



Republic of Zambia

Ministry of Education

**EARLY CHILDHOOD EDUCATION
TEACHING MODULE 3 – 4 YEARS**

VISUAL IMPAIRMENT

CREATIVE AND TECHNOLOGY STUDIES

PREFACE

The advent of the Competence-Based Curriculum (CBC) heralds a new era of dynamic and practical learning experiences designed to equip learners with the 21st century skills.

The choice of the Competence-Based Curriculum (CBC) marks a transformative step in improving education quality and relevance. The Ministry of Education understands the challenges that come with transitioning to a new curriculum and is therefore committed to ensuring provision of quality teaching and learning materials to support effective lesson delivery.

The **Adapted CTS teaching** Module has been shaped in line with the Competence Based Education principles which seek to link education to real life experiences. The General Competences provided in the 2023 Zambia Curriculum Framework are collaboration, critical thinking, creativity and innovation, problem solving, analytical thinking, emotional intelligence, digital literacy and entrepreneurship. The Topics, Sub-topics, Specific Competences, are also suggested

Effective implementation of the CBC requires clarity of focus, undivided dedication, commitment and setting higher level competences. It is my sincere hope that this CBC Adapted CTS Course for learners with Visual Impairments will greatly improve the quality of education provided to these learners as outlined and emphasized in various policy documents; ‘Education for Sustainability, 2023’, the ‘2023 Zambia Education Curriculum Framework and the ‘Guidelines in the Implementation of Special and Inclusive Education in Zambia, 2016’ as well as outlined in the 2015 National Policy on Disability.

This module reflects the Ministry’s unwavering commitment to making this journey as smooth as possible for teachers, by providing structured guidance, suggested activities, and formative assessments that align with the CBC’s objectives. However, teachers are encouraged to supplement this module with their own research and innovations in order to address any gaps that may arise during implementation.

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

ACKNOWLEDGEMENT

The Adapted CTS teaching Module for ECE learners with Visual Impairments is a result of wide consultation involving several stake holders within and outside the Education system.

Many individuals, institutions and organizations were consulted to gather their views on the existing Adapted CTS course for learners with Visual Impairments and to accord an opportunity to make suggestions for the Competence Based Curriculum. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions which culminated in the development of this Braille Module for grade 1 learners with Visual Impairments.

Finally, I acknowledge the dedication and hard work of the staff at the Curriculum Development Centre, whose efforts were instrumental in ensuring the successful completion of the syllabus development process.

Charles K. Ndakala, (Dr.)
Director Curriculum Development
MINISTRY OF EDUCATION

Introduction

The Adapted CTS Teaching Module has been meticulously designed to support teachers in the effective delivery of lessons to ECE learners with Visual Impairment under the reformed curriculum. The module is developed based on the approved 2024 Competence-based CTS Syllabus. It aims to bridge the gap created by the absence of approved textbooks and to equip educators with practical tools, activities, and assessments tailored to the learners' level and needs.

The Ministry, understands the challenges that come with transitioning to a new curriculum that is Competence Based. The choice of the Competence-Based Curriculum (CBC) marks a transformative step in improving education quality and relevance. This module reflects the Ministry's unwavering commitment to making this journey as smooth as possible for teachers, by providing structured guidance, suggested activities, and formative assessments that align with the CBC's objectives. However, teachers are encouraged to supplement this module with their own research and innovations in order to address any gaps that may arise during implementation.

The suggested activities and assessments provided in this module are designed to foster practical and critical thinking skills in learners while ensuring relevance and adaptability to different school contexts. Teachers are encouraged to tailor these suggestions to their unique classroom dynamics and to explore alternative, acceptable approaches when necessary. This flexibility is key to ensuring that all learners, regardless of their environment, benefit from meaningful and impactful Curriculum.

It is envisaged that this module will serve as a valuable resource for teachers of the learners with Visual Impairment as they implement the new Competence-Based Curriculum, with a view to enhancing their ability to inspire and equip learners with essential competences (knowledge, skills and positive attitudes) in CTS, that would enable them live a meaningful life and positively contribute to their families, communities, the nation and indeed the global village.

