

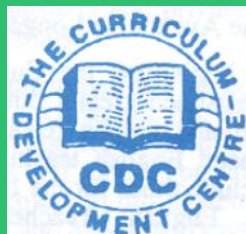


Republic of Zambia

Ministry of Education

CREATIVE AND TECHNOLOGY STUDIES

TEACHING MODULE GRADE 1-TERM 1



Developed by Curriculum Development Centre

Lusaka

2025



Republic of Zambia

Ministry of Education

CREATIVE AND TECHNOLOGY STUDIES
TEACHING MODULE
GRADE 1 - TERM 1

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The **Curriculum Development Centre** would like to extend its sincere appreciation to the following coordinators for their exceptional leadership, tireless dedication, and outstanding contribution to our efforts.

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Preface

The **Creative and Technology Studies Teaching Module** for **Grade 1** has been developed in response to the introduction of the **Competence-Based Curriculum (CBC)**, a transformative initiative aimed at enhancing education quality and relevance.

This teaching module is designed to support teachers in effectively delivering Creative and Technology Studies lessons under the new curriculum. Its primary objectives are to; bridge the gap created by the absence of approved textbooks and equip teachers with practical skills and assessments tailored to learners' needs and levels

As the Ministry of Education, we acknowledge the challenges associated with transitioning to a new curriculum. Consequently, this module reflects our commitment to providing teachers with structured guidance, suggested activities, and formative and summative assessments aligned with the CBC's objectives.

While this module serves as a foundational resource, we encourage teachers to supplement it with their own research and innovations to address potential gaps during implementation. The suggested activities and assessments are designed to foster practical and critical thinking skills in learners, ensuring relevance and adaptability across diverse school contexts.

Teachers are encouraged to tailor these suggestions to their unique classroom dynamics and explore alternative approaches when necessary. We hope this module will empower teachers to navigate the new competence-based curriculum with confidence, inspiring and equipping learners with essential competencies, knowledge, skills, and attitudes.

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

Acknowledgement

The **Creative and Technology Studies Teaching Module** for **Grade 1** is the culmination of a collaborative and inclusive development process. We extend our sincere appreciation to the numerous individuals, institutions, and organizations that contributed to the module's development, their invaluable input and expertise have enriched the content and quality of this teaching module.

We also acknowledge the dedication and hard work of the staff at the Curriculum Development Centre, whose tireless efforts ensured the successful completion of the syllabi development process.

Thank you all for your contributions.

Charles Ndakala (Dr.)
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Icons used in the module



Summary



Terminology



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INTRODUCTION

The Competence-Based Curriculum (CBC) is designed to equip learners with competences necessary to navigate the complexities of the modern world. This Creative and Technology Studies(CTS) teaching module is tailored to support teachers in implementing the CBC, focusing on the attainment of specific competences of specified sub-topics as indicated in the syllabus, but aligned to the general competences like creativity and innovation, critical thinking, problem-solving, and effective communication.

Each specific competence is supported by carefully designed learning activities that cater for diverse learning styles and abilities. These learning activities further give guidance on how they should be effectively administered to the learners to meet the expected standards that speak to the specific competences. Furthermore, this module encourages teachers to assess learner progress using a range of strategies.

By using this CTS teaching module, teachers will be able to support learners to acquire competences outlined for syll. This, in turn, learners will develop practical skills and enhancement of talents, creativity, self-expression and sense of aesthetics.

TOPIC: 1.1 SAFETY

Note: (Try using simple terms for the level e.g. ‘*Being safe*’ in place of ‘Safety’)

Introduction

In this topic you will focus on safety practices in the immediate environment of the learner and the importance of maintaining proper body posture. Learners will explore safety in various settings such as the classroom, playground, specialised rooms and on the road, while also learning correct postural habits to maintain good health. These skills are crucial for ensuring personal safety and well-being in real-life situations.

Learners should, acquire the following General Competence(s):

- **Problem Solving:** -Provide solutions to questions and challenging situations within their environment
- **Analytical Thinking:** -Apply analytical skills in various activities
- **Communication:** -Express oneself using different media and symbols

Hook: Ask learners; "What would you do if you found sharp objects lying on the classroom floor? How can sitting the right way help you feel more comfortable while writing?"



Key Terms

- **Safety:** The state of being out of danger or being safe
- **Immediate Environment:** The area around us
- **Posture:** Position and alignment of the body in different activities (standing, sitting, lying down, lifting, kneeling...)
- **Specialised Rooms:** Rooms like kitchen, art room, music room, computer room, workshop...

Sub-Topic 1.1.1 Safety in the Immediate Environment

Introduction:

In this subtopic you will introduce learners to various safety practices within their immediate surroundings (classroom, play grounds...) emphasising the importance of a safe and organised environment.

Specific Competence(s): 1.1.1.1 Apply safety in the immediate environment

Suggested Teaching and Learning Materials to set-up learning environment:

Note: You can teach the learners from any of the environments such as Natural (playing grounds...), Artificial (Modified classroom...) and Technological (video...)



Learning Activities:

Task 1:

Demonstrating Safety Practices in the Classroom



Discussion

- Begin with a **story or discussion**: Ask learners why it's important to keep the classroom clean and safe. Use simple questions like:
 - “What happens if we leave pencils and pins on the floor?”
 - “How can we make sure no one falls or gets hurt in our classroom?”
- Show **visual aids or a short video** (if available) of a clean and organised classroom versus a messy and unsafe one.
- Use **flashcards or posters** to introduce key safety practices, such as keeping materials in the right place and pushing in chairs.

Task 2:

Hands-on

- Divide learners into small groups and assign them simple tasks:
 - One group picks up litter and places it in the bin.
 - Another group arranges books and learning materials.
 - Another group pushes in chairs and organizes tables.
- Play a **fun clean-up song** in the background to make it enjoyable.
- Give **stickers or praise** to all learners for participating.

