



Republic of Zambia

MINISTRY OF EDUCATION

SPECIAL EDUCATION

INTELLECTUAL DISABILITY

EARLY CHILDHOOD EDUCATION

TEACHING MODULE



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PREFACE

The **ECE 3-4 years Teaching Module for Intellectual Disabilities**, was produced as a result of the 2023 Curriculum Review process which was carried out by the Ministry of Education. This curriculum review process was ignited by many factors and stake holders who demanded a shift from the Outcome- Based Curriculum (OBC) to Competence- Based Curriculum (CBC).

The review was further necessitated by the need to provide an education system that would not only provide knowledge to learners with Special Education Needs and Disabilities (LSEND), but that which will provide knowledge, practical skills and competences which will enable the LSEND to apply in real life situation even after leaving school.

The teaching module has been shaped in line with the Competence Based Education principles which seeks to link education to real life experiences. This gives LSEND skills/competences such as collaboration, critical thinking, creativity and innovation, problem solving, analytical thinking, emotional intelligence, digital literacy and entrepreneurship.

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: Activity for Daily Living (ADL), English language, Zambian language, creative and technology studies, and mathematics and science learning areas for learners with intellectual disabilities at 3-4 years level, will greatly at facilitating holistic development of learner's physical, mental, emotional, social, spiritual and moral abilities.

The suggested activities are designed to offer learner's a hands-on experience through manipulation of real objects, interaction with nature and learning through play. Thus, the learners' will develop knowledge, desirable lifelong skills, values and positive attitudes needed for their personal and national development. It is hoped that the Module will make learning at level more meaningful and enjoyable as it is highly activity oriented.

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ACKNOWLEDGEMENT

The ECE 3-4 Years Teaching module for learners Intellectual Disabilities 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 learning areas for learners with special education needs and disabilities 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 teaching module ECE 3-4 years for learners with Intellectual Disabilities.

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 Teaching modules.

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Module Introduction

This teaching module is aimed at offering suggestions to the teacher on how to approach topics given in this book effectively. The suggestions given in this book are not meant to limit the teacher but are mere ideas that could be used. One specific competence listed in this book could be used to plan several lessons so that the information is given in small contents to enable learners comprehend. One lesson can be taught in bits until learners acquire knowledge, exhibit the skills, values and attitudes. This is why time and lesson numbers are not specified. The teacher is therefore, advised to be free to either use the suggested activities or to come up with his/her own.

To Educators for learners with Intellectual Disabilities at ECE (3-4 years):

- Use **simplified language** and **visual aids** (pictures, symbols, real objects).
- Provide **hands-on activities** that allow learners to physically engage with the task.
- Break down activities into **small, manageable steps** and provide **consistent, clear instructions**.
- Incorporate **peer support** where learners can work in pairs or small groups, allowing for social interaction and shared learning.
- Use **repetition** to reinforce learning and ensure comprehension.
- Offer **positive reinforcement** to build confidence and motivation.

Subjects in the Teaching Module

The teaching module covers the following learning areas: Activity for Daily Living (ADL), English language, Zambian language, creative and technology studies, and mathematics and science Each topic is divided into sub-topics and has been dealt with under the following headings: -

- (a) Topic
- (b) Specific competence(s)
- (c) Learning activities
- (d) Expected standards
- (e) Summary of the topic

Activities for Daily Living

Introduction

The Activities for Daily Living Module for Learners with Intellectual Disability has been developed to provide a holistic education that is designed to meet the needs of learners with Intellectual Disability at ECE 3-4 years level. The Module aims at providing quality education that is associated with the Competence-Based Curriculum and 21st Century Skills. It focuses on teaching the knowledge, skills, values and positive attitudes that are designed at enabling children to live and grow into productive and useful members of their communities and the Zambian society at large.

The Activity for Daily Living (ADL) has necessary topics for early learning stimulation and accomplishment of the child's developmental milestones in line with the 2023 Activities for Daily Living Syllabus. The content/topics provided in this Module are aimed at facilitating holistic development of learner's physical, mental, emotional, social, spiritual and moral abilities. The suggested activities are designed to offer learner's a hands-on experience through manipulation of real objects, interaction with nature and learning through play. Thus, the learners' will develop knowledge, desirable lifelong skills, values and positive attitudes needed for their personal and national development.

TOPIC 1: PERSONAL SKILLS

Introduction

This topic introduces learners to essential personal hygiene practices and life skills, including body awareness, toileting, brushing teeth, grooming, dressing, feeding, eating habits, cleaning and manners. These skills are crucial for daily living and foster independence while promoting health and well-being.

General Competence(s):

After learning personal skills such as body awareness, toileting, feeding, brushing, dressing, eating habits, cleaning, and manners, learners should acquire the following general competences:

- **Collaboration** – Ability to work with others in maintaining hygiene and practicing good manners in social settings.
- **Analytical Thinking** – Understanding the importance of personal hygiene and identifying ways to improve self-care routines.
- **Critical Thinking** – Evaluating different hygiene practices and making informed decisions about self-care.
- **Communication** – Expressing personal needs effectively regarding hygiene, toileting, and grooming.
- **Creativity and Innovation** – Developing personal routines that best suit their lifestyle while maintaining good hygiene.
- **Digital Literacy** – Using technology to learn about hygiene, self-care, and healthy habits.
- **Problem-Solving** – Finding solutions to challenges related to personal care, such as dealing with hygiene-related issues.
- **Environmental Sustainability** – Practicing eco-friendly personal hygiene habits, such as minimizing waste and conserving water.
- **Entrepreneurship** – Recognizing opportunities in hygiene and self-care industries, such as personal grooming businesses.

- **Financial Literacy** – Managing resources effectively for purchasing hygiene products and maintaining personal cleanliness.
- **Emotional Intelligence** – Understanding the emotional aspects of self-care and developing confidence through good personal hygiene.
- **Citizenship** – Practicing good manners and social responsibility through respect for communal spaces and consideration of others' well-being.

These competencies will enable learners to lead a healthier, more responsible, and socially aware lifestyle.

Hook: "Imagine you forgot to brush your teeth or wash your hands for a whole week—what might happen to your body and health?" Have you ever wondered why it's important to know the names of all parts of your body and recognize your gender?

KEY TERMS/WORDS/VOCABULARY

- ✓ **Body Awareness:** The understanding of one's physical body and its movements.
- ✓ **Hygiene:** Practices related to maintaining good health and cleanliness.
- ✓ **Oral Hygiene:** The practice of keeping the mouth clean to prevent dental problems.
- ✓ **Grooming:** The practice of cleaning and taking care of one's body.
- ✓ **Toilet:** A device for urinating and defecating.
- ✓ **Feeding:** the act of providing or supplying food, nutrients or other substances to living organisms such animals, plants or human to sustain their growth, healthy and survival
- ✓ **Safety:** the protection of people equipment and the environment from harm, injury or damage.
- ✓ **Healthy and Unhealthy Foods:** Heathy foods are nutrient dense foods that provide the body with the necessary minerals, vitamins and macro nutrients to maintain optimal health and well-being while unhealthy food are foods that are high in calories, added sugars, salt and unhealthy fats, but low in essential nutrients like vitamins, minerals and fiber.

Sub-Topic 1: Body Awareness (My Body)

Introduction:

This subtopic focuses on helping learners recognize their own body by identifying its external parts. This skill is foundational for body awareness and self-confidence, and it enables children to express their physical identity in everyday life. Learners will explore their bodies, identify external parts, and understand their gender. This lays the foundation for self-awareness.

Specific Competences – Learners to:

- Recognize own body.

Learning Activities:

Activity 1: Identifying gender: (Are you a boy or girl?)

How the activity will be conducted: Learners discuss and identify their gender (boy/girl). Learners to state whether they are male or female. The teacher will engage learners in a conversation about what gender is, providing examples that respect individual differences. Learners will be encouraged to express how they feel about their own gender identity

Content Tips: Gender awareness builds self-identity. This discussion should be framed in a positive, inclusive manner, allowing children to feel comfortable and respected. Use simple language, focusing on feelings and identity.

Materials: Pictures, diagrams of body parts and male and female dolly.

Activity 2: Naming external body parts: (Parts of my Body)

How it will be done: Learners sing songs like "Head, Shoulders, Knees, and Toes." and assemble parts of a dolly.

Content Tips: Songs make learning interactive and memorable. Knowledge of body parts allows children to feel comfortable and respected.

Materials: Audio of the song "Head, Shoulders, Knees, and Toes.", visual aids and dolly, Gender-neutral books or stories, visuals depicting diverse gender identities.

Expected Standard:

Own body recognized correctly.

Assessment: Teachers to ensure that:

- Observe during songs and discussions learners are identifying body parts
- Ask learners to name and point to body parts.
- Allow learners to assemble body parts of a doll
- Instruct learners to mold the human using clay.

Summary Key Points Recap: Teacher emphasize the following to individual learners

- Each person's body is different (unique)
- Body parts have specific functions.
- Recognizing and naming the parts of the body is essential for body awareness.
- Singing songs is a fun and interactive way to learn about body parts.
- Understanding and identifying one's gender helps foster self-confidence and awareness.
- Respect and inclusivity are key when discussing gender.

Sub-Topic 2: Toileting (Using the Toilet)

Introduction:

Learners will learn proper toileting habits and understand the importance of cleanliness. This topic will focus on teaching young learners essential toileting skills, which are critical for developing personal hygiene and self-care habits. This will cover the different types of toilets, how to properly use a toilet, and

how to maintain cleanliness after using it, including wiping and washing hands. Mastering these skills promotes independence, health, and social responsibility.

Specific Competences – Learners to:

- Demonstrate use of a toilet.

Learning Activities:

Activity 1: Identifying toilets: (Types of Toilets)

Learners identify different types of toilets (e.g., waterborne, pit latrine).

How the activity will be conducted: The teacher will show pictures or videos of various types of toilets (e.g., sitting toilets, squat toilets, and public toilets) and ask learners to identify the types. Learners can discuss the differences and the toilets they have seen or used.

Content Tips: Explain how different toilets are used and maintained. Demonstrate the key differences between sitting and squat toilets. Discuss when and where each type might be used

Materials: Pictures, videos, or models of different types of toilets

Activity 2: Demonstrating Proper Toilet Use and Practice toileting:

Learners role-play proper toilet use, including sitting, wiping, and washing hands.

How the activity will be conducted: The teacher will model how to remove clothes and how to properly sit on a toilet, demonstrating the necessary steps for learners. Afterward, the learners will practice the steps using toilet training dolls or in role-play with a partner.

Content Tips: Emphasize hygiene habits like washing hands. Focus on explaining the importance of sitting correctly, being calm, and making sure clothing is adjusted properly to avoid accidents.

Materials: Toilet pots, Tissue, soap, water container and Videos. Toilet training dolls, pictures, or step-by-step visual guides.

Activity 3. Demonstrating cleaning oneself after using toilet.

How the activity will be conducted: The teacher will explain and demonstrate how to wipe oneself after using the toilet (using tissue or toilet paper). The teacher can model this step with a doll or show a visual guide. Learners will practice the action with supervision and guidance.

Content Tips: Reinforce the importance of wiping from front to back to avoid infection, especially for girls. Discuss the importance of using enough toilet paper to ensure cleanliness.

Suggested Teaching and Learning Materials: Toilet paper, visual guides on proper wiping techniques and water

Activity 4: Handwashing After Toilet Use

How the activity will be conducted: The teacher will demonstrate how to wash hands properly after using the toilet, including the use of soap and water. Learners will practice washing their hands according to the correct steps.

Content Tips: Emphasize the importance of washing hands for at least 20 seconds, covering all areas of the hands (including palms, back of hands, between fingers, and under nails). Discuss why handwashing is important to prevent illness.

Suggested Teaching and Learning Materials: Soap, water, handwashing charts, or videos.

Expected Standard:

Use of the toilet demonstrated accordingly. Learners demonstrate proper toilet use, including hand washing.

Assessment:

Role-play observation (teacher to observe the learner follow the correct steps of using the toilet)

Quiz: teacher to conduct a quiz on the steps of using the toilet.

Summary Key Points Recap: Teacher to emphasize on the following to learners

- Toileting hygiene prevents diseases.
- Always wash hands after using the toilet.
- There are different types of toilets, including sitting and squat toilets.
- Using the toilet properly includes removing clothes, sitting correctly, and using the toilet safely.
- Cleaning oneself after using the toilet includes wiping correctly and washing hands thoroughly with soap and water.
- Practicing hygiene and cleanliness after toileting is an important skill for health and independence.

Sub-Topic 3: Brushing My Teeth

Introduction:

This topic will focus on teaching learners how to brush their teeth effectively using various materials. The subtopics will cover identifying materials used for tooth cleaning, demonstrating the use of toothbrushes and other cleaning materials, and making tooth brushing fun through song. These skills are essential for maintaining good oral hygiene, preventing tooth decay, and promoting overall health, contributing to a child's self-care and independence. Learners will explore the importance of dental hygiene and learn how to brush their teeth correctly to maintain oral health.

Specific Competences – Learners to:

- Brush own teeth.

Learning Activities:

Activity 1: Identifying materials: Learners identify items used for brushing teeth (toothbrush, toothpaste, water).

How the activity will be conducted: The teacher will display various items such as toothbrushes, toothpaste, salt, and ash, explaining the purpose of each. Learners will be asked to name the materials and discuss how they are used for cleaning teeth.

Content Tips: Discuss the purpose of each material (e.g., toothpaste removes plaque): Discuss the importance of using the right materials for oral hygiene, and explain the difference between modern and traditional methods.

Materials: Toothbrush, toothpaste, water, pictures of traditional toothbrushes.

Activity 2: Demonstrating Tooth Brushing using, Toothbrush and Toothpaste

How the activity will be conducted: The teacher will demonstrate the correct technique for brushing teeth using a toothbrush and toothpaste. Learners will then practice brushing their own teeth with guidance, ensuring they follow the correct steps (e.g., brushing in small circles, brushing all surfaces of the teeth).

Content Tips: Teach learners the importance of brushing for at least two minutes, reaching all areas of the teeth, and using a pea-sized amount of toothpaste.

Suggested Teaching and Learning Materials: Toothbrushes, toothpaste, mirrors, tooth brushing charts.

Activity 3: Brushing Teeth using Salt or Ash

How the activity will be conducted: In areas where traditional materials like salt or ash are used, the teacher will demonstrate how to apply a small amount of salt or ash to a toothbrush and use it to clean teeth. Learners will practice with supervision.

Content Tips: While teaching traditional methods, emphasize that salt and ash are alternatives, but brushing with toothpaste is preferred for better oral health.

Suggested Teaching and Learning Materials: Salt, ash, traditional toothbrushes, mirrors.

Activity 4: Demonstrating brushing: Learners practice brushing their teeth with guidance, singing a song such as "This is the Way We Brush Our Teeth."

Content Tips: Demonstrate brushing in circular motions to cover all teeth surfaces.

Materials: Mirrors, toothbrushes, toothpaste.

Expected Standard:

Brushing own teeth demonstrated correctly. Learners brush their teeth correctly using appropriate materials.

Assessment: teacher to ensure that

1. Observe learners during brushing to make sure they are doing it correctly.
2. Oral questioning about the steps of brushing teeth.

Summary Key Points Recap: teacher to emphasize to the learners

- Brush your teeth twice daily.
- Use a clean toothbrush and appropriate toothpaste.
- There are different materials used for cleaning teeth, including toothbrushes, toothpaste, salt, and ash.
- Proper brushing technique involves using a toothbrush and toothpaste or traditional materials to clean all surfaces of the teeth.
- Brushing teeth should be fun! Singing a song while brushing helps reinforce good habits.

- Good oral hygiene is important for health, and brushing teeth should be done regularly.

Sub-Topic 4: Grooming

Introduction:

This topic focuses on teaching learners essential grooming skills for personal hygiene and self-care. It covers identifying materials used for cleaning the body, such as soap, water, and towels, as well as practical activities like washing hands and face, and applying lotion. Learning proper grooming techniques is important for maintaining good hygiene, feeling confident, and promoting overall health. Learners will understand the importance of cleaning their body to stay healthy and confident.

Specific Competences – Learners to:

- Demonstrate cleaning own body.

Learning Activities:

Activity 1: Identifying Materials Used for Cleaning the Body. Learners identify grooming materials (soap, water, sponge).

How the activity will be conducted: The teacher will display different cleaning materials, including water, soap, face towels, sponges, and lotions. Learners will be asked to name each item and discuss its purpose for cleaning the body.

Content Tips: Explain how each material is used for body cleaning. Discuss the importance of each material (water for rinsing, soap for cleaning, face towel for wiping, sponge for scrubbing) and when to use them (e.g., soap and water to wash, towel to dry).

Materials: Soap, water, face towel, sponge.

Activity 2: Washing hands: Learners practice washing hands and face using proper materials.

How the activity will be conducted: The teacher will demonstrate the correct technique for washing hands: wetting hands with water, applying soap, rubbing all parts of the hands (front, back, between fingers, and under nails), and rinsing thoroughly. Learners will then practice washing their hands following these steps.

Content Tips: Emphasize the importance of washing hands before meals and after toileting. Stress the importance of washing hands for at least 20 seconds to ensure they are thoroughly cleaned. Discuss the benefits of handwashing, such as preventing sickness.

Materials: Handwashing station, soap, water, towels or hand dryers, handwashing charts or videos.

Activity 3: Demonstrating Face Washing (Washing my Face)

How the activity will be conducted: The teacher will demonstrate how to wash the face by wetting it with water, applying soap, and using a face towel to gently clean the face. Learners will practice these steps on their own, ensuring they wash their face thoroughly but gently.

Content Tips: Emphasize the importance of using gentle motions and not scrubbing too hard, especially around sensitive areas like the eyes. Teach learners to rinse their faces with clean water and use a clean towel to dry their face.

Suggested Teaching and Learning Materials: Soap, water, face towels, mirrors.

Activity 1: Demonstrating Lotion Application (Applying Lotion)

How the activity will be conducted: The teacher will demonstrate how to apply lotion (or petroleum jelly) to different areas of the body, explaining how to massage it into the skin gently. Learners will practice applying lotion to their arms, hands, and other areas.

Content Tips: Teach learners to apply a small amount of lotion and rub it in evenly. Discuss how lotion helps keep the skin moisturized and protected from dryness.

Suggested Teaching and Learning Materials: Lotion or petroleum jelly, mirrors, towels.

Expected Standard: cleaning own body demonstrated correctly. Learners should be able to demonstrate applying lotion to their body, ensuring that it is evenly spread and massaged in.

Assessment: Teacher to ensure that

Role-play observation: Demonstrate handwashing steps.