Topic 1 : Safety

1. Introduction

This topic focuses on the safety in the environment. Safety means being free from anything that can cause harm to our bodies or health. Environment refers to any place or situation in which one finds him/herself. Therefore, a safe environment refers to a place/situation that is free from anything that can cause harm to our bodies/ health. Through safety in the environment learners will be exposed to several practices of how to keep the environment safe. Some of these practices are: identifying harmful objects in the environment such as broken bottles, etc. Learners will also be expected to tidy up their environment such as the kitchen, bedrooms and the playground around them. They will also be expected to practice how to wear personal protective attires when they are working as well as during play time. This topic is very important to the learners as it provides them with opportunities to explore, build, and apply appropriate practices in the environment that they live in.

General Competence(s)

The general competences that learners will acquire through the learning experience include effective communication, collaboration and environmental sustainability. In line with collaboration learners need to interact with one another as they identify harmful objects and clean environment. Through effective communication learners will be able to share ideas on how to keep the environment clean. In line with environmental sustainability learners will be able to dispose off the trash and manage the environment appropriately.

Hook: Imagine you go to play football with friends and you find that the playground is full of all sorts of objects including broken bottles, sticks, stones, etc what can you do before you start playing and why?

2. Key Terms /Words/Vocabulary

The key terms to be introduced in this topic include:

- Environment refers to any place or situation in which one finds him/herself.
- Safety means being free from anything that can cause harm to our bodies or health.

3. Sub-Topic

1.1. Safety in the environment

Introduction

This sub-topic focuses on equipping learners with the ability to use the environment appropriately by practicing safety measures of the environment around them. Understanding and applying proper safety measures of the environment is very important to learners as it gives them, prevents accidents and protects human lives. Children learn well when they are free from fear. A secure environment fosters effective learning and encourages active participation as it enables the learners to navigate the surrounding around them without hurting themselves.

Specific Competence(s) - Learners to:

0.1.1.1.1 Safety Practice in the environment

Learning Activity 1: Identifying harmful objects in the environment

- Having displayed assorted objects, Learners to identify harmful objects

Suggested teaching and learning materials

- *broken bottles, knife, face mask, gloves, gumboots, brooms, mops, soap, water, etc*

Assessment Activity:

- Learners to name four harmful objects

Learning Activity 2: Tidying up their environment (*kitchen, bedrooms, playground*)

- Display different cleaning materials
- Let Learners identify the cleaning materials by name
- Let Learners state the functions of various cleaning materials

Suggested teaching and learning materials:

Soap, water, detergents, bucket, e.t.c

Assessment Activity:

Learners to mention 3 different cleaning materials

Learning Activity 3: Wearing personal protective attire during working/playing

- display different protective attire
- *Let learner mention the personal protective attire to wear during working/playing*
- explain how the different protective attires are used
- demonstrate wearing protective attire (gloves, face mask)

Suggested teaching and learning materials:

Gloves, face mask etc.

Assessment:

- Let Learners wear protective attire when cleaning the classroom

Expected Standard:

- Safety in the environment practiced correctly

Summary: The topic looked at different ways of caring for the immediate environment which encompass the following: identification of harmful objects, cleaning the environment and wearing of protective attire. It has also defined environment as a place/situation in which one find her/himself, harmful as any object /substance that can cause damage to our bodies/health and safety as free from danger.

Topic 2: 2 HYGIENE

1. Introduction

Hygiene refers to conditions and practices that help maintain health and prevent the spread of diseases. In line with the above, this topic will focus on:

- food hygiene,

- personal hygiene
- Environmental hygiene.

Through these lessons, learners will be exposed to how to care for their bodies, their immediate environment and how to keep their food safe. This topic is important to the learners in real life situations as it helps them develop healthy habits, reduces the risk of infection and helps them learn self-care skills.

General Competence(s)

The general competences that learners will acquire through the learning experience will include:

- Collaboration: Through collaboration, learners will be able interact with one another during cleaning of the environment
- critical thinking: Through critical thinking, learners will exhibit knowledge and ability to clean the food, care for themselves and the environment
- environmental sustainability

Hook: On Saturday and Sunday you were all at home, when you go to school on Monday you find the classroom dirty what can you do before learning?