Reflection:

- Show learners how to pick up litter, safely store materials, and arrange furniture neatly. Explain why each step is important.
- Ask a few learners to demonstrate, while others observe and give feedback.



Assessment criteria

- **During Activities**: Observe if learners are participating actively.
- **After Activities**: Ask them to name one thing they can do to keep their classroom safe.

Note: Reward positive behaviour with **verbal praise**, stickers, or a class star chart.



Content Tips

Emphasise the importance of a clean and organised classroom for preventing accidents.

- **Safety** -means protecting ourselves from getting hurt or injured.
- **Safety** - helps us stay healthy and happy.
- **Safety** -It keeps us away from danger.

a) Safety Practices in the Classroom (Learning points)

- Always walk, never run, inside the classroom to avoid bumping into things or people.
- Put away books, toys, and materials after using them to prevent tripping over them.
- Use scissors, pencils, and other sharp objects with care. Always hold them with the pointed side down when walking.
- Follow instructions from your teacher to avoid accidents. Ask for help if you don't know how to use something.
- Avoid climbing high places without an adult's supervision
- Sit with all four legs of the chair on the ground to avoid falling.
- Do not throw pencils, erasers, or any other items as they can hurt someone.
- Avoid running or playing rough games inside the classroom. Keep your hands and feet to yourself.
- Inform the teacher if there is water or a spill on the floor to avoid slipping.
- Learn what to do during a fire drill or an emergency. Always stay calm and follow your teacher's instructions.

Task 3:

b) Practising safety rules in specialised rooms:



Discussion

Begin with a **Story or Picture Discussion**

- Show **pictures or a short video** of a safe and unsafe specialised rooms.
- Ask learners: "**What is wrong in this picture?**" or "**What can happen if we are not careful?**"
- Explain that safety is about keeping ourselves and others **safe and happy** in specialised rooms.

Safety Rules

- Introduce safety rules using **simple language** and actions. For example:
 - "We walk, not run!" (Demonstrate walking safely)
 - "We keep our hands away from sharp things." (Show a blunt object and how to handle it)
 - "We clean up spills quickly to avoid slipping." (Pretend to wipe a spill)
- Use **real objects** (toy tools, kitchen utensils, or classroom equipment) to show proper handling.

Task 4:

Role-Play

- **Scenario 1: Safe vs. Unsafe Behaviours**
 - Divide the class into small groups.
 - Assign each group a rule, such as **handling scissors properly or keeping the floor clear**.
 - Let them **act out** the safe way and the unsafe way, then discuss which is better.



Content Tips

Highlight the consequences of not following safety rules.

General safety rules in specialised rooms

- Clean up spills immediately to avoid slipping.
- Wash your hands before and after handling food.
- Turn off all appliances when you are finished using them.
- Wear protective gear, like gloves, goggles, and closed-toe shoes.
- Always follow the teacher's instructions.
- Report any damaged tools, spills, or unsafe situations immediately.

c) Practicing safety rules on the playground or play space:

Task 5:



Discussion

- **Start with a Short Story or Puppet Show**

Tell a simple story about a character who follows or ignores playground safety rules.

- Example: *“john saw a broken swing but still played on it. What do you think happened?”*
- Ask: *“What should Tommy have done instead?”*

- **Use Visual Aids (Pictures or Posters)**

Show images of safe and unsafe playground behaviours (e.g., running near slides, pushing friends, using damaged equipment).

Guide the learners; to discuss on playground safety rules.

- **Ask Simple Questions**
 - "Why should we check for broken swings?"

- "What happens if we run near the slide?"

Guide the learners; to demonstrate on playground safety rules.

- "Check for broken equipment before playing" (pretend to inspect swings/slides).
- "Wait your turn on the slide" (pretend to line up).
- "No pushing or rough play" (demonstrate gentle play).
- "Stay away from wet/muddy areas" (pretend to step around a puddle).

Task 6:

Exploration:

- **Take Learners Outside to the Playground for exploration and hazard hunt**
 - Guide them to look for potential hazards (broken swings, wet slides, sharp objects, loose stones).
 - Ask: *"Is this safe or unsafe?"* (Thumbs up for safe, thumbs down for unsafe).
 - Encourage them to suggest solutions: *"What should we do if we see a broken swing?"* (Tell a teacher).



Content Tips

Learners should discuss the importance of being alert and following rules during play:

Safety rules during play on the playground or play space:

- Be kind to your friends—no pushing, shoving, or rough games.
- Take turns when using swings, slides, or other equipment.
- Hold on tight to the swings and sit properly.
- Play only in the playground area, not near roads or parking lots.
- Don't wear anything that might get caught, like scarves or necklaces.

Task 7:

d) Demonstrating safety rules on the road:

Basic Road Safety Rules

i) Crossing the Road Safely

- **STOP:** Stand at the edge of the road.
- **LOOK:** Look right, look left and right again to check for cars.
- **LISTEN:** Listen for any vehicles approaching.
- **THINK:** Make sure it's safe before crossing.
- **CROSS:** Walk, don't run, cross the road using the pedestrian crossing.

Learners to practise crossing the road using a model of a pedestrian crossing or draw a pedestrian crossing on the ground.

ii) Using Traffic Lights

- Discuss the meaning of each colour:
 - Red Light: **Stop!** Orange Light (Amber): **Get ready to stop!** Green Light: **Go!**

- **Activity:** Use flashcards or toy traffic lights to show each colour and let students act out the correct actions.



Content Tips

About "Stop, Look, and Listen" principle

1. Stop

- **Pause before the Curb:** Come to a complete stop at the edge of the sidewalk or curb.
- **Wait for a Safe Gap:** Ensure there's enough time and space for you to cross without rushing.
- **Focus on the Task:** Avoid distractions such as mobile phones or conversations.