Conduct Quiz: Name materials used for grooming.

Summary Key Points Recap: Teacher to emphasize on the

- Grooming prevents germs and keeps the body clean.
- Always use soap and water to clean your hands and face.
- Grooming involves using materials like water, soap, towels, and lotion to clean and care for the body.
- Washing hands with soap and water is essential for maintaining hygiene and preventing illness.
- Washing the face with water, soap, and a towel helps keep the skin clean and healthy.
- Applying lotion or petroleum jelly helps moisturize and protect the skin after washing.

Sub-Topic 5: Dressing

Introduction:

This topic will cover the essential skill of dressing, helping learners develop the ability to identify, differentiate, and wear various types of clothing

independently. By learning to recognize different clothing items, understand how to wear them, and distinguish between inside and outside parts, front and back, up and down, learners will gain confidence in managing their own dressing routine. The importance of this skill in real-life situations is significant, as it encourages independence, self-esteem, and personal responsibility. Learners will explore dressing skills, including identifying and properly wearing clothes.

Specific Competences – Learners to:

- Demonstrate wearing own clothes.

Learning Activities:

Activity 1: Identifying various clothes: Learners identify types of clothing (shirts, trousers, socks) and differentiate front/back.

How the activity will be conducted: The teacher will display a variety of clothing items (e.g., dresses, pants, shirts, skirts) and ask learners to identify and name each item. The teacher will explain the function of each clothing item (e.g., shirts are worn on the upper body, pants are worn on the lower body).

Content Tips: Reinforce the idea that each clothing item has a specific function and can be worn for different occasions (e.g., shirts for school, dresses for special events). Teach the importance of wearing clean and appropriate clothes.

Materials: Various types of clothes. Various clothing items (real or pictures), clothing charts.

Activity 2: Understanding Inside and Outside, Front and Back of clothes

How the activity will be conducted: The teacher will demonstrate how to differentiate between the inside and outside of clothing (e.g., showing the inside-out side of a shirt) and how to distinguish the front from the back (e.g., pointing out labels or specific features like buttons). Learners will practice by

identifying the inside/outside and front/back orientation of various clothing items.

Content Tips: Teach learners to look for labels, tags, and specific features (like buttons or zippers) to understand the orientation of the clothing. Explain that some clothes (like socks or shirts) can only be worn in one direction.

Suggested Teaching and Learning Materials: Clothing items with clear front/back and inside/outside differences (e.g., labelled shirts, pants with tags).

Activity 3: Demonstrating Wearing a Shirt. (How to wear a shirt)

How the activity will be conducted: The teacher will model how to wear a shirt, showing how to insert arms into the sleeves and pull the shirt over the head. Learners will then practice putting on their own shirts with guidance.

Content Tips: Emphasize the importance of getting the shirt right side out and ensuring the sleeves are not twisted.

Suggested Teaching and Learning Materials: Shirts of different sizes, mirrors for learners to check their dressing.

Activity 4: Demonstrating Wearing Pants, Skirt, or Shorts

How the activity will be conducted: The teacher will demonstrate how to wear pants, skirts, or shorts, explaining how to step into the clothing and pull it up, ensuring the correct orientation. Learners will practice by dressing themselves with guidance.

Content Tips: Teach learners to distinguish between the waist and legs when putting on pants or skirts and emphasize the importance of correctly positioning the clothing.

Suggested Teaching and Learning Materials: Pants, skirts, shorts, mirrors.

Activity 5: Demonstrating Wearing Socks and Shoes. (Wearing Socks and Shoes)

How the activity will be conducted: The teacher will demonstrate how-to put-on socks (right side out) and shoes (ensuring they are worn on the correct foot). Learners will then practice putting on their socks and shoes.

Content Tips: Show how to ensure the socks are the correct way around (e.g., no seams on the outside) and teach learners to distinguish between left and right shoes.

Suggested Teaching and Learning Materials: Socks, shoes, mirrors, shoe charts.

Expected Standard:

Wearing own clothes demonstrated appropriately. Learners dress themselves independently and correctly.

Assessment: teacher to

Observation: Check if learners can wear clothes properly.

Ask learners to identify the front/back of their clothes.

Summary Key Points Recap: teacher to emphasize that

- Dressing neatly promotes self-confidence.
- Always wear clean and appropriate clothes.
- Learners can identify various clothing items (shirts, pants, dresses, socks, shoes, etc.) and understand their functions.
- Understanding how to distinguish the front and back, inside and outside, and up and down of clothing is important for wearing clothes properly.
- Learners should be able to put on their clothes independently, ensuring they are worn correctly (front/back, inside/outside).

- By the end of this module, learners will be able to independently dress themselves, recognizing various clothing items and ensuring they are worn correctly. They will have developed a sense of responsibility and self-confidence in managing their personal attire.

Sub-Topic 6: Feeding

Introduction:

This topic will focus on teaching learners how to feed themselves appropriately. The subtopics covered will help learners identify different types of food, name the utensils used for feeding, and practice proper techniques for feeding themselves using their hands, fingers, and utensils like spoons, forks, and cups. Learning these skills is essential for promoting independence, health, and social competence in real-life settings. Learners will learn about appropriate feeding habits, healthy foods, and proper use of utensils.

Specific Competences – Learners to:

- Demonstrate appropriate feeding habits.

Learning Activities:

Activity 1: Identifying food (Knowing our Food): Learners identify various foods.

How the activity will be conducted: The teacher will display pictures or actual examples of different types of food such as fruits, porridge, nshima, tea, bread, and chicken. Learners will be asked to identify and name each food item.

Content Tips: Differentiate healthy and unhealthy foods. Explain the nutritional value of each food item (e.g., fruits provide vitamins, chicken provides protein, nshima is a carbohydrate source). Emphasize the importance of eating a variety of foods for a balanced diet.

Materials: Pictures or real examples of fruits, porridge, nshima, tea, bread, and chicken.

Activity 2: Identifying Feeding Utensils (cups, spoons, forks, plates)

How the activity will be conducted: The teacher will display different feeding utensils (cups, spoons, forks, plates) and ask learners to identify each one. The teacher will explain the function of each utensil (e.g., cups are for drinking, spoons for eating porridge, forks for picking up solid foods).

Content Tips: Discuss proper usage for each utensil, such as using a fork for solid foods and a spoon for liquids or soft foods. Emphasize hygiene and care when handling eating utensils.

Suggested Teaching and Learning Materials: Real or plastic utensils such as cups, spoons, forks, and plates.

Activity 3: Demonstrating Feeding using Hands and Fingers

How the activity will be conducted: The teacher will demonstrate how to eat certain foods using hands or fingers (e.g., eating fruit or nshima with hands). Learners will then practice eating specific foods using their hands or fingers.

Content Tips: Teach learners about cultural differences in eating with hands and emphasize cleanliness (washing hands before eating).

Suggested Teaching and Learning Materials: Various foods like fruits or nshima, napkins for cleaning hands.

Activity 4: Demonstrating Feeding using a Spoon

How the activity will be conducted: The teacher will demonstrate how to use a spoon to eat soft foods such as porridge or soup. Learners will practice eating with spoons.

Content Tips: Emphasize holding the spoon correctly and scooping food rather than stabbing it. Discuss when it's appropriate to use a spoon (e.g., porridge, soup).

Suggested Teaching and Learning Materials: Spoons, porridge or soup (real or simulated), napkins.

Activity 4: Demonstrating Feeding with a Fork (Feeding using a Fork)

How the activity will be conducted: The teacher will demonstrate how to use a fork to eat solid foods like chicken or vegetables. Learners will practice eating with a fork.

Content Tips: Show learners how to hold the fork properly and use it to pick up solid foods. Emphasize table manners such as chewing with the mouth closed.

Suggested Teaching and Learning Materials: Forks, chicken or vegetables (real or simulated).

Activity 5: Demonstrating Drinking from a Cup

How the activity will be conducted: The teacher will show how to drink from a cup, making sure learners understand the correct way to hold and sip from the cup without spilling.

Content Tips: Discuss the importance of drinking carefully to avoid spilling and how to properly hold a cup. Reinforce the importance of drinking fluids for hydration.

Suggested Teaching and Learning Materials: Cups, water, or tea (real or simulated).

Expected Standard:

Appropriate feeding demonstrated correctly. Learners feed themselves properly, identifying healthy foods.

Assessment: Teachers to

- Observe learners during feeding practice and check learners feed themselves properly, identifying healthy foods.
- Conduct Quiz: Identify healthy vs. unhealthy foods.

Summary Key Points Recap: teacher to emphasize to learners

- Always wash your hands before meals.
- Choose healthy foods like fruits and vegetables.
- Learners can identify and name various types of food such as fruits, porridge, nshima, tea, bread, and chicken.
- Learners should be able to recognize and name different feeding utensils such as cups, spoons, forks, and plates.
- Learners should demonstrate the ability to feed themselves using hands, fingers, spoons, forks, and cups, depending on the type of food.
- By the end of this module, learners will be able to feed themselves appropriately using various utensils and hands, ensuring proper hygiene and social etiquette. They will have a solid understanding of how to handle food and eating tools, promoting their independence and ability to engage in mealtime activities confidently.

Sub-Topic 7: Eating Habits

Introduction:

This topic will focus on helping learners understand the difference between healthy and unhealthy food, emphasizing the importance of making nutritious food choices for a balanced diet. By the end of the module, learners will be able to differentiate between healthy foods such as vegetables and fruits, and unhealthy foods like snacks and sweets, fostering awareness about healthy

eating habits. The knowledge gained from this topic is crucial for developing long-term health and well-being habits in real-life situations.

Learners will differentiate between healthy and unhealthy foods and discuss the benefits of healthy eating.

Specific Competences – Learners to:

- Differentiate healthy and unhealthy food.

Learning Activities:

Activity 1: Discussing Healthy and Unhealthy Foods: Learners sort real or pictures of foods into “healthy” and “unhealthy” categories.

How the activity will be conducted: The teacher will facilitate a discussion where learners talk about different foods they eat. The teacher will guide them in identifying which foods are healthy and which are unhealthy by asking questions like, “What do you think is a healthy food choice for lunch?” or “Which snacks do you think are unhealthy?”

Content Tips: Discuss how healthy foods (like fruits and vegetables) help the body grow, stay strong, and give energy. Explain how unhealthy foods (like snacks and sweets) can make the body feel sluggish, and if eaten too often, can lead to weight gain, cavities, and other health issues. Healthy foods include vegetables and fruits, while unhealthy foods include sweets and chips.

Suggested Teaching and Learning Materials: Flashcards or pictures of different food items (fruits, vegetables, snacks, sweets).

Activity 2: Discussing Healthy and Unhealthy Foods

How the activity will be conducted: The teacher will facilitate a discussion where learners talk about different foods they eat. The teacher will guide them in identifying which foods are healthy and which are unhealthy by asking

questions like, “What do you think is a healthy food choice for lunch?” or “Which snacks do you think are unhealthy?”

Content Tips: Discuss how healthy foods (like fruits and vegetables) help the body grow, stay strong, and give energy. Explain how unhealthy foods (like snacks and sweets) can make the body feel sluggish, and if eaten too often, can lead to weight gain, cavities, and other health issues.

Suggested Teaching and Learning Materials: Flashcards or pictures of different food items (fruits, vegetables, snacks, sweets).

Activity 3: Identifying Healthy Foods (Vegetables and Fruits)

How the activity will be conducted: The teacher will display various fruits and vegetables and ask learners to name them. Learners will also discuss why these foods are healthy and how they benefit the body.

Content Tips: Highlight how fruits and vegetables are rich in vitamins, minerals, and fiber, which help maintain good health and prevent diseases. Encourage learners to eat a variety of colorful fruits and vegetables to get different nutrients.

Suggested Teaching and Learning Materials: A variety of real fruits and vegetables or flashcards with pictures of fruits and vegetables.

Activity 4: Identifying Unhealthy Foods (Snacks & Sweets)

How the activity will be conducted: The teacher will display different types of snacks and sweets, and learners will discuss why these foods are considered unhealthy. The teacher will explain how excessive consumption of such foods can harm the body.

Content Tips: Teach learners that unhealthy foods like snacks and sweets can contribute to weight gain, tooth decay, and other health issues. Encourage them to enjoy these foods occasionally, but to prioritize healthier choices.

Suggested Teaching and Learning Materials: Flashcards or pictures of various snacks and sweets (chips, candy, cookies, etc.).

Expected Standard:

Healthy and unhealthy food stuffs differentiated accordingly. Learners correctly identify and classify healthy and unhealthy foods.

Assessment: Teacher to:

- Observe learners classifying food.
- Conduct Quiz: Ask learners to name examples of healthy foods.

Summary Key Points Recap: Teacher to emphasize the following to the learners

- Healthy foods help you grow strong and stay healthy.
- Limit unhealthy snacks like sweets and chips.
- Healthy Foods: Include fruits and vegetables that provide essential nutrients, vitamins, and minerals for good health.
- Unhealthy Foods: Include snacks and sweets that are high in sugar, fat, and salt, and can contribute to poor health when consumed too frequently.
- Differentiation: Learners should be able to differentiate between healthy and unhealthy foods and understand the impact of these choices on their health.
- By the end of this lesson, learners should understand the importance of eating a balanced diet, with plenty of fruits and vegetables, and limiting their intake of unhealthy snacks and sweets. They will have the knowledge to make healthier food choices in their daily lives.

Sub-Topic 8: Cleaning

Introduction:

This topic will cover essential cleaning skills, focusing on performing simple cleaning tasks. It is crucial for learners to understand and develop the ability

to keep their environment clean, as it promotes hygiene, health, and safety in daily life. The topic includes identifying various cleaning materials and performing tasks such as sweeping, wiping, and picking up litter. By the end of this lesson, learners will have developed the skills necessary to maintain cleanliness in their immediate environment. Learners will understand the importance of cleanliness and practice simple cleaning tasks to maintain a tidy environment.

Specific Competences – Learners to:

- Perform simple cleaning tasks.

Learning Activities:

Activity 1: Identifying cleaning materials: Learners identify cleaning tools such as brooms, mops, and cloths.

How the activity will be conducted: The teacher will introduce learners to different cleaning materials used for various tasks. Materials such as water, soap, sponges, cloths, brooms, and brushes will be displayed. The teacher will guide a discussion on what each item is used for and why it's important in cleaning.

Content Tips: Explain the role of each cleaning material. Water and soap are often used for cleaning surfaces and washing dishes.

Brooms are used for sweeping floors, while cloths and sponges are used for wiping surfaces. Different materials have specific purposes: for example, a mop is used for mopping floors, and a dustpan is used for collecting dirt after sweeping.

Suggested Teaching and Learning Materials: Pictures or actual cleaning materials such as soap, sponges, brooms, cloths, water mop, and bucket.

Activity 2: Performing Sweeping Task

How the activity will be conducted: Learners will be shown how to properly use a broom to sweep dust and debris from a floor. After the demonstration, learners will practice sweeping in pairs or groups. They will be guided to ensure they are sweeping in the right direction and using proper posture while sweeping.

Content Tips: Sweeping should be done from one corner of the room to the other, collecting all dirt into a pile. Learners should be encouraged to use a dustpan and broom to collect the dirt after sweeping. Always sweep in a consistent direction to make the task easier and more efficient.

Suggested Teaching and Learning Materials: Brooms, dustpans, and a space for learners to practice sweeping.

Activity 3: Performing Wiping Task

How the activity will be conducted: Learners will be shown how to wipe down surfaces with a cloth or sponge using water and soap. The teacher will demonstrate wiping techniques on various surfaces like tables, desks, and windows. After the demonstration, learners will practice wiping surfaces in small groups.

Content Tips: When wiping, learners should use gentle motions to remove dust or stains without causing damage to surfaces. The cloth or sponge should be damp (not soaking wet) for effective cleaning. Wipe in small sections and ensure all areas are covered. Teach learners the importance of cleaning high-touch areas like doorknobs and desks.

Suggested Teaching and Learning Materials: Cloths, sponges, soap, and water.

Activity 4: Litter Picking Task

How the activity will be conducted: The teacher will take learners outside or to a designated area to collect litter. Learners will be provided with gloves and

bags to safely pick up trash. The teacher will explain the importance of keeping the environment clean and guide learners on how to collect litter properly.

Content Tips: Teach learners the importance of keeping public and private spaces clean. Encourage the learners to be careful when picking up sharp or dangerous items like glass or cans. Litter picking helps prevent pollution and keep the community safe.

Suggested Teaching and Learning Materials: Gloves, trash bags, and appropriate areas for litter picking.

Expected Standard:

- Learners perform simple cleaning tasks correctly and consistently.

Assessment: Teacher to

- Observe learners during cleaning activities.
- Quiz: Name cleaning materials and their uses.

Summary Key Points Recap: Teacher to emphasize the following to the learners:

- Clean surroundings prevent illness.
- Use appropriate tools for cleaning.
- Cleaning Materials: Learners should be able to identify common cleaning materials (water, soap, brooms, sponges, etc.) and describe their uses.
- Simple Cleaning Tasks: Learners should be able to perform basic cleaning tasks such as sweeping, wiping, and picking up litter.
- Importance of Cleaning: Maintaining cleanliness is important for hygiene, health, and creating a safe environment.
- Skill Development: Learners should feel confident performing simple cleaning tasks independently and correctly.
- By the end of the module, learners will have gained practical skills in cleaning that they can apply in their everyday lives, contributing to a cleaner and healthier environment

Sub-Topic 9: Manners

Introduction:

In this topic, learners will explore the importance of demonstrating good manners in different social contexts. The topic emphasizes the significance of respectful communication and behavior, both in personal and public interactions. Learners will also identify undesirable behaviors such as bullying or using bad language. By the end of the lesson, learners will be able to demonstrate good manners through actions like saying "please," "thank you," and showing respect toward others. Understanding and practicing manners is essential for building positive relationships and fostering a cooperative, friendly environment at home, school, and in the community. Learners will explore good manners, why they are important, and how to demonstrate them in daily interactions.

Specific Competences – Learners to:

- Demonstrate good manners.

Learning Activities:

Activity 1: Identifying good manners: Learners discuss good manners such as saying “please,” “thank you,” and “sorry.”

How the activity will be conducted:

The teacher will first introduce learners to a series of common polite phrases and actions, such as saying "please," "thank you," "excuse me," and "sorry." The teacher will role-play these phrases in various contexts (e.g., asking for something, apologizing for a mistake) and encourage the learners to practice by repeating after them.

The teacher will also model polite actions like knocking on the door, sharing with others, and waiting for their turn. Afterward, learners will be given scenarios where they must demonstrate appropriate manners.

