

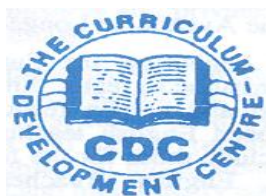


Republic of Zambia

**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND
EARLY EDUCATION**

EARLY CHILDHOOD EDUCATION EXPRESSIVE ARTS TEACHERS GUIDE

LEVELS 3 – 4 & 5 – 6 Years



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FOREWORD

SECTION

A

3 to 4

years old

TOPIC: MOTOR DEVELOPMENT

SUB-TOPIC: Gross Motor – Loco Motor

BACKGROUND:

Under this topic it is cardinal that learners know how to move, correlate, manipulate, coordinate, observe and express themselves.

Learners will attain skills of jumping, crawling, walking, kicking, stretching, hopping, throwing, catching, running, team work, self-awareness, balancing, calculating, pulling, pushing, rolling, distributing, packing, lifting and movements. By so doing the learners will attain the values of cooperation, appreciation, self-confidence, independence, endurance, discipline, responsibility and care of equipment. In all activities, please remember to cater for the learners with special needs. Prepare materials in advance.

SPECIFIC OUTCOME 1: Learners to perform simple body movements

SUGGESTED TIME: 2 lessons – 1 hour

KEY WORDS: walking (to and from, left and right, fast/slow) and jumping

TEACHING AND LEARNING RESOURCES: teacher, learners, whistles.

Lesson 1 – walking activities

Methodology

- Take learners to the playground and start lesson by a warm-up specifically the stretching exercise.
- Tell learners to observe you as you demonstrate walking e.g. to and from, left and right, fast/slow.
- Ask learners to practice each activity with you.
- Put learners in groups and give each group an activity.
- Ask learners to alternate activities by a signal. Signal could either be a clap, whistle or word of command.
- Line up the learners, start a song and march with them to class.

Activity:

- Learners to do warm up activities by stretching.
- Learners to walk individually to and from, left and right, fast and slow
- In groups one group walk to and from, the other group walk left to right the other group walks fast and slow at a signal they swap walking activity.

Assessment: - Observe learners as they perform different walking activities.

Lesson 2 – jumping

Methodology

- Take learners to the playing field and start lesson by a warm-up by walking slow and fast.
- Tell learners to observe you as you demonstrate jumping up and down.
- Ask learners to practice the activities with you.
- Put learners in groups and give each group an activity.
- Ask learners to alternate activities by a signal. Signal could either be a clap, whistle or word of command
- End lesson with song.
- Line up the learners, start a song and march with them with them to class.

Activity

- Learners to a warm up by walking fast and slow at a command.
- Learners to jump up and down individually
- Learners to jump and down in groups.

Assessment: - Observe that the learners are jumping up and down.

SPECIFIC OUTCOME 2: Learners to play different types of games.

SUGGESTED TIME: 3 lessons – 1hour 30 minutes

KEY WORDS: Kicking (toad in the hole), hopping and crawling.

TEACHING AND LEARNING RESOURCES: teacher, learners, balls.

Lesson 1 – kicking activities (*illustration needed*)

Methodology

- Take learners to the playing field and do a warm-up by jumping up and down.
- Demonstrate kicking the ball freely.
- Ask individual learners to practice with you.
- Give balls to the learners to kick freely.
- Put learners in pairs and ask them to kick the ball to each other.
- End lesson with song.
- Line up the learners, and march to class.

Activity:

- Learners to do a warm up by jumping up and down
- Learners to kick the ball with you.
- Learners to kick the balls in pairs.

Assessment: Observe learners kicking the balls.

Lesson 2 – crawling

Methodology

- Take learners to the playing field and start lesson by a warm-up (jumping freely).
- Demonstrate crawling on hands, knees and feet.
- Ask learners to practice crawling with you individually.
- Instruct learners to crawl.
- End lesson with song.

Activity –

- Learners to do a warm up by jumping freely
- Learners to practice crawling with you.
- Learners to crawl on their own individually

Assessment - Observe that learners are crawling.

Lesson 3 – Hopping

Methodology

- Take learners to the playing field and start lesson by a warm-up e.g. free running.
- Demonstrate hopping by doing 2 or 3 steps.
- Ask learners to practice hopping 2 to 3 steps with you.
- Let learners hop around randomly individually.
- End lesson and march to class.

Activity –

- Learners to do a warm up by running freely.
- Learners to hop 2 to 3 steps with you
- Learners to hop randomly individually.

Assessment – Go round observing learners hopping.

SPECIFIC OUTCOME 3: Learners to demonstrate some structural body movements.

SUGGESTED TIME: 1 lesson - 30 minutes.

KEY WORDS: sitting and standing

Lesson 1 – sitting and standing

Methodology

- Indoor
- Do a warm-up by doing a breathing in and out exercise.
- Demonstrate sitting and standing 2 or 3 times.
- Ask learners to practice the activity with you.
- Let learners sit and stand individually.
- End the lesson with a song.

Activity –

- Learners to do a warm up of breath -in breath - out
- Learners to practice standing and sitting.
- Learners to sit and stand individually.

Assessment - Observe learners sit and stand.

SPECIFIC OUTCOME 4: Learners to participate in physical play with simple rules.

SUGGESTED TIME: 2 lessons – 1 hour.

KEY WORDS: throwing, catching, running, kicking.

TEACHING AND LEARNING RESOURCES: teacher, learner, whistle, balls.

Lesson 1 – throwing and catching a ball

Methodology

- Take learners to the playing ground introduce the lesson with a warm-up activity of finger exercises.
- Use a learner to demonstrate with you throwing and catching a ball at a signal.
- Ask learners to practice the throwing and catching activity at a signal in pairs.
- Distribute balls to the learners in groups and ask them to do the activity in pairs at a signal alternating chances.
- Blow the whistle or give a verbal order to learners to throw and catch a ball.
- End lesson with song.
- Line up the learners, start a song and march to class.

Activity –

- Learners do a warm up of finger exercise
- Learners to throw and catch the ball at a signal in pairs.

Assessment – Observe learners throwing and catching the ball by going round.

Lesson 2 – Running and kicking a ball

Methodology

- Take learners to the playing field and start lesson by a warm-up random running.
- Demonstrate running and kicking a ball at a signal e.g. run view and kick.
- Ask learners to practice running and kicking the ball with you.
- Put them in groups and instruct them to run and kick a ball by a signal.
- End the lesson and march to class

Activity –

- Learners to do a warm up of running randomly
- Learners to practice running and kick a ball at a signal.

Assessment - Go round observing learners run and kick the ball.

MUSIC, GAMES AND DANCES

SUB-TOPIC: Music and Dances

BACKGROUND

Music is very important to learners at this stage because it soothes them and also assists them to develop language because it is mental. This will help learners develop skills in singing, dancing, creativity and attain the values of self-expression, independence, socialisation, self-confidence and appreciation of cultural norms.

SPECIFIC OUTCOME 1: Demonstrate ability to sing familiar songs

SUGGESTED TIME: 1 lesson - 30 minutes

KEY WORDS: Singing, dancing, clapping

TEACHING AND LEARNING RESOURCES: Teacher/pupils

Lesson 1 - Singing

Methodology

- Introduce the lesson by asking the learners to breath in and breath out.
- Ask learners to sing any familiar song one by one.
- Teach a new song to which they will clap and dance as they to listen attentively then sing with you.
- Instruct the learners to sing at a signal.
- End the lesson.

Activity –

- Learners to breathe in and breathe out
- Learners to sing a familiar song
- Learners to sing a new song with clapping and dancing.

Assessment- Listen to learners as they sing and coordinate.

SPECIFIC OUTCOME 2: learners respond to simple songs and rhymes

SUGGESTED TIME: 3 lessons - 1 hour 30 minutes

KEY WORDS: Songs / rhymes

TEACHING AND LEARNING RESOURCES: Teacher / pupils

Lesson 1: Cat walk

Methodology

- Demonstrate how to do the cat walk by singing '*go, go, go teacher*'.
- Ask learners to practice cat walk with you.
- Instruct learners to make a circle and you inside.
- Ask learners to be coming in the circle one by one whilst doing the cat walk and singing "*go, go children go*" x2.
- End the lesson

Activity –

- Learners to practice the cat walk.
- Learners sing "*go, go children*" x2, as they go towards the teacher inside circle one by one.

Assessment- Observe learners do cat walk.

Lesson 2: Break dance

Methodology

- Demonstrate break dance.
- Instruct learners to practice in pairs with you.
- Ask them to do break dance in a group with one in the centre.
- End the lesson

Activity –

- Learners practice break dance in pairs.
- Learners to do break dance in a group with one is at the centre

Assessment- Observe learners doing break dance.

Lesson 3 - Marching

Methodology

- Do a simple rhyme.
- Demonstrate marching in a way that your steps move in line with the rhyme.
- Instruct learners to practice marching with you.
- Ask learners to march one by one in response to the rhyme.
- End the lesson.

Activity:

- Learners to do a rhyme
- Learners to practice marching in line with the rhyme
- Learners to march one by one in response to the rhyme

Assessment: Observe learners marching.

