Modelling and Moulding allows learners to shape clay, dough, or plasticine into objects, fostering tactile exploration, imagination, and problem-solving in three-dimensional form.
- Together, these craft activities nurture creativity, cultural identity, and practical skills, making learning interactive, meaningful, and child-centered.

TOPIC: 0.2.14 PICTURE MAKING

Introduction

Picture making refers to two-dimensional visual art activities where children use various tools, media, and materials to represent their thoughts, feelings, observations, and imagination on a flat surface.

Rather than focusing on creating a perfect final product, picture making in early childhood emphasizes process `allowing young learners to explore textures, color mixing, fine motor control, and spatial awareness while developing emergent literacy and self-expression. **Picture making** is when young children create images through drawing, painting, collage, or mark-making

This topic directly accelerates holistic development in young children by bridging physical control, cognitive growth, and emotional expression through active exploration.

General Competences

Creativity and Innovation	Learners create original pictures using collage and mosaic techniques.
Communication	Learners explain their pictures and the materials they used.
Collaboration	Learners work together and share materials during group activities.
Critical Thinking	Learners choose suitable colours, shapes, and materials for their pictures.

HOOK

"Freeze! Look down at your feet, look around the room. I want everyone to pick up ONE texture treasure—a fallen leaf, a piece of string, or a paper scrap. Hold it high! Now, how can we press this treasure onto paper to leave its secret footprint behind?"



Key Terms

- **Collage:** A pasted picture made by gluing different papers, fabrics, or objects together.
- **Mosaic:** A tile picture made by putting tiny pieces together like a puzzle.
- **Tiles (Tesserae):** The little bits (paper squares, buttons, seeds) used to make the picture.
- **Base:** The background paper or cardboard you stick your pieces on.
- **Glue (Adhesive):** The sticky stuff that holds the pieces down.
- **Overlap:** Layering one piece slightly on top of another.
- **Gaps:** The tiny spaces left between the pieces.

- **Texture:** How something feels when you touch it (soft, bumpy, rough, or smooth).
- **Picture making:** Creating images through drawing, painting, collage, or mark-making.
- **Process art:** Focusing on exploring and creating rather than a perfect final product
- **Fine motor skills:** Small hand and finger movements used when holding tools.

Sub-Topic: 0.2.14.1 Mosaic and Collage

Specific Competence: 0.2.14.1.1 Recognise materials for making collage/mosaic picture



Learning Activity 1: Recognising materials for making collage/mosaic picture

Suggested Learning Environment Set-Up

Indoor:

- Low tables or a large floor mat covered with table clothes or plastic mats so children can work comfortably
- Easy-to-reach open shelves with clearly labelled materials
- learner-sized chairs or stools

Outdoor:

- Shaded area (trees, canopy, or large umbrella) to protect from sun
- Low outdoor tables, large mats, or clean ground space for working
- Hose, buckets, or outdoor sink)

Suggested Teaching and Learning Materials

- **Visual:** learners artwork samples, Picture books, Color charts, Nature & object photos
- **Real Objects :** Crayons, markers, paint & brushes, Paper (different sizes & textures), Glue, scissors, collage materials, Leaves, sticks, stones, fabric scraps
- **Technological:** Tablet / digital camera, Projector, Simple drawing app



Suggested Activity Process

- In small groups, learners point to their favourite part of their picture and name one texture or material they used (*"I used smooth bottle caps"*).
- Learners follow visual clean up icons to cap glue bottles, collect paper scraps into recycling bins, and wash sticky hands at the wash station.
- Look at a few interesting objects or photos (a toy, leaf, or photo of themselves).
- Choose materials (crayons, paint, or collage items).
- Create a picture that tells something about the object or about themselves.
- Share their picture with a friend or teacher by saying a few words about it.
- Teacher Encourage free exploration.
- Ask open questions: "Tell me about your picture."
- Display the finished pictures at children's eye level.