1. Key Terms /Words/Vocabulary

The key terms to be introduced in this topic include:

- Hygiene refers to conditions and practices that help maintain health and prevent the spread of diseases.
- Food refers to any substance that is consumed by living organisms, including animals, plants to provide nutrition, energy, and support growth and maintenance
- Personal hygiene is taking care of one's physical health and appearance, as well as habits that promote overall wellbeing.
- Environmental hygiene is the practice of keeping the environment clean and safe to prevent the spread of diseases.

2. Sub-Topic

2.1 Food Hygiene

Food hygiene is the practice of handling, preparing, and storing food to prevent contamination and

foodborne illnesses. Food hygiene is important because it helps prevent foodborne illnesses and keeps people safe. It also helps food last longer, which reduces waste and saves money.

Specific Competence(s) - Learners to:

0.1.2.1.1 Demonstrate hygiene practices

Learning Activity 1: Washing of hands before touching food

- Teacher presents a variety of food stuffs to the learners
- Ask each individual learner to say what should be done before touching food
- Ask learners to state why it is important to wash hands before touching the food
- Explain to the learners why it is important to wash hands before eating

Suggested Teaching and learning materials:

- Water, hand wash, basin e.t.c

Assessment:

- Let Learners mention three items used to wash the hands before eating
- Let learners state the importance of washing hands before touching the food

Activity 2: Washing of food (*fruits, vegetables...*)

- *Present a variety of food stuffs (fruits, vegetables, etc.) to the learners*
- *Ask learners to mention the procedure of cleaning vegetables*
- *Ask learners to state what should be done to the fruits before eating them*

Suggested teaching and learning materials

Fruits, vegetables, water, colander etc.

Assessment:

- *Demonstrate washing food before eating*

Activity 3: Warming leftover /cold food before eating

- Suppose you are given cold food, what should be done to the food before eating?
- Discuss the importance of warming leftover/cold food before eating

Suggested teaching and learning materials:

- Pots, brazier, stove, matches, charcoal, etc

Assessment:

Mention any five things required to warm leftover food

Activity 4: Washing of utensils after eating

- Ask learners what should be done to the utensils after eating
- Learners to state the importance of washing utensils after eating
- Teacher facilitates the class discussion of the importance of washing utensils after eating

Suggested teaching and learning materials:

Pots, spoons, plates, cups, dish washing detergents, e.t.c

Assessment:

- Demonstrate washing of utensils

Activity 5: Practicing covering of food

- Ask learners to demonstrate the covering of food
- Ask the importance of covering food
- Discuss the importance of covering food

Suggested teaching and Learning

- *lunch box, pots, plates etc.*

Expected Standard:

- Food hygiene practices demonstrated correctly.

Recap This lesson has looked at various ways of food hygiene which include washing of hands before touching the food, washing of food before eating, washing utensils after eating, warming

of leftover/cold foods and practicing covering of food. It has also looked at the importance of food hygiene.

Sub-Topic 2.2: Personal hygiene

Introduction

Personal hygiene is taking care of one's physical health and appearance, as well as habits that promote overall wellbeing. Personal hygiene is all about washing the hands with soap and water for at least 20 seconds, especially after using the toilet, brushing the teeth regularly to maintain oral hygiene, bath regularly, wash the hair, clean the nose and ears as well as wearing clean clothes. This sub-topic focuses on equipping learners with the ability to practice keeping the body clean and healthy. Good hygiene practices can help prevent the spread of germs, bacteria and viruses that cause infections and diseases.

Specific Competence(s) - Learners to:

0.1.2.2.1 Practice personal hygiene

Learning Activity 1: Washing of hands (*soap, ash...*) after using the toilets

PROCEDURE

- Ask learners what they need to do after using the toilet
- Ask learners the importance of washing hands with soap/ash after using the toilets
- Explain the importance of washing hands after using the toilets
- Learners to demonstrate washing hands with soap/ash after using the toilet

Suggested teaching and learning materials

Water, ash, soap, basin e.t.c

Assessments:

- Learners to demonstrate washing hands with soap
- Explain why it is important to wash hands after using the toilet

Activity 2: Practicing using toilet facilities; (*Flushing and covering the toilet after use, opening and covering the drop hole*)