SPECIFIC OUTCOME 3: Demonstrate ability to dance to simple songs.

SUGGESTED TIME: 1 lesson - 30 minutes.

KEY WORDS: Singing and dancing

TEACHING AND LEARNING RESOURCES: Teacher/pupils

Lesson 1 – dancing to simple songs

Methodology

- Introduce the lesson by asking learners to sing a familiar song.
- Demonstrate dancing to simple songs.
- Ask learners to practice dancing with you.
- Put them in groups and instruct them to dance.
- End with a song.

Activity –

- Learners to sing a familiar song
- Learners dance to simple songs
- Learners to dance simple songs in a group.

Assessment - Go round and observe learners dance to simple songs.

TOPIC: ART AND CRAFT

SUB-TOPIC: Crafts

BACKGROUND - Under this topic, teach learners how to fold, tear and paste various objects. These will help them gain the value of creativity and appreciation of beauty.

SPECIFIC OUTCOME 1: Learners to fold paper to form objects with guidance.

SUGGESTED TIME: 1 lesson - 30 minutes.

KEY WORDS – folding

TEACHING AND LEARNING RESOURCES - Paper, teacher, learner

Lesson 1-Folding

Methodology

- Introduce the lesson by doing the finger exercises
- Demonstrate folding paper to form shapes e.g. Rectangle, Square and Triangle.
- Ask learners to practice fold paper to form shapes with you.
- Distribute paper and ask individual learners fold paper to form shapes.
- Instruct them to display their work.
- Tidy up the place.
- Ask learners to sing a song.

Activity –

- Learners to do finger exercises
- Learners to fold paper to form; rectangle, square and a triangle.
- Learners to display the shapes
- Learners to tidy up the place
- Sing a song

Assessment - Go round observing learners fold paper to form the given shapes.

SPECIFIC OUTCOME 2: Learners to tear paper in different sizes and shapes.

SUGGESTED TIME: 1 lesson 30 minutes.

KEY WORDS – tearing, shapes.

TEACHING AND LEARNING RESOURCES: paper, teacher, learners.

Lesson 1 – Tearing paper in different sizes and shapes

Methodology

- Introduce the lesson by stretching up and finger exercises
- Demonstrate tearing paper in different sizes and shapes e.g. A4 to A5, square to triangle (diagonal).
- Learners to practice tearing paper to different shapes with you.
- Ask learners to tear paper in different shapes e.g. rectangle and triangle.
- Learners to display their work.
- End by tidying up the place.

Activity –

- Learners to stretch and exercise their fingers
- Learners to practice tearing paper in different sizes to form shapes - A4 to A5, square to triangle.
- Learners to display their work and tidy up.

Assessment- Go round observe learners tearing paper in different sizes to form shapes.

SPECIFIC OUTCOME 3: Paste paper to form patterns.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: pasting, patterns.

TEACHING AND LEARNING RESOURCES: paper, glue, A1 manilla, teacher, learners.

Lesson 1 - pasting

Methodology

- Introduce the lesson by stretching up and finger exercises
- Demonstrate how to paste shapes torn in different sizes and shapes on the manila forming a pattern.
- Learners to practice pasting torn paper with you.
- Ask learners to paste different shapes and sizes torn in the previous lesson.
- Instruct them to display their work and tidy up.

Activity –

- Learners to stretch and do finger exercises
- Learners to practice pasting torn paper on the manila to form pattern.
- Learners to paste different shapes from torn paper on the manila to form patterns.
- Learners to tidy up

Assessment - Observe as learners paste different shapes of torn paper.

TOPIC: MOTOR DEVELOPMENT

SUB-TOPIC: Gross motor loco motor

SPECIFIC OUTCOME 4: Learners to perform various walking activities.

SUGGESTED TIME: 2 lessons – 1 hour

KEY WORDS: backwards, tip-toes.

TEACHING AND LEARNING RESOURCES: learners and teacher

Lesson 1 – Walking backwards

Methodology

- Take learners to the playing field and start lesson by a warm-up by walking around.
- Demonstrate walking backwards.
- Instruct learners to practice walking backwards with you.
- Put them in groups and ask them to walk backwards.
- End the lesson and go to class.

Activity:

- Learners to walk around freely.
- Learners to practice walking backwards with the teacher
- Learners to walk back wards individually

Assessment: Go round observing them walking backwards.

Lesson 2: Walking on tip toes

Methodology:

- Indoor game / out door
- Warm up by walking backwards.
- Demonstrate walking on tip-toes.
- Ask learners to practice the activity (individually) with the teacher.
- Learners to walk on tip toes on their own.
- End lesson with a song.

Activity –

- Learners to walk back wards
- Learners to practice walking on tip toes with the teacher.
- Learners walk on tip toes on their own.

Assessment – Go round observing learners are walking on tip-toes.

SPECIFIC OUTCOME 5: Learners to perform balancing activities.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: Balancing.

TEACHING AND LEARNING RESOURCES: learners and teacher

Lesson 1 – balancing while standing on one foot and then alternate feet

Methodology:

- Outdoor or indoor
- Do a warm up by hopping 2 to 3 steps
- Demonstrate standing on one foot.
- Tell learners to practice standing on one foot with you.
- Put learners in groups and ask them to stand one foot and alternate feet at a signal.
- Line up the learners, start a song and march to class.

Activity –

Learners to hop 2 to 3 times

Learners to practice standing on one foot with the teacher.

In groups learners to stand on one foot and alternate feet at a signal

Assessment – Go round observing learners balance on one foot.

SPECIFIC OUTCOME 6: Learners to perform various jumping and climbing activities.

SUGGESTED TIME: 3 lessons – 1 hour 30 minutes

KEY WORDS: step over, climbing, stairs.

TEACHING AND LEARNING RESOURCES: learners, teacher, rope, string, measuring tape.

Lesson 1 – jump from a height of not more than 5-10cm

Methodology:

- Indoor or outdoor
- Do a warm up of e.g. by jumping up and down
- Demonstrate jumping from a height of not more than 5-10 cm.
- Tell learners to practice jumping from a height of 5-10 cm with you.
- Instruct them to jump from a height of not more than 5-10 cm individually.
- End the lesson and go back to class.

Activity –

- Learners to jump up and down
- Learners to practice jumping with the teacher from a height of not more than 5-10 cm.
- Learners to jump from the height of not more than 5 – 10 cm on their own.

Assessment - Observe learners jumping from a height of 5 – 10 cm.

Lesson 2 – step over a rope 5-10 cm high**Methodology**

- Take learners to the playing field and start lesson by running and jumping up and down for not more than 5 minutes.
- Select 2 learners to hold a rope 5-10 cm high.
- Demonstrate stepping over a rope 5-10 cm high.
- Tell learners to practice stepping over a rope 5 – 10 cm high with you.
- Instruct learners to step over a rope 5 – 10 cm high in small groups.
- End the lesson and march to class.

Activity –

- Learners to run and jump up and down
- Learners to practice step over the rope 5 – 10 cm high with the teacher
- Learners to step over a rope 5-10 cm high in small groups.

Assessment – Observe the learners step over a rope 5-10 cm high.

NB – Prepare stairs for the next lesson using blocks or find a safe place where there are at least 3 stairs.

Lesson 3 – climbing up and climbing down stairs**Methodology.**

- Start the lesson by a warm up standing on one foot.
- Demonstrate climbing up and climbing down 2 stairs.
- Tell learners to practice the climbing up and climbing down 2 stairs one by one with you.
- Instruct them to climb up and down stairs one by one
- End the lesson and march to class.

Activity –

Learners to do a warm up, standing on one foot

Learners to practice climbing up and climbing down stairs individually.

Learners to climb up and downstairs individually.

Assessment – Observe learners climb up and climb down stairs.

SPECIFIC OUTCOME 7: Learners to perform various running activities.

SUGGESTED TIME: 1 lesson- 30 minutes

KEY WORDS: running

TEACHING AND LEARNING RESOURCES: learners, teacher,
Lesson 1 – running in various directions

Methodology

- **Do a warm up activity.**
- Demonstrate running activities e.g. in front of me, sheep-sheep come home.
- Tell learners to practice running in various directions with you.
- Instruct them to run in various directions.
- End the lesson and march to class.

Activity –

Learners to do a warm up activity.

Learners to practice running in various direction with the teacher.

Learners to run in various directions.

Assessment- Go round and observe the learners running.

SPECIFIC OUTCOME 8: Learners demonstrate rolling activities with support.

SUGGESTED TIME: 1 Lesson - 30 minutes

KEY WORDS: rolling [*illustration needed*]

TEACHING AND LEARNING RESOURCES: - mattress, grass, carpet, card board teacher, learners.

Lesson 1– rolling

Methodology

- Do warm up.
- Demonstrate rolling e.g. on mattress, carpet, grass, mattress, card board.
- Tell learners to practice rolling with your support.
- End with a song and march with the learners to the class.

Activities –

- Learners to do a warm up.
- Learners to practice rolling with the support of the teacher.

Assessment – Observe learners roll with your support.

SPECIFIC OUTCOME 9: Learners perform tidying up activities.

KEY WORDS: distributing, packing, lifting

SUGGESTED TIME: 1 Lesson - 30 minutes

TEACHING AND LEARNING RESOURCES: - balls, seed bags, boxes.