2. Look

- **Check Both Directions:** Look left, right, and left again to ensure no vehicles are approaching.
- **Assess All Lanes:** Be aware of all traffic lanes, including turning lanes or those that may have hidden vehicles.
- **Observe Traffic Signals:** Pay attention to pedestrian signals or traffic lights to determine when it's safe to cross.

3. Listen

- **Hear Oncoming Traffic:** Stay alert to the sounds of approaching vehicles, such as engines or horns.
- **Notice Unusual Noises:** Be mindful of any unusual sounds that may indicate a fast-approaching vehicle or emergency services.
- **Respond to Verbal Warnings:** Be attentive to any verbal warnings from other pedestrians or drivers.

Expected Standard

- Safety practises in the immediate environment applied correctly



Assessment criteria:

- **During Activities:** Observe learners as they demonstrate safety practices.
- **After Activities:** Conduct quizzes with open-ended questions on safety rules;
 - Why should we keep our classroom clean and tidy?
 - What should you do if you spill water or food in the classroom?
 - What should you do before crossing the road?
 - What should you do if you see someone climbing too high on the playground?

Sub-Topic 1.1.2 Body Posture

Introduction:

In this subtopic you will help learners focus on practicing correct postural habits to promote physical health and avoid discomfort or injuries.

Specific Competence(s): 1.1.2.1 Practice correct postural habits.

1. Performing correct postural habits:

- Learners will practice sitting, standing, lifting, kneeling, and walking with proper posture through demonstrations and guided activities.

Display Charts of correct and incorrect posture and videos demonstrating posture techniques in class.

Learners should demonstrate Good Posture.

Ask learners to individually follow the guided steps:



ACTIVITY

TASK 1:

a) Sitting Correctly

- Sit with their back straight and against the chair.
 - Keep both feet flat on the floor.
 - Rest their hands on the desk.
 - Avoid slouching or leaning too far forward
- Activity:* let learners practice how to sit properly.

TASK 2:

b) Standing Correctly

- Stand tall with their shoulders back.
 - Keep their chin slightly up and your tummy tucked in.
 - Distribute weight evenly on both feet.
- Activity:* Let learners stand like “soldiers” to practice keeping their bodies straight and tall.

TASK 3:

c) Walking Properly

- Walk with head up and shoulders relaxed.
 - Swing arms naturally by their sides.
- Activity:* Have a “posture parade” where learners practice walking tall like models or superheroes.



Content Tips

Highlight how good posture prevents backache and improves breathing.

- **Preventing Backache**

- Good posture keeps the spine in its natural alignment, reducing strain on muscles and joints.
- Poor posture, such as slouching, puts pressure on the lower back, leading to pain and discomfort.

- **Improving Breathing**

- Proper posture opens up the chest and allows the lungs to expand fully.
- Slouching compresses the lungs, reducing oxygen intake and making breathing less efficient.

Expected Standard

- Correct postural habits are practiced accordingly.



Assessment

During Activities: Monitor learners as they demonstrate different postural habits.

Sitting Posture

1. Is the child sitting upright with their back straight and shoulders relaxed?
2. Are both feet flat on the floor or supported by a footrest?
3. Is the child's head aligned with their spine and not tilted forward or backwards?

Standing Posture

1. Is the child standing with their weight evenly distributed on both feet?
2. Are the child's knees slightly bent and not locked?
3. Are the shoulders level and not slouched or raised?

Walking Posture

1. Is the child walking with a natural gait and not dragging their feet?
2. Are the arms swinging naturally at the sides?
3. Is the head held upright, with the chin parallel to the ground?

Bending and Lifting

1. Does the child bend at the knees and hips rather than the waist?
2. Is the child using both hands to lift objects, keeping them close to the body?
3. Does the child avoid twisting their spine while lifting or carrying objects?



Summary

- Safety practices in the classroom, playground, and on the road are essential for preventing accidents.
- Proper postural habits include correct ways of sitting, standing, lifting, kneeling, and walking.
- Safety and posture are interconnected with health and well-being.

TOPIC: 1.2 DRAWING AND COLOURING

Introduction

In the topic you will introduce learners to the basic concepts of drawing and coloring. Learners will practice freehand sketching and free drawing, focusing on simple objects found in their daily lives, such as kites, houses, cars, hats, chairs, and pots. This topic nurtures creativity, improves fine motor skills, and encourages self-expression.

Learners should acquire the following General Competence(s):

- **Creativity and innovation:** - Apply a set of skills that are appropriate for the creative process.
-Use imagination and creativity to solve problems.
 - **Analytical thinking:** -Apply analytical skills in various activities
 - **Communication:** -Express oneself using different media and symbols
- Hook:** Ask learners; Have you ever drawn your favorite toy or the house you live in? Imagine being able to create beautiful pictures of all the things you see every day!



Key Terms

- **Sketch:** A rough drawing made quickly.
- **Drawing:** The process of making pictures using lines, shapes, and colors.
- **Freehand:** Drawing without the use of tools like rulers or stencils.
- **Objects:** Things you can see, touch, and use in daily life.
- **Colouring:** Application of colour on a surface

Sub-Topic 1.2.1 Free-hand sketching

Introduction

This subtopic will help Learners explore freehand sketching by practicing how to draw simple objects they encounter daily, such as kites, houses, and hats. Free-hand sketching is a drawing technique that involves creating sketches without the aid of guides, rulers or other drawing tools

Specific Competence(s): 1.2.1.1 Sketch simple objects

Learners should sketch simple objects outdoor:

Learning Activities:

Sketching simple objects (*kite, house, car, hat, animal...*)



Activity

Use the “**Basic Shapes Method**”, to sketch simple objects:

Task 1: Observing and Identifying

- Show learners pictures of the objects (kite, house, car, hat, animal, etc.)
- Ask learners to identify and describe the objects.
- This will help develop observation skills and understanding of shapes.