Content Tips: Emphasize how good manners promote positive relationships. Encourage the learners to always use polite phrases in their everyday interactions. Stress the importance of waiting for their turn when speaking or playing with others. Model kindness by sharing and working cooperatively with classmates. Remind the learners that good manners help people feel valued and respected.

Suggested Teaching and Learning Materials: A set of cards with different scenarios, visual aids showing polite phrases, and a space for role-playing. Storybooks, posters of polite phrases.

Activity 2: Identifying Unwanted Behavior

How the activity will be conducted:

The teacher will introduce examples of unwanted behaviors, such as insulting, bullying, using bad language, or entering a room without knocking. The teacher will then lead a discussion, asking the learners to think about why these behaviors are inappropriate and how they can make others feel. Learners will then be given examples of scenarios where unwanted behavior is taking place. They will be asked to identify the behavior and suggest polite alternatives (e.g., using kind words instead of insulting, knocking on the door before entering).

Content Tips: Unwanted behavior can harm relationships and make others feel upset. Teach learners that everyone deserves respect, and bad behaviors like insults or bullying should be avoided. Explain that it is important to apologize when we've done something wrong ("sorry").

Suggested Teaching and Learning Materials: Visual aids showing unwanted behaviors (e.g., someone not saying "please," bullying behavior) and examples of good alternatives.

Activity 3: Discussing Good Manners (Good Behaviour)

How the activity will be conducted:

In a group discussion, the teacher will encourage learners to talk about why good manners are important in their daily lives. Learners will be asked to share examples of times when they used good manners or saw someone else use them. The teacher will then summarize the key points and ask learners to create a list of manners that should be practiced at home, in the classroom, and in the community.

Content Tips: Good manners help to build trust and positive relationships with others. Discuss how respect is an important aspect of good manners. Encourage the learners to practice manners every day in various settings.

Suggested Teaching and Learning Materials: A poster or whiteboard to record learners' ideas about good manners.

Activity 4: Role-playing: Learners role-play scenarios that demonstrate good and bad manners (e.g., sharing toys, asking for help).

Content Tips: Highlight the importance of respect and kindness.

Materials: Props for role-playing, toys.

Expected Standard:

- Manners demonstrated accordingly. Learners demonstrate polite behavior in various scenarios.

Assessment: Teachers

- Observation during role-play on manners.
- Ask learners to share examples of good manners.

Summary Key Points Recap: Teacher to emphasize the following to the learners:

- Good manners build respect and cooperation.
- Always say “please,” “thank you,” and “sorry” when appropriate.

- Demonstrating Good Manners: Learners should be able to use polite phrases like "please," "thank you," "excuse me," and "sorry" in the appropriate contexts.
- Unwanted Behavior: Learners should be able to identify unwanted behaviors, such as bullying or using bad language, and understand why these behaviors are harmful.
- Respect and Kindness: Good manners include showing respect for others, being kind, and sharing.
- Social Skills: Learners should practice demonstrating good manners through cooperation, taking turns, and communicating politely.
- By the end of this lesson, learners will be expected to demonstrate appropriate manners and identify behaviors that should be avoided to promote a positive and respectful environment.

ENGLISH LANGUAGE

INTRODUCTION

The English Language Early Childhood Education Teaching Module for Intellectual Disabilities has been meticulously designed to support teachers in the effective delivery of English Language lessons under the Competence Based Curriculum. The part of the module is developed based on the approved 2023 Competence-based English Language Syllabus for learners with Intellectual Disabilities. 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 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.

LISTENING AND SPEAKING

TOPIC 1: NAMING

1.0 Overview

Naming is a fundamental early language skill that helps children with intellectual impairment develop communication abilities and cognitive recognition. At the ages of 3–4, children begin to associate words with objects, people, animals, and everyday experiences. Teaching naming to children with intellectual impairment requires a structured, multisensory approach that includes visual aids, tactile objects, repetition, and interactive activities. The goal is to enhance their vocabulary, strengthen memory recall, and improve their ability to express needs and emotions. By the use of real-life objects, pictures, and gestures will reinforce learning and make it easier for children to connect words with their meanings.

To effectively teach naming, as demonstrated in this module, teachers should use simple, familiar words that are part of the child's daily environment. For example, lessons can focus on naming body parts, household items, common foods, and family members. Activities such as matching objects to pictures, singing songs with repeated words, and using interactive storytelling will make learning engaging and enjoyable. Additionally, positive reinforcement through praise and rewards will encourage participation and build confidence. As a teacher, remember that teaching naming at this early stage lays the foundation for future language development, social interaction, and independent communication skills.

General Competence(s):

Communication:

- Demonstrate good listening, speaking and writing skills.
- Use appropriate language in different situations.
- Express oneself clearly and effectively.

Hook: Names are all around us—our own names, our friends' names, and the names of things we see at home and school. Together, we will learn to recognize and say these names, making every day fun and exciting!

Key terms/words/vocabulary

- Names: Words used to identify people, animals, or things, making them unique and special.
- Friends: People we know, like, and spend time with, such as classmates or playmates.
- Objects: Things around us, like toys, books, or household items that we can see and touch.
- Home: The place where we live, filled with family, familiar objects, and daily experiences.
- School: A place where children learn, play, and meet friends and teachers.
- Kitchen: The room where food is cooked and prepared.
- Sitting Room: A room where people sit, relax, and spend time together.
- Bedroom: The room where we sleep and keep our clothes.
- Table: A flat surface with legs where we can eat, work, or place things.
- Bed: A piece of furniture where we sleep at night.
- Book: A set of pages with writing or pictures that we read.
- Chalk: A stick used for writing on a blackboard.
- Pencil: A tool used for writing or drawing, with a thin stick of lead inside.

SUB-TOPIC 1: OWN NAMES

Introduction

Personal identification is an essential aspect of a child's development, helping them build confidence, social interaction skills, and awareness of

their environment. Recognizing and identifying their own names, plays a crucial role in cognitive and social growth.

This learning unit focuses on enhancing the ability of learners to recognize, recall, and use personal identification skills in various settings.

Specific Competence(s): Learners to:

- Recognize own names.

Learning Activities:

1. Engaging in a Name Call Activity

- Arrange the children in a circle or seated in a group.
- The teacher will call out a name from the class list.
- Each child will say, “Here I am!” with a big smile and enthusiasm.
- Encourage the children to call out the names of their friends, one by one.
- Provide lots of praise and create a happy atmosphere.

2. Recognizing Own Names on Nametags

- Give each child a nametag with their name on it.
- Show the nametag to the children and say their name together.
- Repeat the names out loud and let the children touch their nametags while saying their names.
- Discuss the importance of names, explaining that everyone has a special name.

3. Identifying Own Names by Selecting Colorful Name Cards

- Place colorful name cards with each child’s name on them in a pile.
- Invite each child to pick their name card from the pile.
- Help them say their name aloud after they pick it up.

- Discuss the colors and shapes on the name cards to help the children recognize their names.

4. Singing a Name Song to Reinforce Recognition

- Sing a simple song using a tune like “Twinkle, Twinkle, Little Star.”
- In the song, say each child’s name (e.g., “Where is [Child’s Name]? Here I am!”).
- Sing the song together, encouraging children to join in when their name is sung.
- Repeat the song, giving each child a chance to hear their name sung aloud.

5. Playing a Matching Game: Name Cards and Pictures

- Prepare name cards with the children’s names and matching pictures.
- Mix the cards up and spread them on the floor.
- Let the children pick their name card and find the matching picture.
- After they match their name card with a picture, they can show it to the group and say their name.

6. Listening and Responding to a Story About Names

- Choose a short, simple story with characters who have names.
- Read the story aloud, pausing to emphasize the names of the characters.
- Encourage the children to raise their hands or say, “That’s my name!” when they hear a name they recognize.
- After the story, talk about names and what makes each name special.

7. Dancing While Announcing Names When Music Stops

- Play music that is easy to dance.
- When the music stops, ask the children to stop and say their name loudly and clearly.
- Let the children dance freely while the music plays.
- Stop the music at random times, and when it stops, the child says their name aloud

- Celebrate each time a child says their name with applause or encouragement.

Teaching and Learning Materials: Name tags, picture charts, and flashcards with learners' names, mirrors for self-identification.

Expected Standard:

- Own names recognized and said correctly.

Assessment:

1. Name Recognition:

- Say your name out loud
- Find your name card.

2. Matching Activity:

- Match your name with the right picture.

3. Listening:

- When you hear your name in the song, say 'Here I am!'

4. Dancing:

- Say your name your name when the music stops.

Note: These are suggested activities. Teachers may add other activities, which they feel, may best accomplish the competences. This applies to all the activities in this module.

Summary

- Every person needs to have a name to be identified and recognized.

- Names help people identify us on a personal level, allowing us to connect with others.
- Recognizing and saying our own name fosters a sense of belonging and inclusion.
- Knowing our name helps us understand our uniqueness and individuality.
- Recognizing our name builds self-esteem and confidence in social situations.
- Learning to say and recognize our name is the first step in learning how to interact with others effectively.
- Knowing our name helps us communicate and participate in group activities confidently.

SUB-TOPIC 2: FRIENDS' NAMES

Introduction

Friendship is an important part of early childhood development. Learning and remembering friends' names helps children build social connections, communicate effectively, and develop a sense of belonging. By recognizing and using their peers' names, children strengthen their memory, listening skills, and ability to interact positively in a group setting.

In this lesson, children will learn to say their friends' names, recognize them in print, and associate names with their classmates. They will participate in fun activities that reinforce name recognition and promote friendships in the classroom.

Specific Competence(s): Learners to:

- Demonstrate knowledge of friends' names.

Learning Activities

1. Playing a Name Sharing Circle Game.

- The teacher and learners sit in a circle.

- The teacher models the sentence first to help learners.
- Children take turns saying their own name and then a friend's name (for example; "My name is [Child's Name], my friend's name is [Friend's Name]").

2. Friend Matching Game

- Prepare name cards with pictures of the children.
- Ask learners to match their friend's name to the correct picture.
- Encourage them to say, "This is my friend, [Friend's Name]."

3. Rolling the Ball Game

- Children sit in a circle.
- The teacher rolls a ball to a child and says, "Hello, [Child's Name]! Who is your friend?"
- The child responds by saying, "My friend's name is [Friend's Name]" and rolls the ball to their friend.
- The game continues until all learners participate.

4. Singing a name song to reinforce recognition

- Sing a song using learners' names to reinforce recognition.
- Example song (to the tune of "If You are Happy and You Know It"):
 - If your friend is [Friend's Name], wave hello!
 - If your friend is [Friend's Name], wave hello!
 - If your friend is [Friend's Name], wave hello and say their name!
 - If your friend is [Friend's Name], wave hello!

5. Pointing and saying names on a Friends' Name Chart.

- Create a Friends' Name Chart with learners' pictures and names.
- Encourage learners to point to a friend's name and say it aloud.
- Let learners decorate the chart with stickers or drawings.

6. Role-Playing Greetings

- Set up role-playing scenarios where learners greet each other using names:
 - “Hello, [Friend’s Name], good morning!”
 - “Let’s play, [Friend’s Name]!”
 - “Goodbye, [Friend’s Name]!”
- This reinforces social interactions and name recall.

1.2.4 Teaching and Learning Materials:

Name charts, photo cards, classroom attendance board.

Expected Standard

- Knowledge of friends' names demonstrated appropriately.

Assessment:

- ❖ Name Sharing Circle Game: Learners to take turns saying their own name and a friend’s name.
- ❖ Friend Matching Game: Learners to match a name card with a friend’s picture and say, “This is my friend, [Friend’s Name].”
- ❖ Rolling the Ball Game: When a child is asked, “Who is your friend?” they should respond by saying their friend’s name.
- ❖ Singing a Name Song: Learners to identify and say their friend’s name when singing the song, such as “If your friend is [Friend’s Name], wave hello.”
- ❖ Pointing and Saying Names on the Friends’ Name Chart: Learners to point to a friend's name on the chart and say it aloud.
- ❖ Role-Playing Greetings: Learners to greet their friends using names in scenarios like “Hello, [Friend’s Name], good morning!” or “Goodbye, [Friend’s Name]!”

Summary

- Every person needs to know their friends' names to build stronger social connections and recognize others.
- Recognizing and saying our friends' names helps strengthen friendships and creates a sense of community.
- Knowing our friends' names fosters positive interactions and communication in-group settings.
- Learning to identify and recall friends' names boosts confidence in social situations.
- Saying our friends' names allows us to participate more confidently in group activities and collaborative play.

SUB-TOPIC 3: THINGS AT HOME

Introduction

Children grow up in a home environment filled with familiar objects they interact with daily. Learning to name common household items helps young learners expand their vocabulary, improve communication, and relate words to their surroundings. By recognizing and naming things in the kitchen, sitting room, and bedroom, children build early language skills that support their overall cognitive development.

This sub-topic will help learners identify and name familiar household items through songs, games, role-plays, and hands-on activities.

Specific Competence(s): Learners to:

- Name familiar things at home.

Learning Activities

1. Naming the Room

- The teacher shows pictures of different rooms in a house (kitchen, sitting room, and bedroom).
- Learners point and say, “This is a kitchen! This is a bedroom!”

- The teacher asks, “What do we find in the kitchen?” and learners try to name objects.

2. Performing a Hunting for the treasure game

- Arrange real or toy household items in different corners of the classroom.
- Call out an object (e.g., “Find a cup!”), and learners run to the correct item.
- Encourage learners to say the name of the object once they find it.

3. Playing a Sorting Game

- Provide pictures or toy objects (cup, bed, chair, etc.).
- Have three boxes labeled Kitchen, Sitting Room, and Bedroom.
- Learners place each object in the correct box while saying its name.
- Example: “A cup goes in the kitchen!”

4. Singing a Home Song

Teach a simple song using the names of household items:

- In my kitchen, I have a cup, I have a cup, I have a cup!
- In my sitting room, I have a chair, I have a chair, I have a chair!
- In my bedroom, I have a bed, I have a bed, I have a bed!

5. Role-Playing "At Home"

- Set up play areas to represent different rooms.
- Give learners toy pots, cups, chairs, pillows, etc.
- Encourage them to pretend play and name the items they use.

6. Guessing what is missing

- Place four or five objects on a table (e.g., cup, mat, pillow, and table).
- Let learners look and name the objects.
- Cover one object and ask, “What’s missing?”

7. Playing a Matching Game

- Provide learners with picture cards of household objects.
- Have them match the picture to the correct word (e.g., picture of a bed → word "Bed").

1.3.4 Teaching and Learning Materials:

Real household objects, picture flashcards, sorting bins.

Expected Standard

- Familiar things at home named appropriately.

Assessment:

- ❖ Object Naming: Learners to be asked to name an object from each room (e.g., kitchen, sitting room, bedroom). Example prompt: "Can you tell me one thing you find in the kitchen?"
- ❖ Sorting Activity: Learners to participate in a sorting game where they categorize household items into the correct room (e.g., kitchen, bedroom, sitting room). Example: "Where does the cup go? In the kitchen, sitting room, or bedroom?"
- ❖ Guessing Game: Learners to be shown a table with several household items. One item will be covered, and they will be asked, "What's missing?" to test their recognition of items.
- ❖ Matching Game: Learners to match picture cards of household objects with the corresponding word (e.g., picture of a bed → word "bed").

Summary

- It is important to know them by their names so that it becomes easy to mention them.
- At home, different things are found in specific rooms.
- Knowing things found at home also helps us identify each object without difficulties.

- Things found in the home include; cups, spoons, bed, TV, pots and many more.
- Recognizing objects in the kitchen, sitting room, and bedroom fosters a deeper understanding of the surroundings we live in.

SUB-TOPIC 4: THINGS AT SCHOOL

Introduction

A school environment is filled with many familiar objects that children interact with daily. Learning to name common school items helps young learners develop their vocabulary, improve communication, and understand the purpose of different objects in their learning environment.

In this sub-topic, learners will be introduced to things found at school, such as books, chairs, tables, chalk, pencils, and more. Through songs, games, and hands-on activities, learners will develop the ability to name, recognize, and associate these objects with their functions.

Specific Competence(s): Learners to:

- Name familiar things at school.

Learning Activities

1. Touring the Classroom (Exploration and Observation)

- The teacher leads learners on a classroom tour, pointing at objects and asking, “What is this?”
- As the teacher names each object (e.g., “This is a chalkboard.”), learners repeat the name aloud.
- Learners are encouraged to touch and interact with the objects to enhance recognition.

2. Performing a Hunting School Treasures Game.

- Arrange different school items (e.g., books, pencils, chairs, tables) around the classroom.
- Call out an object's name (e.g., "Find a pencil!"), and learners run to the correct object.
- Encourage them to say the name of the object once they find it.

3. Playing a Sorting Game

- Provide picture cards or real objects of different school items.
- Have two labeled baskets: Writing Items (Pencil, Chalk, and Book) and Furniture (Table, Chair).
- Learners place each object in the correct category while saying its name.

4. Singing School Objects Song

- Teach a simple song to reinforce names of school items.
- Example song (to the tune of "Twinkle, Twinkle, Little Star"):
 - At my school, I see a chair,
 - And a book is also there.
 - Pencils help me draw and write,
 - Chalk is white and looks so bright!
 - At my school, I see a chair,
 - And a book is also there!

5. Matching

- Provide learners with picture cards of school objects and word labels (e.g., Picture of a book → Word "Book").
- Learners match the pictures to the correct object and say the object's name aloud.

6. Playing a "Guess what is missing" Game

- Place four or five school objects on a table (e.g., book, pencil, chair, chalk, and a rubber).
- Let learners look at and name the objects.
- Cover one object with a cloth and ask, “What’s missing?”

7. Role-Playing "A Day at School"

- Set up mini-learning stations with school objects.
- Assign learners roles such as teacher, student, and librarian.
- Encourage them to use the objects in a pretend school setting while naming them.

1.4. 5 Teaching and learning Materials:

School-related objects (books, chairs, pencils, chalk), labels for objects, classroom environment.

Expected Standard:

- Familiar things at school named correctly

Assessment:

- Learners will participate in a classroom scavenger hunt (scouting), where they will identify and name various school-related objects such as books, chairs, pencils, and chalk.
- During the activity, learners will be encouraged to say the name of each object as they find it, reinforcing both recognition and recall of school items.

Summary:

- Every child needs to recognize and name things found at school to connect language with their learning environment.
- Naming school items like books, chairs, and pencils helps children expand their vocabulary and improve communication.

- Recognizing objects in the classroom fosters a deeper understanding of their functions and the school setting.
- Learning to identify and name school-related items boosts children's confidence in using language and interacting with the school environment.
- Saying the names of things at school encourages children to relate their vocabulary to their daily learning experiences.