- Ask learners to state the procedure of using the toilet
- Teacher facilitates a class discussion on the use of the toilet
- Demonstrate sitting on the toilet, flushing, covering the toilet after use, opening and covering the drop hole
- Learners to demonstrate using the toilet

Suggested teaching and learning materials

Toilet, model, water, e.t.c

Assessment: Demonstrate, sitting on the toilet, flushing, opening and covering the drop

Activity 3: Practising using toiletries (*tissues, soap...*)

- Ask learners to mention different toiletries
- Teacher presents different toiletries to the learners
- Learners to identify the toiletries by name and state their respective functions
- Discuss the importance of using the toiletries
- Demonstrate the use of different toiletries

Suggested teaching and learning materials

Tissue, soap, detergents etc

- Ask learners to explain the procedure of using the toilet.

Assessment:

- Mention any 2 toiletries
- Demonstrate using toiletries

Recap: This lesson has covered the various ways of practicing personal hygiene i.e.: washing hands after using the toilet, using toilet facilities and toiletries.

Sub-Topic 2.3: Environmental hygiene

Introduction

Environmental hygiene is the practice of keeping the environment clean and safe to prevent the spread of diseases. A clean and healthy environment is of utmost importance in early childhood education. Environmental hygiene promotes the healthy and well-being of children, reduces the risk of illnesses and accidents, and creates a positive and welcoming atmosphere for learning and development. It involves assessing and controlling environmental factors that can impact health.

Specific Competence(s) - Learners to:

0.1.2.3.1 Demonstrate care for the environment

Learning Activity: Participating in picking *used bottles, used plastic bags, litter e.t.c.*

PROCEDURE

- Ask learners to look around the classroom and mention the state of the classroom in terms of cleanliness
- Learners mention the state of the classroom in terms cleanliness
- Take the learners around the school and ask them to observe the environment
- Learners to mention what they have observed in the environment
- Ask learners what should be done to make the environment clean
- Discuss the importance of keeping the environment clean
- Learners practice cleaning the environment by participating in picking litter

Suggested teaching and learning materials

- Waste bin, gloves

Assessment:

- Respond to oral questions, learners to come with empty boxes to be used as classrooms waste bins

Expected Standard:

- Care for the environment demonstrated accordingly.

Recap: The lesson has looked at different ways of keeping the environment clean i.e.: picking litter and sweeping

Summary:

This topic has looked at various ways of food hygiene. It has also looked at the importance of food hygiene. Various ways of practicing personal hygiene and caring for the environment have also been highlighted.

Topic 3: TOOLS

1. Introduction

This topic will focus on the different types of hand tools. Tools are devices, instruments, or software used to perform a specific task to achieve a particular goal, or solve a problem. They can be physical, digital, or a combination of both. Through this lesson, learners will be exposed to a variety of hand tools found in the home, classroom or school. This topic is important as it provides learners with opportunities to explore and know how to use different types of hand tools both at home and in the classroom.

General Competence(s)

The general competences that learners will acquire through the learning experience include critical thinking. Critical thinking is all about learners' identification of tools found in the immediate environment and exhibit knowledge ability of holding and using tools

2. Key Terms /Words/Vocabulary

The key terms to be introduced in this topic include:

tools, stylus, writing frame, cubes, cuberythm board, e.t.c

Tools: Tools are devices, instruments, or software used to perform a specific task to achieve a particular goal, or solve a problem.

Stylus: It is a hand held sharp instrument used for embossing.

Writing frame: It is a device used to write, a tactile writing system used by visually impaired people

Cubes: Are three dimensional cubes with raised braille dots on each face. They are used to teach and learn Braille, particularly for children who are blind or visually impaired

Cuberythm Board: it is a tactile tool used in education particularly in people who are visually impaired or blind

3. Sub-Topic 3.1 : Hand Tools

Introduction

Hand tools are objects or devices powered by hand to perform a specific task/ function to make work easier. There are various types of hand tools used to perform different tasks/ functions. For example, knife used for cutting, hoe used for digging, stylus, braille slate, etc. This sub-topic focuses on equipping learners with the ability to use the hand tools appropriately. Learners will explore and practice the use of hand tools. These tools are important as they can help children develop a variety of skills, including fine motor skills, hand-eye coordination, and problem solving. Hand tools make the work easier thereby saving time for other tasks.