Lesson 1 – tidying up

Methodology

- Do a warm up.
- Demonstrate packing materials and putting them away
- Divide learners into groups and distribute the materials to them e.g. balls, seed bags or boxes.
- Ask them to pack the materials and put them away.
- End the lesson.

Activities –

- Learners to do a warm up.
- Learners to pick and pack the materials and put them away
- Learners to receive the materials in groups e.g. balls, seed bags or boxes.
- Learners to tidy up the place.

Assessment – Observe learners tidying up the place.

SPECIFIC OUTCOME 10: Learners to imitate movements of familiar animals

KEY WORDS: animals, imitate.

SUGGESTED TIME: 1 Lesson – 30 minutes

TEACHING AND LEARNING RESOURCES: teacher, learners,

Lesson 1 – imitating movements of familiar animals

Methodology

- Take learners to the playground and warm up.
- Demonstrate movements of familiar animals.
- Tell learners to practice movement of cat, dog, goat, cow, zebra, giraffe, and kangaroo with you.
- End the lesson.

Activities –

- Learners to do a warm up.
- Learners practice movements of familiar animals with the teacher.

- Learners to practice movement of cat, dog, goat, cow, zebra, giraffe, and kangaroo on their own.

Assessment – Observe learners imitate movements of familiar animals.

TOPIC: MUSIC, GAMES AND DANCES

SUB-TOPIC: Rhythm and Movement

BACKGROUND

Teach rhythm and movement to learners because they will gain skills in clapping, stamping, body movement, beating drums and coordination. Learners will also attain the values of self-expression, joy, love and appreciation.

SPECIFIC OUTCOME 4: Learners to demonstrate minimal control and balance of their bodies.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: balance.

TEACHING AND LEARNING RESOURCES: learners, teacher

Lesson 1 – singing, clapping and dancing

Methodology

- Ask learners to sing a familiar song.
- Demonstrate clapping and dancing.
- Ask learners to practice with you
- Ask learners to dance one by one while clapping and balancing.
- Wind up with a song.

Activity-

- Learners to sing a familiar song.
- Learners to practice singing, clapping and dancing with you.
- Learners to dance one by one while singing, clapping and balancing.

Assessment- Observe learners sing, clap, dance and balance.

SPECIFIC OUTCOME 5: Learners perform guided rhythmic activities.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS – Stamping.

TEACHING AND LEARNING MATERIAL - Teacher, learners

Lesson 1 - Singing while stamping feet

Methodology

- Do a warm up
- Demonstrate singing while stamping the feet.
- Ask learners to practice with you.
- Instruct them to sing and stamp their feet in groups.
- End the lesson

Activities:

- Learners to do a warm up
- Learners to practice singing while stamping their feet with the teacher.
- Learners to sing while stamping on their own.

Assessment: Observe learners sing in line with the rhythm of their feet being stamped.

SPECIFIC OUTCOME 6: Learners play familiar musical instruments.

SUGGESTED TIME: 1 Lesson- 30 minutes

KEY WORDS - Musical instruments.

TEACHING AND LEARNING RESOURCE - shakers, wood blocks, rhythm sticks, teacher, and learner. **[Illustrate – instruments only]**

Lesson 1 – Playing common musical instruments

Methodology

- Introduce the lesson by doing finger exercises
- Display different music instruments e.g. shakers, wood blocks, rhythm sticks learners to identify them.
- Demonstrate how to use shakers, wood blocks, rhythm sticks.
- Ask learners to practice using the musical instruments with you.
- Learners to use musical instruments in groups.
- End the lesson.

Activity-

- Learners to do finger exercises
- Learners to identify music instruments e.g. shakers, wood blocks, rhythm sticks learners to mention them.
- Learners practice using shakers, wood blocks, rhythm sticks with you.
- Learners to use the musical instruments in groups.

Assessment - Observe learners use the musical instruments.

TOPIC: ART AND CRAFT

SUB-TOPIC: Drawing and tracing

BACKGROUND - Learners should be taught how to trace and draw. This can be done if they are taught and given chance to participate in various tracing, drawing and colouring activities and how to hold a pencil. Make sure you help learners attain the values in creativity, concentration, patience and appreciation.

SPECIFIC OUTCOME 11: Demonstrate various drawing and tracing activities.

SUGGESTED TIME: 3 lessons – 1 hour 30 minutes

KEY WORDS: - Trace, draw

TEACHING AND LEARNING RESOURCES: -Pencil, paper, crayons, teacher, learner

Lesson 1 – Free drawing

Methodology

- Take learners outside.
- Do finger exercises
- Demonstrate how to draw lines in the air and on the ground.
- Ask learners to practice both activities with you.
- Go back to class and ask learners to draw lines freely in their books.
- End the lesson

Activity–

- Learners to do finger exercises
- Learners to draw lines in the air and on the ground with the teacher.
- Learners to go back to class and draw lines freely in their books.

Assessment – Go round and observe learners draw lines freely.

Lesson 2 - Tracing

Methodology

- Do finger exercises
- Go outside or use a sand corner to demonstrate tracing and ask learners to trace on the ground (sand).
- Demonstrate tracing a circle using pencils with you.
- Ask learners to trace a shape e.g. circle on their own.
- Ask learners to sing e.g. “*small circle, big circle or mummy and daddy I love you*”.
- End with a song.

Activity-

- Learners to do finger exercises
- Learners to go outside or use a sand corner to trace on the ground (sand).
- Learners to trace a shape e.g. circle on their own in their books
- Learners to sing a song e.g. “*small circle, big circle or mummy and daddy I love you*”.

Assessment- Observe if the learners are able to trace a circle.

SUGGESTED TIME: 1 lesson – 30 minutes

SPECIFIC OUTCOME 12: Learners to draw using templates.

KEY WORDS: - drawing

TEACHING AND LEARNING RESOURCES: - Pencil, learner, teacher, templates.

Lesson 1 – Drawing using templates.

Methodology

- Introduce a lesson by finger exercises
- Demonstrate how to use templates when drawing.
- Ask learners to practice drawing using templates with you.
- Divide learners in groups and give them different templates e.g. shapes (circle, square and triangle) to draw.
- Ask learners to tidy up the place.
- Wind up with a song.

Activity –

- Learners to do finger exercises
- Learners to practice drawing using templates with the teacher.
- In groups learners draw to different templates e.g. shapes (circle, square and triangle).
- Learners to tidy up the place.

Assessment - Observe learners draw using templates.

TOPIC: – MOTOR DEVELOPMENT

SUB-TOPIC:- Non-LoCo Motor Skills

BACKGROUND:

Non-loco motor skills are skills that are performed in a static form e.g. bending, stretching, pulling and pushing. It is important to do different non-loco motor skills for learners at this stage so that they are able to do bending and other posture activities. These skills will promote independence self-confidence and discipline in the learners.

SPECIFIC OUTCOME 12: Learners to perform bending and stretching activities.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: bend, stretch

TEACHING AND LEARNING RESOURCES: teacher and learners, a rope

Lesson 1 – bending and stretching

Methodology:

- Do a warm up
- Demonstrate bending and stretching.
- Ask learners to practice individually with you.
- Put them in groups and ask them to bend and stretch.
- End the lesson

Activities –

- Learners to do a warm up
- Learners to practice bending and stretching with the teacher.
- Learners to bend and stretch in groups.

Assessment – Go round observing learners bend and stretch.

SPECIFIC OUTCOME 13: Learners to perform static body movements.

SUGGESTED TIME: 2 lessons – 1 hour

KEY WORDS: pulling, pushing, and kneeling.

TEACHING AND LEARNING RESOURCES: Learners, teacher, rope.

Lesson1 – pulling and pushing while standing

Methodology:

- Go with learners to the playground and do a warm up.
- Demonstrate pulling and pushing while standing.
- Allow learners to pull and push while standing with you.
- Put the learners in groups and let them push and pull each other on their own.
- Line up learners and march with them to class.

Activity -

- Learners to do a warm up.
- Learners to pull and push while standing with the teacher.
- Learners in groups to push and pull each other.
- Line up learners and march with them to class.

Assessment – Observe learners pull and push while standing.

Lesson 2 – pulling and pushing while kneeling

Methodology

- Take learners to the playground and introduce the lesson with warm up activities.
- Demonstrate pulling and pushing while kneeling.
- Ask learners to practice pulling and pushing while kneeling with you.
- Instruct learners to pull and push each other on their own.
- End with a song and march with them to class.

Activities –

- Take learners to do warm up activities.
- Learners to pulling and pushing each other while kneeling with the teacher.
- Learners to pull and push each other on their own.

Assessment – Observe that learners pull and push while kneeling.

SPECIFIC OUTCOME 14: Learners to perform posture balancing activities with support.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: balancing, posture.

TEACHING AND LEARNING RESOURCES: teacher, learners, desks, chairs, tables

Lesson 1 – posture (*ILLUSTRATION NEEDED*)

Methodology:

- This lesson can be done as an indoor activity.
- Start with a warm up exercise e.g. stand up sit down.