TOPIC 2: CONVERSATION

Introduction

Conversation is an essential communication skill that helps children with intellectual impairment engage with others, express their thoughts, and build relationships. At the ages of 3–4, children are in the early stages of developing conversational skills, such as taking turns, making simple requests, and responding to basic questions. Teaching conversation to children with intellectual impairment requires a structured and patient approach, using visual aids, gestures, and interactive play to enhance understanding. Encouraging eye contact, active listening, and the use of simple phrases can help children become more comfortable with communication.

To promote conversational skills, the teacher will engage children in activities such as role-playing, storytelling, and guided conversations. Using repetition and familiar topics, such as greetings, expressing needs, and talking about favorite activities, will make learning more relatable. Picture cards, puppets, and songs will also support language development by reinforcing key phrases and responses. Creating a supportive and encouraging environment will help children build confidence in their ability to communicate, setting the foundation for improved social interactions and language growth as they develop.

General Competence(s):

- **Communication:**
 - Demonstrate good listening, speaking and writing skills.
 - Use appropriate language in different situations.
 - Express oneself clearly and effectively.
 - Take turns in conversing with others
- **Critical thinking:**
 - Ask simple questions.
 - Work in groups and engage in discussion.

Hook: Talking is fun! In this topic, we will learn how to use our words to ask questions, share ideas, and talk to our friends. We will play games, sing songs, and practice using our voices to have a conversation. Are you ready to start chatting?

Key Terms / Words / Vocabulary

- Good morning: A friendly greeting used when you see someone in the morning.
- Good afternoon: A friendly greeting used in the middle of the day, after lunch.
- Good night: A friendly saying used when going to bed or saying goodbye at night.
- How are you? A question to ask someone how they feel or what is happening with them.
- I am fine, thank you: A response to "How are you?" meaning you feel good or okay.
- Sit down: To lower your body onto a chair or the ground to rest.
- Stand up: To raise your body to be upright on your feet.
- Jump: To push your body off the ground and into the air using your legs.
- write: To use a pencil or pen to make letters, words, or marks on paper.

- Read: To look at and understand words or pictures in a book or on a page.
- Likes: Things or activities that you enjoy or find fun.
- Dislikes: Things or activities that you do not enjoy or find unpleasant.

SUB-TOPIC : GREETINGS

Introduction

Greetings are an essential part of communication and social interaction. Teaching young children how to use appropriate greetings at different times of the day helps them develop good manners, build social connections, and feel confident when interacting with others.

In this sub-topic, learners will be introduced to common greetings such as “Good morning,” “Good afternoon,” and “Good night.” They will also practice responding to greetings like “How are you?” with “I am fine, thank you.” Through songs, role-playing, and interactive activities, learners will not only develop a natural understanding of greetings but will learn when to use them.

Specific Competence(s): Learners to:

- Use appropriate greetings at different times of the day.

Learning Activities

1. Singing Greetings Song

- Start the lesson with an exciting greetings song to introduce the concept of greetings.
- Example song (to the tune of “Are You Sleeping?”):
 - Good morning, good morning,
 - How are you? How are you?
 - I am fine, thank you! I am fine, thank you!
 - How about you? How about you?
- Sing the song together, encouraging handshakes and smiles as they greet each other.

2. Saying what you see

- Show picture cards of different times of the day (morning, afternoon, and night).
- Ask learners, “What do we say in the morning?” (Encourage them to respond: “Good morning!”).
- Do the same for afternoon and night greetings.

3. Greeting Circle

- Have learners stand in a circle.
- Give each child a chance to greet a friend using the correct greeting for that time of day.
- Example dialogue:
 - Teacher: “It is morning. What do we say?”
 - Learner 1 (to Learner 2): “Good morning!”
 - Learner 2: “Good morning!”
- Repeat the activity for afternoon and night greetings.

4. Playing Shaking hands and Greeting Game

- Pair up learners and let them greet each other with a handshake or a wave.
- Encourage them to say:
 - “Hello! How are you?”
 - Response: “I am fine, thank you!”
- Variation: Introduce different ways to greet, such as a high-five, waving, or bowing (depending on cultural relevance).

5. Performing a Greeting Match-Up

- Display three different flashcards (Sun 🌞, Afternoon Sun 🌤️, Moon 🌙).
- Call out a greeting (“Good morning”) and have learners point to the correct time of day.
- Mix up the order and let them respond quickly.

6. Dramatizing

- Set up a pretend play area with a classroom, home, or shop setting.
- Assign roles such as teacher, parent, or friend, and let learners greet each other naturally.
- Example:
 - Teacher enters the pretend school: “Good morning, class!”
 - Learners respond: “Good morning, teacher!”

Expected Standards:

- Use appropriate greetings at different times of the day used appropriately.

Assessment

- Learners to participate in a role-play exercise where they will greet their peers and teachers based on the appropriate time of day (morning, afternoon, or night).
- Learners to demonstrate their ability to use the correct greetings, such as “Good morning,” “Good afternoon,” and “Good night,” while interacting with each other.
- Learners to also practice responding to questions like "How are you?" with an appropriate response like "I am fine, thank you!".
- The teacher to assess each learner’s ability to use greetings naturally and confidently within social interactions.

Summary:

- Every child needs to understand the importance of greetings for positive social interactions, as they are essential for building respect and fostering strong relationships.
- Learning to use greetings like “Good morning” and “Good night” helps children develop social connections, good manners, and an awareness of time-based interactions.
- Recognizing when and how to greet others builds confidence and enhances communication skills, allowing children to feel more comfortable in social settings and contributing to smoother interactions.

- Practicing greetings helps children feel more confident when engaging with peers, teachers, and other adults, promoting inclusiveness and creating a positive social environment.
- Saying and responding to greetings appropriately fosters a sense of belonging within a group, helping children develop a positive self-image and reinforcing the importance of respectful communication in everyday life.

SUB-TOPIC 2: SIMPLE COMMANDS

Introduction

Listening and responding to simple commands are fundamental skills for young learners to understand and follow instructions in various settings, such as school, home, and other social environments. This sub-topic will introduce learners to simple commands like "sit down," "stand up," "jump," "come here," "close the door," and more. Learners will practice listening carefully and responding appropriately to these commands, which helps them develop better attention, comprehension, and motor skills.

Specific Competence(s): Learners to:

- Listen to and Respond to simple commands.

Learning Activities

1. Singing an action song

- Begin the lesson with an action song that includes simple commands.
- Example:
 - “If you're happy and you know it, sit down!”
 - “If you're happy and you know it, stand up!”
 - “If you're happy and you know it, jump around!”
- As learners sing along, they will perform the actions (sit, stand, jump, etc.), reinforcing the connection between commands and actions.

2. Performing a Commanding Relay Game.

- Create a mini-obstacle course in the classroom or outdoor space where learners can practice responding to simple commands while moving.
- Example commands:
 - “Sit down!” (Learners stop and sit on the floor).
 - “Stand up!” (Learners stand up).
 - “Jump!” (Learners jump on the spot).
 - “Come here!” (Learners walk to the teacher or a specific spot).
 - “Go there!” (Learners move to a designated area).
- Repeat the commands with learners performing the actions. Make sure to praise correct responses and provide positive reinforcement.

3. Playing a game “Simon Says”

- Play the game Simon Says where learners only respond to commands that begin with "Simon says."
- For example:
 - "Simon says, sit down."
 - "Simon says, jump!"
 - "Raise your hand." (Only respond if “Simon says” before the command).
- This activity helps learners practice listening skills while also reinforcing following instructions.

4. Responding to Teacher’s Commands.

- The teacher will give a series of simple commands one after another:
 - “Close the door.”
 - “Go to your chair.”
 - “Raise your hand.”
 - “Read your book.”
 - “Write your name.”
- Learners will listen and respond by performing the commands.

- Encourage learners to take turns in giving commands to each other, helping them practice verbal instructions.

5. Commanding using Action Cards

- Use picture cards depicting various actions (e.g., sitting, jumping, running, raising hands) and give commands.
- Example cards:
 - Card of a person sitting → Command: “Sit down!”
 - Card of a person jumping → Command: “Jump!”
 - Card of a person raising a hand → Command: “Raise your hand!”
- Learners take turns pulling cards and responding to the action shown on the card.

6. Practicing guided command: Command Practice

- The teacher will give a command, and learners will act out the corresponding action.
- Commands to practice:
 - “Stand up!”
 - “Jump!”
 - “Come here!”
 - “Go there!”
 - “Close the door!”
- Provide encouragement for correct responses and reinforce with praise.

7. Reflecting and Discussing

- After the activities, sit with the learners and discuss the commands they practiced.
- Ask questions such as:
 - “What do we say when we want to sit down?”
 - “What should we do if the teacher says, 'Raise your hand'?”

- “What is a good command for when you want someone to come closer?”
- Allow learners to express their understanding verbally.

Expected Standard:

- Simple commands listened to and responded to accordingly.

Assessment:

- Learners to participate in a series of activities, including Simon Says, the Commanding Relay Game, and responding to the teacher’s commands, where they will show their ability to follow simple commands.
- In the Simon Says game, learners to only respond when the command starts with “Simon says” and will follow the instruction appropriately (e.g., “Sit down!” or “Jump!”).
- In the Commanding Relay Game, learners to navigate through an obstacle course by responding to commands like “Sit down,” “Stand up,” “Come here,” and “Go there.”
- The teacher to observe learners’ ability to correctly respond to a series of commands and provide verbal praise for successful participation.
- Learners to also demonstrate their understanding by taking turns in giving commands to their peers, reinforcing their comprehension and ability to use language appropriately.

Summary

- Understanding and responding to simple commands helps develop listening and motor skills.
- Interactive activities like action songs and games help connect words with actions.
- Games like "Simon Says" strengthen listening abilities and build social cooperation.
- Consistent practice builds confidence and independence in following instructions.
- Positive reinforcement motivates children to engage in future learning.

SUB-TOPIC 3: ASKING FOR PERMISSION

Introduction

Asking for permission is an essential social skill for young learners to develop in early childhood education. It helps children communicate politely and respectfully with others, and fosters a sense of responsibility and self-control.

In this sub-topic, therefore, learners will be introduced to the basic concept of asking for permission using polite language such as "Please, teacher may I...?" or "Please, can I...?" Learners will practice asking for permission in various situations, both verbally and through role-playing, so they can understand when and how to use polite requests in everyday scenarios.

Specific Competence(s): Learners to:

- Use appropriate language when asking for permission.

Learning Activities

1. Asking for Permission

- Begin the lesson by discussing the importance of asking for permission. Ask the learners if they know when they need to ask for permission (e.g., when they want to borrow something, leave their seat, etc.).
- Model the correct way to ask for permission using simple phrases:
 - "Please may I go to the bathroom?"
 - "Please can I have a pencil?"
 - "Excuse me, may I drink water?"
- Encourage learners to listen carefully and watch your gestures (e.g., raising a hand to ask for permission).

2. Role-Playing: Asking for Permission

- Set up simple scenarios where learners will practice asking for permission.
 - Scenario 1: A learner wants to borrow a pencil. Ask, "What should you say?" Guide them to respond with; "Please may I borrow a pencil?"
 - Scenario 2: A learner wants to leave the classroom. Ask, "What do you say before leaving?" Guide them to respond with; "Excuse me, may I go to the bathroom?"
 - Scenario 3: A learner wants to eat a snack. Ask, "What should you say before eating?" Guide them to say; "Please, can I eat my snack?"
- Encourage learners to take turns in the scenarios, practicing both asking and responding appropriately.

3. Singing a song for permission

- Use a fun song or chant to reinforce the language of asking for permission. Example:

"May I have a pencil, please?
 May I have a pencil, please?
 Yes, you may! Yes, you may!
 Thank you very much!"
- Sing the song with the learners, substituting different objects or actions such as asking for a book, snack, or permission to stand up.
- Repeat the song several times, encouraging learners to sing along and use the phrase, "Please may I..."

4. Practicing asking for permission with Peers

- Pair up the learners and give them simple scenarios in which they need to ask for permission from their peer.
 - Scenario 1: One child wants to borrow a toy from the other.
 - Scenario 2: One child wants to leave their seat.

- Each learner will ask politely using the phrases "Please may I..." or "Excuse me, may I..."
- After practicing with peers, encourage the children to switch roles, giving everyone an opportunity to practice both asking for permission and responding politely.

Expected Standards

- Appropriate language when asking for permission expressed accordingly.

Assessment

- ❖ Learners to practice asking for permission using polite language, such as "Please may I..." or "Excuse me, may I..." during role-playing scenarios.
- ❖ In the role-play scenarios, learners to demonstrate their ability to ask for permission in different contexts, like borrowing items, leaving their seat, or getting a snack.
- ❖ The teacher to assess learners' use of appropriate language and politeness when asking for permission.
- ❖ Learners to also be evaluated on their ability to respond appropriately when asked for permission, reinforcing both the language and social skills involved.
- ❖ Learners to participate in peer practice, where they will ask for permission from each other and practice both asking and responding respectfully.

Summary

- Asking for permission promotes politeness and respectful communication.
- Role-playing and interactive songs teach polite phrases like "Please may I..."
- Practice in real-life scenarios boosts confidence in making polite requests.

- Using courteous language emphasizes respect in social interactions.

SUB-TOPIC 4: LIKES AND DISLIKES

Introduction

Expressing likes and dislikes is an important aspect of early childhood communication. It helps children develop vocabulary related to personal preferences and fosters social interaction.

In this sub-topic, learners will learn how to express things they like and dislike in a fun, engaging way. They will practice using simple language to talk about their favorite foods, toys, activities, and things they do not enjoy.

Specific Competence(s): Learners to:

Express likes and dislikes.

Learning Activities

1. Discussing Likes and Dislikes

- Start by asking the learners what they like. Use simple prompts such as:
 - "What food do you like to eat?"
 - "Do you like to play outside?"
 - "Do you like the color red?"
- Demonstrate how to express likes using simple phrases such as:
 - "I like pizza."
 - "I like to play with my toy car."
 - "I like jumping."
- Then, introduce dislikes by saying:
 - "I don't like lemons."
 - "I don't like getting wet."
 - "I don't like loud noises."
- Model simple phrases for expressing dislikes:

- "I don't like..."
- "I hate..."
- "That's not my favorite..."

2. Sorting involving likes and dislikes

- Prepare pictures or flashcards with items the learners are likely to encounter (e.g., food, animals, toys).
 - Examples: bread, apple, dog, cat, dress, toy car, ball, milk, lemons, etc.
- Show the learners one picture at a time, and ask:
 - "Do you like this?"
 - "Do you not like this?"
- Encourage learners to respond using the target language:
 - "I like bread."
 - "I don't like lemons."
 - "I like to play with my toy car."
- Sort the pictures into two categories: "Likes" and "Dislikes."
 - Have learners participate by putting the pictures in the correct pile.
- After sorting, review the categories and reinforce the language of likes and dislikes.

3. Expressing Likes and Dislikes through Song or Chant

- Create a simple song or chant about likes and dislikes. Example:
 "I like apples, yes I do, I do not like lemons, how about you?"
 "I like playing, yes I do, I don't like sleeping, how 'bout you?"
- Sing the song with the learners, and encourage them to join in using their own examples of likes and dislikes.
- This activity will give learners a fun, interactive way to practice expressing their preferences and reinforce the language in a musical format.

4. Telling a Story and Discussing

- Read a short story about a character (or animal) expressing their likes and dislikes.
 - Example: "Tommy likes bananas, but Tommy doesn't like apples. He likes to play with his ball, but he doesn't like going to bed early."
- Ask the learners questions related to the story:
 - "What does Tommy like?"
 - "What doesn't Tommy like?"
 - "Do you like bananas?"
- After reading the story, encourage the learners to share their own likes and dislikes using the language they have learned.

5. Pairing or Group work

- Pair up learners or divide them into small groups and ask them to talk about their likes and dislikes.
 - For example, one learner can ask: "Do you like ice cream?"
 - The other learner responds: "Yes, I like ice cream." or "No, I don't like ice cream."
- Encourage learners to ask each other about their likes and dislikes regarding food, toys, colors, and activities.
- After the activity, bring the group together and share some of the answers with the class.

6. Flashing cards game

- Show learners flashcards of different items (e.g., food, animals, games, etc.).
- Ask them to respond using the phrases:
 - "Do you like this?"
 - "What do you like?"
- Guide learners to say:
 - "I like (food)."
 - "I don't like (food)."

- "I like (activity)."
- "I don't like (activity)."

Expected Standards

- Likes and dislikes expressed about appropriately.

Assessment

- ❖ Learners to participate in sorting activities where they categorize items into “Likes” and “Dislikes,” demonstrating their ability to express preferences.
- ❖ Learners to practice expressing their likes and dislikes verbally, using simple phrases like “I like...” and “I don’t like...”
- ❖ During group discussions, learners to share their likes and dislikes with the class, reinforcing their ability to express personal preferences clearly.
- ❖ The teacher to assess learners’ ability to use language to express their likes and dislikes, both in the sorting activity and during discussions.
- ❖ Learners to take part in role-playing where they ask their peers about their preferences, further reinforcing the use of language in social interactions.

Summary

- Expressing likes and dislikes helps build vocabulary and social communication.
- Activities like sorting pictures and singing songs allow children to express preferences.
- Group discussions and peer interactions promote understanding of differing opinions.
- Flashcards, songs, and role-play engage children while reinforcing preference language.

TOPIC 3: STORYTELLING

Introduction

Storytelling is an essential teaching tool for learners aged 3-4 with intellectual disabilities, as it supports their cognitive, language, and social development. At this stage, children benefit from simple, engaging stories that incorporate repetition, rhythm, and visual aids to reinforce comprehension. Using multisensory storytelling methods—such as puppets, pictures, books, songs, and gestures—helps maintain attention and enhances memory retention. Stories should focus on familiar themes like daily routines, emotions, and nature, allowing children to relate the narratives to their own experiences. Additionally, interactive storytelling, where learners participate by imitating sounds, answering simple questions, or acting out characters, fosters communication and engagement.

To ensure effective storytelling, teachers should use clear, short sentences and emphasize key words with gestures or visual prompts. Repeating stories over time strengthens understanding and helps children anticipate sequences, building their confidence in language use. Encouraging active participation through role-playing or asking predictive questions enhances their expressive abilities. Furthermore, storytelling promotes emotional expression by helping children identify and understand different feelings in a safe and enjoyable way. By creating a structured yet flexible storytelling environment, teachers will diverse learning needs and provide meaningful learning experiences that support early childhood development.

General Competence (s):

- Communication:
 - Demonstrate good listening, speaking and writing skills.
 - Use appropriate language in different situations.
 - Express oneself clearly and effectively.
 - Take turns in conversing with others.
- Critical thinking:

- Ask simple questions.
- Work in groups and engage in discussion.