Specific Competence(s) - Learners to:

0.1.3.1.1. Identify tools found in the immediate environment.

Activity: Identifying tools found in a home (*knives, spoon, fork, plates*)

PROCEDURE

- Teacher to display different tools found in a home
- Having displayed assorted tools, individually, learners to identify tools found in the home by naming them and stating their functions

Suggested Teaching and Learning materials:

knife, spoon, fork, plate, pots, cups etc.

Assessment:

Oral Exercise

1. Mention any three tools found in a home
2. State the use of the tools mentioned in question one

Activity: 2 Recognising tools found in the classroom (*pencils, books, crayons, stylus, writing frame, cubes, cuberythm board*)

- Teacher to display different tools found in a classroom
- Having shown assorted tools, individually, learners recognize tools found in a classroom
- Suggested Teaching and Learning materials: Ruler, pencil, pen, crayons, stylus, writing frame, cubes, cuberythm board etc

Assessment: Oral Exercise

State the uses of the following tools:

- i. Pencil,
- ii. Crayon
- iii. Stylus
- iv. Ruler

What tools are used to do the following?

- i. Measuring
- ii. Calculating

Expected Standard:

- Tools found in the immediate environment identified correctly.

Recap: This topic has looked at the following

- Identifying tools found in the home and classroom
- Recognizing tools found in the home and classroom

Summary: All in all, the topic's focus was on tools particularly hand tools found in the immediate environment. It was all about identifying and recognizing the hand tools found in the home and classroom.

Topic 4: Drama

1. Introduction

Drama is a form of storytelling that uses performance, acting, and dialogue to convey emotions, themes, and ideas. It can be performed on stage, screen, or even in everyday life. Drama also encourages active participation and engagement in the learners' daily lives. Through drama, learners will be exposed to important ways of expressing feelings, emotions and actions geared towards improving imagination and depicting reality. This topic is important as it provides learners with opportunities to think, learn and act independently.

General Competence(s)

The general competences that learners will acquire through the learning experience include effective communication and collaboration. In relation to this topic, communication is used to convey the message to the audience through acting. On the other hand, collaboration deals with the physical interaction among learners playing or acting

2. Key Terms /Words/Vocabulary

The key term to be introduced in this topic is *drama*

Drama is a form of storytelling that uses performance, acting, and dialogue to convey emotions, themes, and ideas.

3. Sub-Topic 4.1 Role play

Introduction

Role play is a fun and interactive way to engage in creative storytelling. Role play will equip learners with the ability to express their feelings and emotions. Role play also improves social skills and encourages team work. Understanding and applying proper skills in role playing is very important as it promotes social harmony.

Specific Competence(s) - Learners to:

0.1.4.1.1 Imitate various roles

Learning Activity: Playing roles of (*cooking, washing, sweeping, and drawing water, teacher's roles...*)

PROCEDURE

Learners to imitate the role of cooking nshima.

- Prepare a brazier
- Put a pot of water on the brazier and wait for the water to warm enough
- Add mealie meal to the warm water and stir until it is light porridge
- Wait for the porridge to boil enough
- Continue adding mealie meal and stirring until it becomes thick
- Leave it to simmer
- Serve the nshima.

Note: Let the learners role-play the other roles following the example above.

Suggested teaching and Learning materials: Brazier, charcoal, cooking stick, water, pot, mealie meal, plates, table, serving spoons, hand basin

Expected Standard:

- Various roles imitated appropriately.

Assessment Activities:

State steps involved in the cooking of nshima

Summary: In this topic, you have learnt about imitating different roles such as cooking, sweeping, washing, drawing water, teacher's role etc.

Topic 5: LIGHT

1. Introduction

Light is a form of energy that enables us to see things. It comes from different sources such as lamps, sun, fire, moon, torch etc. It makes working easy. Through this lesson, learners will be exposed to different sources of light. This topic is important as it provides learners with opportunities to explore different sources of light and be able to use it appropriately.

General Competence(s)

The general competence that learners will acquire through the learning experience is collaboration. In relation to this topic, light is necessary during play to avoid accidents.

2. Key Terms /Words/Vocabulary

The key term to be introduced is light. Light is a form of energy that enables us to see things.