- Demonstrate posture and balancing activities e.g. sit like Leo (upright) or sit like jumbo (bending).
- Allow learners to practice sitting like Loe or like jumbo with support from available furniture.

Activity:

Learners to do a warm up

Learners to sit Leo (upright) or like jumbo (bending).

Assessment: Observe learners perform posture balancing activities with support

Lesson 2 – sitting and standing

Methodology

- This can be done as an indoor activity.
- Do a warm up
- Demonstrate sitting and standing activities.
- Tell learners to practice sitting and standing activities with you.
- End the lesson with a song.

Activities –

- Learners to do a warm up
- Learners to sit and stand.

Assessment – Go round observing learners sit and stand.

SPECIFIC OUTCOME 15: Learners demonstrate jumping on one spot.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: jumping on one spot.

TEACHING AND LEARNING RESOURCES: teacher and learners,

Lesson 1 – jumping on one spot

Methodology:

- Go to the playground and do a warm up.
- Demonstrate jumping on one spot.
- Allow learners to jump on one spot with you.
- Instruct learners to jump on one spot on their own.
- End the lesson with a song and march to class.

Activity:

- Learners to do a warm up.

- Learners to jump on one spot.
- Learners to sing as they march to class.

Assessment – Go round observing learners jump on one spot.

TOPIC: MUSIC, GAMES AND DANCES

SUB-TOPIC: Games songs

BACKGROUND

In this topic teach learners simple different kinds of songs, dances with balancing of their bodies, simple games and game rules. These will help them in singing, dancing, flexibility, playing, balancing, creativity and coordination. Values to be gained by learners are self-expression, cooperation, self-confidence and appreciation.

SPECIFIC OUTCOME 7: Learners perform various game songs.

SUGGESTED TIME: 1 lesson- 30 minutes

KEY WORDS – Balancing, singing, dancing, rules and playing.

TEACHING AND LEARNING RESOURCES - Stones, drums, learners, teacher

Lesson1: Game Songs

Methodology

- Go outside to the playing field.
- Teach game songs and give instruction for each game e.g. *kankuluwale*.
- Demonstrate how to play *it* and how one can be disqualified.
- Ask learners to play the game in groups.
- End the lesson by asking the learners to sing a song.
(*Note: teacher to come up with different game songs other than kankuluwale*)

Activities -

- Learners to learn a game song.
- Learners to participate in playing game song

Assessment: - Observe learners perform various game songs

TOPIC: ART AND CRAFT

SUB-TOPIC: Colouring

BACKGROUND - Under this topic, learners should know how to colour using primary colours. They learn skills like creativity. Learners will gain the value of appreciation, patience and self-confidence.

SPECIFIC OUTCOME 13: Learners to perform simple colouring activities.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: - colour

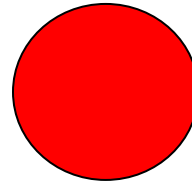
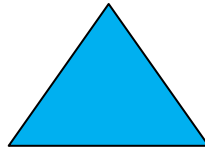
TEACHING AND LEARNING RESOURCES: crayons, pastels, teachers and learners.

Hint/Note: At this age learners may not be able to colour within boundary as they are at scribbling stage of development. They may also not fill the shape with colour.

Lesson 1 – Colouring

Methodology

- Draw different basic shapes for each learner i.e. triangle, circle and rectangle.
- Demonstrate how to colour shapes using primary colours (red, yellow and blue)
- Distribute the drawn shapes to each learner to colour.
- Ask learners to colouring simple shapes using crayons



- Tidy up the place.

Activity –

- Learners to colour shapes
- Learners to participate in tidying up activities

Assessment–Go round and observe learners colour.

SUB-TOPIC: Printing patterns

BACKGROUND - Teach learners how to make simple printing patterns because it will help them learn the skills of critical thinking and creativity. They will also learn to appreciate art work, have patience and self-satisfaction.

SPECIFIC OUTCOME 14: Learners to perform simple printing activities.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS – printing

TEACHING AND LEARNING RESOURCES – water colours, teacher, learners, A4 papers, dish of water.

Lesson 1 – simple printing using hands and feet

Methodology

- Display all the materials on the table and introduce them to the learners.
- Prepare the material and demonstrate how to print using hand and feet using water colours.
- Ask learners to print using their own hands or foot.
- Ask learners to dry up their print work.
- Tidy up the place and pack the materials.
- Tell the learners to wash their hands and feet.
- Ask learners to display their work and praise them.

Activity –

- Learners to select colours to use.
- Learners to print their hands and feet.
- Learners to pack and tidy up.
- Learners to display the work.

Assessment – Go round and observe learners print their hands and feet.

TOPIC: MOTOR DEVELOPMENT

SUB-TOPIC: Eye hand and eye foot coordination

BACKGROUND: Eye-hand and eye-foot coordination are important activities, e.g. throwing and kicking that should be taught to learners at this level because they will help them manipulate objects and develop proper judgement. This promotes self-confidence, cooperation, appreciation, alertness, concentration, satisfaction and self-expression.

SPECIFIC OUTCOME 16: Learners to perform clipping activities.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: clipping

TEACHING AND LEARNING RESOURCES: pegs, papers, books, socks, jersey, fingers, local materials available for clipping.

Lesson 1– clipping (*ILLUSTRATION NEEDED*)

Methodology:

- Introduce the lesson by finger manipulation activities of clipping.
- Demonstrate clipping of objects such as socks paper, socks, and jerseys using fingers.
- Ask learners to clip the different objects.
- End lesson with a song.

Activity:

- Learners to do warm up activities of finger play.
- Learners to clip different objects using fingers.

Assessment – Observe learners as they clip objects using their fingers.

SPECIFIC OUTCOME 17: Learner to perform throwing and catching activities.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: throwing, catching,

TEACHING AND LEARNING RESOURCES: learners, teachers, ball, ball made with local materials e.g. sock or plastic ball.

Lesson 1 – throwing and catching.

Methodology:

- Take learners to the play ground
- Introduce the lesson with a warm up activity of lifting arms up, down forward and backwards.
- Demonstrate catching and throwing of a ball to the learner/helper.
- Ask individual learners to throw and catch a ball.
- Put learners in pairs and ask them to throw and catch balls at each other.
- Wind up with a song and march to class.

Activity:

- Learners to throw and catch balls on their own.

- Learners to throw and catch the ball in pairs.

Assessment– Observe learners as they throw and catch the balls.

SPECIFIC OUTCOME 18: Learners to perform kicking and rolling activities.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: kicking, rolling

TEACHING AND LEARNING RESOURCES: learners, teachers, ball

Lesson 1 – kicking and rolling of a ball.

Methodology:

- Go to the play field
- Introduce the lesson with warm activities of rolling and kicking in the air.
- Demonstrate rolling and kicking of the ball
- Ask learners to roll and kick the ball.
- Put learners in groups and ask them to alternate rolling and kicking the ball at each other.
- Wind up the lesson and march to class while singing.

Activity-

- Learners to roll and kick in the air.
- Learners to roll and kick the ball individually
- Learners to roll and kick the ball in groups
- Learners to march to class while singing.

Assessment – Observe learners as they roll and kick the ball.

TOPIC: ART AND CRAFTS

SUB-TOPIC – Threading

BACKGROUND

Under this topic, it's important that learners are taught threading so as to make them make patterns using e.g. big beads and plastic bottle lids. These will make them become creative.

SPECIFIC OUTCOME 15: Perform threading activities.

SUGGESTED TIME: 2 Lessons – 1 hour

KEY WORDS: cotton reels, shirts, blouse

TEACHING AND LEARNING RESOURCES: Bottle tops, big beads, cotton reels, straws, big buttons, shirts, strings, rings, fruits reels.

Hint / Note: *Avoid using small holed beads and tiny cotton as learners are still at the stage of developing their fine motor skills and eye hand coordination.*

LESSON 1: Threading big beads. *[illustration needed]*

Methodology

- Display threading materials on the table or mat.
- Start the lesson by introduce the threading materials e.g. strings, big beads bottle tops, buttons, straws, cotton reels etc.
- Ask learners to identify them by sorting.
- Demonstrate threading.
- Ask learners to thread rings, big holed buttons or beads using strings or big cotton.
- Ask learners to display their work
- Ask learners to tidy up and pack their work.

Activity:

- Learners to identify and sort materials for threading.
- Learners to thread and display their work
- Learners to participate in the tidying and packing up activities.

Assessment: Observe learners as they thread using strings and big holed buttons, beads or rings.

TOPIC: MOTOR DEVELOPMENT

SUB-TOPIC:- Fine Motor Skills

BACKGROUND:

It is very important for the learners to be taught fine motor skills e.g. building, balancing, scooping, screwing, unscrewing, zipping because these will help them develop object manipulation.

Additionally, these skills will help them acquire values such as patience, appreciation, concentration, responsibility, independence, and self confidence.

SPECIFIC OUTCOME 19: Demonstrate ability to build a tower of at least five blocks

SUGGESTED TIME: 2 lessons – 1 hour

KEY WORDS: domino, tower

TEACHING AND LEARNING RESOURCES: Plastic bottle lids, dominos

Lesson 1 – building a tower

Methodology

- Demonstrate building a tower using plastic bottle lids.
- Ask learners to practice building a tower.
- Put learners in groups and ask them to make a tower of 5 blocks.
- Wind up with a song after tidying up.