- Appreciate learners for their participation.



Content Tip

- Focus on the process, not the product and let learners freely explore materials without models to copy.
- Ask open questions, give enough time and display every learners work to show it is valued.



Assessment Strategies

- **Observation** : if the learners Freely explores materials, Creates marks or pictures independently ,Shows interest and stays engaged, Tries different tools or colors
- **Checklist**: record learners exploring materials ,showing interest in lesson and stays engaged
- **Practical Demonstration**: Show how they use the materials to create their picture.



Learning Activity 2: Recognizing materials for collage and Mosaic (My picture story)

Indoor

- Low tables or floor mats, open shelves with crayons, paint, paper, glue and collage materials. Learners-height display board for finished pictures. Soft light and easy clean-up space.

Outdoor

- Shaded area with mats or low tables. Buckets of water, large paper, chalk, paint, and natural items (leaves, sticks, stones). Clothesline or fence for drying pictures.

Suggested Learning and Teaching Materials:

- **Real Objects** :Crayons, markers, colored pencils, Paint and thick brushes, Paper (different sizes and colors),Glue, scissors, collage materials, Leaves, sticks, stones, fabric scraps
- **Visuals** :Picture books with strong illustrations, Color charts, Sample learner's artworks
- **Technological**: Tablet or digital camera, Observation checklist (printed or digital)



Suggested Activity Process

- Show a blank paper and say: “This paper is empty... today it will tell your story!”
- Learners freely choose materials (crayons, paint, or collage items).
- Learners make their own pictures about themselves, an object, or a feeling.

- Each learner talks briefly about their picture (“Tell me about your picture”).
- Hang the pictures at children’s eye level.



Content tip

- Focus on the process, not the product. Let learners freely explore materials and express their own ideas without giving models to copy.



Assessment strategies

- **Observation**
Watch how learners explore materials, make marks, and stay engaged during the activity.
- **Checklist:** Record where learners freely uses materials, creates independently ,Shows interest and focus, tries different tools or colors
- **Practical Demonstration:** Ask learners to show how they use the materials to create their picture.



Learning activity 3: Recognising materials for making Collage and Mosaic (Nature Picture)

Suggested Learning Environment Setup

Indoor

- Low tables or floor mats, open shelves with art materials, and a learner-height display area near a window for natural light.

Outdoor

- Shaded space with mats or low tables, easy access to natural items (leaves, sticks, flowers, stones), buckets of water, and a fence or clothesline for drying pictures.

Suggested Learning and Teaching Materials:

- **Real Objects:** Crayons, paint, brushes, paper, glue, scissors, leaves, sticks, flowers, stones, fabric scraps
- **Visuals:** Picture books about nature, color charts, sample nature-inspired children’s artworks
- **Technological:** Tablet or digital camera, observation checklist



Suggested Activity Process

- Introduce natural items and say: “Today we will make pictures with nature!”
- Learners explore and choose materials.
- They create their nature pictures freely.
- Learners share one thing about their picture.
- Display the finished work at eye level.



Content Tip

- Let children freely explore natural materials and create in their own way. Focus on their ideas and process, not on making a perfect picture.



Assessment Strategies

- **Observation:** Watch how children explore natural items and art materials.
- **Checklist:** record were a learner Uses natural materials ,creates independently, Stays engaged, tries different tools or items
- **Practical Demonstration:** Ask learners to show how they use the materials to create their picture.



Learning activity 4: Recognising Materials for Collage and Mosaic (feel and choose)

Suggested Learning Environment Setup:

Indoor:

- Low tables or floor mats with trays of materials. Open shelves for easy access. Learners-height display space for finished collages.

Outdoor:

- Shaded area with mats or low table, natural materials nearby (leaves, sticks, stones, seeds), buckets of water and a drying line or fence for finished work.