3. Sub-Topic 5.1: Sources of Light

Introduction

Source of light refers to anything that gives out light. This sub-topic focuses on equipping learners with the ability to recognize and identify different sources of light. Through this topic, learners will be able to explore different sources of light in their daily lives. Understanding the different sources of light is very important as it allows people to see the world around them.

Specific Competence(s) – Learners

0.1.5.1.1 Recognize sources of light

Learning Activities:

- **Activity 1:** Identifying sources of light (Sun, *moon, bulb, torch, candle, stars, lamp, fire...*)

PROCEDURE

- Learners to mention different sources of light
- Having displayed different sources of light, learners to identify them by name.

Suggested teaching and Learning materials:

candle, torch, sun, bulb, etc.

Expected Standard:

- Sources of light recognized correctly.

Assessment Activities:

Mention any four sources of light

Summary: This topic looked light is and its different sources. These include: sun, moon, torch fire, etc.

Topic 6: ICT

1. Introduction

ICT stands for Information Communication Technology. It refers to any electronic or digital equipment for example, phones, tablets, computers etc, that allow people to access information, communicate with others, or interact with their environment. By the end of this topic, learners will be exposed to a variety of ICT devices and be taught how to operate some of them. These ICT devices are important as they provide people with an opportunity to access information, communicate and interact with other people worldwide.

General Competence(s)

The general competence that learners will acquire through the learning experience is digital literacy. Digital literacy will help learners to recognize and use basic digital tools.

2. Key Terms /Words/Vocabulary

The key terms to be introduced in this topic include: *information, communication, technology, devices*

- *Information is knowledge*
- *Communication is way of sending and receiving message and receiving feedback*
- *Technology is the application of knowledge aided by modern digital tools to achieve particular goals e.g. computers, phones*
- *Device is an instrument adapted to perform a specific task or function e.g. a piece of mechanical or electronic equipment*

3. Sub-Topic: 6.1 ICT Devices

Introduction

ICT devices are electronic instruments that are used to perform specific functions or tasks. These include phone, television sets, computers, etc. This topic will help equip learners with an opportunity to recognise ICT devices. Learners will explore and practice the use of ICT devices in their daily lives. Understanding and applying proper use of the ICT devices is very essential as it equips the people with the skill of accessing information worldwide.

Specific Competence(s) - Learners to:

1.6.1.1 Recognise ICT devices in the immediate environment.

Learning Activity:

Activity 1: Naming ICT devices from immediate environment (*Television (TV), Remote Control, Computers, Phone, Tablet, Radio....*)

PROCEDURE

- Learners mention ICT devices they have at home
- Present a variety of ICT devices to the learners
- Learners to touch and name the different ICT devices presented to them

Suggested teaching and Learning materials: TV sets, Radio, computers, laptops, phones etc.

Expected Standard:

- ICT devices in the immediate environment recognised correctly.
-

Assessment Activities:

Mention any five ICT devices

Recap: This lesson looked at different ICT devices in the immediate environment.

Sub-Topic: 6.2 Operating ICT Devices

1. Introduction

ICT devices are electronic instruments that are used to perform specific functions or tasks. These include phone, television sets, computers, etc. This topic will help equip learners with skills to operate ICT devices. Learners will explore and practice operating ICT devices in their daily lives.

General Competence(s)

The general competences that learners will acquire through the learning experience are digital literacy and effective communication. Digital literacy helps learners to acquire a skill of operating various ICT devices. Effective communication plays an important role in the sharing of ideas and receiving instructions from the teacher on how to operate ICT devices.

3. Key Terms /Words/Vocabulary

The key term to be introduced in this topic is operate. It refers to the application of technical knowhow on any given device

Specific Competence(s) - Learners to:

0.1.6.2.1 Demonstrate switching on and off ICT devices

Learning Activity: Demonstrating switching on and off of ICT devices (television, *phone, computer and radio*)

PROCEDURE

- Demonstrate the switching on and off of ICT devices
- Following the demonstration of switching on and off of ICT devices by the teacher. Learners to switch on and off the following devices: TV, radio, phones, etc.

Suggested teaching and learning materials

- *T.V, Radio, computer, phones, etc.*

Expected Standard:

- Switching on and off of ICT devices demonstrated correctly.