Hook: Stories are all around us! We are going to use our imaginations to listen, create, and share wonderful stories. Together, we will explore exciting tales with pictures, words, and our voices!

Key Terms / Words / Vocabulary

- Characters: The people or animals in a story.
- Setting: The place and time where a story happens.
- Problem: A challenge or difficulty that happens in a story.
- Solution: The answer or fix to a problem in a story.
- Question Words:
 - ✓ What: Used to ask about something or to find out more information.
 - ✓ When: Used to ask about time.
 - ✓ Where: Used to ask about a place or location.
 - ✓ Who: Used to ask about a person or people.
 - ✓ Why: Used to ask the reason for something.
 - ✓ How: Used to ask about the way or method of something.
- Picture: A drawing, photo, or image that shows something we can see.
- Story: A tale or account of events, real or imagined that is told or written.
- Action: The things the characters do in a story.
- Feelings: The emotions or moods that characters experience, like happy, sad, or excited.

SUB-TOPIC 1: SIMPLE STORIES

Introduction

Storytelling is an engaging and effective way for young learners to develop their listening and comprehension skills. In this subtopic, learners will listen to simple stories and respond to basic questions about it. This activity helps children develop an understanding of narrative structure (e.g.,

characters, setting, and events) and encourages them to use language to answer simple questions such as “Who?”, “What?”, “When?”, “Where?”, “Why?”, and “How?” The goal is to foster communication skills, critical thinking, and listening comprehension in an interactive way.

Specific Competence(s): Learners to:

- Listen and respond to a simple story.

Learning Activities

1. Introducing stories

- Begin the lesson by introducing the concept of storytelling.
- Explain to the children that a story is about something that happened to someone, and that they will be listening to a fun story today.
- Ask them if they know any stories and briefly discuss their favorite characters, animals, or events from stories to build excitement.

2. Storytelling

- Choose a short, simple story with easy-to-follow events and characters that the learners can relate to. For example, use a story like "The Little Red Hen" or "The Hungry Caterpillar."

Example:

"Once upon a time, there was a little red hen who lived in a small house. One day, she found some grains of wheat and decided to plant them. She asked her friends to help her plant the wheat, but they did not want to help. The hen planted the wheat alone, watered it, and waited for it to grow. Finally, the wheat grew tall, and the hen made bread with it. She asked her friends if they wanted some bread, but they refused to help, so the hen ate the bread herself."

- Read the story aloud in an engaging manner, using expressive tone and gestures to keep the learners interested.
- Encourage the children to listen carefully as you read.

3. Responding to Questions

- After telling the story, ask simple comprehension questions related to the story. Use open-ended questions like:
 - "Who was the main character in the story?" (Who)
 - "Where did the little red hen live?" (Where)
 - "What did the little red hen find?" (What)
 - "When did the little red hen plant the wheat?" (When)
 - "Why didn't her friends help her?" (Why)
 - "How did the hen make the bread?" (How)
- Encourage learners to respond to the questions by pointing at the pictures or using simple phrases such as:
 - "The hen lived in a small house."
 - "She planted wheat."
 - "She made bread."
 - "Her friends didn't want to help her."
- If needed, model the response first, and then ask the learners to repeat it.

4. Re-telling a story

- Use picture cards or a storyboard to illustrate the events of the story (e.g., a picture of the hen, wheat, bread, and friends).
- Show each picture and ask questions like:
 - "Who is this?" (Point to the hen)
 - "What is this?" (Point to the wheat)
 - "What happens next?" (Point to the bread)
- Allow the learners to answer in full sentences or use short phrases.
- Let them take turns pointing to the pictures and retelling the story in their own words. This encourages active participation and reinforces understanding of the story's sequence.

5. Discussing in groups

- After the story, have a group discussion with the learners. Ask them:
 - "What was your favorite part of the story?"

- "What do you think the hen could have done differently?"
- Allow learners to express their opinions freely and encourage them to use complete sentences.
- Provide positive feedback to reinforce their responses and promote confidence in expressing their ideas.

6. Role Playing

- Ask the learners to act out parts of the story with you.
 - Assign roles (e.g., the hen, the friends, the wheat, the bread).
 - Have the learners re-enact the events (e.g., planting the wheat, making bread).
- This provides a hands-on, interactive opportunity for learners to engage with the story and practice using language related to the events.
- You can guide them with simple phrases such as:
 - "I will plant the wheat."
 - "I will make the bread."
 - "I will help the hen!"

Expected Standard

- Simple stories listed and responded to correctly.

Assessment

- ❖ Learners to demonstrate their comprehension of the story by answering questions related to the main character, setting, and events using simple sentences or short phrases.
- ❖ They to be assessed on their ability to sequence story events accurately using picture cards, which will show their understanding of narrative structure.
- ❖ The assessment to include observations of group participation and role-play, focusing on how learners express and recall information from the story.

- ❖ Teachers to evaluate whether learners can engage in basic conversations related to the story, both individually and within a group setting.
- ❖ The goal is to ensure learners can recall key details, understand cause and effect, and respond in a way that shows their growing vocabulary and comprehension skills.

Summary

- Listening to simple stories, helps develop listening skills and comprehension.
- Activities such as storytelling, group discussions, and role-playing encourage active participation and verbal expression.
- Sequencing events using picture cards reinforces understanding of narrative structure and story recall.
- Reflecting on the story and discussing key concepts enhances vocabulary and comprehension skills.
- The lesson fosters social interaction and communication through interactive learning, promoting confidence in expressing ideas.

SUB-TOPIC 2: PICTURE STORIES

Introduction

In this subtopic, learners will use pictures to create and tell stories. By describing and interpreting images, children will develop their vocabulary, creative thinking, and storytelling skills. This activity encourages learners to engage with visual information and use their imagination to build a narrative based on the pictures they see. Through this exercise, they will practice verbal expression and comprehension as they interpret the pictures and tell their own versions of the story.

Specific Competence(s): Learners to:

- Describe and interpret pictures.

Learning Activities

1. Introducing Picture Stories

- Start with a brief discussion about storytelling. Explain that a story can be told through pictures, just like how we read books or listen to stories.
- Ask the children if they have ever looked at a picture and imagined a story. Encourage them to share their thoughts.
- Introduce the concept of picture stories, where each picture represents an important part of a story, such as characters, actions, or events.

2. Discussing Picture Chart

- Display a picture chart with various pictures related to a simple, familiar theme (e.g., a day at the park, animals on a farm, family activities).
- Point to each picture one at a time and ask the learners to identify what they see. For example, "What do you see in this picture?" (e.g., a cat, a ball, a tree).
- Encourage the children to describe the action in the picture (e.g., "The cat is playing with a ball" or "The tree is very tall").

3. Storytelling

- Model how to create a story from the pictures. Start with one picture and ask questions to help develop a narrative.
 - For example, if you show a picture of a dog and a ball, ask:
 - "What is the dog doing?"
 - "Where is the dog?"
 - "What will happen next?"
- After guiding the learners through the first picture, add more pictures to build the story and make it more detailed. For example, if the dog is

playing with a ball in the first picture, the second picture could show the dog chasing the ball.

- Encourage learners to describe each picture as they go along, adding details and making up their own ideas to continue the story.
- Ask them to express feelings or actions. For instance, "How do you think the dog feels when it catches the ball?" (Happy, excited, etc.).

4. Storytelling in groups

- Divide the learners into small groups and give each group a set of pictures.
- Ask them to look at the pictures and take turns telling a story based on what they see.
- As a group, encourage them to add details to their story by describing actions, characters, and emotions. For example:
 - "This picture shows a girl on a swing. She is laughing and having fun."
 - "Now, in the next picture, the girl gets off the swing and runs to her friend."
- Walk around and assist the groups by asking prompting questions like:
 - "What is happening here?"
 - "Who is in the picture?"
 - "What do you think will happen next?"

5. Individual Storytelling

- Ask each learner to choose a picture from the chart and tell his or her own story based on that picture.
- Encourage them to use full sentences and describe the picture in detail, answering questions like:
 - "Who is in the picture?"
 - "What are they doing?"
 - "How does this story end?"

- For learners who need extra support, model the story for them first or prompt them with guiding questions.

Expected Standards: Learners to:

- Pictures described and interpreted appropriately

Assessment

- ❖ Learners to demonstrate their ability to create stories by arranging a set of images in a logical order and narrating the sequence of events.
- ❖ The assessment to focus on the learners' ability to describe each picture in detail, including identifying characters, actions, and emotions.
- ❖ Teachers to assess how well learners can add details to their stories, express feelings or actions, and use full sentences to convey the narrative.
- ❖ Observations to be made on individual participation during group storytelling, ensuring that learners are able to collaborate and contribute to the story-building process.

Summary

- Describing and interpreting pictures helps build vocabulary and storytelling skills.
- Activities such as picture identification, group storytelling, and individual storytelling encourage active participation and creative thinking.
- Arranging images in sequence reinforces understanding of narrative flow and story structure.
- Reflecting on the story and adding details promotes verbal expression and enhances comprehension.
- The lesson fosters social interaction and communication, boosting confidence in narrating stories and sharing ideas.

ZAMBIAN LANGUAGE

Introduction

The *Zambian Language Module for Learners with Intellectual Disability* has been developed to provide a holistic education that is designed to meet the needs of learners with Intellectual Disability at ECE 3-4 years level. The Module aims at providing quality education that is associated with the Competence-Based Curriculum and 21st Century Skills. It focuses on teaching the knowledge, skills, values and positive attitudes that are designed at enabling children to live and grow into productive and useful members of their communities and the *Zambian society* at large.

This part of the Module comprises of *Zambian Language (Z/L)*. It has necessary topics for early learning stimulation and accomplishment of the child's developmental milestones in line with the 2023 *Zambian Language (Z/L) Syllabus*. The content/topics provided in this Module are aimed at facilitating holistic development of learner's physical, mental, emotional, social, spiritual and moral abilities. The suggested activities are designed to offer learner's a hands-on experience through manipulation of real objects, interaction with nature and learning through play. Thus, the learners' will develop knowledge, desirable lifelong skills, values and positive attitudes needed for their personal and national development.

Topic: 1: NAMING

Introduction

This topic focuses on naming which is a key part of communication and it is used to distinguish and classify objects. Names can help learners to understand and remember what something is, it also helps build the child's sense of identity and belonging. The teacher should encourage learners to name different object in the school and at home.

General competences: Communication

- Demonstrate good listening, speaking skills
- Use appropriate language in different situations
- Express oneself clearly and effectively
- Take turns in conversing with others

Hook: (A thought – provoking question, statement, or a real life scenario related to the chapter /topic to grab attention)

E.g. what is your name?

Teaching and learning Materials:

- Real-life objects or large pictures of school items
- Flashcards with pictures and words of school items
- A simple chart or poster showing common school objects (book, chair, table, etc.)
- Toy versions of school items (optional)

Key Terms /Words/Vocabulary

What is your name, name, my, you, cup, chair, bed, pot, blanket, pillow, book, pencil, table, chalk, and desk.

Sub-Topic:1: Own Names

Introduction

Teaching own name help the learners understand and recognize their own names and it also encourage learners to say and hear their names, linking it to their identity.

Specific Competence:

- Recognize own name

Learning Activities:

1. Recognizing Own Name

- Activity 1: Teacher says your name, you respond by saying, "Present!" or raising your hand to show you heard it.
- Activity 2: The teacher can also call out names in a group, and each learner will respond when their name is said. This helps the learner practice listening and recognizing their name.

2. Telling Own Name

- Activity 1: learners can practice telling their own name when asked. For example, "What is your name?" and the child responds, "My name is [Name]."
- Activity 2: learner can also practice saying their name with the teacher or other children to get comfortable with it.
- Activity 3: learners can play or sing in pairs or in groups to name own name.

Teaching and learning materials

- Puppet
- Learners own picture (photo)

Expected Standard:

- The learner recognize their own name when it is called, and respond appropriately.
- The learner say their own name clearly when asked by the teacher or peers.

- Own names recognized correctly.

Assessment:

- Observing Responses: The teacher will observe if the learner can correctly recognize and respond when their name is called (saying "present" or raising their hand).
- Saying Name Clearly: The teacher will assess if the learners can tell their name when asked, using correct pronunciation and clarity.

Example

What is your name? Answer: my name is

Summary:

1. The learners should be able to recognize their own name when called and respond to it, either by saying "Present!" or raising their hand.
2. The learners should also be able to introduce themselves by saying, "My name is [Name]."
3. These activities help improve the child's understanding of their identity and develop communication skills.

Sub-Topic 2: Friends' Names

Introduction

Everyone has a name, and it's important to know and call your friends by their names. You can use a familiar and gentle tone to capture the learner's attention.

Specific Competence:

- Demonstrate knowledge of friend's names

Learning Activities:

- Telling friend's name:
 - Activity 1: Learners will be introduced to a variety of friends' names through a song or rhyme. The song will feature their friends' names, encouraging them to sing along or repeat the names aloud.
 - Activity 2: Each child will have a turn to say their friend's name. The teacher can prompt by saying, "This is my friend, [name]. What is your friend's name?" and then encourage the learners to respond with their friend's names.

Teaching and learning materials

- Pictures showing friends (classroom group photo)
- puppet

Expected Standard:

- Knowledge of friends' names demonstrated correctly: Learners to demonstrate the ability to recall and state their friends' names accurately when prompted.

Assessment:

- Oral assessment: The teacher will assess each learner's ability to correctly say a friend's name by asking them to name one of their classmates when prompted.
- Observation: The teacher will observe how each learner interacts with their peers and how they use names in daily social interactions.

Example

What is your friends' name? Answer: my friends name is

Summary:

- In this lesson, learners will practice saying their friends' names to build social communication skills and a sense of connection within the group. The activities will be engaging and interactive, with the

teacher reinforcing the names in a fun and supportive way learners will be encouraged through repetition, song, and social interaction to promote understanding and recall of their friends' names.

Sub-Topic 3: Things at Home

Introduction

Naming things found in the home helps learners identify and name everyday objects in different rooms of the house. The Use of visual aids, real objects, and interactive activities encourages active participation.

Specific Competence:

- Name Familiar Things at Home

Learning Activities:

- Activity 1: Naming things found in the house
 - Kitchen:
 - Show a picture of a cup, pot, spoon, and plate.
 - Ask learners to say the names of these objects as you point to them.
 - Encourage them to pick up real items and match them with the pictures.
 - Sitting Room:
 - Show a picture of a chair, table, mat, sofa, and TV.
 - Show each object and ask a learner to name the object aloud and ask other learners to repeat.
 - Display a chart showing a sitting room or alternative invite learners to look around the sitting room and point to items that match the names.
 - Bedroom:
 - Show pictures of a bed, blanket, pillow, and dresser.
 - Point to real items in the room and say their names, helping learners repeat after you.

Expected Standard:

Things found in the home named appropriately.

Assessment:

- Observation: Watch how children respond when you point to objects or hold up pictures. Are they able to correctly name the items in the house?
- Interactive Questioning: Ask, “Where is the bed?” or “Can you show me the cup?” as a way to encourage verbal responses and interactions.
- Matching Game: Show images or real items from the kitchen, sitting room, and bedroom, and ask the children to match them with the correct names.

Summary:

- Learners to name, match, point and recall familiar things found in the house.
- Continue practicing naming other things around the home and expand to other areas (e.g., bathroom, garden) as they grow more confident.

Sub-Topic 4: Things at School**Introduction.**

Learners will identify and name familiar objects found in their school environment, using visual aids, hands-on experiences, and repetition.

Specific Competence:

- Name familiar things at school

Learning Activity

- Naming things found at school
Examples: books, chair, table, chalk, pencil, bag, eraser, ruler, clock.....
 - Show the learners a poster or real objects from the classroom.
 - Hold up each object and say its name aloud (e.g., "This is a book," "This is a chair").
 - Ask the learners to repeat the names after you.

- Naming and Matching Game
 - Lay out flashcards or pictures of the objects on the floor or table.
 - Point to each object and say its name, then ask children to point to the matching object (e.g., "Can you find the chair?").
 - Encourage learners to say the name of the object as they point to it.

- Hands-on Exploration
 - Give the learners real objects or toys to handle (e.g., a small book, toy chair).
 - Allow learners to explore and interact with these objects. As they play, prompt them to say the name of the object: "Can you show me the pencil?" or "What's this called?"
 - Celebrate their responses with positive reinforcement.

- Group Practice
 - Sit in a circle with the children. Pass an object around and ask each child to say the name of the object when it's their turn. If needed, model the correct response first.
 - Encourage peer interaction by asking children to help each other: "Can you tell your friend the name of the book?"

Expected Standard:

- Familiar things found in school and named correctly

Assessment:

- Observation: Teachers ask learners to name objects correctly found at school, either verbally or by pointing to the correct item. What is this?
- Participation: Children's level of involvement in the group practice and hands-on exploration will be noted.
- Repetition: Encourage repetition and consistency in naming objects to help reinforce their learning.
 - Review the objects they named during the activity.
 - Ask the learners to choose their favorite object and say its name again: "Which one do you like the most? What's it called?"

Summary:

- Learners to name familiar things found at school.
- Through hands –on exploration, group activities, and verbal repetition, Learners will improve their vocabulary and build confidence in naming everyday school items.

Topic: 2: CONVERSATION

Introduction

Conversation is a form of communication between two or more people where ideas are exchanged. Skills include active listening: paying full attention to what the other person is saying, turn-taking: taking turns speaking and listening and understanding and compromise: being open to understanding the other person's point of view and working towards a solution.it also focuses on basic communication skills with an emphasizes on greetings at different times of the day.

Communication skills are important because they enable effective communication, allowing individuals to build strong relationships, understand others better, resolve conflicts, and navigate social situations successfully in personal life. Teachers should encourage learners to participate in interactive activities to enhance conversation.

General competence: communication

- Demonstrate good listening, speaking skills
- Use appropriate language in different situations
- Express oneself clearly and effectively
- Take turns in conversing with others

Hook:

- A greeting song with actions
- Play a fun dance song and use simple commands.
- Show and tell with pictures

Teaching and learning materials:

- Picture cards
- Models
- Pictures showing different action when asking for permission

Key Terms /Words/Vocabulary

- Greeting, how are you? I am fine, good morning good afternoon, goodnight.

Sub-Topic: Greetings

Introduction

At this stage, learners will learn how to greet others at different times of the day, such as saying "Good Morning," "Good Afternoon," and "Good Night." This helps children develop basic social communication skills and understand how greetings change depending on the time.

Specific Competence:

- Use appropriate greetings at different times of the day.