Suggested Learning and Teaching Materials:

- **Real Objects:** Paper scraps, fabric pieces, leaves, buttons, seeds, bottle tops, small stones, glue, scissors, cardboard or paper bases
- **Visuals:** Sample collages and mosaics, picture cards of different materials, color and texture charts
- **Technological:** Tablet or camera to photograph children’s work, observation checklist



Suggested Activity Process

- Show the tray of materials and say: “Today we will feel and choose materials to make pictures!”
- Learners touch, sort, and name the materials.
- They freely choose materials and create a collage or mosaic.
- Learners share one material they used and why they chose it.
- Display the finished work at eye level.



Content Tip

- Let learners freely explore and name materials through touch. Focus on recognition and choice, not on making a neat or perfect picture.



Assessment Strategies

- **Observation:** Watch how children touch, sort, and select materials.
- **Checklist :**Record were the learner, touches and explores materials, names or describes at least one material, Chooses materials independently, creates a simple collage or mosaic
- **Practical Demonstration:** Ask learners to demonstrate how they choose and use materials to make a collage and mosaic.



Learning Activity 5: Recognising Materials for Collage and Mosaic (Texture hunt and create)

Suggested Learning Environment Setup

Indoor

- Clear floor space or low tables for sorting. Trays and baskets for collected materials. Learner-height display area for finished work.

Outdoor

- Safe open space for a short hunt, shaded working area with mats or low tables, natural materials available (leaves, sticks, stones, bark), water for cleaning hands and a drying space for pictures.

Suggested Learning and Teaching Materials

- **Real Objects:** Baskets for collecting, paper or cardboard bases, glue, scissors, fabric scraps, buttons, leaves, sticks, stones, seeds, bottle tops

- **Visuals:** Texture cards (smooth, rough, soft, hard), sample collages and mosaics, picture charts of materials
- **Technological:** Tablet or camera to record the hunt and finished work, observation checklist



Suggested Activity Process

- Introduce the idea: “Today we will hunt for different textures and make pictures!”
- Learners go on a short indoor or outdoor hunt to collect materials.
- They sort and name the materials by texture.
- Learners use their materials to create a collage or mosaic.
- Each learner shares one texture they found and used.
- Display the finished pictures at eye level.



Content Tip

- Encourage learners to touch, name, and sort materials freely. Focus on recognising textures and making choices, not on neat or perfect results.



Assessment Strategies

- **Observation:** Watch how learners search, touch, sort, and use materials.
- **Checklist :**Record were the learner :Collects materials independently, Sorts by texture, Names at least one material or texture, Creates a simple collage or mosaic
- **Practical Demonstration:** Ask learners to demonstrate how they sort and use materials to create a collage or mosaic.

Expected Standard: Materials for making collage/ mosaic pictures recognised correctly.

Subtopic: 0.2.14.1 Mosaic and Collage

Specific Competence: 0.214.1.2 Make various pictures



Learning Activity 1: Making various pictures using collage and mosaic techniques (my collage and mosaic)

Suggested Learning Environment Set-up

Indoor:

- Low tables or floor mats with trays of materials. Open shelves for easy access. Learner-height wall or board to display finished work. Good light and easy clean-up space.

Outdoor:

- Shaded area with mats or low tables. Natural materials nearby (leaves, sticks, stones, seeds). Buckets of water, drying line or fence for finished pictures.

Suggested Learning and Teaching Materials

- **Real Objects:** Paper and cardboard bases, glue, scissors, paper scraps, fabric pieces, buttons, leaves, sticks, stones, seeds, bottle tops, colored paper squares
- **Visuals:** Sample collage and mosaic pictures, color and shape charts, picture cards of different materials
- **Technological:** Tablet or camera to photograph children's work, observation checklist



Suggested Activity Process

- Show simple collage and mosaic examples and say: "Today we will make our own collage and mosaic pictures!"
- Learners explore and choose materials freely.
- They create various pictures using collage (sticking pieces) and mosaic (placing small pieces side by side).
- Learners talk about one picture they made.
- Display all finished work at children's eye level.