Assessment:

Learners to switch on and off the following devices:

- T.V, Radio, Computer, Cell phone, etc

Summary: This topic looked at recognizing/naming and operating various types of ICT devices such as the computer, cellphone, Radio, T.V sets etc.

Topic 7: FOOD

1. Introduction

Food is anything that is eaten or drank. This topic is important as it makes learners understand that food provides us with energy to do work and other nutrients to keep our bodies healthy. When children are exposed to different types of food and learn about their benefits, they are more likely to carry these habits into adulthood leading to better overall health outcomes.

General Competence(s)

The general competences that learners will acquire through the learning experience is critical thinking. Critical thinking helps learners identify different types of food

2. Key Terms /Words/Vocabulary

The key terms to be introduced in this topic is food. Food is anything that people and animals eat and drink.

3. Sub-Topic 1: 7.1. Types of Food

Introduction

This sub-topic focuses on equipping learners with the types different types of food found in a home. Learners will explore the different types of food found in a home. Knowing the different types of food found in a home is very important for learners as it helps children know the importance of a balanced diet and the role of different nutrients in supporting their growth, development, and overall health. It enables them to make informed choices about the foods they consume and encourages the adoption of healthy eating habits.

Specific Competence(s) - Learners to:

0.1.7.1.1 Identify different types of food in a home.

Learning Activity

Activity 1: Naming different types of food (*rice, nshima, beans, milk, cassava, maize, groundnuts, fruits.*)

PROCEDURE

- Ask learners to mention different types of food
- Present different types of food
- Learners to identify the different types of food

Suggested teaching and Learning materials: Beans, rice, nshima, milk, Cassava, etc.

Expected Standard:

- Different types of food identified accordingly.

Assessment Activities:

1. Mention any four types of food
2. (Presented with various food stuffs), learners to identify them by name

Summary: The topic all about food and identification of different types of food.

Topic 8:.8. MOTOR DEVELOPMENT

1. Introduction

Motor development is the movement and coordination of body parts. Through this topic, learners will be able to learn how to use their body parts and develop physical skills. It is a key part of childhood development that allows children to interact with the environment.

General Competence(s)

The general competences that learners will acquire through the learning experience include creativity and innovation. Through creativity and innovation learners will be able participate in different activities through the co-ordination of their body parts.

2. Key Terms /Words/Vocabulary

The key terms to be introduced in this topic are motor and development. Motor refers to a muscle or group of muscles that work together to produce movement or maintain posture. Development is the process of growth, differentiation and maturation of living organisms including humans from conception to adulthood

Sub-Topic: 8.1. Gross Motor (Loco motor)

Introduction

Gross motor refers to the large muscle groups and movements that enable us to perform everyday activities, such as walking, running, jumping, and maintaining balance and posture. To equip learners with the ability to use their larger muscles in the arms, legs, and torso. These skills allow children to move around, sit, crawl, walk, run, and jump. Learners will explore and use their larger muscles to perform different activities.

Specific Competence(s) - Learners to:

0.1.8.1.1 Perform simple body movements.

Learning Activities:

Activity 1: Performing simple body movement (*Jumping, crawling and walking*)

PROCEDURE

- Learners to jump
- Learners to crawl
- Learners to walk etc.

Suggested teaching and learning materials: whistle (blow the whistle for learners to perform an activity).

Expected Standard:

- Simple body movements performed correctly.

Assessment Activities:

Ask learners to perform the following activities

1. Jump
2. Sit
3. Walk
4. crawl

Recap: This lesson looked at performing simple body movements such as jumping, crawling, walking etc.

Specific Competence(s) - Learners to:

0.1.8.1.2 Play Different Games

Activity 1: Playing different games that involve (*crawling, throwing, catching, kicking, hopping, jumping, goal ball, games such as: hopscotch, build a tunnel, football and hand ball*)

PROCEDURE

Following the demonstration of goalball by the teacher, learners to:

- Divide in groups/pairs and take positions
- Start playing the game at the blow of the whistle

Note: Perform other games with the learners

Suggested teaching and learning materials: goal ball, whistle, simple goal posts

Expected Standard:

- Different games played accordingly

Assessment Activities:

State the steps involved in playing goalball in the correct order

Specific Competence(s) - Learners to:

0.1.8.1.3 Perform structural body movements

Activity 1: Performing structural body movements (*standing, sitting and jumping*).