Task 2: Tracing

- Provide worksheets with dotted outlines of the objects and ask learners to trace them.
- This will help Build confidence and develop hand-eye coordination.

Task 3: Guided Drawing

- Demonstrate step-by-step how to draw the objects on the board while the learners follow along on paper.
- This will help teach the basic shapes and proportions used in sketching.

Task 4: Shape-Based Drawing

- Guide learners to draw the objects using basic shapes (e.g., a house with rectangles and triangles, a car with rectangles and circles).
- This will help Simplify the drawing process and make it accessible.

Task 5: Draw with Stories

- Tell a simple story that involves the objects (e.g., "A kite flying in the sky") and have learners draw scenes from the story.
- This will spark creativity and make the activity engaging.

Task 6: Sketch and Colour

- Ask learners to sketch the objects and colour them using crayons or coloured pencils.
- This will enhance creativity and focus on completing tasks.

Task 7: Draw from Memory

- Show an object briefly, then hide it and ask learners to sketch it from memory.
- This will help Build memory skills and attention to detail.

Expected Standard- simple objects sketched appropriately.



Assessment

During Activities: Monitor learners as they demonstrate different skills

Summary:

- Learners will use free-hand sketching, which means drawing without the aid of guides, rulers, or other tools.
- Only basic tools like pencils and paper are used, emphasising skill development over-reliance on drawing aids.
- Focus on manipulating free-hand sketching skills to create accurate and expressive sketches.
- Enhances observational skills as learners rely on their perception and eye-hand coordination.
-

Sub-Topic 1.2.2 Free Drawing

Introduction

This topic will help learners focus on developing their fine motor skills, creativity, and observation skills by drawing various objects found in their environment, such as chairs, pots, cups, and money boxes. This foundational skill not only fosters artistic expression but also aids in understanding the shapes and functions of everyday items in real-life situations. Free drawing is a drawing technique where an individual creates artwork without any prior planning, sketching or tracing.

Specific Competence(s): 1.2.2.1 Draw pictures of objects

Learning Activities

Drawing various pictures of objects found in the home and school (*chairs, pots, cups, money box...*)

Learners should:



Activity:

Observe and Identify Objects

- Learners will identify objects in their environment suitable for drawing.

Task 1:

- Take learners on a short observation walk around the classroom or school compound.
- Ask them to look for objects they see daily (e.g., chairs, pots, cups).
- Guide learners to name and describe the shape of each object. For example:
 - “What shape is the cup? Does it have straight or curved edges?”
- Display objects like a chair, pot, or cup in the classroom for learners to examine.
- Learners confidently identify objects and describe their shapes.

Draw (Guided Drawing Activity)

- Learners will practice drawing outlines of objects using simple techniques.

Task 2:

- Demonstrate how to draw an object step by step on the board or a flip chart. For example:
 - Start with the basic outline of a chair (rectangles and straight lines).
 - Add details like the backrest, legs, and seat.
- Provide each learner with drawing paper and pencils.
- Let learners attempt to draw a simple object like a cup while the teacher moves around to offer guidance.
- Learners create basic outlines of objects with noticeable details.

Creative Drawing and Coloring

- Learners will enhance their drawings by adding details and colors.

Task 3:

- Instruct learners to add features to their drawings. For example:
 - Add patterns to a pot (e.g., stripes or flowers).
 - Use crayons to color the chair or money box in creative ways.
- Encourage learners to think about how the objects look in real life and choose colors accordingly.
- Learners complete and colorfully decorate their drawings.

Peer Sharing and Feedback

- Learners should share and discuss their drawings with peers.



Activity:

- Ask learners to display their completed drawings on the classroom walls or desks.
- Let each learner explain their drawing, describing what they drew and the details they included.
- Encourage peers to provide positive feedback, such as:
 - “I like the color of your chair.”
 - “Your pot has nice patterns.”
- Learners build confidence in explaining their work and develop appreciation for peers' efforts.

Practical Application Activity

- Learners will reinforce their skills by drawing a new object not covered in class.



Activity

- Provide learners with a list of other objects (e.g., pencils, erasers, or bottles).
- Ask them to select one and draw it independently.

- Encourage learners to apply what they've learned (outlines, details, and coloring).

Expected Standard- pictures of objects drawn accordingly.

Assessment:

Questions:

1. Can the learner identify the object they have drawn (e.g., chair, pot, cup)?
2. Does the drawing accurately represent the shape and proportions of the object?
3. Has the learner included key details that are characteristic of the object?

Chair:

1. Does the drawing include all parts of the chair (e.g., seat, backrest, legs)?
2. Are the legs of the chair evenly spaced and proportional?
3. Has the learner included any additional features, such as armrests or patterns on the chair?

Pot:

1. Does the pot have a clear and well-defined shape (e.g., round, cylindrical)?
2. Has the learner included the rim and handles (if applicable)?
3. Are there any decorative elements or textures on the pot?

Summary

- **No Prior Planning:** Creating artwork without any prior planning, sketching, or tracing.
- **Fuels Creativity:** Enhances learners' creativity by allowing spontaneous expression.
- **Improves Skills:** Helps improve drawing skills through regular practice.
- **Boosts Creativity:** Encourages innovative and imaginative thinking.
- **Reduces Stress:** Acts as a stress-relief activity for learners.
- **Fosters Self-Expression:** Provides a platform for personal expression and individuality.

Sub-Topic 1.2.3 Colouring

Introduction

Learners will explore how to draw and color pictures showing activities they are familiar with and paint pictures based on given themes. Colouring is the process of adding colour to an image, design or object using various mediums such as pencils, markers, paints or digital tools. Colouring can be used for artistic expression, relaxation and communication.

Specific Competence(s): 1.2.3.1 Draw pictures showing activities

Learning Activity: (draw pictures showing activities)

Drawing pictures showing various activities (cooking, eating, people, animals ...)