Learning Activities:

- Responding to Common Greetings:
Encourage learners to practice responding to simple greetings like "How are you?"
 - Teacher says: "How are you?"

- Learner responds: "I am fine, thank you."
- Responding to Greetings at Different Times of the Day:
Introduce the different greetings for morning, afternoon, and evening.
Model them first and then practice with the learners.
 - Morning: "Good morning!"
 - Afternoon: "Good afternoon!"
 - Evening: "Good night!"
 - Practice with learners using role play, where they take turns greeting each other according to the time of day.
- Using Common Greetings:
Practice greeting the learner at different times of the day, repeating each greeting in a fun and engaging way.
 - At Morning Circle: "Good morning, children!"
 - During the afternoon snack: "Good afternoon, children!"
 - Before rest time: "Good night, children!"
 Encourage the learners to say these greetings aloud when prompted by the teacher.

Teaching and learning materials:

- Chart showing different time of the day (sunrise, midday and sunset)
- Chart showing people greeting each other showing greeting action.

Expected Standard:

- Appropriate greetings at different times of the day used correctly
 - Learners will use appropriate greetings in response to different times of the day, both in practice and in real-life scenarios.
 - Learners will recognize when to use "Good morning," "Good afternoon," and "Good night" based on the time.

Assessment:

- Observation:

- Observe learners as they interact with peers and teachers, ensuring that they use greetings correctly at appropriate times.

Teacher: good morning? Good afternoon?

- Note the consistency with which learners use the correct greeting for the time of day, either in group activities or informal settings.

Summary:

- Learners to use and respond to common greetings at different times of the day.
- Create opportunities throughout the day to practice greetings (e.g., during circle time, at playtime, or when entering and leaving the classroom).
- Keep the learning experience playful and positive, ensuring that children feel confident in using their new communication skills.

Sub-Topic 2: Simple Commands

Introduction:

The focus is to help learners listen to simple commands and respond appropriately. This will assist them in developing their listening skills and understanding basic instructions in their *Zambian* language. Learning simple commands will also enhance their ability to follow directions in their daily activities.

Specific Competence:

- Listen to and respond to simple commands.

Learning Activities:

- Listening and responding to commands:

- Use simple, clear language when giving commands (e.g., “Sit down,” “Stand up,” “Jump,” “Come here”).
- Pair words with actions. For example, say "Sit down" while sitting down yourself to model the action.
- Encourage the children to repeat the command and act it out after hearing it.
- Engage in interactive play:
 - Use toys or objects to help model actions with commands.
 - Encourage children to take turns giving simple commands to their peers.
- Group Activities:
 - Pair learners to practice responding to commands in a group setting.
 - Play games such as "Simon Says" or "Follow the Leader" to make learning fun and interactive.

Teaching and learning material

- Toys
- Model
- Chart showing people with different commands

Expected Standard:

Simple commands listened and responded to appropriately

- Learners should listen carefully to simple commands and respond appropriately without hesitation.
- Learners should be able to demonstrate understanding by following commands like “Sit down,” “Stand up,” “Jump,” etc.
- They should also begin to associate the command with the action.

Assessment:

- Observation: Observe the learners as they respond to various commands. Check for understanding by giving different simple commands.

For example: Sit! Stand! Jump! ...

- Interaction: Assess how well the learners can follow commands during play-based activities or group sessions.
- Questioning: Ask learners to repeat the command and act it out to confirm understanding (e.g., “show me how to ‘jump’?”).

Summary:

- Listen attentively and respond to simple commands. .
- To recognize and act on these commands to promote their communication skills, social interactions, and independence.

Sub-Topic: Asking for Permission

Introduction

Asking for permission is a crucial social skill that helps learners understand boundaries, respect others property and personal space and maintain a positive classroom environment.

Specific Competence:

- Use appropriate language when asking for permission

Learning Activities

- Modeling:
 - The teacher should model asking for permission first.
 - Example: “Please, teacher, can I go to the toilet?” or “Please, teacher, may I play with the ball?”
- Interactive Practice:

- Teacher sets up role-playing scenarios where students need to ask for permission. For example:
 - A child asks: "Please, may I drink water?"
 - Teacher responds: "Yes, you may."
- Repeat this in a circle with different situations like asking to borrow something, go outside, or eat a snack.

Group Activity:

- Divide the learners into pairs or small groups. One learner can pretend to be the teacher, and the other asks for permission. Afterward, swap roles.
- Example scenario: "Can I please play with the toy?" "Yes, you can."
- Repetition & Reinforcement:
 - Use songs, chants, or rhymes in the target language that involve asking for permission.
 - Example chant: "May I, may I, play today? Please, teacher, let me play, yay!"
- Visual Aids & Real-Life Context:
 - Use picture cards or visuals showing learners asking for permission in various settings.
 - Practice in real-life scenarios: Before lunch, before leaving the classroom, before using classroom items, etc.

Expected Standard

Appropriate language when asking for permission used correctly

- Learners to correctly ask for permission using appropriate language.
(E.g. "please, can i"..... "may i")

Assessment

- Observe and assess learners through practical exercises, role-playing, and daily classroom interactions. Question: What should you say when you want to go to the toilet?
- Use informal observation and perhaps a checklist to ensure that each child understands and can correctly ask for permission.
 - Can the learner ask for permission independently?
 - Do they use polite words (e.g., “Please,” “May I,” etc.)?

Summary

- Learners to practice and internalize the appropriate language for asking for permission using simple, clear language and developing respectful social Interactions.

Sub-Topic: Likes and Dislikes

Introduction:

This helps learners develop a sense of self, allowing them to make informed choices about activities, food, and social interaction, ultimately contributing to their overall happiness and self-esteem by understanding what brings them joy and what they may want to avoid, it also fosters communication skills as they learn to express their preferences clearly.

Specific Competence:

- Express Likes and Dislikes

Learning Activities:

- Talking About Things They Like:
 - Activity 1: Show pictures or real objects (fruits, toys, clothes) and say, “Do you like this?” Allow the child to respond either by saying yes, shaking their head, or pointing to indicate their preference. Example: “Do you like bananas? Yes? Okay, let’s all say, ‘I like bananas!’”

- Activity 2: Play a game where learners point to things they like in the classroom or during an outdoor activity.
- Talking About Things They Do Not Like:
 - Activity 1: Show other items and ask if they like it. If they don't like it, help them say "No, I don't like this." For example, show a picture of a bitter leaf and say, "Do you like this?" If the child shakes their head, encourage them to say, "I don't like bitter leaves."
 - Activity 2: Use a role-playing activity where learners can express their dislikes by saying "I don't like..." and miming or acting out the reason (e.g., pulling a funny face when they don't like something).

Teaching and learning materials:

- Sweets
- Bitter leaf
- Biscuits
- Lemon
- Toys
- Pictures of food
- games

Expected Standard:

Likes and dislike talked about appropriately

- Learners to express their likes and dislikes using simple language or gestures. For example, saying "I like..." or "I don't like..." or pointing to items that they like or dislike.
- Encourage verbal responses but allow non-verbal cues (e.g., nodding, shaking head, pointing) for children who may have limited verbal abilities.

Assessment:

- Observe the learners during activities. Can they identify items they like or dislike? Are they able to communicate these preferences clearly? Example; do you like coming to school? What don't you like doing or eating?
- Check if children are engaging with the activities, and if they are using words, gestures, or actions to express their preferences.

Summary:

- Reinforce that expressing likes and dislikes is a normal way to communicate and that everyone has different preferences.
- Remind learners that it's okay to like different things from others.

TOPIC3: STORYTELLING

Overview:

Storytelling is an important skill that helps children develop listening, comprehension, and communication skills. In this lesson, we will introduce simple stories in a way that is accessible and enjoyable for young learners, especially those with intellectual disabilities. The focus will be on listening to simple stories and responding to basic questions.

General Competencies: communication and creativity and innovation

- demonstrate good listening and skills
- use appropriate language in different situation
- express oneself clearly and effectively
- take turn in conversing with other
- communicate ones ideas to others
- ask simple questions

Hook: Show a picture of a familiar story character (like a well-known animal or local figure) and ask the children if they know who it is. Use simple gestures or visual cues to help them connect with the story.

- Song or rhyme: Begin with a simple song or rhyme related to the story, like a nursery rhyme in the local language, to build excitement.

Key Terms/Vocabulary:

- Story
- Listen
- Question
- Who
- What
- When
- Where
- Why
- How
- Answer

Sub-Topic 1: Simple Stories

Introduction:

A simple, familiar story that involves everyday situations like a learner's interaction with an animal, a local festival, or a family scene. Keep the language clear, repetitive, and visual, using props like pictures or toys to represent the story's characters.

Specific Competence:

- Listen and respond to simple stories.

Learning Activities:

- Activity 1: Listening to Simple Stories
 - Play or read a short, simple story aloud using clear, slow speech. You can use a visual aid, such as a picture book or puppet, to engage the children.

- Focus on repetition—telling the story more than once or having them repeat certain key parts of the story.
- Activity 2: Responding to Simple Questions
 - After telling the story, ask basic comprehension questions that relate to who, what, where, when, why, and how.
 - For example:
 - "Who was in the story?" (Who)
 - "What happened to the character?" (What)
 - "Where did the story take place?" (Where)
 - Use simple, clear questions to check their understanding. Support their answers with visual cues or gestures.
 - Encourage learners to point or use simple words to answer. They can use pictures or hand signs to assist their responses.

Teaching and learning material

- Pictures
- Toys
- Charts showing different scenarios

Expected Standard:

Simple stories listened and responded to correctly

Learners to:

- Listen attentively to simple stories.
- Answer basic questions about the story correctly.
- Understand key details like who, where, and what happened in the story.

Assessment:

- Observational Assessment:

- Observe the learners as they listen to the story. Are they attentive? Can they point to or mention characters from the story?
- Ask simple questions and assess whether the students can respond correctly with support. Example: who was in the story? What happened?
- Use pictures or props to aid their responses and track progress.
- Simple Response Task:
 - After a story, provide the learners with a series of pictures (e.g., a tree, a child, an animal) and ask them to point to the picture that matches parts of the story.

Summary:

This lesson encourages young learners to actively listen to simple stories and begin to understand basic concepts like character, action, and setting. Through repeated exposure, learners will develop the ability to recall key details and answer questions in simple language, reinforcing their listening and comprehension skills. Visual aids, gestures, and repetition are key strategies to support the learners in comprehending and responding appropriately.

Tips.

- Use Visual Cues: Pictures, toys, or props that represent the characters and setting will help learners follow the story.
- Repetition and Routine: Repeat stories frequently to reinforce understanding and encourage memory.
- Simple, Clear Language: Always keep language simple, breaking down each concept to ensure clarity.

Sub-Topic: Picture Stories

Introduction:

Learners will be introduced to picture stories they will have the opportunity to describe pictures and share their own interpretations. Picture stories help learners connect ideas visually and verbally, promoting creativity, communication, and comprehension.

Specific Competence:

- Describe and interpret pictures

Learning Activities:

The learner will practice describing images and interpreting them in simple ways, using their words to tell a story about what they see.

1. Identifying Pictures:

- Show learners a variety of pictures on a chart.
- Ask the Learners to name objects, animals, people, or actions they see in the pictures.
- Encourage them to point to specific parts of the picture and describe what they notice (e.g., “This is a house,” “There is a tree,” “The boy is running”).

2. Telling Stories Based on Pictures:

- After identifying the pictures, ask the learners to create simple stories. You can guide them by asking questions like:
 - “What is happening in the picture?”
 - “Who is in the picture?”
 - “What is the person or animal doing?”
- Encourage them to use simple sentences, such as “The girl is smiling” or “The dog is running.”
- Help them connect their ideas logically and build the story step by step.

Teaching and learning Materials

- Wordless Picture story book
- Conversation Poster
- Pictures
- Sequenced Picture cards

Expected Standard:

Pictures described and interpreted accordingly

- Learners to describe pictures clearly by identifying objects, people, and actions.
- Learners to make simple interpretations and share stories based on the pictures.

Assessment:

- Observe if the learners can identify different objects, people, and actions in the pictures.
- Listen to their stories and ensure they can express simple thoughts and ideas connected to the images.
- Assess how well learners describe and interpret pictures, looking for clear connections between the picture and their story.

Summary:

Learners to practice identifying elements within pictures and expressing their thoughts in a structured way. By telling stories based on pictures, they will enhance their language skills, understanding of images, and ability to create narratives.

CREATIVE AND TECHNOLOGY STUDIES

The Creative and Technology Studies (CTS) teaching module for Learners with Intellectual Disability at ECE 3-4 years level. The Module aims at providing quality education that is associated with the Competence-Based Curriculum and 21st Century Skills. The integration of CTS in early childhood education enhances cognitive development, problem-solving abilities, and innovative thinking. Therefore, it is imperative for Teachers to harness these elements to create engaging and interactive learning experiences. This module highlights the significance of art, music, drama, digital literacy, and hands-on technology experiences in enhancing holistic child development.

The suggested activities are designed to offer learner's a hands-on experience through manipulation of real objects, interaction with nature and learning through play. Thus, the learners' will develop knowledge, desirable lifelong skills, values and positive attitudes needed for their personal and national development.

TOPIC 1: SAFETY

Introduction

Safety in the environment is a fundamental aspect of our lives and a critical contributor to a positive learner, teacher, and school-level competence. Learners are expected to attain and influencing how learners interact with the environment, the people around, the technologies they use encompassing a wider range of practices, principles and awareness aimed at preventing accidents, injuries and harmful incidents. Learners with special needs understanding safety is crucial not only in schools and homes but also in daily lives as it helps to create a culture of care and responsibility. The learners in early education, should be taught how to identify safe environment, unsafe environments, identifying dangerous objects, how to prevent or avoid accidents from happening by following safety precautions such as not playing with matches, lighters, medicines, switches, fire, and putting buttons or coins in the mouth.

GENERAL COMPETENCE: Environmental sustainability:

- Adhere to best practices in environmental management.
- Develop understanding and practice safety in the environment.

HOOK: “Okay, everyone! Imagine you're a superhero. Your job is to keep yourself and your friends safe! Can you think of any superhero moves that would help you stay safe in your classroom and on the playground? Let's talk about how we can all be safety heroes today!”

Key Terms /Words/Vocabulary

- **Environmental safety:** keeping our world safe and clean, just like we take care of our bodies
- **Personal safety:** ability of learners to recognize, understand, and practice behaviors that protect their physical and emotional well-

being. It involves teaching children how to make safe choices, understand boundaries, and know how to respond in situations that may be unsafe.

- **Hazards:** anything in the environment or any situation that has the potential to cause harm, injury, or danger to learners
- **Dangerous objects:** any items or materials in a child's environment that can potentially cause harm or injury if mishandled, misused, or interacted with inappropriately.

Sub-Topic 1- Safety in the Environment

Safety in the environment are measures put in place by staff, parents, learners and other stakeholders to minimise or eliminate risk conditions or threats that may cause accidents, bodily injury as well as emotional and psychological distress. As such meaningful teaching and learning cannot happen in an environment that is not safe and secure for both learners and staff, for learners with special needs, safety in the environment is a prerequisite. Learners need to learn in their immediate environment (home and school). Prioritizing safety is essential to learners with special needs for protecting them, their home, school and communities. By gaining a competence about safety and understanding risks, implementing preventive measures, fostering education, can make them feel more secure, understand the expectations and minimize behavior issues and also help learners predict the classroom environment and understand expectations by clarifying classroom rules for learners to cultivate a welcoming, engaging setting.

Specific Competence(s) – Learners to: Practice safety in the environment

Learning Activities

- Identifying safety items in their home or school
- Asking learners to tour the school environment (toilets, kitchen, pits...)

- Identifying harmful objects in the environment (poison, fire, paraffin, medicines, naked electric cables...)
- Discussing safe and unsafe environments in school (clean classroom... broken bottles...)
- Naming some harmful substances such as (broken glasses, paraffin...)
- Role playing ways of practicing safety in the environment

Activity: Present simple safety scenarios to the children, like “What if you see a puddle on the floor?” or “What if you find a sharp object?” Ask the children to act out how to solve the problem (e.g., get an adult, tell a friend, use a towel to dry the floor avoiding rubbish bins, touching naked wires, ...)

Expected Standard- Safety in the environment practiced correctly.

- Activity: Present simple safety scenarios to the learners, like “What if you see on the floor?” or “What if you find a sharp object?” Ask the children to act out how to solve the problem (e.g., get an adult, tell a friend, use a towel to dry the floor avoiding rubbish bins, touching naked wires, ...)
- Learners to recognize hazards in different environments (home, school, and neighborhoods and appropriate responses such as if wires are naked or sharp don’t touch it but tell an adult.
- How to seek help when in danger

Summary

- The major competence was to allow learners to Practice safety in their environment helping them to understand the potential hazards and how to remain safe in various settings.
- The lesson was a practical, engaging and depicting different environments children encounter such as home, school playground and community
- The lesson concluded with a review of what was learned encouraging learners to share their thoughts and experiences related to safety and a

positive reinforcement was given praising their contributions and encouraging safe behaviors.

- The lesson not only aimed to educate but to allow learners to gain a competence on how to practice safety in the environment and how to feel confident in recognizing and responding to potential hazards in their environment.

SUB-TOPIC 1- DANGEROUS PLACES

Specific Competence - Demonstrate knowledge to avoid dangerous places in the community

Learning Activities

- Identifying different environments and discussing potential hazards (prepare pictures of various places (playground, kitchen, street, park, pool, forest, train tracks). Ask the children to sort these places into “safe” and “dangerous” categories.
- Using the chart to demonstrate knowledge of dangerous places (broken bottles,, slippery floors...).
- Identifying dangerous places in the home, school and community (Ponds, wet surfaces, rubbish pits...).
- Discussing familiar environments in their neighborhoods to illustrate potential dangers
- Discussing ways of avoiding dangerous places (not playing in or near the rubbish pit...).
- Practicing safe movements in the school environment (not running in corridors, leaning on windows...).
- Practicing appropriate behaviors in both safe and dangerous places (Safety role playing by setting up role playing scenarios where children can act out safe and unsafe choices (crossing the street with guidance, running into the roads...)

Expected Standard- Knowledge to avoid dangerous places in the community demonstrated accordingly.

- Activity: Create scenarios where learners act out safe versus unsafe situations. For example, they could practice crossing the street safely with an adult versus playing near a busy street. Or, practice going to the play park versus playing near a pool without an adult.
- Creating a safe and a dangerous place and asking learners to categorise safe and dangerous places. Together, identify safe areas and dangerous spots and discussing why some places need caution.
- Safety map activity asking learners to identify safe areas and dangerous spots.