Activity:

- Learners to build a tower using plastic bottle lids.
- In groups learners to make a tower of 5 blocks.
- Learners to tidy up.

Assessment: - Observe learners build a tower by going round.

Lesson 2 – Arranging dominos

Methodology

- Start with a warm up activity e.g. finger exercises.
- Demonstrate arranging dominos.
- Ask learners to practice in pairs.
- Instruct learners to build a tower.
- Wind up with a song.

Activity:

Learners to warm up by a finger exercise activity.

Learners to arrange dominos.

Learners build a tower

Learners to sing.

Assessment: Observe learners arrange dominos and build a tower by going round.

SPECIFIC OUTCOME 20: Learners to perform various scooping activities

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: scooping, filling and emptying

TEACHING AND LEARNING RESOURCES: tins, learners, teacher, sand, water, container.

Lesson 1 - Scooping

Methodology:

- Learners to go out to the playground.
- Ask learners to swing up arms as warm up.
- Demonstrate scooping by filling up and emptying the container with sand and water.

- Allow learners to scoop sand from one container to another on their own.
- Ask learners to scoop water from a container to another.
- Instruct learners to tidy up

Activity:

Learners to scoop from one container to another on their own

- Learners march to the playground in a single line.
- Learners to swing up arms as warm up.
- Learners to fill up and emptying the container with sand.
- Learners to fill up another container with water
- Allow learners to scoop sand from one container to another one by one.
- Ask learners to scoop water from a container to another one by one.
- Instruct learners to tidy up

Hint / Note: Carry out the scooping of sand and water simultaneously as you stand on the middle. This is to avoid learners being clouded on one place causing confusion.

Assessment – Observer as learners scoop by going round.

SPECIFIC OUTCOME: 21 Learners to perform grasping and releasing activities using finger tips.

SUGGESTED TIME: 1 lesson - 30 minutes

KEY WORDS: grasping, releasing

TEACHING AND LEARNING RESOURCES: papers, learners, teacher, pencil, crayons.

Lesson 1 – grasping and releasing

Methodology:

- Indoor activity.
- Demonstrate grasping and releasing
- Tell learners to grasp and release prepared objects e.g. pencils, paper, crayons
- End the lesson with song and march to class.

Activity:

- Learners to do finger exercise in warm up for flexibility.
- Learners to grasp and release objects.
- Learners to sing a song and march to class.

Assessment – Observe learners grasp and release objects such as pencils, paper and crayons.

SPECIFIC OUTCOME 22: Learners to demonstrate screwing and unscrewing.

SUGGESTED TIME: 1 lesson - 30 minutes

KEY WORDS: screwing and unscrewing

TEACHING AND LEARNING RESOURCES: Plastic bottles with lids.

Lesson 1: Screwing and unscrewing

Methodology:

- This can be an indoor or outdoor activity.
- Prepare and put empty bottles with lids aside.
- Start with a warm up of grasping and releasing.
- Demonstrate screwing and unscrewing using a plastic bottle.
- Put learners in small groups and distribute bottles to them and practice the exercise.
- Ask individual learners to screw and unscrew a flexible tighten bottle top.
- Wind up a lesson by tidying up.

Activity: -

Learners to do lab palms together as a warm up

Learners to screw and unscrew a closed bottle top in small groups taking turns.

Learners to tidy up.

Assessment – Observe learners as they screw and unscrew bottles.

SPECIFIC OUTCOME 23: Learners to demonstrate self-help skills.

SUGGESTED TIME: 3 lessons – 1 hour 30 minutes

KEY WORDS: zipping, dressing, buttoning.

TEACHING AND LEARNING RESOURCES: bags with zips, dress, and shirts.

Lesson 1 – buttoning / zipping

Methodology:

- This can be indoor activity.
- Demonstrate to learners buttoning and zipping.
- Tell the learners to button/zip shirts or bags in groups.
- Ask learners to button / zip shirts or bags as individual.
- End with a song and march to class.

Activity:

- Learners to warm up a standing and sitting down activity.
- Learners buttoning and zipping.

- Learners to button/zip shirts or bags in groups.
- Learners to button / zip shirts or bags as individual.
- Learners to sing a song and tidy up the classroom.

Assessment: Go round to observe learners buttoning or zipping a shirt or bag.

Lesson 2– Dressing

Methodology:

- Indoor activity
- Ask learners to do a stretching exercise as a warm up
- Demonstrate to learners dressing using a doll.
- Tell the learners practise dressing using dollies.
- End lesson with a song.

Activity: -

- Learners to do a stretching exercise as a warm up
- Ask learners dress up a doll.
- Ask learners to sing and end the lesson.

Assessment – Observe learners dress dollies by going round.

TOPIC: ART AND CRAFT

SUB-TOPIC - Modelling and moulding

BACKGROUND - Learners need to know modelling/moulding. Teach them different kinds of such activities so that they can gain self-confidence, self-expression and satisfaction.

SPECIFIC OUTCOME 17: Learners to mode and mould familiar objects using e.g. clay, plastacine and dough.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: mould, mode

Lesson 1 – Mode and mould familiar objects

Methodology

- Gather mode and mould materials in advance such as dough, clay and plastacine.
- Display them and ask learners to identify each.
- Demonstrate how to mode and mould e.g. a ball, tomato, orange using clay/plasticine.
- Ask learners to mode and mould different objects e.g. ball, tomato, orange in groups.
- Instruct learners to mode and mould as individuals.

- Display the mode/mould objects and praise the learners.
- Instruct learners to tidy up and wash their hands.

Activity –

- Learners to identify mode/ mould materials such as dough, clay and plastcine.
- Learners to mode/ mould object e.g. a ball, tomato, orange using clay/plasticine in groups then individuals.
- Learners to display their work for appraisal.
- Learners to tidy up and wash their hands.

Assessment– Go round and observe learners mode and mould.

SECTION

B

5 to 6

years old

TOPIC: MOTOR DEVELOPMENT

SUB-TOPIC: Gross Motor

BACKGROUND

It's important that learners perform gross motor activities so as to help learners to attain skills of walking, balancing, focusing, concentration and climbing. Learners will also appreciate the values of co-operation., self-confidence, endurance, patience, independence, courage appreciation of beauty and overcome fear of height.

SPECIFIC OUTCOME 1 - Learners to perform various body movements and control.

SUGGESTED TIME: 2 lessons – 1 hour

KEY WORDS: walking, backwards, tip toes.

TEACHING AND LEARNING RESOURCES: teacher and learners, sand

Lesson 1 - Walking on straight lines

Methodology

- Start with a warm up by stretching.
- Demonstrate walking on straight lines by walking on marked lines.
- Ask learners to walk on straight lines individually and in groups.
- End with a song.
- March to class with a song.

Activity –

- Learners to do a warm up by stretching.
- Learners to walk on straight line individually
- Learners to walk in a straight line in groups.

Assessment - Observe learners walk on straight lines.

Lesson 2 - Walking backwards on tip toes

Methodology

- Start with a warm up by walking on straight line.
- Demonstrate walking backwards on tip toes.
- Ask learners to walk backwards on tip toes individually and in groups.
- End with a song – *follow, follow, follow the leader.*
- March to class with a song in a line.

Activity –

- Learners do a warm up by walking on straight line
- Learners to walk backwards on tip toes individually.
- Learners to walk backwards on tip toes in groups.

Assessment - Observe learners walk backwards on tip toes.

SPECIFIC OUTCOME 2 – Learners to perform various jumping and balancing activities.

SUGGESTED TIME: 3 lessons – 1 hour 30 minutes

KEY WORDS - Frog jumping, hopping on one leg, alternating feet, steps over a rope.

TEACHING AND LEARNING RESOURCES - Teacher, learners, a string, measuring tape.

Lesson 1 –Frog jumping**Methodology**

- Start with a warm up by walking backwards on tip toes.
- Demonstrate frog jumping.
- Ask learners to do frog jumping individually and then in groups.
- March back to class singing.

Activities –

- Learners to do a warm up by walking backwards on tip toes.
- Learners to do frog jump individually.
- Learners to do frog jump in groups.

Assessment - Observe learners to do frog jump by going round.

Lesson 2 - Hopping on one leg, alternating feet**Methodology**

- Introduce the lesson with warm up activities such as frog jumping, walking around.
- Demonstrate hopping on one leg and alternating feet from a height of 15 to 20 cm.
- Ask learners to hop on one leg, alternating feet.
- Ask learners to hop on one leg, alternating feet individually.
- Ask learners to hop on one leg, alternating feet in pairs.
- March to class.

Activity

- Learners do warm up activities .
- Learners to hop on one leg, alternating feet
- Learners to hop on one leg, alternating feet individually and in pairs.

Assessment - Observe learners hop on one leg, alternating feet.

Lesson 3 - Step over the rope 10 to 15cm high

Methodology

- Start lesson with a warm up activity.
- Demonstrate stepping over the rope 10 to 15 cm high.
- Instruct learners to step over the rope 10 to 15 cm high individually and in groups
- Go round observing and assisting learners where necessary
- End with a song and march to class.