- Learners will observe examples or discuss common activities at home (e.g., cooking, eating) and draw pictures depicting these activities.



Content Tips

Highlight common features of the activity (e.g., pots and stove for cooking).

Specific Competence(s): 1.2.3.2 Paint pictures based on given themes



Activity (Paint pictures based on given themes)

Painting different pictures (people, cooking, eating, bus station, animals, the Zambian flag ...)

- **Task 1:** *Painting a picture of the Zambian flag*
 - Learners should use green, red, black, and orange paints to recreate the Zambian flag.

Content Tips: Explain to the learners the meaning of the colours in the Zambian flag.

- **Task 2:** *Painting a picture of animals*
 - Learners will discuss their favorite animals, draw them, and paint them using appropriate colors.

Content Tips: Focus on familiar animals such as cows, birds, or elephants.

- **Task 3:** *Painting a bus station scene*
 - Learners to observe a picture or discuss what happens at a bus station and paint a scene based on this theme.
 - **Tip:** Include elements such as people, buses, and surroundings.

Expected Standard

- Pictures showing activities drawn appropriately
- Pictures based on given themes painted creatively



Assessment criteria

- **During Activities:** Assess the drawings and paintings for creativity and relevance to the activity or theme.
- **After Activities:** Use questions such as:
 - "What did you enjoy most about your drawing or painting?"
 - "Why did you choose those colours?"

Assessment methods:

- Practical demonstrations (drawing and colouring in class).
- Individual projects (paint a picture of a favorite theme).

- Class displays (showcase learners’ paintings and drawings)



Summary

Colouring being the process of adding colour to an image, design or object using various mediums such as pencils, markers, paints or digital tools, it is therefore the final expression of learners’ artistic activities that allows learners to appreciate the life of art in the daily life.

TOPIC: 1.3 TOOLS AND EQUIPMENT

Introduction

In this topic you will help learners focus on the identification, usage, cleaning, and storage of hand tools and kitchen utensils. Learners will explore the purpose and proper handling of tools such as knives, adzes, saws, and common kitchen utensils like lunchboxes, plates, spoons, and drinking bottles. The importance of the topic lies in developing practical skills for effective use and care of tools and utensils in daily life, fostering responsibility, and enhancing creativity, such as making toys using hand tools.

Learners should: Acquire the following **General Competence(s):**

Critical thinking:

- Manipulate different objects

Creativity and innovation:

- Apply a set of skills that are appropriate for the creative process.

- Use imagination and creativity to solve problems.

- Create new simple objects.

Collaboration:

- Participate in and express themselves through creative arts

Environmental sustainability:

- Re-use various materials to make artefacts

- Care for the environment and natural resources

Hook: ask learners “Have you ever wondered how simple tools can create amazing products like toys or make daily tasks in the kitchen easier? Let’s explore the magic behind these tools and how we can use them efficiently!”



Key Terms

- **Hand tools:** Tools used manually to perform tasks, such as hammers, screwdrivers, or scissors.
- **Equipment:** machines or devices used to perform a specific task or activity
- **Kitchen utensils:** Small tools or instruments used in the kitchen for cooking or food preparation, like spoons, knives, or spatulas.
- **Usage:** The act of using something for its intended purpose.

- **Maintenance:** The regular care or upkeep of tools, utensils, or equipment to keep them in good working condition.
- **Storage:** The process of keeping tools, utensils, or other items in a safe and organized place when not in use.
- **Creativity:** The ability to use imagination or original ideas to create or solve problems in new and unique ways.

Sub-Topic 1.3.1 Hand Tools

Introduction

This subtopic introduces learners to common hand tools, their identification, and proper usage in creating products such as toys. Emphasis will be placed on safety and creativity while using these tools.

Specific Competence(s): 1.3.1.1 Use hand tools

The lesson to take place in class: Real tools, charts, flashcards, Pictures, worksheets



Activity (Discussion and in groups)

a) Identify hand tools used to make products (knife, adze, saw...)

Task 1: Tool Identification:

- *Activity:* Learners observe and name various hand tools presented in class.
- The teacher to display tools like knives, adzes, and saws. Learners should discuss their names and purposes.
- **Content Tips:** Ensure learners understand the unique features of each tool.

Task 2: Matching Tools to Usage:

- *Activity:* Learners participate in a matching exercise where tools are paired with their specific functions.
- Teacher to provide learners with images or real tools and tasks. Have them match the tool to its correct use.

Content Tips: Examples of Matching:

- **Knife** → Cutting cardboard.
- **Adze** → Carving wood.
- **Saw** → Cutting wood

b) Make Products Using Hand Tools

Toy Making Project:

- *Activity:* Learners create simple toys using hand tools.
- In small groups, learners design and produce a toy using materials like wood or plastic under supervision.

Content Tips: Explain the step-by-step process of measuring, cutting, and assembling.

Steps to Make a Toy:

- **Choose a Toy Design** – Think about what toy to make (e.g., car, boat, or dollhouse).
- **Gather Materials** – Use wood, plastic, or carton boxes.
- **Measure and Cut** – Use rulers to measure and cut carefully with help from the teacher.
- **Assemble the Toy** – Attach parts using glue, nails, or screws.
- **Decorate** – Paint or color the toy to make it look nice

Teaching and Learning Materials: Wood, plastic, carton boxes, tools (e.g., saws, knives, hammer...), and safety gloves.

Expected Standard: Hand tools used correctly.



Assessment Criteria

- **During activities:** -Observing learners' ability to identify tools and explain their functions.
-Evaluating the functionality and creativity of the products made.
- **After activities:** -Conducting a written quiz on hand tool identification and usage.

Sub-Topic 1.3.2 Kitchen Utensils

Introduction:

This subtopic emphasises the correct usage, cleaning, and storage of kitchen utensils, fostering hygienic practices and organization.