PROCEDURE

- Learners to line up side by side in a standing position
- Learners to squat (in a frog position)
- Learners to frog forward at a blow of the whistle jump

Note: Perform other games with the learners

Suggested teaching and learning materials: whistle,

Expected Standard:

- Structural body movements performed correctly

Assessment Activity:

Learners do frog jumps one by one

Specific Competence(s) - Learners to: 0.1.8.1.4 Apply simple rules when playing games

Activity 1: Participating in playing games using simple rules (*throw, run, kick, catch*).

PROCEDURE

Following demonstration of the race by the teacher learners to:

- Take positions
- Learners to hold the buttons in the correct hands (receive with a left hand, pass it to the right hand when running and give the next person using the right hand)

Note: Perform other games with the learners

Suggested teaching and learning materials: whistle, buttons, bell, rope, etc.

Expected Standard:

- Simple rules applied in playing games correctly

Assessment Activity:

State the rules involved in the relay race

Summary: In this topic you have learnt about how to perform simple body movements, how to play different games, how to perform structural body movements and how to apply simple rules when playing games. You have also learnt that all the above activities involve large muscles (legs, hands etc.)

Topic : 9 MUSIC AND DANCE

1. Introduction

Music is a form of artistic expression that involves the use of sounds, beats, and tunes to create a unique and meaningful experience for people. Music helps children develop their cognitive skills, such as memory, language and problem-solving. It also assists children in recognizing, expressing, and managing their emotions. Music encourages children to develop social skills, like sharing, taking turn and cooperation. It promotes physical development including gross motor skills, fine motor skills and coordination. It also fosters creativity and self-expression, allowing children to explore and convey their thoughts and feelings. Dance is the movement of the body according to the rhythm. Dance helps children develop their gross motor skills, explore their imagination develop emotional awareness, and promote social skills.

General Competence(s)

The general competences that learners will acquire through the learning experience is creativity and innovation, collaboration and communication. Creativity and innovations helps learners with the ability to participate in singing, dancing and play music games. Through communication learners are equipped with the ability to convey their ideas to their friends. Collaboration helps

learners to interact physically with others during play, sing, dancing and are able to build relationships.

2. Key Terms /Words/Vocabulary

The key terms to be introduced in this music and dance. Music is a form of artistic expression that involves the use of sounds, beats, and tunes to create a unique and meaningful experience for people. Dance is the movement of the body according to the rhythm.

Sub-Topic: 9 .1 Music and Dance

Introduction

Music is a form of artistic expression that involves the use of sounds, beats, and tunes to create a unique and meaningful experience for people while, dance is the movement of the body according to the rhythm.

Specific Competence(s) - Learners to:

0.1.9.1.1 Explore different sounds

Learning Activity: Imitating different sounds

PROCEDURE

- Teacher makes different sounds
- Learners to imitate
- Learners to make different sounds

Suggested teaching and learning materials

Whistle, tins, drums sticks etc

Expected Standard:

Different sounds explored correctly

Assessment Activity:

Learners to make different sounds

0.1.9.1.2 Specific Competence(s) - Learners to: Show the skill of singing familiar songs

- **Learning Activity:** Singing familiar songs, singing and responding to rhythm, melody and sound

PROCEDURE

- Learners to sing a familiar song
- Learners to sing and dance

Suggested teaching and learning materials
drums etc.

Expected Standard:

The familiar songs sang accordingly

Assessment Activity:

- Learners to play drums
- sing familiar songs
- sing and dance

0.1.9.1.3 Specific Competence(s) - Learners to: Perform different dancing styles

- **Learning Activity:** Displaying different dancing styles

PROCEDURE

Following the demonstration of different styles by the teacher, learners to perform different dancing styles

Suggested teaching and learning materials
Drums, whistle, dancing attire, etc.

Expected Standard:

Different dancing styles performed accordingly

Assessment Activity:

- Learners to play drums
- sing and dance
- perform different dancing styles

Summary: This topic has focused on exploring different sounds and skill of singing familiar songs. Finally, it has also looked at performing different dancing styles