Activity –

- Learners to do a warm up activity
- Learners to step over a rope 10 to 15 cm high.
- Learners to step over the rope 10 to 15 cm high individually.
- Learners to do the activity in smaller groups

Assessment - Observe learners step over the rope 10 to 15 cm.

SPECIFIC OUTCOME 3 - Learners to perform climbing activities.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS – Climbing and stairs.

TEACHING AND LEARNING RESOURCES – Stairs, teacher, learners, (blocks/wood for making stairs)

Lesson 1 - Climbing upstairs.

Methodology

- Start with a warm up.
- Demonstrate climbing upstairs.
- Ask learners to climb upstairs individually and in groups.
- End with a rhyme e.g. (one two, one two...) and march back to class.

Activities –

- Learners to do a warm activity
- Learners to climb upstairs individually and in groups.

Assessment - Observe learners climb upstairs.

TOPIC: ART AND CRAFT

SUB-TOPIC: Crafts

BACKGROUND

Under this topic, the learners will know how to move, correlate, observe and express themselves. This will help the learners develop the skills of folding, pasting, drawing forming patterns, creativity, critical thinking, problem solving, basketry, weaving, threading, printing, modelling, cutting and computer skills. Hence these will develop the values of appreciation, tolerance, patience, orderliness, peace, self-confidence and satisfaction.

SPECIFIC OUTCOME 1 -Learners to fold paper to form objects.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: cut, size, fold.

TEACHING AND LEARNING RESOURCES: learners, paper, scissors

Lesson 1 – folding paper *[illustration needed]*

Methodology

- Demonstrate to learners how to make a boat using paper.
- Ask learners to make a boat, kite and aeroplane using paper individually and in groups.
- End with a song.

Activity –

- Learners to fold paper to form objects such as boat, kite and aeroplane
- Learners to fold paper to form objects such as boat, kite and aeroplane in groups

Assessment - Observe learners fold paper to make objects.

SPECIFIC OUTCOME 2 -Learners to paste papers to form patterns.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: paste,

TEACHING AND LEARNING RESOURCES: Teacher, learners, paper, crayons

Lesson 1 – Paper pasting

Methodology

- Ask learners to colour templates of objects such as apple, tomato, banana.
- Ask learners to paste paper to form patterns individually and in groups.
- Tidy up the place and sing a song.

Activities –

- Learners to colour templates of objects such as apple, tomato, banana individually
- Learners to paste paper to form patterns individually and in groups.

Assessment - Observe learners colour templates of objects and paste them to form patterns.

TOPIC: MUSIC, GAMES AND DANCES

SUB-TOPIC: Music and dance

BACKGROUND

It is important to teach music because through music learners are able to appreciate cultural norms, express themselves, do things independently and have self-confidence. Learners will develop the skills of singing, dancing, creativity, voice projection and coordination of voices.

SPECIFIC OUTCOME 1 - demonstrate ability to sing traditional songs.

SUGGESTED TIME: 2 lessons – 1 hour

KEY WORDS: voices projection, co-ordination

TEACHING AND LEARNING RE SOURCES: Teacher, learners.

Lesson 1 – Voice projection / co-ordination

Methodology

- Introduce the lesson by asking learners to sing a familiar song.
- Demonstrate how to co-ordinate the voice.
- Put learners in groups and ask them to practice co-ordination of their voices.
- Ask learners to sing any song in Zambian language and bring out the correct words and voice projection.
- End the lesson with a song

Activity –

- Learners to sing a familiar song.
- Learners to practice co-ordination of their voices individually
- Learners to practice co-ordination of their voices in groups

- Learners to sing any song in Zambian language and bring out the correct words and voice projection.

Assessment – Listen as learners sing and co-ordinate their voices.

Lesson 2 - Singing traditional songs.

Methodology

- Indoor outdoor activity.
- Ask learners to breath in breath out.
- Ask learners to sing any song they know individually.
- Instruct them to make a circle and hold hands.
- Teach a song e.g. any tribe according to your locality (Zambian).

Activity –

- Learners to breath in breath out.
- Learners to sing any song in Zambian language.

Assessment - Listen as learners sing songs.

SPECIFIC OUTCOME 2 - Learners to demonstrate ability to initiate own styles of dance.

SUGGESTED TIME: 1 Lesson- 30 minutes

TEACHING AND LEARNING RESOURCES: Teacher, learner

Lesson 1 – Dancing.

Methodology

- Go to the play field with the learners and sing a familiar song.
- Demonstrate how to dance
- Put learners in a circle.
- Sing and dance to a song with them.
- Ask learners to dance individually inside the circle and in pairs.

Activity –

- Learners sing a familiar song
- Learners sing and dance to a song with teacher
- Learners to dance inside the circle and in pairs

Assessment –Observe as learners dance.

TOPIC: MOTOR DEVELOPMENT

SUB-TOPIC: Non-LoCo Motor Skills

BACKGROUND - Learners should develop the skills of bending, stretching, twisting, throwing, spinning, balancing and jumping .These will make them attain the values of appreciation, self-confidence, independence and creativity.

SPECIFIC OUTCOME 4 - Learners to perform static body movement.

SUGGESTED TIME: 2 lessons – 1 hour

KEY WORDS: Static body movements, bending, stretching and twisting.

TEACHING AND LEARNING RESOURCES – teacher and learners

Lesson 1 - Pulling and pushing

Methodology

- Start the lesson with warm a up.
- Demonstrate pulling and pushing.
- Put learners in pairs according to their heights.
- Ask them to pull and push.
- End lesson with a song.

Activities - Learners to pull and push.

Assessment - Observe learners pull and push by going round.

Lesson 2 - Stretching and twisting *[illustration needed]*

Methodology

- Start with a warm up.
- Demonstrate stretching and twisting.
- Ask learners to stretch and twist.
- March back to class with a song.

Activities - Learners to stretch and twist.

Assessment - Observe learners stretch and twist by going round.

SPECIFIC OUTCOME 5 - Learners to demonstrate ability to throw ball over head.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS – throwing, overhead.

TEACHING AND LEARNING RESOURCES – ball, teacher, learners

Lesson 1. Throw ball over head

Methodology

- Start with a warm up.
- Demonstrate throwing a ball overhead.
- Ask them to throw ball over head .
- March back to class with a song.

Activity

- Learners to do a warm up activity
- Learners to throw ball over head

Assessment - Observe learners throwing ball over head.

SPECIFIC OUTCOME 6 - Learners to demonstrate ability to turn and roll.

SUGGESTED TIME: 2 lessons - -1 hour

KEY WORDS – turn and roll.

TEACHING AND LEARNING RESOURCES – teacher, learners, mats/ mattress/ carpets

Lesson 1– Turning

Methodology

- Start with a warm up.
- Demonstrate turning left to right with arms stretched side wards while standing with legs apart.
- Ask learners to do the activity after you.
- Ask learners to turn right and left while standing at a signal .
- March back to class with a song.

Activity

- Learners to do a warm up activity
- Learners do the turning from right and left, arms stretched side wards with legs apart at a signal in pairs and in groups.

Assessment - Observe as learners are turning **from right and left**, arms stretched side wards with legs apart.

Lesson 2 - Rolling

Methodology

- Spread the materials that you are going to use for rolling on e.g. a mattress, carpet, grass, mat.
- Start with a warm up
- Demonstrate rolling by turning left / right
- Ask learners to roll.
- Ask individual learners to roll in turns while others are observing.
- March to class with a song.

Activity

- Learners to do a warm up activity
- Learners to roll
- learners to roll in turns while others are observing

Assessment – Observe as learners roll.

SPECIFIC OUTCOME 7 – Learners to jump up and down in one place 5 to 10 times.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS – jump up, down

TEACHING AND LEARNING RESOURCES – teacher, learners

Lesson 1. Jumping

Methodology

- Indoor or outdoor activity
- Start with a warm up.
- Demonstrate jump up and down in one place 5 to 10 times.
- Ask learners to jump up and down in one place in pairs and groups.
- March to class singing.

Activity

- Learners to do a warm up activity
- Learners to jump up and down in one place in pairs and groups.

Assessment - Observe learners jump up and down.

TOPIC- ART AND CRAFT

SUB-TOPIC: Drawing and Colouring

BACKGROUND

In this lesson it's important for learners to learn drawing and colouring in that it will help them to express themselves, appreciate, tolerate, and have patience and concentrate. Through drawing and colouring learners' fine motor skills are developed.

SPECIFIC OUTCOME 3 – Learners to draw lines.

SUGGESTED TIME – 2 Lessons – 1 hour

KEY WORDS - lines, pencils, colouring

TEACHING AND LEARNING RESOURCES - Sticks, ropes, line chart, chalk board, pencils, paper / exercise book.

Lesson 1 – Drawing straight lines.

Methodology

- Indoor or outdoor
- Go to the sand corner.
- Demonstrate how to draw straight lines on the ground.
- Ask learners to practice individually on sand
- Ask learners to draw straight lines in their books.

Activity

- **Learners go the sand corner**
- Learners to draw lines on sand.
- Learners to draw lines in their books.

Assessment - Observe learners draw lines in their books.