Summary

- The competence aimed to teach learners with special needs on how to recognize and understand various dangerous places, the potential risks associated with them and strategies for staying safe.
- The lesson included visual aids helping learners identify different types of dangerous places
- The lesson concluded with the review of the key points and reminder about the dangerous places and encouraging learners to share with their families to reinforce the importance of safety

TOPIC 2: TOOLS

Introduction:

Teaching learners with special needs in early level require a dynamic and engaging approach to foster their development and ignite their curiosity. At this critical stage the learners cognitive, social, emotional and physical skills are rapidly evolving, making the selection of appropriate teaching tools vital. Utilising a diverse range of tools in attempt to teach learners a competence of Recognize tools found in the immediate environment. Tools and equipment are vital to learners with intellectual disability, and their manipulation in everyday lives plays a pivotal role for dexterity as well as offering an independent skill to learners. These are devices that make our work easy, it is for this reason that learners with intellectual disabilities in level one will learn about tools such as recognizing tools found in the

immediate environment learners are equipped with knowledge and skills on how to use these tools they may be able to design items, make and sell to earn a living.

GENERAL COMPETENCE: Creativity and innovation

- Show openness to new knowledge.
- Show creativity.
- Explore areas of interest.
- Explore the objects around them.

HOOK: "Who wants to help me fix something with these tools? Let's be builders today!"

Key Terms /Words/Vocabulary

- **Hammers** : A hand tool with a heavy head used for hitting nails or breaking objects (e.g., He used a hammer to build the table).
- **Shovels** : A hand tool with a broad, flat blade and a handle, used for digging, lifting, or moving materials like dirt, snow, or sand (e.g., He used a shovel to clear the snow).
- **Rakes** : A tool with a long handle and a row of tines (prongs) used for gathering leaves, grass, or soil (e.g., She used a rake to collect the fallen leaves).
- **Hoes:** A tool with a flat, thin blade used for digging, weeding, or breaking up soil (e.g., She used a hoe to remove the weeds from the garden).
- **Slasher:** used for cutting through grass, bushes, and small plants. It has a long, flat, and sharp metal blade attached to a handle, often made of wood or metal.

SUB-TOPIC 1- HAND TOOLS

Tools and equipment are vital to learners with intellectual disability, and their manipulation in everyday lives plays a pivotal role for dexterity as well as offering an independent skill to learners. These are devices that make our work easy, it is for this reason that learners with intellectual disabilities in

level one will learn about tools such as recognizing tools found in the immediate environment

Specific Competence - Recognize tools found in the immediate environment

Learning Activities

- Identifying and recognizing hand tools (Provide a set of flashcards with pictures of different hand tools (hammer, screwdriver, hoe, slasher, rakes...), and corresponding real tools or toy versions)
- Explaining the purpose and basic function of hand tools (Set up a “toolbox” station with various child-safe hand tools (like plastic hammers, wrenches, screwdrivers). Let the children explore and handle the tools while you talk to them about each one’s purpose.
- Recognizing the appropriate tool for different jobs (Present a variety of simple tasks (like “We need to screw in a bolt,” “We need to pound a nail,” or “We need to tighten a screw”). Provide a selection of hand tools and ask the children to choose which tool they would use for each task.
- Defining hand tools found in the environment (chart showing different tools).
- Matching the tools with the work that they do in everyday life.
- Discussing the use of tools found in the immediate environment.
- Drawing the simple hand tools found in the environment.
- Discussing the importance of using tools safely.

Expected Standard- Tools found in the immediate environments recognized correctly.

- **Activity:** Present a variety of simple tasks (like “We need to screw in a bolt,” “We need to pound a nail,” or “We need to tighten a screw”). Provide a selection of hand tools and ask the children to choose which tool they would use for each task.

- **Activity:** Teach a song or rhyme about different tools (e.g., “I have a hammer, and I can pound, I have a hoe, and I can dig!”). Incorporate movements or actions to go with each tool.
- Reading a story that features tools, discussing how the characters use them. Asking the learners questions to promote critical thinking about tools purpose.
- Discussing about which tools might be used for specific tasks in painting
- The assessment activities will include project based tasks, practical demonstration, written assessment (quizzes, open ended and closed questions...)

SUMMARY

The use of diverse teaching tools to learners with special needs is essential for nurturing these learners in early years due to their learning pace. The right tools not only enhance engagement and motivation but also accommodate the varied learning styles and developmental needs of young children. By fostering an environment rich in creative and interactive resources, teachers can facilitate meaningful learning experiences that prepare learners for future challenges. As we continue to evolve our teaching methods, it is imperative to remain attentive to the effectiveness of these tools and their impact on early childhood education, ensuring that we provide a solid basis for our learners with special needs.

TOPIC 3: DRAMA

Drama is a form of storytelling that involves conflict, emotion and character development, which may be expressed through dialogue and performance. Highlight that it can take many forms from traditional plays to modern. Drama is a means of communication that allows learners to express thoughts, challenges, and understanding of complexities of human nature. The competence in this regard is to allow learners to understand the dynamics of the roles that enhance the appreciation of the dramatic art.

GENERAL COMPETENCE: Communication

- Express oneself using different materials.
- Communicate one's ideas to others.
- Apply communication skills in different situations.

HOOK: What animal do you want to pretend to be today?" or "Who would you be in a superhero story?"

Key Terms /Words/Vocabulary

- **Roles:** explore their imagination, act out scenarios, and build confidence
- **Art :** a broad range of activities that encourage children to express themselves creatively through visual mediums, such as drawing, painting, sculpting, and crafting, as well as through music, dance, and drama
- **Play:** way that young children explore, make sense of the world around them, and acquire new skills for learning and development
- **Character:** a persona or role that children or educators take on during a dramatic play or storytelling activity
- **Fiction:** stories, scenarios, or characters that are imaginative, made-up, or fantasy-based, rather than being based on real events or people.

Sub-Topic 1 - Roles

Teaching roles to learners with special needs involves providing engaging, clear, and structured activities that help them understand different roles in their lives (e.g., family roles, community roles, classroom roles) and how to perform these roles in a positive and effective way. Drama and roles reflects human experiences, societal issues and cultural narratives. Drama may not be confined to the stage as it involves our interaction and relationships. The enthusiasm, participation, creativity and carrying the spirit of drama in the activities the learners do in schools.

Specific Competence - Imitate adult roles

Learning Activities

- Understanding and practicing different roles in a fun, hands-on way (Provide costumes or props for different roles (firefighter, teacher, parent, doctor). Have children act out these roles with guidance, practicing the actions and behaviors associated with each one.
- Helping children understand social expectations and roles in different environments (Create simple, personalized social stories that describe various roles and the expectations associated with them. For example, a story about being a good friend at school, or a story about a family member's role in taking care of the house)
- Visualizing daily roles and routines (Create a visual chart or schedule that shows different roles children can take on during the day. For example, it could include roles like "Helper," "Leader," "Cleaner," or "Listener." Each child can take turns being in charge of different roles throughout the day)
- Explaining the different roles each character may perform.
- Arranging different characters in the family circles.
- Discussing adult roles (mothers, teacher, father...).
- Demonstrating by acting out simple scenario (family roles, cooking...).
- Using the exaggerated expressions and gestures to illustrate the concept of acting.
- Imitating roles of a mother/father (Cooking, painting, sweeping, and drawing water ...).
- Acting out roles of a teacher or parent (cleaning the board, calling out the register ...).

Expected Standard- Adult roles imitated appropriately.

- **Activity:** Read a story or watch a short video about people performing different roles (e.g., community helpers, family members). Afterward, discuss with the children what roles each character plays and how

those roles help others. Ask them to think about their own roles at home or school.

- **Activity:** In this activity, children take turns being the teacher or leader. The child who is the "teacher" can give instructions to the rest of the group, such as guiding them through a simple activity or providing directions for a task.

Summary

Teaching a lesson on drama to early learners and especially a competence to imitate adult roles can be a fun and educational experiences. A recap on the core elements of drama discussed during the lesson, characters, plot, setting conflict and theme. They highlight how these elements interact to create a cohesive narrative. Asking learners to share their insights or observations from the day's activity or drama performed on imitating adult roles.

MATHEMATICS AND SCIENCE

Introduction

The Early Childhood Education Teaching Module in Mathematics and Science is designed to equip educators with foundational knowledge, skills, and strategies for effectively teaching young learners in these critical subjects. The module emphasizes the importance of fostering curiosity, critical thinking, and problem-solving abilities through hands-on, play-based, and inquiry-driven approaches. It covers key mathematical concepts such as number sense, patterns, measurement, and basic operations, alongside fundamental scientific principles, including exploration of the natural environment, physical properties, and simple experiments. Additionally, the module highlights developmentally appropriate instructional methods, integration of technology, and inclusive practices to cater to diverse learning needs. By the end of this module, Teacher will be able to create engaging and interactive learning experiences that lay a strong foundation for children's lifelong interest and competence in mathematics and science.

TOPIC1: CLASSIFICATION

Introduction

This topic will focus on identification, matching, sorting and ordering of different objects according to their attributes. Classification is the process of organizing things into groups or categories based on shared characteristics. Classification helps in organizing and understanding the relationships between things, as well as comparing and contrasting. The topic will help learners to understand and appreciate different object attributes. Learning about classification will help learners to identify, match, sort and order different objects according to their attributes.

General Competence(s):

Critical thinking:

- Ask and answer simple questions.

- Classify objects according to their attributes.
- Manipulate different objects.
- Match different things according to attributes.
- Arrange objects according to attributes.
- Compare similarities or differences between objects.
- Explore the environment.
- Recognize and name items in the environment.

Analytical thinking:

- Identify patterns.

Hook: look at these objects. Are they the same or different? (Teacher to display different objects with different attributes).

Suggested Learning/ Teaching Materials: Objects of different colours, shapes and sizes, charts, number cards, cut-outs of things that are big and small in nature.

Key Terms /Words/Vocabulary

List of Key Terms:

- **Identification-** involves the act of recognizing and naming things from the environment.
- **Matching-** is pairing of things together that have similar characteristics.
- **Sorting-** is the process of arranging a collection of items in a specific order.

- **Ordering-** is an act of putting things in sequential arrangement.

Sub-Topic 1: Identification

Introduction: This subtopic will focus on identification. Identification involves the act of recognizing and naming things from the environment. In this subtopic therefore, the learners will be subjected to the activities of identifying various objects with different colour, shapes and sizes.

Specific Competence(s)

- Identify objects according to their attributes.

Learning Activity 1: Identifying Objects by Colour (look and name the objects by colour)

- Display various objects with different colours
- Ask learner (s) to identify objects by colour (green, blue, red, yellow)
- Learners name the identified objects by colour.
- Individual learners trace and colour some of the identified objects in their exercise books

Learning Activity 2: Identifying Objects by Shapes (look and name the objects by shapes)

- Display different objects with various shapes.
- Ask the learners to identify the objects according to their shapes.
- For example, those that appear circular, triangular, rectangular etc.
- Learners trace some of the objects identified in their exercise books.

Learning Activity 3: Identifying Objects by Size (look and name the objects by size)

- Teacher tours the classroom and school environment with the learners to compare the sizes of different objects .
- Ask learners to identify and compare objects that are small and those that are big.
- In the learning corner, learners perform an activity of comparing objects. For example, which leaf is big? Which one is small? Which stone is big and which one is small? Which box is big and which one is small?
- Learners trace some of the small and big objects from the environment.

Learning Activity 6: Counting from 1-3 (play activity)

- Teacher makes learners demonstrate and practice counting from 1-3 using various objects.
- Learners practice counting anything from the immediate environment with the teacher.

Learning Activity 7: Comparing Numbers with Objects (pairing numbers with objects)

- Introduce the numbers 1-3 to the learners using number cards.
- Learners individually read the numbers written on the cards.
- Demonstrate pairing the numbers by comparing with the number of objects.
- Give the learners number cards and ask them to pair them with the corresponding number of objects (play activity).

Learning Activity 8: Reading and Tracing Numbers 1-3

- Introduce the numbers 1-3 on the board.

- Together with learners practice reading the numbers 1-3.
- Demonstrates how to trace from the board the numbers 1-3.
- Asks the learners to trace numbers from 1-3 in their exercise books.

Expected Standard

- Objects identified according to their attributes correctly.

Assessment:

- Demonstrate how to trace various objects.
- Ask the learners to trace objects with:
 - i. A certain colour for example trees, tomatoes, and colour them.
 - ii. A certain shape for example a bus, car, hut, house, car wheels and colour them
- Using cut outs, learners trace things that are big in nature and those that are small in nature and colour them.

Project: Make cut outs of the four basic shapes (triangle, rectangle, square and circle) and colour them with the primary colours already learnt.

Subtopic 2: Matching

Introduction: This subtopic will focus on matching. Matching is pairing of things together that have similar characteristics. Matching is used to describe things which are of the same size, colour or design. In this subtopic therefore, the learners will do activities of matching various objects with different colour, shapes and sizes.

Specific Competences:

- Match different objects according to their attributes.

Learning Activity 1: Matching Objects of Similar Sizes

- Display assorted objects for example, bottle tops, bottles, toys, boxes, children shoes
- Ask the learners to identify those with similar sizes.
- Learners match objects with similar sizes (play activity).

Learning Activity 2: Writing Activity

- Demonstrate matching objects drawn in the learners exercise books
- Ask the learners to match objects drawn in their exercise books according to size.

Learning Activity 3: Matching Objects of Similar Colour

- Display assorted objects, example, bottle tops, cups, plates, pencils,
- Ask individual learners to pick one object and match it with another object of similar colour (play activity).
- Ask the learners to match things according to colour as drawn in their exercise books.

Learning Activity 4: Matching Objects of Similar Shapes.

- Display various objects with different shapes.
- Ask the learners to match the objects of similar shapes.
- From the drawings on the chart/exercise books, learners try to match objects of similar shapes.

Expected Standard

- Different objects matched according to their attributes correctly

Assessment

- Ask the learners to match objects drawn in their exercise books according to their size, shape and colour. **(N.B Ensure the objects are drawn in the learners books in advance)**

Subtopic 3: Sorting

Introduction:

This subtopic will focus on sorting. Sorting is the process of arranging a collection of items in a specific order. Sorting can be used to put or arrange, numbers, words, or other objects in an order or to separate them into groups. In this subtopic therefore, the learners will do activities of sorting various objects with different colour, shapes and sizes.

Specific competence(s):

- Sort objects according to their attributes

Learning Activity 1: Sorting (Grouping) Objects According to its Characteristics (play activities).

- Display various objects.
- Ask the learners to sort them according to their type; for example, find objects that:
 - i) make noise when dropped
 - ii) are edible
 - iii) are dangerous to play with etc

Learning Activity 2: Sorting (Grouping) Objects According to their Shapes

- Display objects with various shapes and ask learners to sort them according to their shapes such as:
 - i. Objects with circular shapes (play activity)

- ii. Objects with rectangular shapes (play activity)
- iii. Objects with triangular shapes (play activity)
- iv. Objects with irregular shapes (play activity)

Learning Activity 3: Sorting (Grouping) Objects According to its Colour

- Display assorted objects and ask the learners to sort them according to their similar colour (play activity).

Expected Standard

- Objects sorted according to their attributes correctly

Assessment:

- Learners perform play activities where they sort objects according to their size, colour and shapes

Subtopic 4: Ordering

Introduction: This subtopic will focus on ordering things. Ordering is an act of putting things in sequential arrangement. In this subtopic therefore, the learners will do activities of arranging things according to their length, height and size.

Specific Competence(s):

- Order objects according to their attributes

Learning Activity 1: Ordering (Arranging) Objects According to Size

- Display objects of similar shapes but different sizes and ask the learners to arrange them from:
 - i. the smallest to the biggest (play activity)
 - ii. the biggest to the smallest (play activity)

Learning activity 2: Ordering Objects According to Length and Height

- Display objects of similar shapes but different length and heights
- Ask the learners to arrange the shapes from:
 - i. the shortest to the tallest (play activity).
 - ii. the tallest to the shortest (play activity).

Expected Standard

- Objects ordered according to their attributes correctly

Assessment:

- Learners perform play activities where they arrange objects sequentially by size, height and length.

Summary

- Identification is an act of recognizing and naming things.
- Objects can be identified from the environment according to their size, colour, design.
- Matching is pairing of things together that have similar characteristics
- Various objects can be matched according to their size, colour and shapes.
- Sorting is the process of arranging a collection of items in a specific order.
- Sorting can be used to put or arrange or separate objects and things into groups.
- Ordering is an act of putting things in sequential arrangement.

- Objects can be ordered according to size, length and height.

TOPIC 2: THE HUMAN BODY

Introduction

Overview: This topic focuses on the human body. The learners will learn about different external parts of the body and the important functions that they perform according to the way they are made and their positioning. Knowledge about the body parts will help learners appreciate awareness of their body parts and their importance in performing different functions.

General Competence(s):

Analytical Thinking

- Identifying and grouping body parts based on similarities
- Recognizing and relating body parts to their functions

Communication

- basic words to name body parts.
- Singing songs to reinforce body part names.
- Describing how they use different body parts in daily activities.

Critical Thinking

- Answering simple questions like "What do we use to smell?" or "Which part helps us walk?"

Creativity and Innovation

- Engaging in creative activities such as drawing or painting different body parts.

- Using role-play to demonstrate body functions

Collaboration

- Playing interactive games with peers to identify body parts

Hook: We all need the external part of the body to perform the various activities effectively and to live independently. What would happen if our bodies had no legs, eyes, ears, nose, arms?

Suggested Teaching and Learning Materials: chart, online sources, pictures, model, jigsaws, puzzles

Key Terms/words/ vocabulary

Human-a person.

Body-the bones, flesh and organs of a person or an animal.

External- the outer part or structure of something (body).

Parts-a piece or portion of a whole.

Function- the work

Subtopic 1: External Parts of the Human body

Introduction: This subtopic will focus on the external parts of the human body. External parts of the human body are the body parts that are visible on the outside of the body. In this subtopic, learners will do activities where they will practically identify, name and discuss the functions of the human body.

Specific Competence(s):

- Identify and name external parts of the human body
- Discuss functions of the external parts of the human body.

Learning Activity 1: Identifying and Naming the External Parts of the Human Body

- Using one pupil as a model, introduce external body parts by asking learners to identify and name them.
- Learners identify the body parts: head, eyes, nose, mouth, arms, legs, hands, feet, fingers, toes, shoulders, knees.
- Learners individually practice naming the external body parts by touching the part mentioned by the teacher. For example, What is this part? Touch the head, the mouth, the eyes ...

Learning Activity 2: Naming the External Parts of the Human Body through play.