Specific Competence(s) 1.3.1.2 Use kitchen utensils

Teaching and Learning Materials: Lunchboxes, plates, spoons, drinking bottles, and food items.

Cleaning kitchen utensils (lunchboxes, plates, spoon, cups, drinking bottles...)

Soap, sponges, towels, and basins.

Learning Activities:

a) Use kitchen utensils (e.g. lunchboxes, plates, spoons, cups drinking bottles...)



Activity

- Show learners common utensils (e.g., spoons, forks, plates, cups, and storage containers...)
- Let learners briefly say the functions of the common utensils, such as:
 - "We use a spoon for serving or eating soup."
 - "We use a fork to pick up food like rice or vegetables."
 - "Plates hold food, and containers help store leftovers."

- **Activity:** Learners to practice using utensils for different tasks.
- **Demonstrate proper usage:**
 - Model how to hold and use utensils properly, showing the correct grip and movements.
 - Learners use utensils to simulate serving, eating, and storing food.



Content Tips

- Function of each utensil:
 - **Spoon** for eating or serving soup.
 - **Fork** for picking up food like rice or vegetables.
 - **Plate** for holding food.
 - **Cup** for drinking liquids.
 - **Storage container** for keeping leftover food fresh
- Highlight the ergonomic features of utensils.
 - **Comfortable Grip:** Emphasize utensils with non-slip, soft, or cushioned handles that reduce strain on the hands and improve grip.
 - **Adaptable Sizes:** Mention utensils designed for people with different hand sizes or abilities, including those with larger or looped handles for better accessibility.
 - **User-Friendly Angles:** Point out utensils with angled heads or ergonomic curves that align with natural hand movements, reducing wrist strain

b) Clean kitchen Utensils effectively



Discussion

- Start with a simple discussion:
 - Ask: *Why do we need to clean our utensils?*
 - Explain in simple terms: *Cleaning removes dirt and germs to keep us healthy.*
 - Show pictures or real-life examples of clean and dirty utensils.
- Introduce materials: Lunchboxes, plates, spoons, cups, and drinking bottles.



ACTIVITY

Learners to clean various utensils using proper methods.

- Organize learners into small groups.

- Give each group utensils to clean.
- Supervise and guide them as they clean.
- Encourage teamwork and praise good effort.

Demonstrate cleaning techniques for different materials like plastic and metal

- **Show how to clean different utensils:**
 - Plastic utensils (e.g., lunchboxes, drinking bottles): Use warm soapy water and a sponge.
 - Metal utensils (e.g., spoons): Use warm water, soap, and a brush if needed.
 - Cups and plates: Show circular motions while scrubbing and rinsing.
- **Explain the steps while demonstrating:**
 - Rinse the utensil with water.
 - Apply soap and scrub using a sponge/brush.
 - Rinse thoroughly with clean water.
 - Dry with a clean cloth or place on a drying rack



Content Tips

Importance of cleanliness for health and safety:

- Keeps us healthy – Cleaning removes germs that can make us sick.
- Prevents bad smells – Dirty things can smell bad, but clean things smell fresh.
- Protects our food – Clean hands and utensils keep food safe to eat.
- Keeps away bugs – Dirty places bring flies and insects, but clean places don't

c) Store kitchen utensils in suitable places.



Discussion

- **Ask simple questions:**
 - *Where do we keep our spoons, plates, and cups at home?*
 - *Why don't we put them on the floor?*
- **Explain why storage is important:**
 - Keeps utensils clean.
 - Prevents breakage or loss.
 - Prevents accidents
 - Makes it easy to find things when needed.



ACTIVITY

- **Organize a sorting activity:**

- Provide different utensils.
- Let learners arrange them in the correct storage places (drawers, cabinets, shelves).
- Guide and encourage them to store neatly.
- Praise their efforts and discuss what they learned.
- End with a simple song or chant about keeping utensils in their right places

Demonstration

- Show how to store utensils properly:
 - Spoons and forks in a drawer or container.
 - Plates and bowls in a cabinet or rack.
 - Cups and bottles in a safe place, upside down to drain water.
 - Pots and pans on a shelf or hanging hooks.



Content Tips:

Explain why certain storage methods are ideal.

Teaching and Learning Materials: Storage racks, cabinets, and utensils.

Expected Standard: Kitchen utensils are used, cleaned, and stored correctly and hygienically.



Assessment

- Observing learners during practical tasks.
- Conducting a hygiene inspection of cleaned utensils.
- Quizzes on proper cleaning and storage techniques.

Assessment Criteria:

- Evaluate learners on both theoretical knowledge and practical application.
- Use a mix of project-based tasks, practical demonstrations, and quizzes to ensure comprehensive understanding.



Summary

- Hand tools such as knives, adzes, and saws are essential for creating products like toys.
- Correct usage and maintenance of hand tools ensure safety and efficiency.
- Kitchen utensils are vital for everyday tasks and must be used, cleaned, and stored properly.
- Practical activities enhance learners' skills in handling tools and utensils responsibly.

TOPIC: 1.4 MATERIALS

Introduction

In this topic you will introduce learners to different sources of materials, ways of conserving materials, and the use of locally available materials to make items. Learners will identify the sources of materials like trees, soil, and animals, practice conservation methods such as reusing

and recycling, and use materials like grass, clay, and plasticine to make simple products. This topic promotes environmental awareness, resourcefulness, and creativity.

Learners should: Acquire the following General Competence(s):

- **Creativity and innovation:** - Apply a set of skills that are appropriate for the creative process.
- Use imagination and creativity to solve problems.
- **Environmental sustainability:** - Re-use various materials to make artefacts
- Care for the environment and natural resources
- **Critical thinking:** - Organise things according to their attributes
- Explore the environment
- Manipulate different objects
- **Citizenship:** - Respect others regardless of differences
- Practice environmental sustainability

Hook: Ask learners "Do you know where the paper, pots, or chairs in your house come from? Imagine making something special from things around you, like grass or clay!"