Lesson 2 – Teach drawing of **zig zag lines**, methodology as in lesson 1.

SUGGESTED TIME – 1 lesson -30 minutes.

SPECIFIC OUTCOME 4 – Learners to demonstrate drawing familiar objects.

KEY WORDS – colouring, familiar objects.

TEACHING AND LEARNING RESOURCES - Sticks, ropes, line chart, chalk board, crayons, sand

Lesson1 – Drawing familiar objects

Methodology

- Indoor and outdoor activity
- Go to the sand pit.
- Demonstrate how to draw an object e.g. cup/ball.
- Ask learners to draw any object on the ground.
- Go back to class and ask them to draw and colour objects in their books.

Activity

- Learners to go to the sand pit and draw any object
- Learners to draw and colour any object in their books e.g. cup, ball.

Assessment – Observe learners as they draw objects.

SPECIFIC OUTCOME 5 –Learners to demonstrate ability to use stencils.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: stencil,

TEACHING AND LEARNING RESOURCES: pencil, paper, stencil

Lesson 1 drawing using stencils.

Methodology

- Display materials and give learners a clear view.
- Demonstrate how to use a stencil.
- Ask learners to practice drawing using a stencil.
- Tidy up and end the lesson.

Activity

- Learners to at materials
- Learner to practice drawing using a stencil
- Learners to trace and draw using stencils.

Assessment: Observe learners as they draw using stencils.

SPECIFIC OUTCOME 6: Learners to demonstrate ability to use geometric boards.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: geometric board

TEACHING AND LEARNING RESOURCES – Geo boards of different shapes.

Lesson 1- Using geo boards of different shapes. *[illustration of shapes to be inserted]*

Methodology.

- Start with finger exercises
- Demonstrate how to make shapes using geo boards .
- Ask learners to practice making shapes using geo boards.
- Ask learners to make shapes using geo boards groups.
- Go round checking and assisting learners as they make different shape
- Involve learners in tidying and packing of the materials.

Activity

- Learners to do finger exercise
- Learners to practice making shapes using geo boards
- Learners to make shapes using geo boards in groups

Assessment – Observe as learners make shapes using geo boards.

SPECIFIC OUTCOME 7: Learners to play and construct structures.

SUGGESTED TIME: 1 Lesson – 30 minutes

KEY WORDS: duploes

TEACHING AND LEARNING RESOURCES: duploes of different colours

Lesson 1: Constructing structures

Methodology.

- Demonstrate how to construct structures using duploes.
- Ask learners to practice.
- Ask learners to construct structures using duploes in groups and pairs.
- Involve them in tidying up and packing materials.

Activity

- Learners to practice construction of structures using duploes
- Learners to construct structures using duploes in groups and pairs

Assessment: Observe as learners construct structures using duploes.

SPECIFIC OUTCOME 8: Learners to demonstrate ability to build and assemble a tower of at least 10 pieces.

SUGGESTED TIME: 1 lesson – 30 minutes.

KEY WORDS - building, balancing

TEACHING AND LEARNING RESOURCES – building blocks, bottle tops, tins, match boxes

Lesson 1. Building a tower.

Methodology

- Start by doing finger exercises.
- Demonstrate how to build a tower of at least 10 blocks.
- Ask learners to practice building in pairs.
- Put them in groups and distribute blocks for them to build with.
- End with a song e.g. *building up the temple of the Lord*.

Activity

- Learners to do finger exercise
- Learners to build a tower of at least 10 blocks in pairs and groups.

Assessment – Observe as learners build a tower of at least 10 blocks.

TOPIC: MOTOR DEVELOPMENT

SUB-TOPIC: Eye Hand and Eye Foot Coordination

BACKGROUND

It is important that learner should be given chance to do eye hand and eye foot coordination activities for these will help them appreciate the skills in targeting, judging, creative thinking, throwing, catching, kicking, holding, cutting, concentration and threading. Learners will also gain the values of self-expression, satisfaction and appreciation.

SPECIFIC OUTCOME 8 - Learners to demonstrate eye hand and eye foot coordination activities.

SUGGESTED TIME: 3 lessons – 1 hour 30 minutes

KEY WORDS – Throwing, catching.

TEACHING AND LEARNING RESOURCES – Balls (small), teacher, learner

Lesson 1 - Throwing and catching a ball under and over arm.

Methodology

- Start with a warm up.
- Demonstrate throwing and catching using a ball with both hands under and over arm.
- Put learners in a circle and perform the throw and catch activity.
- Ask them to throw and catch in groups.
- March back to class with a song.

Activity

- Learners to do a warm up activity
- learners in make a circle and perform the throw and catch activity.
- Learners to throw and catch a ball under and over arm with both hands in pairs and groups
-

Assessment – Observe as learners throw and catch a ball.

SPECIFIC OUTCOME 9 - Learners to demonstrate ability to kicking and rolling activities.

SUGGESTED TIME: 2 lessons – 1 hour

KEY WORDS – kicking, rolling, target

TEACHING AND LEARNING RESOURCES – teacher, learners

Lesson 1- Kicking to target.

Methodology

- Start with a warm up.
- Demonstrate kicking a ball to a target.
- Ask learners to kick towards a target.
- March back to class.

Activity

- Learners to do a warm up activity
- Learners to kick towards a target.

Assessment – Observe as learners kick a ball at a target.

Lesson 2 – Rolling a ball at a target

Methodology

- Start with a warm up.
- Demonstrate rolling a ball at a target.
- Learners to roll a ball at a target.
- Put learners in groups and let them do the activity.
- End with a song and march to class.

Activity

- Learners to do a warm up activity
- Learners to roll a ball at a target
- learners to roll a ball at a target in groups

Assessment – Observe as learners roll a ball at a target.

TOPIC: MUSIC, GAMES AND DANCES.

SUB-TOPIC: Rhythm and Body Movement

BACK GROUND

In this lesson the learners will acquire singing, dancing, correct response skills as well as creativity in relations to musical rhythm and body movement.

SPECIFIC OUTCOME 3 -Learners to develop full control to balance their bodies.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: rhythm, balance.

TEACHING AND LEARNING RESOURCES: learners, teacher.

Lesson 1 – Balancing of body.

Methodology

- Take learners to the playing field and do a warm up activity.
- Demonstrate to learners how to balance the body while singing and dancing.
- Ask learners to sing and dance to any familiar song.
- Go back to class.

Activity

- Learners to do a warm up activity
- Learners balance the body while singing and dancing
- Learners to sing and dance to any familiar song.

Assessment - Observe as learners do the balancing of their bodies while singing and dancing.

SPECIFIC OUTCOME 4 -Learners to participate in guided rhythmic activities.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: rhythm

TEACHING AND LEARNING RESOURCES: learners, teacher, drums, rhythmic sticks.

Lesson 1 – Guided rhythmic activities

Methodology

- Demonstrate rhythmic activities using rhythmic sticks, drums.
- Put learners in groups and give them different rhythmic activities.
- Ask learners to participate in guided rhythmic activities.

- End with a song.

Activity

- Learners use rhythmic sticks and drums.
- Learners to do different rhythmic activities individually and in groups
- learners to participate in guided rhythmic activities

Assessment – Observe as learners perform different rhythmic activities.

SPECIFIC OUTCOME 5 - Learners to demonstrate ability to use a variety of musical instruments.

SUGGESTED TIME: 2 lessons – 1 hour

KEY WORDS: musical instruments

TEACHING AND LEARNING RESOURCES: learners, teacher, drums, swift piano, guitar, banjo.

Lesson 1. Playing various musical instruments.

Methodology

- Demonstrate to learners how to use swift piano, guitar, banjo and drum.
- Ask learners to use swift piano, guitar, banjo and drum.
- Learners to march back to class with a song.

Activity

- Learners to play the swift piano, guitar, banjo and drum
- Learners to play different musical instruments in groups

Assessment - Observe as learners play the swift piano, guitar, banjo and drum.

Lesson 2. Playing musical instruments and dancing.

Methodology

- Put learners in 3 groups.
- One group plays any musical instrument, the other sings and the third dances.
- Make sure you alternate the groups.

Activity

- Learners to play musical instruments
- Learners to sing
- Learners to dance

Assessment- Observe as learners sing, play musical instruments and dance.

TOPIC: COMPUTER

SUB-TOPIC: Introduction to ICT

BACKGROUND

It is important to teach computer to learners because we are living in a world where technology is advancing. Computer is important because it will help learners to manipulate, have self-confidence, patience and be able to solve problems.

SPECIFIC OUTCOME 1 -Learners to identify ICT gadgets.

SPECIFIC TIME; 3 Lessons – 1 hour 30 minutes.

KEY WORDS: mouse, monitor and CPU

TEACHING AND LEARNING RESOURCES: learners, ICT gadgets

Lesson 1- Identifying ICT gadgets [illustrations needed]

Methodology

- Display the ICT gadgets e.g. TV, cell phone, radio, computer – Lap top, Desk Top, I pad.
- Ask learners to identify each.
- Tidy up and pack the gadgets carefully.

Activity

- Learners to identify ICT gadgets e.g. TV, cell phone, radio, computer – Lap top, Desk Top, I pad
- Learners to pack the gadgets carefully

Assessment: Observe as learners identify ICT gadgets.