Content Tip

- Allow learners to explore both techniques freely. Focus on choice, creativity, and the process of arranging materials rather than neat or perfect results.



Assessment Strategies

- **Observation:** Watch how learners choose materials and try collage and mosaic techniques.
- **Checklist:** Record if learners are exploring materials independently, tries collage or mosaic technique, creates at least one picture, stays engaged during the activity
- **Practical Demonstration:** Learners to show how they use materials to make a collage and mosaic picture.



Learning Activity 2: Making various pictures using mosaic and collage techniques (pieces make a picture)

Indoor:

- Arrange learners in small groups with tables and art materials such as paper, glue, and scissors. Display examples of collage and mosaic pictures for learners to observe and imitate.

Outdoor:

- Use a safe, shaded area with mats or tables for learners to work. Allow learners to collect safe natural materials such as leaves and twigs for their artwork.

Suggested Learning and Teaching Materials

- **Observation** – Teacher observes learners as they select, arrange, and stick pieces to make a picture.
- **Checklist** – Teacher uses a checklist to record learners’ ability to use materials safely, arrange pieces, and complete the picture.
- **Oral Response** – Learners answer simple questions about the materials used, colours chosen, and the collage or mosaic technique.



Suggested Activity Process

- Learners observe examples of collage and mosaic pictures shown by the teacher.
- The teacher demonstrates how to cut or tear materials and arrange them to form a picture.
- Learners select materials and arrange the pieces to create their own picture.
- Learners glue the pieces onto cardboard or paper to complete their artwork.
- Learners display their pictures and explain what they have created.



Content Tip

- Encourage learners to use different colours, shapes, and textures creatively.
- Remind learners to use materials safely, keep their work neat, and clean the work area after the activity.



Assessment Strategies

- **Observation:** Observe learners as they select, arrange, and stick the pieces.
- **Checklist:** Check learners’ ability to use materials safely and complete the picture.
- **Practical Demonstration:** Show how they arrange and stick pieces to make a collage or mosaic picture.



Learning Activity 3: Making various pictures using collage and mosaic: (Nature Pieces Art)

Suggested Learning Environment Setup

Indoor:

- Arrange learners in small groups with tables and art materials. Display examples of collage and mosaic pictures for learners to observe.

Outdoor:

- Use a safe, shaded area where learners can collect natural materials. Provide mats or tables for learners to create their artwork.

Suggested Learning and Teaching Materials

- **Real Objects:** Dry leaves ,Grass ,Small twigs ,Seeds ,Coloured paper
- **Visuals:** Pictures of collage artwork ,pictures of mosaic artwork ,charts showing different patterns and shapes
- **Technological:** Computer or tablet ,projector ,short video showing how to make collage and mosaic pictures



Suggested Activity Process

- Learners observe examples of collage and mosaic pictures.
- The teacher demonstrates how to arrange and stick materials.
- Learners collect and select suitable materials.
- Learners arrange the pieces to form a simple picture.
- Learners glue the pieces onto cardboard.
- Learners display and explain their completed artwork.
- Teacher appreciates participation,



Content Tip

- Collage uses different materials to create a picture, while mosaic uses small pieces arranged together to form a picture. Encourage learners to use colours, shapes and textures creatively.



Assessment Strategies

- **Observation:** Observe learners while creating their pictures.
- **Checklist:** Check learners' use of materials and ability to complete the activity.
- **Oral Response:** Ask learners questions about the materials and technique used
- **Practical Demonstration:** Show how they arrange and stick natural materials to create a picture.



Learning Activity 4: Colourful Paper Patterns

Indoor:

- Arrange learners in groups with tables, coloured paper, glue, and sample mosaic and collage pictures.

Outdoor:

- Provide a safe, shaded working area where learners can arrange their paper pieces and create patterns.