Key Terms

- **Materials:** Things used to make items (e.g., clay, grass, plastic, wood...)
- **Sources:** Where materials come from (e.g., trees, soil, animals...)
- **Conservation:** Taking care of materials to avoid waste.
- **Recycling:** Making something new from old materials.
- **Locally Available Materials:** Items found nearby, like reeds, clay, or grass.
- **Plasticine:** A soft, colorful, and moldable material used for making shapes and models.
- **Weaving:** A way of making things by crossing materials over and under each other to create mats, baskets, or fabrics

Sub-Topic 1.4.1 Sources of Materials

Learners will explore where different materials come from, such as trees, soil, and animals, and match products to their sources.

Specific Competence: 1.4.1.1 Identify sources of materials used to make items

Teaching and Learning Materials: Matching cards with pictures of materials and their products.

Learning Activities:

Activity 1: Identifying sources of materials



Discussion

- **Start with a question:** "Have you ever wondered where paper, pots, and leather shoes come from?"

- **Tell a short story** (e.g., about a child who goes to the forest, farm, and pottery workshop and learns how things are made).



ACTIVITY

Task 1: Observing and Identifying

- Show learners real objects or picture cards.
- Ask: “**What is this?**” (e.g., hold up paper).
- Then ask: “**Where do you think it comes from?**” (Guide them to say **trees**).
- Do the same for clay pots (from **soil**) and leather (from **animals**).

Task 2: Sorting Game

- Mix up flashcards or real objects and ask learners to **sort them into groups** based on their sources (tree, soil, or animal).



Content Tips

- Trees provide wood and paper.
- Soil is used to make clay products like pots.
- Animals provide leather and wool.

Teaching and Learning Materials: Pictures of materials (trees, soil, animals) and products (paper, pots, clothes), Real objects like clay pots, paper, or wool.

Activity 2: Matching products to their sources

- Engage Learners in a matching activity where they pair products with their sources (e.g., matching paper to trees or wool to sheep).
- **Sing a simple song** or chant to reinforce learning (e.g., “Paper comes from trees, pots from clay, leather from cows, hooray, hooray!”).



Assessment

- Ask learners to name objects and their sources.
- Let them draw a picture of one object and its source.

Sub-Topic 1.4.2 Material Conservation

Introduction

Learners will explore ways of conserving materials, such as reusing, reducing, recycling, and tree planting.

Specific Competence 1.4.2.1 Practice ways of conserving materials

Learning Activities: Demonstrating material conservation methods



Discussion

- **Begin with a short story or discussion** about why we should take care of materials and the environment.
 - Example: Tell a story about a child who wastes paper, and another who reuses it wisely.
- **Ask simple guiding questions:**
 - What happens if we throw everything away?
 - How can we save materials like paper, water, and plastic?
 - Why is it good to plant trees?



ACTIVITY

Hands-on Demonstrations

Divide learners into small groups and assign each group a simple conservation task:

- **Reusing Paper:** Give learners old newspapers or scrap paper. Show them how to use the blank sides for drawing or making crafts.
- **Reducing Waste:** learner to use both sides of a paper before throwing it away or how to fold used paper to make bookmarks.
- **Recycling:** learners to put used paper or plastic in the recycling bin instead of throwing them away
- **Planting a Tree or Flower:** If possible, let learners plant a small tree or flowers in a designated school area. If planting is not possible, demonstrate using a small potted plant.

Encourage learners to talk about what they are doing as they practice conservation methods.



Discussion

- Gather learners and ask them to **share what they learned:**
 - Why is reusing paper good?
 - How does planting trees help the environment?
 - What can they do at home to reduce waste?
- **Wrap up with a fun song or a simple pledge** about taking care of the environment.
 - Example: "We will reuse, we won't waste, we will plant and keep our place safe!"



Content Tips

- **Reusing:** Turning old materials into new items.
- **Reducing:** Using fewer materials to avoid waste.
- **Recycling:** Collecting old materials to make new products.

Teaching and Learning Materials:

- Old paper, empty bottles, or cans for reusing and recycling.
- Seeds, soil, and watering cans for tree planting.



Assessment

- Observe if learners participate in reusing, recycling, reducing waste, or planting trees.
- Ask them to draw a picture of how they saved materials today.
- Encourage them to tell their parents one way to conserve materials at home.

Sub-Topic 1.4.3 Use of Materials

Introduction

Learners will use locally available materials, such as grass, clay, and reeds, to create simple products.

Specific Competence 1.4.3.1 Use locally available materials to make products



ACTIVITY

Activity 1: Making products from clay and plasticine

- Learners will mold simple items like pots or animals using clay or plasticine.

Step 1: Preparation

- Provide small portions of clay or plasticine for each learner.
- Show how to knead and soften the clay before shaping.

Step 2: Molding

- Guide learners to mold simple items such as: Small pots, Animals (elephant, bird, fish...) simple toy car.
- Encourage creativity while offering support.



Content Tips

Highlight the properties of clay and how it is used for making durable products.

- Clay is soft and easy to mold when wet.
- It hardens when dried or baked.
- It is used to make pots, bricks, and sculptures.

- Long ago, people made plates and cups from clay instead of plastic

Teaching and Learning Materials: Clay or plasticine, modeling tools.

Activity 2: Weaving with grass or reeds

- Engage learners in weaving simple mats or baskets using grass or reeds.

Hands-on Activity: Weaving with Grass or Reeds

Step 1: Preparation

- Provide learners with soft grass, reeds, or paper strips (if reeds are unavailable).
- Show how to **soften and arrange** the grass before weaving.

Step 2: Weaving Demonstration

- Demonstrate a **simple weaving pattern** (over and under technique).
- Start with a **small mat or coaster-sized piece**.
- Allow learners to practice, guiding them as needed.



Content Tips

Weaving has been used for centuries in making household items. Explain the importance of weaving in traditional practices.