Lesson 2 Switching on and Shutting down/Switching off

Method

- Demonstrate how to **Switch on and Shut down/Switch off ICT gadgets**
- Explain the use ICT gadgets
- Ask individual learners to switch on and shut down /switch off the ICT gadgets .

Activities

- Learners to switch on and shut down/ switch off the ICT gadgets.

Assessment: Observe as learners switch on and switch off the ICT gadgets.

Lesson 3: Playing simple computer games.

Methodology

- Demonstrate how to play computer games.
- Ask learners to practice playing computer games
- Go round observing and assisting learners as play simple computer games practice.

Activity

- Learners to play computer games individually and in pairs .

Assessment: Observe as learners play computer games.

TOPIC: MUSIC, GAMES AND DANCES

SUB-TOPIC: Games and songs

BACKGROUND:

It is important to teach games and dances to learners in that as they are doing the games and songs, they are able to interact with their friends freely; they can express themselves, appreciate each other and cooperate with one another.

SPECIFIC OUTCOME 6 – Learners to participate in traditional and conventional games and songs.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: coordinate

Lesson 1. Playing game songs.

Methodology

- Take learners to the playing field and do a warm up exercise.
- Teach them a game song e.g. *kalengalenga* after making a circle.
- Ask them to play game songs in pairs and in groups
- Go round observing learners playing games

Activities

- Learners to do a warm up activity
- Learners to play game songs e.g. *kalengalenga* after making a circle
- Learners to play game songs in pairs and in groups

Assessment - Observe as learners play game songs.

TOPIC: ART AND CRAFTS

SUB-TOPIC: Weaving

BACKGROUND - This lesson is important to learners in that it helps them think critically, solve problems and be able to make patterns.

SPECIFIC OUTCOME 9 – learners to weave different items

SUGGESTED TIME: 4 lessons – 2 hours

KEY WORDS: patterns

TEACHING AND LEARNING RESOURCES – paper, reeds, crayons, glue (e.g. cassava meal)

Lesson 1 – Weaving a paper chain

Methodology

- Demonstrate weaving a paper chain.
- Ask learners to weave paper chain.
- Go round observing everyone as they weave in pairs and groups.
- Involve learners in tidying up activities.
- End the lesson.

Activity

- Learners to weave paper chains
- Learners to weave paper chains in pairs and groups.

Assessment - Observe as learners weave paper chains.

Lesson 2, 3 and 4 teach weaving: mat, hat and basket using methodology in lesson 1. .

SUB-TOPIC: Threading

BACKGROUND: This lesson is important to learners because it will help learners to think critically, solve problems, concentrate and become creative. Learners also improve their accuracy throughout their lives.

SPECIFIC OUTCOME 10 - Learners to demonstrate in threading activities.

SUGGESTED TIME: 3 lessons – 1 hour 30 minutes

KEY WORDS: pattern.

TEACHING AND LEARNING RESOURCES -learners, beads, shoes and shoe laces [illustration].

Lesson 1 – Threading shoes

Methodology

- Demonstrate to learners how to tie a shoe lace.
- Ask learners to tie shoe laces, one by one.
- Tell learners to tie shoe laces in pairs

Activity

- Learners to tie shoe laces one by one
- Learners to tie shoe laces in pairs

Assessment – Observe as learners tie shoe laces.

Lesson 2 – Threading beads.

Methodology

- Demonstrate how to thread small beads.
- Ask learners to thread small beads.
- Tell learners to thread in pairs and groups
- Involve learners in tidying up

Activity

- Learners to thread small beads.
- Learners to thread in pairs and groups

Assessment – Observe as learners thread small beads.

Note; teach threading small cotton reels in lesson 3, follow steps in lesson 1 and 2 above.

**TOPIC: MUSIC, GAMES AND DANCE
DRAMA**

SUB-TOPIC: Role Play

BACKGROUND - Role play is very important to learners because it helps them appreciate working with friends, cooperate and create self-awareness and self-confidence.

SPECIFIC OUTCOME 7 -Learners to dramatize familiar stories.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: Family, gender, activities

TEACHING AND LEARNING RESOURCES - Teacher, learners.

Lesson 1 – Role play duties of family members.

Methodology

- Ask learners to role play a family member.
- Give different learners roles to play e.g. father, mother, children.
- Ask them to role play given roles in groups

Activity

- Learners to role play family members.

Assessment- Listen and observe learners role play family members.

TOPIC: ART AND CRAFTS

SUB-TOPIC: Colouring

BACKGROUND

It is important to teach colouring to learners because through colouring learners can have self-confidence, patience and be able to express themselves freely. It can also help learners to appreciate beauty.

SPECIFIC OUTCOME 11 -Learners to colour objects within boundaries.

SUGGESTED TIME: 1 Lesson – 30 minutes

KEY WORDS: boundary.

TEACHING AND LEARNING RESOURCES: learners, paper, books, crayons.

Lesson1 – Colour objects within boundaries using crayons.

Methodology

- Demonstrate how to colour within boundaries on an already made chart.
- Distribute books with pictures for learners to colour.
- Learners to colour pictures within boundaries in their books
- Sing a song at end of lesson.

Activity

- Learners to colour within boundaries
- Learners to colour objects in their books within boundaries using crayons

Assessment: Observe as learners colour objects.

Lesson 2 – Colour objects within boundaries – water colours.

Methodology as in lesson1

[Pictures needed e.g. pot, cup, bottle, ball etc]

SUB-TOPIC: Printing Patterns

BACKGROUND

This lesson is important to learners because the learners will acquire the knowledge in printing, patterns making and have patience. Learners will also have self-confidence and appreciate the art of craft work.

SPECIFIC OUTCOME 12 - Learners to perform printing activities.

SUGGESTED TIME: 3 Lessons – 1 hour 30 minutes

KEY WORDS: printing,

TEACHING AND LEARNING RESOURCES – potato, banana leaf or sponge, water colour, A4 plain paper.

Lesson 1 – Banana leaf

Methodology

- Display the banana leaf on the table.
- Put learners in a semi-circle.
- Demonstrate to learners how to do banana / potato print.
- Ask learners to do the banana / potato print.
- Tell learners to print in pairs and groups
- Go round observing and assisting learners print
- Involve the learners in tidying up

Activity

- Learners to do the banana/potato print
- Learners to do the banana/potato print in pairs and groups
- Learners to be involved in tidying up.

Assessment – Observe as learners do the banana/potato print.

Note: in lesson 2 teach printing patterns using shoe brush / sponge using methodology in lesson 1 above.

TOPIC: ART AND CRAFTS

SUB-TOPIC: Modelling/Moulding

BACKGROUND

Modelling is an art work which requires creativity and critical thinking. This lesson is important to learners because it will instil in them a sense of appreciation and acquire a skill of creative and critical thinking.

SPECIFIC OUTCOME 13 -Learners to model/mould different things in the locality.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS - , clay plasticine and dough.

TEACHING AND LEARNING RESOURCES - Teacher, learner, plasticine.

Lesson1 – Model/mould using clay, plasticine and dough.

Methodology

- Demonstrate to learners how to model/mould using clay ,plasticine /dough.
- Ask learners to model/mould e.g. pots, cars.
- Tell learners to model/ mould in pairs and groups
- Go round observing as learners model/mould
- Ask learners to tidy up and wash their

Activity

- Learners to model/mould objects such as pots, cars, dolls ...
- Learners to model/mould objects in pairs and groups
- Learners to be involved in the tidying up and washing their hands

Assessment – Observe as learners model/mould different objects.

SUB-TOPIC: Collage and Mosaic

BACKGROUND

Collage and mosaic work is designed to develop critical thinking, pasting, cutting, creativity and problem solving abilities in the learners. They will also know that in mosaic we use one material while in collage we can use different materials.

SPECIFIC OUTCOME 14 -Learners to make a collage/mosaic picture.

SUGGESTED TIME: 1 lesson – 30 minutes

KEY WORDS: Beads, glue

TEACHING AND LEARNINGRESOURCES: glue, paper, sticks

Lesson 1: making a collage.

Methodology

- Identify materials used to make collage picture e.g. glue, paper, sticks.
- Demonstrate to learners how to make a collage.

- Ask learners to make a collage in groups using glue, paper and sticks.
- Ask learners to tidy up and wash their hands.

Activity

- Learners to identify materials used to make a collage
- Learners to make a collage using glue, sticks and paper.
- Learners to be involved in tidying up and washing hands

Assessment – Observe as learners make a collage.

Lesson 2 – Make a mosaic.

Methodology

- Identify materials for making a mosaic e.g. seeds, beads, glue and paper.
- Demonstrate to learners how to stick the beads/seeds on paper to make a mosaic.
- Ask learners to stick the beads /seeds on the paper to make mosaic in pairs and groups.
- Ask the learners to tidy up and wash their hands.

ACTIVITY

- Learners to identify materials used to make a mosaic e.g. beads, seeds, glue and paper
- Learners to make a mosaic using glue, seeds, beads and paper.
- Learners to be involved in tidying up and washing hands

Assessment – Observe as learners make a mosaic.