Suggested Learning and Teaching Materials

- **Real Objects:** Coloured paper, cardboard, glue, and safe scissors.
- **Visuals:** Sample collage and mosaic pictures showing different patterns.
- **Technological:** Tablet, computer, or projector for showing examples of paper patterns.



Suggested Activity Process:

- Learners observe different collage and mosaic patterns.
- The teacher demonstrates how to tear or cut paper into small pieces.
- Learners arrange the pieces into different patterns.
- Learners stick the pieces onto cardboard to create a picture.
- Learners display and describe their finished artwork.



Content Tip:

- Encourage learners to combine different colours, shapes, and patterns to make attractive pictures.



Assessment Strategies:

- **Observation:** Observe learners as they cut, arrange, and stick the paper pieces to see whether they can follow instructions and use materials correctly.
- **Checklist:** Use a checklist to record whether each learner can select materials, arrange pieces, use glue safely, and complete the picture.
- **Practical Demonstration:** Show how they arrange and stick pieces to create a pattern or picture.



Learning Activity 5: Picture Patchwork

Suggested Learning Environment Setup

Indoor:

- Arrange learners in groups with tables, art materials, and sample pictures made using collage and mosaic techniques.

Outdoor:

- Use a safe, shaded area where learners can create pictures using paper and suitable natural materials.

Suggested Learning and Teaching Materials

- **Real Objects:** Coloured paper, old magazines, cardboard, dry leaves, seeds, glue, and safe scissors.
- **Visuals:** Pictures of animals, flowers, houses, trees, and landscapes made using collage and mosaic techniques.
- **Technological:** Tablet, computer, or projector for showing different picture examples.



Suggested Activity Process

- Learners observe different pictures made using collage and mosaic techniques.
- The teacher demonstrates how to create a picture using small pieces of materials.
- Each learner chooses a picture such as an animal, flower, tree, house, or landscape.
- Learners cut or tear materials into small pieces.
- Learners arrange the pieces to form their chosen picture.
- Learners glue the pieces onto cardboard.
- Learners display their finished pictures and talk about them.



Content Tip:

- Encourage learners to create different pictures using suitable colours, shapes, patterns, and textures.



Assessment Strategies

- **Observation:** Observe learners as they select, arrange, and stick materials.
- **Checklist:** Record whether learners can use materials safely, follow instructions, and complete their pictures.
- **Practical Demonstration:** Show how they arrange and stick materials to create their picture.

Expected Standard: Pictures made using collage/ Mosaic techniques



Topic Summary:

Collage and mosaic are art techniques used to create pictures by arranging and attaching different pieces of materials. Learners can use coloured paper, magazine pieces, leaves, seeds, and other safe materials to make various pictures such as animals, flowers, houses, trees, and landscapes. These activities help learners develop creativity, observation, hand coordination, colour recognition, and appreciation of art.

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APPENDIX (I). LESSON PLAN FORMAT

SAMPLE LESSON PLAN

TEACHER'S NAME: MR B

DATE: 07/09/2026

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	<ul style="list-style-type: none"> -Use a "hook": Show a piece of fresh fruit vs. a piece of "bad" or wilted fruit. - Ask learners: <ol style="list-style-type: none"> 1. <i>"How can we keep food from going bad?"</i> 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> - Using the canning demonstration station, Guide learners to role-play canning steps (washing, filling jar, sealing and storing). 	<ul style="list-style-type: none"> - Role-play canning steps (washing, filling, sealing jars and storing). 	Practical Demonstration: Canning steps role-played correctly.
HOMEWORK	<ul style="list-style-type: none"> -Tell learners to practice canning at home and bring the canned food. -Tell a family member the importance of canning. 	<ul style="list-style-type: none"> -Practice canning activity at home. - Explain the importance of canning to a family member 	Checklist: Canning practiced correctly.
CONCLUSION	<ul style="list-style-type: none"> - Collaboratively review the canning steps, using a canning steps song. 	<ul style="list-style-type: none"> - 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).*