- Teacher and the learners demonstrate and practice naming the external parts of the body using a song (head, shoulders, knees and toes).
- Individual Learners practice naming the external parts of the body by touching the part as instructed by the teacher. For example, touch your head, touch your eyes etc.
- Learners pick cutouts of different external body parts of their choice and trace in their exercise books.

Learning activity 3: Functions (the work) of the External Part of the Human Body.

- Ask individual learners to touch any external body part.
- After touching the body part learners state its function. For example, (eyes are for seeing, mouth is for eating food and speaking, ears are for hearing, ...)

- Learners will **demonstrate** the function of each body part through movement-based activities:
 - i. Jumping to show how legs work.
 - ii. Clapping to show how hands function.
 - iii. Blinking to illustrate the function of eyes.
 - iv. Sniffing to demonstrate how the nose is used for smelling.

Expected Standard

- External parts of the human body identified and named accordingly.
- Functions of the external parts of the human body discussed correctly.

Assessment:

- Display external body parts on tracing cards.
- Ask the learners to pick cutouts of the external body part of their choice, trace and colour them.

Summary

- The external parts of the human body are the body parts that are visible on the outside of the body.
- The external part of the body includes the head, neck, arms, hands, legs, feet, ears, eyes, nose, skin etc.
- Different external body parts perform specific functions (for example, eyes for seeing, legs for walking)

TOPIC 3: NUTRITION AND HEALTH

Introduction

This topic focuses on food and food hygiene. The learners will learn about different sources of food, their importance to the body and the dangers of eating contaminated food. Learning about nutrition and health will equip learners with practical knowledge on where they can get food, appreciate the importance of eating the right food and avoid the dangers of getting foodborne diseases.

General Competence(s):

Analytical Thinking

- Identifying and classifying food sources (plant-based vs. animal-based).
- Recognizing the importance of different food types (body-building, energy-giving, protective).
- Identifying clean and unclean food-handling practices.

Communication

- Naming and describing different foods and their sources.
- Asking and answering simple questions about food and hygiene (e.g., "Why do we wash fruits?").

Critical Thinking

- Sorting food based on its source.
- Recognizing the dangers of contaminated food (e.g., cholera, diarrhea).

Creativity and Innovation

- Engaging in storytelling, role-playing, or drawing food-related activities.
- Practicing hygiene habits through play (e.g., pretend hand washing before eating).

Collaboration

- Participating in group activities related to food identification and hygiene.
- Playing games that reinforce healthy eating and food safety habits.

Environmental Sustainability

- Learning simple ways to reduce food waste and maintain cleanliness.

Problem-Solving

- Applying simple hygiene solutions (e.g., covering food, washing hands).

Hook: We all need and depend on food from the environment in order to survive. What would happen if there was no food from the environment?

Suggested Teaching and Learning Materials: Food samples from plants and animals, charts, pictures, online sources, cut outs.

Key terms/ words/ vocabulary

Food-is anything eaten by an organism for nutritional support.

Source-where something comes from.

Importance-having much value.

Animal- a living thing that breathes, grows, feeds and produces.

Plants- a living thing that grows in the soil, in water and usually has a stem, leaves, roots, and flowers.

Hygiene- keeping something clean to to prevent the spread of diseases

Disease-an illness or sickness

Subtopic 1: Food

Introduction: This subtopic will focus on food and its sources. From this topic, the learners will appreciate an awareness of what is regarded as food and do activities on sorting, naming and grouping the food into two groups (those coming from plants and those coming from animals). The learners will also discuss the importance of food

Specific Competence(s):

- Identify different sources of food.

Learning Activity 1: Identifying Food from Plants and Animals

- Ask the learners to mention the food they eat at home.
- Display different food samples from plants and animals (use a chart or cut outs in the absence of food samples)
- Ask learners to individually name the food and state where the food comes from. For example, eggs come from chicken, tomatoes come from plants, cabbage come from plants, milk come from animals.
- Conclude the lesson by asking the learners to collect different pictures of food from home for a class project.

Learning Activity 2: Food that give us Energy

- Brainstorm with learners (What is energy? The strength to do an activity such as running, jumping, walking, writing.....)
- Explain to the learner that food gives us energy.

- Discuss with the learners the importance of energy to the body. For example, energy enables us to perform various activities such as running, walking, jumping.....
- From the cut outs of food samples, the teacher asks learners to sort, name and discuss the foods that give the learners energy. For example, rice gives us energy, nshima gives us energy, potatoes gives us energy.
- Learners trace and colour some of the food that give the body energy.

Learning Activity 2b: Food that build our body

- Discuss with the learners what would happen if they stopped eating enough food.
- Explain to the learners that some food helps us build the body.
- From the chart cut outs or chart of food, the teacher asks learners to sort, name and discuss the foods that help build the learner's body. For example, meat, beans, fish, groundnuts, fish.
- Learners trace some of the food that helps make the body grow.

Learning Activity 2c: Food that protect our body

- Discuss with the learners the importance of food in protecting the body.
- From the cut outs or food chart, the teacher asks learners to sort, name and discuss the foods that help protect the learner's body.
- For example, fruits like apples, oranges, bananas, mango, guava.... vegetables like cabbage, chibwabwa, kalembula, letice, carrots, tomatoe....
- Learners trace any of the food that helps protect the body.

Expected Standard

- Different sources of food identified accordingly.

Assessment

Project 1-Food from plants and animals

- Teacher and the learners cut out pictures of various foods from the magazine and group them according to their sources.
- Prepare a chart with pictures of food that come from plants (with the help of the learners)
- Prepare another chart with pictures of food that come from animals (with the help of the learners)

Project 2. Importance of food to the body.

Using cut outs, prepare with the learners three charts:

- Chart on energy giving food.
- Chart on body building food.
- Chart on protective food.

Class Tour: Where possible, teacher and the learners can visit the market to see different food stuff produced from plants and animals.

Summary

- Food is any substance eaten by an organism for nutritional support.
- Food usually comes from plants or animals.
- Food contains essential nutrients such as carbohydrates, fats, proteins, vitamins or minerals.

- When eaten, food provides energy, helps protect the body, maintain life and stimulate growth.

Subtopic 2: Food Hygiene

Introduction: This subtopic will focus on food hygiene. The learners will do activities on hygiene practices of handling, preparing, and storing food to prevent the spread of foodborne illnesses.

Specific Competence(s):

Demonstrate hygienic ways of handling food.

Learning Activity 1: Practicing food hygiene (washing hands, washing fruits, covering food...)

- Ask the learners what would happen if they ate food with dirty hands or dirty food.
- Discuss with the learners the importance of observing proper food hygiene (cleanliness).
- Ask the learners what is involved in practicing food hygiene by (washing hands, washing fruits, covering food...).
- Practically demonstrates how to practice food hygiene when handling food (cleanliness).
- Learners practically demonstrate how to practice food hygiene when handling food (cleanliness).

Learning Activity 2: Discussing the dangers of eating contaminated (dirty) food to the body (diseases: cholera, diarrhea...) .

- Discuss with the learners what will happen if they do not practice good food hygiene.

- Learners state the dangers of eating contaminated food to the body as (getting diseases such as cholera, diarrhea...) .
- Discuss with the learners the dangers of having diarrhea and cholera.

Expected Standard

- Hygienic ways of food handling demonstrated accordingly.

Assessment: Take the learners to the kitchen to individually demonstrate how to wash hands, wash fruits, and cover food.

Summary

- Food hygiene is the practice of handling, preparing, and storing food.
- Proper food hygiene help to prevent the spread of foodborne illnesses
- The dangers of eating contaminated food to the body are getting diseases such as cholera and diarrhea.

TOPIC 4: Number and Notation

Introduction

This topic introduces numbers 1 to 3 through hands-on activities like counting objects, recognizing numbers, and understanding their values. Children will match objects to numbers and practice tracing to build fine motor skills, fostering early numeracy in a fun and engaging way.

General Competence(s)

Analytical Thinking

- Recognize patterns in numbers.
- Visualize and match numbers with objects.

Communication

- Use simple number-related language.
- Express numbers through tracing or symbols.

Creativity and Innovation

- Explore objects to match with numbers.
- Use creative play to practice counting.

Collaboration

- Solve number puzzles in groups.
- Play and count with peers.

Critical Thinking

- Classify and match objects by number.
- Solve simple number-related problems.

Environmental Sustainability

- Count and sort items for recycling.
- Recognize numbers in environmental contexts.

Financial Literacy

- Identify and count money.
- Use numbers to make simple buying decisions.

Hook: “Have you ever noticed how numbers are everywhere around us? From the toys you play with to the sweets you eat, numbers help us make sense of the world. What if we could use numbers to count, identify, and even match objects around us? Let’s explore how numbers 1, 2, and 3 make everyday things exciting and meaningful!”

Suggested teaching and learning aids: Everyday objects (sticks, bottle tops, buttons, toys). Mats or trays for organizing the objects. Also Counters, Flashcards, Sorting Trays, Counting Blocks, Animal Figurines, Apps for Free online counting games, Board Games, Number Puzzles

Key Terms /Words/Vocabulary

List of key words

- **Concrete Objects** – Physical items like sticks, bottle caps, or toys used for counting and learning.
- **Counting** – The process of determining the number of items in a group.
- **Matching** – Connecting objects to their corresponding numerical values.
- **Number Identification** – Recognizing and naming numbers, such as 1, 2, and 3.
- **Number Value** – Understanding the meaning or quantity a number represents.
- **Numerals** – Written symbols that represent numbers, like 1, 2, and 3.
- **Tracing Numbers** – Practicing writing numbers (1 to 3) using guided patterns.

Sub-Topic 1- Counting

Introduction

Counting is a foundational skill that helps children understand quantity. In this subtopic, learners will count objects (1 to 3) using materials like sticks or toys, practice oral counting, and connect numbers with tangible items. This builds pattern recognition, numerical order, and early confidence in numeracy, forming the basis for advanced math concepts.

Specific Competence(s)

- Count concrete objects 1 to 3

Learning Activity 1 : Counting concrete objects 1 to 3 (sticks, bottle tops ...).

- Show learners three sticks or bottle tops. Explain that each object represents a number.
- Count aloud while pointing to each object: "One, two, three." Repeat the process to ensure understanding.
- Provide learners with their own objects (e.g., sticks or bottle tops). Ask them to count out 1, 2, and 3 objects as you guide them.
- Let learners work in pairs to count their objects and share their answers with each other. Reinforce correct counting through encouragement.

Learning Activity 2 : Counting orally 1-3.

- Say the numbers 1, 2, and 3 aloud and ask learners to listen carefully.
- Count slowly from 1 to 3 while using fingers or clapping for each number to create a rhythm.
- Have learners repeat after you as a group, then individually. Use songs or chants to make counting fun.
- Ask learners to count from 1 to 3 on their own, using their fingers or claps. .

Expected Standard

- Concrete objects 1 to 3 counted correctly.

Assessment

Observe if learners count objects (1-3) correctly, match numbers to objects, and participate actively. Check if they can say numbers 1-3 in order and join in group counting.

Sub-Topic 2. - Number identification

Introduction :

Number identification focuses on helping learners recognize and associate numbers 1 to 3 with their symbols and quantities. Using hands-on activities, visual aids, and repetition, children match numbers with objects (e.g., "1" with one block). Activities are simplified, engaging, and reinforced through positive feedback to build early numeracy skills.

Specific Competence

- Identify numbers 1 to 3

Learning Activity 1: Identifying Numbers 1 to 3 Using Objects

- Show a set of small objects (e.g., 1 stick, 2 bottle tops, 3 buttons) and say the number out loud, associating each group with its written numeral.
- Place the objects in front of the class and demonstrate how to count each group while pointing to the objects and saying the numbers aloud.
- Give learners their own set of objects (e.g., 3 buttons or bottle tops) and guide them to count and match the correct number to the objects.
- Ask learners to count their own objects and identify the correct number card (1, 2, or 3) to match their set.

Learning Activity 2: Identifying Written Numbers (1 to 3) Using Objects

- Display number cards with written numbers (1, 2, 3) and a corresponding set of objects (e.g., 1 apple, 2 blocks, 3 pencils).
- Pick a number card and count out the objects that correspond to it (e.g., hold up 2 blocks for the number 2).
- Give learners number cards and objects, guiding them to match the correct quantity of objects to the written number on the card.
- Let learners independently choose a number card and count out the corresponding objects from a pile.

Activity 3: Identifying Real Numbers 1 to 3 on Number Cards

- Show learners number cards with 1, 2, and 3 written on them, and discuss how these numbers relate to real-world examples (e.g., 1 apple, 2 toys).
- Hold up a number card (e.g., 1) and show the corresponding quantity of objects (e.g., 1 apple).
- Give each learner a number card and ask them to match it with the correct set of objects that match the number on their card.
- Ask learners to independently select a number card and find the matching set of objects from a collection.

Assessment

Project: My Number Book

- Learners create a small booklet with numbers 1-3, cutting and pasting objects to match each number.

Expected Standard

- Number 1-3 identified correctly.

Sub-Topic 3. Number value

Introduction

Number value helps children understand the meaning behind numbers by linking them to quantities. Through hands-on activities like number games and real objects, learners practice recognizing and attaching value to numbers 1 to 3. This foundational skill fosters a deeper understanding of numbers as they connect symbols to tangible amounts.

Specific Competence:

- Recognize and attach value to numbers

Suggested Teaching and Learning Materials: Number cards, flashcards, picture charts, Bottle tops, sticks, buttons, blocks, beads, Number puzzles, matching games, sorting trays.

Learning Activity 1

- Show number cards (1, 2, 3) and real objects (bottle tops, blocks, buttons).
- Ask learners to observe and say the numbers aloud.
- Place objects in groups (1 apple, 2 balls, 3 pencils) and match them with the correct number cards.
- Learners work in pairs to match number cards with the correct set of objects and use puzzles or sorting trays to reinforce learning.
- Each learner selects a number card, counts and places the correct number of objects, then traces the number in sand or clay.

Expected Standard

- Number values recognized and attached correctly.

Assessment

Show and Tell Counting

- Each child picks a number card (1, 2, or 3).
- They count and place the correct number of objects next to the card.
- The child then verbally names the number and objects.
- Observe and provide gentle guidance if needed.

Sub-Topic 4. Matching

Introduction

Matching objects to number values helps children understand the concept of quantity and the relationship between numbers and real-life items. In this subtopic, learners will match familiar objects (e.g., blocks, toys) with their corresponding number values (1 to 3). Through discussion and hands-on practice, children will connect numbers to quantities, reinforcing their understanding of number value and developing early mathematical skills.

Specific Competence

- Match objects to number value

Learning Activity 1: Discussing number values.

- Show the number flashcards (1, 2, 3) and discuss each number's value
- Place 1, 2, and 3 animal toys on the table and discuss the different quantities
- Ask the child to repeat the number values while showing the toys: "How many animals do we have here?"

- Give the child a sorting tray. Ask them to place 1 animal model in one compartment, 2 in another, and 3 in the last one.

Learning Activity 2: Matching Familiar Objects According to Their Number Value (1 to 3)

- Show the number flashcard for 1, 2, and 3.
- Using counting blocks (or toys), place 1 block in front of the number 1 card, 2 blocks for the number 2 card, and 3 blocks for the number 3 card.
- Ask the child to match the correct number of objects (models or blocks) to the number cards.
- Let the child use the sorting tray to place 1 object in one compartment, 2 in another, and 3 in the third.

Expected Standard

- Objects matched according to number value correctly.

Assessment:

Project: The Animal Number Adventure

The "**Animal Number Adventure**" project culminates the learning by engaging children in a fun, hands-on activity where they help organize animals into different zoo pens based on their number values (1, 2, and 3). Each child group is tasked with selecting the correct number of animals or blocks and placing them in matching pens, practicing counting, sorting, and number recognition. Through this collaborative activity, children enhance their analytical thinking, communication, and problem-solving skills by verbalizing their counting and sorting decisions. The project encourages teamwork, creativity, and critical thinking, offering a practical application of the number values they've learned in an engaging, real-world context.

Sub-Topic 5. Tracing numbers

Introduction

Tracing numbers helps young learners develop fine motor skills and recognize the shapes of numbers (1, 2, 3). Through hands-on activities like tracing on the floor or with their fingers, learners build confidence in forming numbers and understanding their structure. This foundational skill supports early numeracy and handwriting development.

Specific Competence

- Demonstrate tracing numbers up to 3

Suggested Teaching and Learning Materials:: Large number cards (1, 2, 3), Sand trays or shallow boxes with sand for tactile tracing, Chalk for tracing on the floor, Marker boards and markers, Number tracing worksheets, Clay or play-dough for shaping numbers

Learning Activity 1(a).

- Practicing tracing numbers on the floor (1, 2, 3).
- Tracing Numbers on the Floor
- Show large number cards (1, 2, 3) and say the numbers aloud.
- Use chalk or a marker to draw a large number on the floor and trace it with your finger.
- Encourage learners to trace the numbers on the floor with their fingers while saying the number aloud.

Learning Activity 1(b).

- Watch the learner trace the numbers on the floor with their finger. Check if they follow the correct shape and direction.
- Ask, “What number are you tracing?” and note their response.

- Provide the opportunity to trace each number multiple times to check consistency.

Learning Activity 2(a)

- Show large, raised numbers (1, 2, 3) and let learners touch and feel their shapes.
- Guide their fingers along the numbers while saying the number aloud.
- Allow them to trace numbers on the ground

Learning Activity 2(b)

- Demonstrate how to trace numbers in the air using exaggerated hand movements.
- Encourage learners to trace large numbers on a chalkboard or whiteboard.
- Use hand-over-hand guidance for those who need additional support.

Expected Standard

- Tracing numbers up to 3 demonstrated accordingly.

Assessment

- Show a number card and ask the learner to recreate that number using tactile materials.
- Encourage Counting: While tracing or shaping, ask the learner to count aloud, linking the number to its value.

Summary

- Learners developed early numeracy skills by counting objects, recognizing numbers 1-3, and matching them to quantities through interactive activities.

- Learners demonstrated competence by accurately counting objects (1-3), matching them to written numerals, recognizing real numbers on number cards, and expressing their understanding through communication, problem-solving, and collaboration.
- Learners demonstrated number recognition and value attachment by matching numbers 1-3 with objects, verbalizing their understanding, and engaging in hands-on activities.
- Children explored number values (1, 2, 3) through flashcards, animal figurines, and sorting tasks, promoting analytical thinking, communication, and problem-solving while developing creativity and collaboration.
- Learners engaged in multi-sensory number tracing by first seeing and hearing the numbers (1, 2, 3), then tracing them on the floor with their fingers, and finally practicing in the air and on a board with guided support to reinforce correct shape, direction, and consistency.