Weaving is a way of making fabric or other materials by interlacing threads, grass, or reeds. It has been used for many years to create useful household items.

Importance of Weaving in Traditional Practices:

- **Making Household Items** – People use weaving to make baskets, mats, and cloth for daily use.
- **Cultural Identity** – Different communities have special weaving patterns that show their traditions.
- **Clothing and Accessories** – Traditional clothes and headscarves are made using weaving techniques.
- **Storage and Carrying** – Woven baskets help in carrying and storing food and other items.
- **Decoration** – Woven items add beauty to homes, especially mats and wall hangings.
- **Teaching Skills** – Weaving is passed down from elders to young ones, keeping traditions alive

Teaching and Learning Materials: Grass, reeds, or strips of paper for practice.

Expected Standard:

- Ways of conserving materials practiced correctly
- Locally available materials to make products used appropriately
- Simple patterns made appropriately



Assessment

- Observe learners' ability to identify materials and match them to their sources.
- Evaluate their participation in conservation activities and the quality of their products made from local materials.
- Use questions such as:
 - "Where does clay come from?"
 - "How can we take care of trees and other materials?"
 - "What did you make with the clay or grass, and how did you do it?"

Assessment methods:

- Practical tasks (e.g., tree planting, making clay products).
- Group discussions on conservation methods.
- Display of learners' products (e.g., clay items, woven mats).



Summary

- Materials like paper, pots, and clothes come from sources such as trees, soil, and animals.
- Conservation methods include reusing, reducing, recycling, and tree planting.
- Locally available materials, such as grass and clay, can be used to create useful items.

TOPIC 1.5 PATTERNS

Introduction

This topic introduces learners to simple patterns through engaging hands-on activities such as fingerprinting, scribbling, line patterns, splashing, and tearing patterns. Learning to create patterns helps children develop early math skills, creativity, and fine motor coordination. Patterns are essential in daily life, from recognizing shapes in the environment to understanding sequences in numbers and art.

Learners should: Acquire the following General Competence(s):

Critical thinking:

- Create new patterns and shapes
- Manipulate different objects

Creativity and innovation:

- Apply a set of skills that are appropriate for the creative process.
- Use imagination and creativity to solve problems.
- Create new simple objects.

-Establish relationship, patterns and make connections

Hook: Ask the learners: Have you ever noticed how the tiles on the floor, the stripes on your clothes, or the colors in a rainbow repeat in a special way? Today, we will learn how to make our own fun patterns!



Key Terms

- **Pattern:** A repeated design, shape, or sequence.
- **Fingerprint:** A mark left by the tip of a finger.
- **Scribble:** A freehand drawing made with random lines.
- **Line Pattern:** A repeated design made using straight or curved lines.
- **Splash Pattern:** A design created by splattering paint or ink.
- **Tear Pattern:** A design made by tearing pieces of paper and arranging them in a repeated sequence.

Sub-Topic 1.5.1 Making Simple Patterns

Introduction

Learners will explore different ways of making patterns using their fingers, scribbles, lines, splashes, and paper tears. They will experiment with colours and shapes to create unique and repetitive designs.

Specific Competence(s) 1.5.1.1 Make simple patterns.

Suggested Teaching and Learning Materials:

Paint, paper, wipes or tissues for cleaning hands.

Learners should:

- Make simple patterns using various techniques like fingerprinting, scribbling, line drawing, splashing, and tearing paper.



ACTIVITY

Activity 1: Fingerprint Patterns

- Provide learners with paper and different colors of paint.
- Guide them to dip their fingers in paint and press them onto the paper in a repeated sequence (e.g., red-blue-red-blue).
- Allow them to experiment with different arrangements.

Content Tips

- Patterns can be made using repetition of colours or shapes.

- Fingerprint patterns can be used to create fun images like caterpillars or flowers.

Activity 2: Scribble and Line Patterns

- Give learners crayons or pencils and paper.
- Demonstrate how to create patterns by making repeated scribbles or lines (zigzag, wavy, straight, etc.).
- Let them practice creating their own unique line-based patterns.

Content Tips

- Lines and scribbles can be arranged in sequences to create patterns.
- Patterns help in early writing and drawing skills.

Suggested Teaching and Learning Materials: Crayons, pencils, paper.

Activity 3: Splash Patterns

- Provide learners with brushes and paint.
- Show them how to splash paint onto paper to create random yet repeating designs.
- Encourage them to experiment with different colors.

Content Tips

- Splashed paint forms abstract patterns.
- This method encourages free artistic expression.

Suggested Teaching and Learning Materials: Watercolors, paintbrushes, paper, protective aprons.

Activity 4: Tear Patterns

- Provide learners with colored paper and glue.
- Guide them to tear paper into small pieces and arrange them in repeating sequences (e.g., red-yellow-red-yellow).
- Help them glue their torn pieces onto another paper to form a pattern.

Content Tips

- Tearing paper helps develop fine motor skills.
- Different colors and shapes can be used to make attractive designs.

Suggested Teaching and Learning Materials: Colored paper, paper glue, scissors (for teachers' use if needed).

Expected Standard: Simple patterns made appropriately



Assessment Criteria

- **Observation:** Check if learners are able to create and identify patterns.
- **Practical Demonstration:** Ask learners to create a pattern using fingerprints, scribbles, or paper tearing.
- **Oral Questions:** "What happens if we change one color in our pattern?" or "Can you show me a pattern using your hands?"
- **Project-Based Task:** Learners to complete a small artwork using at least one type of pattern-making technique learned in class.



Summary

- Patterns are repeated designs, shapes, or sequences.
- We can create patterns using different techniques like fingerprints, scribbles, lines, splashes, and paper tearing.
- Patterns help us recognise sequences in real life, like stripes on clothes or tiles on the floor.
- Making patterns develops creativity, observation, and fine motor skills

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